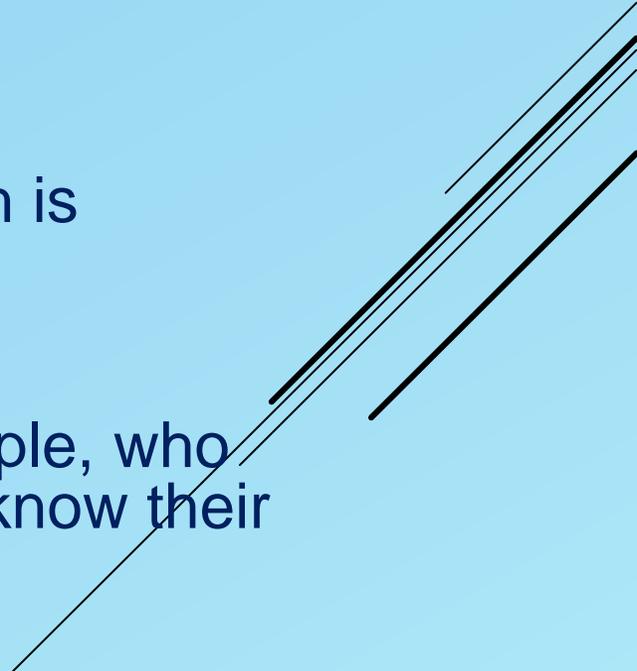


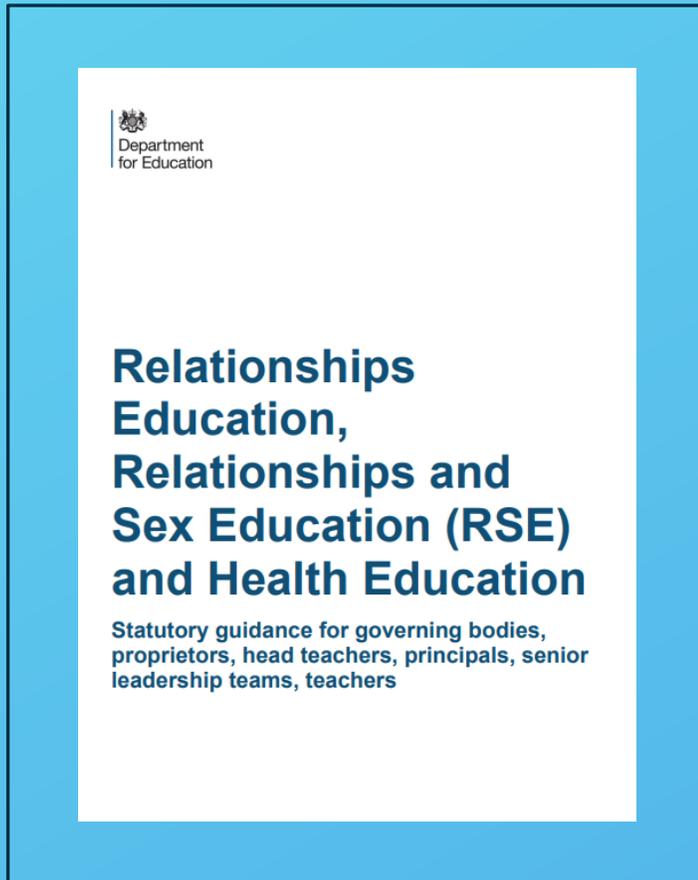


# RAYNVILLE GUIDE TO PSHCE

# PSHCE

- ▶ PSHCE stands for Personal, Social, Health, Citizenship and Economic education. We use this subject to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.
  - ▶ At Raynville we use the PSHE Association curriculum, which is nationally recognised and Quality Mark Assured.
  - ▶ We aim to help our children become responsible young people, who are well informed about healthy choices, personal safety and know their part to play in friendships, family and the wider community.
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Relationships and sex education (RSE) is an important part of PSHE education. Relationships and health education is compulsory for all primary school pupils. Sex education is compulsory for all secondary school pupils.

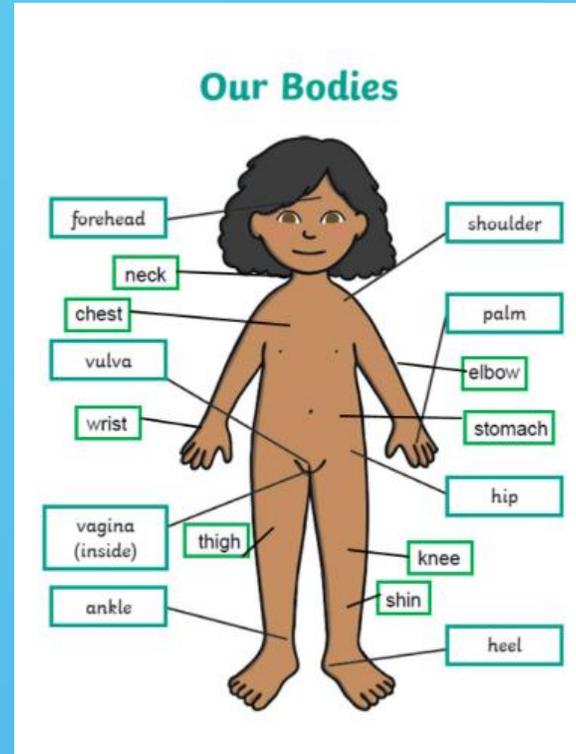
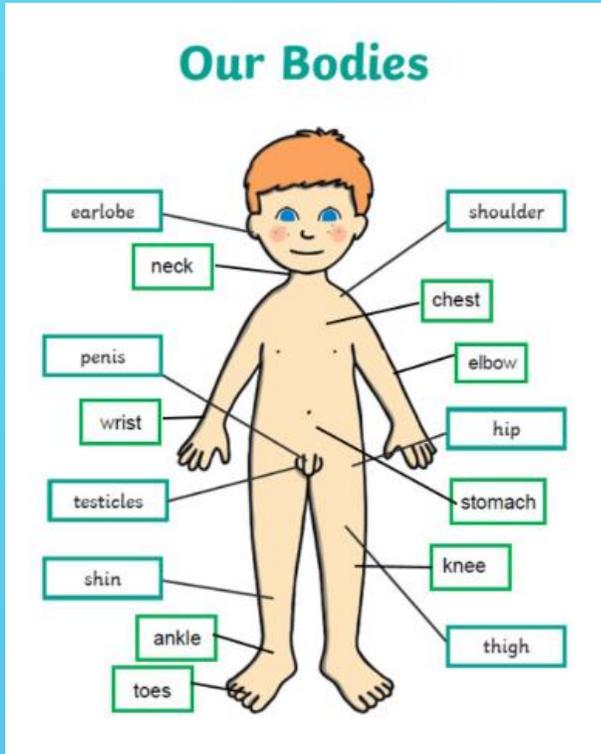


- ▶ [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)
- ▶ This document sets out the statutory requirements for primary and secondary schools.

# WHAT DOES THIS MEAN FOR PARENTS?

- ▶ Parents do not have the right to withdraw their children from lessons about relationships and health education at primary school.
- ▶ Important but tricky issues are vital parts of the curriculum. Here are some examples....



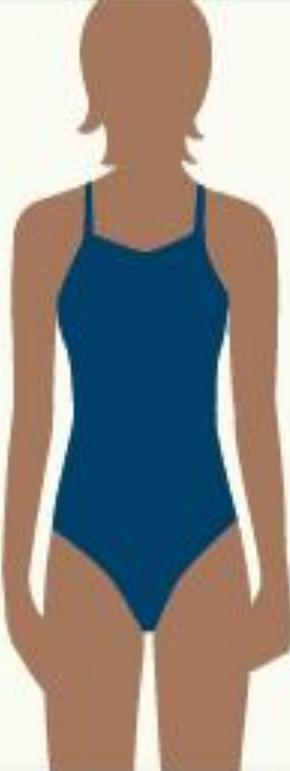


Your child will learn the correct names of parts of their body, including their genitals. This will be taught in Year 1 and then referred to again in other year groups. We learn this song to help us learn that parts of the bodies covered with underwear are private: <https://www.youtube.com/watch?v=-IL07JOGU5o>



They will learn about the risks of smoking, alcohol and legal and illegal drugs.

**Puberty:  
What Happens?**



**Face**  
You may get pimples.

**Sweat**  
Your armpits sweat.

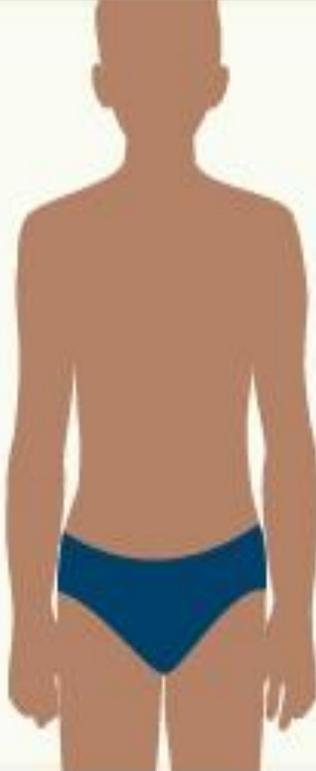
**Menstruation**  
Your period begins.

**Height**  
You get taller.

**Breasts**  
Your breasts grow.

**Hair**  
Hair grows in your armpits, on your legs, and between your legs.

**Puberty:  
What Happens?**



**Height**  
You get taller.

**Face**  
You may get pimples.

**Privates**  
Your penis and testicles get bigger.

**Voice**  
Your voice deepens.

**Sweat**  
Your armpits sweat.

**Hair**  
Hair grows on your face, arms, legs, chest, armpits, and between your legs.

They will learn about puberty in Year 4 and how their bodies change from children to adolescents.

They will learn about different types of families in Year 3, including married and non-married partners, single parents, same sex partners, fostered, adopted and step children.



# HOW WILL THIS BE TAUGHT AT RAYNVILLE?

Staff at Raynville will deliver the curriculum for PSHCE in a sensitive and respectful way.

We are aware of the many different views and traditions within our community, which we will explore carefully, as well as fully meeting our statutory obligations as educators.



Here is the long-term plan for each year group, so that you can check when the content will be taught. We would encourage you to talk to your children about the content at home before we teach it in school. The curriculum is split into three key areas:

KEY	Health and Wellbeing	Relationships	Living in the Wider World
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**PSHCE (including RSE) LONG-TERM OVERVIEW**

**YEAR 1**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>What is the same and different about us?</b>	<b>Who is special to us?</b>	<b>What helps us stay healthy?</b>	<b>What can we do with money?</b>	<b>Who helps to keep us safe?</b>	<b>How can we look after each other and the world?</b>
Objectives	<ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths</li> <li>• how their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> </ul> <p><b>to use the correct names for the main parts of the body, including external genitalia; and those parts of bodies covered with underwear are private.</b></p>	<p>about the different people in their family</p> <ul style="list-style-type: none"> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.</li> </ul>	<ul style="list-style-type: none"> <li>• what being healthy means and who helps help them to stay healthy</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy</li> <li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>• what they can do to take care of themselves on a daily basis, <u>e.g.</u> brushing teeth and hair, hand washing.</li> </ul>	<p>what money is - that money comes in different forms</p> <ul style="list-style-type: none"> <li>• how money is obtained (<u>e.g.</u> earned, won, borrowed, presents)</li> <li>• how people make choices about what to do with money, including spending and saving</li> <li>• the difference between needs and wants - that people may not always be able to have the things they want</li> <li>• how to keep money safe and the different ways of doing this.</li> </ul>	<ul style="list-style-type: none"> <li>• that people have different roles in the community to help them keep safe</li> <li>• who can help them in different places and situations</li> <li>• how to respond safely to adults they don't know</li> <li>• what to do if they feel unsafe or worried for themselves or others</li> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency.</li> </ul>	<p>how kind and unkind behaviour can affect others; how to play and work co-operatively</p> <ul style="list-style-type: none"> <li>• the responsibilities they have in and out of the classroom</li> <li>• what can harm the local and global environment; how they and others can help care for it</li> <li>• how people grow and change and how people's needs change as they grow from young to old</li> <li>• how to manage change when moving to a new class/year group.</li> </ul>

**PSHCE (including RSE) LONG-TERM OVERVIEW**

**YEAR 2**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>What makes a good friend?</b>	<b>What is bullying?</b>	<b>What jobs do people do?</b>	<b>What helps us grow and stay healthy?</b>	<b>What helps us to stay safe?</b>	<b>How do we recognise our feelings?</b>
Objectives	<ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy.</li> </ul>	<ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>• how jobs help people earn money to pay for things they need and want</li> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> <li>• how people have different strengths and interests that enable them to do different jobs</li> <li>• how people use the internet and digital devices in their jobs and everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety)</li> <li>• how to identify risky and potentially unsafe situations (including online) and take steps to avoid them</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> </ul>	<ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, <u>sleep</u> and rest</li> <li>• that eating and drinking too much sugar can affect their health</li> <li>• how much rest and sleep they should have everyday</li> <li>• how to know when to take a break from screen-time</li> <li>• how sunshine helps bodies to grow; how to keep safe in the sun.</li> </ul>	<ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> </ul>

**PSHCE (including RSE) LONG-TERM OVERVIEW**

**YEAR 3**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>How can we be a good friend?</b>	<b>What keeps us safe?</b>	<b>What are families like?</b>	<b>What makes a community?</b>	<b>Why should we eat well and look after our teeth?</b>	<b>Why should we keep active and sleep well?</b>
Objectives	<ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of seeking support if feeling lonely</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem between friends, resolve disputes and reconcile differences</li> <li>• how to recognise if a friendship is making them unhappy.</li> </ul>	<ul style="list-style-type: none"> <li>• how to recognise hazards</li> <li>• how to help keep their body protected and safe, <u>e.g.</u> wearing a seatbelt</li> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• how to react and respond if there is an accident; how to deal with minor injuries</li> </ul>	<ul style="list-style-type: none"> <li>• how families differ from each other (including that not every family has the same family structure, <u>e.g.</u> single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>• how people within families should care for each other and the different ways they demonstrate this</li> <li>• how to ask for help or advice if family relationships are making them feel unhappy, <u>worried</u> or unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• how they belong to different groups and communities, <u>e.g.</u> friendship, faith, clubs, classes/year groups</li> <li>• what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>• how the community helps everyone to feel included and values the different contributions that people make</li> <li>• how to be respectful towards people who may live differently to them.</li> </ul>	<ul style="list-style-type: none"> <li>• how to eat a healthy diet</li> <li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>• how people make choices about what to eat and drink, including who or what influences these</li> <li>• how, <u>when</u> or where to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>how</u> regular physical activity benefits bodies and feelings</li> <li>• how to be active on a daily and weekly basis - how to balance time online</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• who to talk to if they are worried</li> </ul>

**PSHCE (including RSE) LONG-TERM OVERVIEW**

**YEAR 4**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>What strengths, skills and interests do we have?</b>	<b>How do we treat each other with respect?</b>	<b>How can we manage our feelings?</b>	<b>How will we grow and change?</b>	<b>How can our choices make a difference to others and the environment?</b>	<b>How can we manage risk in different places?</b>
Objectives	<ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, <u>skills</u> and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> <li>• how to manage when there are <u>set-backs</u>, learn from mistakes and reframe unhelpful thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• how people's behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous and recognise the respectful behaviour they should receive in return</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept or not agreed to and when to tell</li> <li>• the rights that children have and why it is important to protect these*</li> <li>• that everyone should feel included, <u>respected</u> and not discriminated against;</li> </ul>	<ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, <u>grief</u> and change</li> <li>• how to access advice and support to help manage their own or others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, and erections.</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty.</li> </ul>	<ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (<u>e.g.</u> Fairtrade, single use plastics, giving to charity)</li> <li>• how to show care and concern for others (people and animals)</li> </ul>	<ul style="list-style-type: none"> <li>• how to recognise, predict, <u>assess</u> and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (<u>e.g.</u> near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour</li> <li>• how people's online actions can impact on other people</li> <li>• how to keep safe <u>online</u>; reporting</li> </ul>

**PSHCE (including RSE) LONG-TERM OVERVIEW**

**YEAR 5**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>What makes up a person's identity?</b>	<b>What decisions can people make with money?</b>	<b>How can we help in an accident or emergency?</b>	<b>How can friends communicate safely?</b>	<b>How can drugs common to everyday life affect health?</b>	<b>What jobs would be like?</b>
Objectives	<ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people</li> <li>• that there are a range of factors that contribute to a person's identity</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate</li> </ul>	<ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money</li> <li>• how to keep track of money</li> <li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans)</li> <li>• that there are risks associated with money (it can be won, <u>lost</u> or stolen) and how money can affect people's feelings and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened</li> </ul>	<ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• about the types of content (including images) that is safe to share online; ways of giving consent</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.</li> </ul>	<ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, <u>caffeine</u> and medicines) can affect health and wellbeing</li> <li>• that some drugs are legal and other drugs are illegal</li> <li>• why people choose to use or not use different drugs</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> </ul>	<ul style="list-style-type: none"> <li>• that there is a broad range of different jobs</li> <li>• that some jobs are paid more than <u>others</u> and some may be voluntary (unpaid)</li> <li>• about the skills, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers</li> <li>• how people choose a career/job</li> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> </ul>

**PSHCE (including RSE) LONG-TERM OVERVIEW**

**YEAR 6**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>What will change as we become more independent?</b>		<b>How can we keep healthy as we grow?</b>		<b>How can the media influence people?</b>	
Objectives	<ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or <u>faith</u>;</li> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• how puberty relates to growing from childhood to adulthood</li> <li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change</li> </ul>		<ul style="list-style-type: none"> <li>• how mental and physical health are linked</li> <li>• <u>how</u> positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>• how to make choices that support a healthy, balanced lifestyle including:                             <ul style="list-style-type: none"> <li>» <u>how</u> to plan a healthy meal</li> <li>» <u>how</u> to stay physically active</li> <li>» <u>how</u> and why to balance time spent online with other activities</li> <li>» <u>how</u> sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> </ul> </li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this</li> <li>• that anyone can experience mental ill-health</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> <li>• that FGM is illegal and goes against human rights</li> </ul>		<ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people's wellbeing</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble</li> <li>• to discuss and debate what influences people's decisions, taking into consideration different viewpoints.</li> </ul>	

Summer 2: the children will also cover how to manage change, including moving to secondary school.

At the start of each half term we also have ‘Healthy inside and out’ focus days. The aim of these is to teach the children an awareness of their mental health needs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Healthy inside and out	<b>Feeling good and being me</b>	<b>Friends and family</b>	<b>Life changes</b>	<b>Strong emotions</b>	<b>Being the same and being different</b>	<b>Solving problems</b>
	I can think about myself and the different feelings I have I know some words to describe my feelings to others and some simple strategies for managing feelings	I can tell others when I am feeling joyful and happy. I can recognise when my friends are feeling joyful and happy. I know how to respond to others when they are feeling joyful and happy.	I can learn to communicate my feelings (about new experiences) to others I can recognise how others show feelings and how to respond	I know when someone is being unkind, including myself I can recognise what is fair and unfair, kind and unkind, what is right and wrong I know how to respond, who to tell and what to say	I recognise that everyone is different. I can begin to learn about empathy.	I can work and play well in a small group I can name three goals or targets and say who can help me with them

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Healthy inside and out	<p><b>Feeling good and being me</b></p> <p>I can recognise and celebrate my strengths I can set simple but challenging goals I can learn from my experiences Children can name something they are good at and give reasons why Children can tell others about a comfortable and an uncomfortable feeling they have</p>	<p><b>Friends and family</b></p> <p>I can recognise how my behaviour can affect others. I understand the importance of cooperating with others. I can offer to share things. I can include others in activities.</p>	<p><b>Life changes</b></p> <p>I can learn about change and loss and the associated feelings. I can learn about losing something special and how it feels. I can describe times when people might feel loss. I can tell how feelings of loss e.g. losing a pet, can make my body feel. I can listen to others talking about loss.</p>	<p><b>Strong emotions</b></p> <p>I can complete the sentence 'I feel unhappy when ...'  I can ask others what makes them unhappy and listen to the response</p>	<p><b>Being the same and being different</b></p> <p>I can start to understand empathy. I can start to empathise with others and how they may be feeling. I can create a sentence or a series of sentences which I could use to help someone who is being teased or bullied.</p>	<p><b>Solving problems</b></p> <p>I can start to understand empathy. I can start to empathise with others and how they may be feeling. I can create a sentence or a series of sentences which I could use to help someone who is being teased or bullied.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Healthy inside and out	<b>Feeling good and being me</b>	<b>Friends and family</b>	<b>Life changes</b>	<b>Strong emotions</b>	<b>Being the same and being different</b>	<b>Solving problems</b>
	<p>Identify areas for improvement and set high aspirations and goals</p> <p>Reflect on and celebrate their achievements and identify their strength.</p> <p>Children can talk about something they find difficult</p> <p>Children can reframe this into a positive statement</p> <p>Children can offer to help someone reframe difficulties</p>	<p>I can recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>I recognise when people are being unkind to me or others.</p> <p>I know how to respond, who to tell and what to say.</p> <p>I can think of a time that I have been unkind and maybe apologised?</p> <p>I can think of a time when someone has been unkind to me and how it has made me feel?</p>	<p>I understand the importance of being co-operative with others</p> <p>I understand that change happens &amp; can be challenging</p> <p>I understand that adapting to change is key to developing emotional wellbeing</p> <p>I can work with others to overcome a new challenge.</p> <p>I can then talk about the sequence of individual events involved in this.</p>	<p>I recognise that that I may experience strong emotions such as anger</p> <p>I can learn there are ways to cope with these strong emotions</p> <p>I can choose a calming down strategy that will work for me</p> <p>I can explain the steps my strategy involves</p>	<p>I can learn how to play and work co-operatively with others and understand that people often need to play or work together to reach a shared outcome.</p> <p>I can share my opinions on things that matter to me and explain my views through discussions with one other person and the whole class.</p> <p>I can use problem solving phrases such as 'What will happen next?'</p> <p>I can listen to someone else's point of view when planning strategies.</p>	<p>Children understand that people often need to play / work together to reach a shared outcome even when they disagree</p> <p>Children begin to understand empathy and why people can be different (in behaviour and image)</p> <p>Children can say how they feel in difficult situations.</p> <p>Children can listen to others doing the same.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Healthy inside and out	<p><b>Feeling good and being me</b></p> <p>I can recognise and respond appropriately to a wider range of feelings in others</p> <p>I can extend my vocabulary to enable me to explain both the range and intensity of my feelings to others.</p> <p>Children can talk about an event that made them have strong feelings.</p> <p>Children can listen to someone else talking about a similar event.</p>	<p><b>Friends and Family</b></p> <p>I can recognise what makes a positive, healthy relationship.</p> <p>I can develop the skills to form and maintain positive and healthy relationships.</p> <p>I can name a wide range of attributes that contribute to a healthy relationship.</p> <p>I can identify some of these attributes in myself.</p> <p>I can recognise that we don't all like the same things and show that this is ok.</p>	<p><b>Life changes</b></p> <p>I can name some things, including changes, that can affect people's emotional wellbeing.</p> <p>I understand that feeling different emotions is a part of life.</p> <p>I understand that everyone's state of mental health can change frequently, and that any one state is not necessarily permanent.</p> <p>I can use 'I' messages especially if experiencing difficult emotions.</p> <p>I can listen to others 'I' messages.</p>	<p><b>Strong emotions</b></p> <p>I know that people can experience conflicting emotions at different times, such as times of loss and change, stress and anxiety.</p> <p>I can recognise when and how to ask for help.</p> <p>I can use basic techniques for resisting pressure to do something dangerous or unhealthy, something that makes me uncomfortable, anxious or that I believe to be wrong.</p> <p>I can complete the sentence 'I feel stressed/anxious when ...and my body feels...'</p> <p>When I feel stressed or <u>anxious</u> I can ask for help.</p>	<p><b>Being the same and being different</b></p> <p>I can learn the connection between discrimination and uncomfortable feelings.</p> <p>I understand that my actions affect myself and others.</p> <p>I can develop self-awareness. doing the right thing</p> <p>I can use a range of vocabulary to apologise when I have done something wrong or unkind.</p> <p>I can use feedback to improve my self-awareness in this regard.</p>	<p><b>Solving problems</b></p> <p>I recognise that, at times, I may experience conflicting emotions.</p> <p>I know when I might need to listen to my emotions or overcome them.</p> <p>I can develop a coping strategy that will work for me.</p> <p>I can explain the steps involved.</p>

Healthy inside and out	Feeling good and being me	Friends and family	Life changes	Strong emotions	Being the same and being different	Solving problems
	<p>I understand that my actions affect me and others</p> <p>I can develop self-awareness</p> <p>I understand what is meant by doing the right thing</p> <p>Children can talk about a time when their comfortable or uncomfortable feelings have influenced their thinking and behaviour and have had an impact on those around them.</p> <p>Children can listen to a friend doing the same.</p>	<p>I can recognise how a relationship can be unhealthy.</p> <p>I know where to go for help and support.</p> <p>I know what can positively and negatively affect my physical and mental health, including the media?</p> <p>I can talk about a problem I experienced with a friend in the past.</p> <p>I can identify what I learnt about myself from it.</p>	<p>I can learn that different people respond differently to different changes</p> <p>I can learn that some people find change easier than others</p> <p>I can find out that there are things they can do that help them cope with or accept change</p> <p>I can ask how others are feeling and respond with empathic statements such as 'You sound ....'</p>	<p>I can define what is meant by 'mental health' and can identify what mental health might look like</p> <p>I recognise that anyone can be affected by poor mental health</p> <p>I know what people can do to support their mental health, including where people can get help</p> <p>I can recognise the link between strong emotions and good or poor mental health</p> <p>I can develop protective strategies for this</p> <p>I can use appropriate language to describe mental health</p>	<p>I can learn about stereotyping, including gender stereotyping.</p> <p>I know that stereotypes exist for different <u>groups</u> and I can explain what is meant by the word 'stereotype.'</p> <p>I can identify stereotypes as presented in the media and the wider world. I can learn about stereotyping, including gender stereotyping.</p> <p>I know that stereotypes exist for different <u>groups</u> and I can explain what is meant by the word 'stereotype.'</p> <p>I can identify stereotypes as presented in the media and the wider world.</p> <p>I can use statements and questions to challenge stereotypes.</p>	<p>I have developed an awareness and understanding of the role peers can play in supporting one another including restorative approaches</p> <p>I can listen to others talking about a problem.</p> <p>I can help others develop coping strategies that will work for them</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Healthy inside and out	<b>Feeling good and being me</b>	<b>Friends and family</b>	<b>Life changes</b>	<b>Strong emotions</b>	<b>Being the same and being different</b>	<b>Solving problems</b>
	<p>Know what factors positively and negatively affect their physical, mental and emotional health.</p> <p>Children can use a way of resisting peer pressure.</p> <p>Children can name factors that can help them cope with difficult feelings and situations.</p>	<p>I can describe an unhealthy relationship</p> <p>I can recognise ways in which a relationship can be unhealthy &amp; who to talk to if they need support</p> <p>I know what positively &amp; negatively affects my physical, mental &amp; emotional health</p> <p>I can talk about how I will maintain positive relationships</p> <p>Pupils should have the opportunity to recognise what constitutes a positive, healthy relationship &amp; develop the skills to form &amp; maintain positive &amp; healthy relationships</p>	<p>I can learn that major life changes can be fun and exciting, at the same time as being daunting for some</p> <p>I can talk about moving on to secondary school</p> <p>I can recognise and respond appropriately to a wider range of feelings in others</p> <p>I can identify something that motivates me to keep going when things are difficult.</p> <p>I can help someone else to do this.</p>	<p>I can deepen my understanding of comfortable feelings and extend my vocabulary in order to explain both the range and intensity of my feelings to others</p> <p>I can recognise and respond appropriately to a wider range of feelings in others</p> <p>I know when I might need to listen to my emotions in order to move on</p> <p>I can talk about my happiest memories of school and my most comfortable feelings about my new school, and I can listen to others doing the same.</p>	<p>I can recognise how images and campaigns in the media and social media do not always reflect reality and can affect how people feel about themselves e.g. body image, eating issues.</p> <p>I can share my opinions on things that matter to me and explain my views through discussions with one other person and the whole class.</p> <p>I can use appropriate vocabulary, such as 'in my opinion...' to talk about lesson topics in a discussion and I can ask others for their opinions.</p>	<p>Children identify ways that people can look after their mental health</p> <p>Children understand the importance of being healthy physically, emotionally and mentally</p> <p>Children can say something positive about themselves and others and can offer and receive praise for these things</p>

# Next steps

- ▶ Talk to your child's class teacher or to Mr. Midgley if you have any concerns about the curriculum.
- ▶ If you would like to see the resources we use in school, then please talk to your child's teacher.
- ▶ If you want to withdraw your child from Year 6 lessons about sex education, then you can fill in the withdrawal letter and give it to Mr. Midgley. You are not able to withdraw your child from relationship or health education lessons e.g. puberty.