



KIRK MERRINGTON PRIMARY SCHOOL

PSHE- 2026-2027

School Drivers

21st Century Citizens Understanding of the Wider World Multicultural awareness British values Sense of community - Rights and Responsibilities Understanding of the wider world	Independent Learner Independent Resilient Able to solve problems Able to think critically	Healthy Living Healthy Eating Being active Healthy mind Healthy relationships
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Reception	Relationships Me and My Relationships	Relationships Valuing Difference	Living in the Wider World Keeping Myself Safe	Living in the Wider World Rights and Respect	Health and Wellbeing Being My Best	Health and Wellbeing Growing and Changing
	Core learning: - Talk about similarities and differences. - Name special people in their lives. - Describe different feelings. - Identify who can help if they are sad, worried or scared. - Identify ways to help others or themselves if they are sad or worried.	Core learning: - Be sensitive towards others and celebrate what makes each person unique. - Recognise that we can have things in common with others. - Use speaking and listening skills to learn about the lives of their peers. - Know the importance of showing care and kindness towards others.	Core learning: - Explain how to keep their bodies healthy and safe; - Identify ways to stay safe around medicines; - Recognise how to stay safe at home, in school and outdoors; - Describe age-appropriate ways to stay safe online; - Identify safe adults in their lives and community who help keep them safe.	Core learning: - Understand that they can make a difference; - Identify ways to care for their home, school and special people; - Understand how they can make an impact on the natural world; - Recognise similarities and differences between themselves and others; - Develop skills for building relationships with friends. Vocabulary:	Core learning: - Feel resilient and confident in their learning; - Name and discuss different types of feelings and emotions; - Use strategies or skills when approaching challenges; - Name and recognise how healthy choices can keep us well. Vocabulary: Encourage, Bounce back, Try	Core learning: - Understand that there are changes in nature and humans. - Name the different stages in childhood and growing up. - Use the correct vocabulary when naming the different parts of the body. - Know how to keep themselves safe. Vocabulary

	Vocabulary: Same, Different, Help, Family, Friends, Special people, Favourite, Practice, Effort, Sad, Kind, Feelings, Happy, Helpful, Worried, Confused, Frustrated, Emojis	Demonstrate skills in building friendships and cooperation. Vocabulary: Special, Favourite, Dislikes, Likes, Same, Different, Kind, Unkind, Compliment, Friendship, Kindness, New friend, Trust, Caring, Apologise, Lonely	Vocabulary: Keep clean, Keep safe, Cuddle, Doctor, Grown up, Water, Food, Fresh air, Sleep, Medicine, Chemist, Safe, Unsafe, Detective, Tell, Worried, Adult, Trust, Address	Family, Look after, Help each other, Be alone, Responsibility, Helpful, Working together, Caring, Uncomfortable, Lonely, Stranger, Trust, Money, Buy, Shop, Cost, Pay, Online gaming, Digital Money	again, Goals, Positive, Resilient, Yet, Fruit, Vegetables, Energy, Grow, Healthy, Dairy, Tooth decay, Food, Sleep, Exercise, Energy, Grow, Healthy, Wash, Muscles, Exercise, Heart, Sleep, Routine	Seasons, Summer, Spring, Winter, Autumn, Cycle, Egg, Change, Grow, Growing, Life cycles, Seed, Baby, Old, Young, Adoption, Adult, Baby, Child, Teenager, Old age, Marriage, Civil partnership, Wedding, Ceremony, Celebration, Private parts, Privacy
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Year 1	Relationships Me and My Relationships Core learning: - Explain why classroom rules are important for helping everyone learn and stay safe - Identify ways to show kindness, politeness and respect to others - Give and receive positive feedback, and experience how this makes them feel - Identify people who can help them with their feelings - Suggest ways to help when someone has uncomfortable feelings. - Suggest ways to help when someone has uncomfortable feelings. Vocabulary: Responsibility, Rules, Safe, Unsafe, Listening, Fair, Apologise, Body language, Emotions, Support, Feelings,	Relationships Valuing Difference Core learning: - Recognise what makes them unique and special; - Identify the differences and similarities between people - Explain the difference between unkindness, teasing and bullying; - Recognise that bullying can happen online and how this might look - Identify some of the school rules and describe how these rules help to keep everybody safe - Recognise and explain what is fair and unfair, kind and unkind - Recognise and name some of the qualities that make a person special to them Vocabulary: Same, Different, Difference, Respect, Talents, Equal, Unkind, Behaviour, Unkindness, Tease, Teasing, Bullying, Aggressive,	Living in the Wider World Keeping Myself Safe Core learning: - Recognise the importance of sleep in maintaining a healthy, balanced lifestyle - Identify people who can help them when they feel unsafe - Recognise that their body belongs to them, including their private parts; - Explain that they have the right to say no and that permission should be asked for - Recognise the importance of keeping some information private online - Identify things at home, including medicines, that could be harmful if not used safely - Notice and name a range of feelings that are associated with loss Vocabulary: Sleep, Grow, Rest, Tired, Screen usage, Sad, Feelings, Safe, Unsafe, Worried,	Living in the Wider World Rights and Respect Core learning: - Identify ways to care for their home, school and special people - Explain what makes them unique and identify ways they are similar to and different from others; - Recognise their own likes, dislikes and needs, and understand that other people may have different preferences and needs - Explain why rules are important and follow basic safety rules in different situations - Explain what money is, where it comes from and how it is used - Identify when someone might need first aid and who can help in an emergency Vocabulary: Behaviour, Consequences, Promise, Special promise, Gratitude, Grateful,	Health and Wellbeing Being My Best Core learning: - Appreciate the importance of eating a healthy balanced diet - Recognise the importance of regular hygiene routines - Explain why sleep and good bedtime routines are important - Identify hygiene practices that help prevent the spread of germs and disease - Talk about how practice and resilience can help us learn new things - Identify ways they can support and encourage other people Vocabulary: Fruit, Vegetables, Dairy, Starchy, Protein,	Health and Wellbeing Growing and Changing Core learning: - Explain that the body gets energy from food, water and air (oxygen); - Recognise that exercise and sleep are important parts of a healthy lifestyle - Identify things they could do as a baby, a toddler and can do now - Explain how parents, carers and other family members can help to care for babies - Give examples of what they can do if they experience or witness bullying - Explain the PANTS rule, and recognise that everyone's body belongs to them - Identify parts of the body that are private Vocabulary: Water, Food, Sleep, Exercise, Energy, Healthy, Oxygen, Air, Screen usage, Needs, Help, Change, Growing, Size, Height, Testicles, Penis, Needs, Vulva, Love, Help, Caring, Nipples,
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	Behaviour, Hurt, Heal, Lonely, Alone, Include	Target, Online bullying, Rules, Feelings, Special people, Qualities, Family	Support, Nervous, Scared, Testicles, Vagina, Penis, Private, Vulva, Trust, Privates, Buttocks, Bottom, Consent, Entertainment, Donating, Risks, Harmful, Responsibility, Medicine, Feelings, Emotions, Loss, Lost	Responsibility, Environment, Needs, Responsible, Responsibility, Rules, Respect, Money, Cost, Bills, Spending, Afford, Online gaming, Digital money, Bank, Coin, Note, Worth, Saving, Risk, Safe, First aid, Accident, Danger, Hazard, Kettle, Burn, Scald, Emergency	Vitamins, Portion, Sugar, Fruit, Vegetables, Healthy, Dairy, Salt, Cereal, Meat, Clean, Routine, Hygiene, Germs, Disease, Spread, Practice, Learning, Make mistakes, Confidence, Achievement, Encourage, Feelings, Praise, Feedback, Respectful, Teamwork, Resilient, Include, Team	Attention, Scrotum, Safe, Unsafe, Unkind, Unkindness, Tease, Teasing, Bullying, Witness, Experience, Getting help, Aggressive, Online bullying, Surprise, Secret, Doctor, Breastfeeding, Private, Vulva, Help, Change, Hygiene, Sore, Private activity, Breasts, Anus
Year 2	Relationships Me and My Relationships Core learning: - Identify behaviours that can help create a happy, safe and welcoming classroom - Identify kind and caring ways to respond to other people's feelings - Recognise when it is important to ask an adult for help - Recognise unkind behaviour and its impact on others - Identify different types of bullying and unkind behaviour, including online - Identify when to get help from a safe adult, for themselves or others Vocabulary:	Relationships Valuing Difference Core learning: - Identify some of the physical and non-physical differences and similarities between people - Explain what friendship is and what makes a good friend - Describe simple ways of managing uncomfortable feelings - Identify groups they are part of and explain how it feels to be part of a group - Recognise and describe acts of kindness and unkindness - Recognise how good listening can help people get along, feel included, and solve problems Vocabulary: Respect, Unique, Special people, Feelings, Calm, Behaviour, Aggressive, Solve, Cooperate,	Living in the Wider World Keeping Myself Safe Core learning: - Explain how medicines can help us when we are ill and how to use them safely - Recognise that a safe/trusted adult is someone they can talk to and who makes them feel happy, safe and cared for - Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; - Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable - Identify a safe adult who they can talk to if someone touches them in a way that makes them feel uncomfortable	Living in the Wider World Rights and Respect Core learning: - Express their feelings, needs and opinions respectfully, and listen to others - Identify simple ways to resolve disagreements and recognise that hurting others is never a good way to solve a problem - Identify potential hazards and emergencies and know how to call 999 and give key information - Use the internet and digital devices to communicate safely and respectfully with others - Distinguish between needs and wants and recognise that people make different choices about spending and saving	Health and Wellbeing Being My Best Core learning: - Help themselves and others develop a positive attitude that supports their wellbeing - Describe simple hygiene routines such as hand washing - Explain the importance of good dental hygiene - Recognise that what someone eats and drinks can affect their health - Describe simple first aid actions that can help keep people safe Vocabulary: Challenge, Encourage, Practice, Goal, Achieve, Germs, Hygiene, Disease,	Health and Wellbeing Growing and Changing Core learning: - Demonstrate simple ways of giving positive feedback to others - Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to - Describe how people's needs change, and who can help them with different things as they grow older - Identify which parts of the human body are private; - Recognise that we can say no or stop to something that makes us feel uncomfortable; - Identify safe adults who they should tell if someone is touching them in a way that they don't like (that these safe adults can help it stop)

	Friendly, Safe, Happy, Caring, Rules, Help, Feelings, Showing feelings, Friendly, Friendship, Kind, Safe, Unsafe, Unkind, Respect, Bullying, Repeated, Online bullying, Loneliness, Aggressor, Target, Online bullying, Teasing, Regular, Aggressive, .	Kind, Unkind, Kindness, Listening, Problem	Tell the difference between safe secrets (including surprises) and unsafe secrets Vocabulary: Medicines, Sleep, Safety, Feelings, Safe, Unsafe, Touch, Hurt, Tell, Unsafe, Surprise, Secret	Explain how everyone can help care for and respect the school environment Vocabulary: Responsibility, Help, Listen, Share, Take turns, Feelings, Control, Erupt, Safe, Unsafe, Uniform, Risk, Gamer, Personal information, Internet, Money, Spending, Saving, Digital payments, Responsibility, Environment	Vaccination, Injection, Teeth, Hygiene, Dental. Water, Food, Heart, Lungs, Brain, Stomach, Small intestine, Large intestine, Water, Food, Exercise, Rest, Oxygen, Screen usage, Risk, Safe, First aid, Accident, Danger, Hazard, Kettle, Burn, Scald, Emergency	Vocabulary: Help, Support, Supportive, Feelings, Change, Emotions, Nervous, Loss, Frightened, Food, Sleep, Care, Change, Growing, Rest, Learning, Forward looking, Asking permission, Testicles, Vagina, Penis, Pregnancy, Breastfeeding, Vulva, Special, Private parts, My body is mine (body autonomy), Eggs, Nipples, Bottom, Unique, Scrotum, Breasts, Anus, Consent, Genitals, Permission, Secret, Uncomfortable, Trust
Year 3	Relationships Me and My Relationships (Include optional unit: My special pet) Core learning: - Explain why we have rules and consider the consequences of breaking rules. - Explore why rules are different for different age groups, in particular for internet-based activities - Identify people who they have a special relationship with; - Suggest strategies for maintaining a positive relationship with their special people	Relationships Valuing Difference Core learning: - Give examples of how to challenge another's viewpoint, respectfully - Recognise and respect that there are many different types of families, including adoption, fostering, and same-sex parent families - Recognise that all families should provide love, care and safety - Identify the different communities that they belong to - Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds	Living in the Wider World Keeping Myself Safe Core learning: - Recognise it is important to have appropriate boundaries and to respect other people's boundaries; - Identify strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) - Describe the meanings of the words danger and risk and explain the difference between the two - Identify risk factors in given situations; - Suggest ways of reducing or managing those risks	Living in the Wider World Rights and Respect Core learning: - Identify healthy habits and make informed choices about money, including needs and wants, saving and spending - Describe their own identity, recognise diversity and show respect for others - Identify a range of emotions and explain how feelings can influence behaviour - Describe a range of jobs and challenge stereotypes about who can do them; - Explain that people earn money in different ways and may choose to work or volunteer for	Health and Wellbeing Being My Best Core learning: - Recognise that enjoying a variety of foods can help us stay healthy and feel good - Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses - Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); - Explain why it is important to make healthy choices with what we decide to put into our body	Health and Wellbeing Growing and Changing (Do not teach the lesson on My Changing Body) Core learning: - Explain how to communicate positively and safely in relationships, including online; - Explore what is meant by trust and identify safe adults. - Identify parts of the body that are private; - Understand what is meant by the term body space (or personal space) - Recognise safe behaviour online and offline, including that people online may not always be who they say they are

- Respond respectfully to the needs and boundaries of others - Identify qualities of friendship - Consider others' points of view respectfully; - Explain reasons for their ideas and opinions. - Explain what a dare is and suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare - Explain some of the feelings someone might have when they lose something important to them Vocabulary: Rules, Safety, Misinformation, Disinformation, Friendship, Safe, Making up, Falling out, Compromise, Needs, Respect, Compromise, Conflict, Point of view, Preferences, Trust, Calm, Making up, Listen, Point of view, Strategies, Apologise, Continuum, Opinions, Respectful, Courteous, Challenging, Preferences, Feelings, Dare, Persuade, Responsibility, Feelings, Care, Loss	- Explore ways that we can behave towards others to show that we appreciate and respect them - Recognise that repeated name calling is a form of bullying, and that this can happen both online and offline - Explain what is meant by stereotypes, prejudice and discrimination, and explore why people might have these views - Recognise that treating others with respect and kindness can help everyone feel safe and happy Vocabulary: Respect, Cooperation, Listening skills, Politeness, Courtesy, Manners, Adoption, Blended family, Family, Fostering, Same-sex couple, Stereotype, Belonging, Community, Needs, Respect, Similarities, Differences, Identity, Needs, Respect, Bullying, Name calling, Bystander, Online bullying, Upstander, Colour, Prejudice, Disability, Gender, Race, Sexuality, Stereotype, Discrimination, Cyberbullying, Trolling, Abuse	- Give examples of strategies for safe searching online - Describe simple ways to keep themselves healthy and safe - Identify basic facts about alcohol and cigarettes and the effects they can have on the body Vocabulary: Safe, Unsafe, Trust, Feelings, Strategies, Danger (dangerous), Risk (risky), Consequence, Risk, Safer, Risk, Browsing, Phishing, Search engine, Fake news, Internet safety, Misinformation, Disinformation, Medicines, Helpful, Harmful, Instructions, Drugs, Cigarettes, Nicotine, Alcohol	different reasons. - Identify and manage risks associated with online gaming, including scams, in-game purchases and their impact on wellbeing and finances - Explain how money can affect emotions and wellbeing and identify sources of support for money-related concerns; - Describe a range of jobs and careers, recognising that people may change roles throughout their working lives - Explain the shared responsibility to care for and show respect; kindness and concern for other people and living things Vocabulary: Responsible, Safe, Healthy, Helper, Fake news, Fact, Opinion, Misinformation, Disinformation, Wellbeing, Volunteer, Spending, Saving, Income, Earning money, Environment, Waste	- Identify different choices that can affect our health and wellbeing - Discuss, empathise and disagree with others in a respectful way - Explain how practice, effort and support can help people achieve their goals - Appreciate that messages from others and the media can influence how people see themselves - Recognise their own skills and those of other children in the class Vocabulary: Balanced diet, Muscles, Teeth, Energy, Healthy, Dairy, Proteins, Bones, Starchy carbohydrates, Fruit & veg, Water, Sleep, Medicine, Rest, Hygiene, Safety, Instructions, Infection, Cleanliness, Dose, Drug, Lungs, Intestine, Vessels, Arteries, Liver, Continuum, Respectful, Courteous, Debate, Discussion, Justify, Achieve, Ambitions, Improve, Goals, Gender identity, Goal-setting, Talents, Skills, Intelligence	- Recognise uncomfortable feelings and the physical impact they might have on the body; - Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret - Explain why first aid is important and when it might be needed; - Develop basic first aid skills. Vocabulary: Trust, Caring, Healthy, Positive, Relationships, Online relationships, Misinterpretation, Testicles, Vagina, Penis, Respect, Vulva, Nipples, Uncomfortable, Touch, Scrotum, Personal space, Body space, Invade, Stop, Anus, Internet safety, Private, Personal information, Public, Profile, Digital tattoo, Excited, Feelings, Worried, Scared, Surprise, Secret, Uncomfortable, Angry, Upset, Jealous, Talk, Risk, Safe, First aid, Accident, Danger, Hazard, Kettle, Burn, Scald, Emergency
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Year 4	Relationships Me and My Relationships Core learning: - Define the successful qualities of teamwork and collaboration - Recognise when a friendship is making them feel unsafe, unhappy, or uncomfortable; - Explain how to manage difficult feelings, and when to ask for help if needed - Describe appropriate assertive strategies for saying 'no' to a friend - Explain how feelings can affect our physical state - Recognise that different people can have different feelings in the same situation - Explain why people may behave in unkind ways, and where pressure to behave in a risky way might come from; - Give examples of strategies to respond to being bullied, including what people can do and say Vocabulary: Collaborate, Teamwork, Respect, Safe, Unsafe, Qualities, Aggressive, Positive, healthy relationship, Responsibilities, Excluded, Assertive, Negotiate, Friendly, Aggressive, Compromise, Respectful, Assertive, Rude, Face-to-face, Controlling, Sad, Feelings, Happy, Calm, Scared, Sore, Frightened, Physical effects,	Relationships Valuing Difference Core learning: - Define the terms 'negotiation' and 'compromise' - List some of the ways that people are different to each other (including differences of race, gender, religion); - Explain prejudice and discrimination, and how they can lead to people being treated unfairly - Identify and describe some of the ways people are different from each other, including their cultures, beliefs, traditions, celebrations, and identities; - Recognise the benefits of diversity, and that everyone has something which makes them special - Identify examples of stereotypes, including those promoted online or in the media - Identify different types of relationships (such as friends, family members, carers and acquaintances) and explain how these relationships can differ - Suggest people they can talk to if they feel uncomfortable with other people's actions towards them	Living in the Wider World Keeping Myself Safe Core learning: - Identify and explain the difference between a danger, a hazard and a risk - Recognise the difference between a dare and a challenge; - Use assertive strategies to respond safely to pressure or dares - Recognise situations that may feel safe or unsafe and identify warning signs in the body - Recognise how people, media and influencers can affect the choices we make; - Explain that decisions have positive and negative consequences - Explain how photos shared online can be copied, changed or seen by others - Understand that medicines are drugs; - Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines) Vocabulary: Risk, Danger, Hazard, Hazardous, Dangerous, Risky, Sunburn, Risks, Aggressive, Dare, Assertive, Online challenge, Critical thinking, Controlling, Persevere, Controlling, Consequences, Influence, Influencer, Aggressor, Target, Online bullying, Privacy, Privacy settings, Security, AI - Artificial Intelligence, Medicine, Drug	Living in the Wider World Rights and Respect Core learning: - Identify how healthy habits, positive relationships and everyday activities support physical and emotional wellbeing - Explain how rules and laws help keep people safe and support communities; - Demonstrate care, respect and responsibility towards others and the wider world - Demonstrate kind and respectful behaviour online and offline, recognising how their actions can affect others - Recognise and manage peer influence and make positive choices in friendships - Evaluate online and media content critically, including spotting misleading or manipulated information - Recognise and manage peer influence and make positive choices in social situations - Discuss why taxes are important and give reasons for the public services they	Health and Wellbeing Being My Best Core learning: - Identify ways in which everyone is unique and appreciate their own uniqueness - Recognise that people make different choices and that these choices should be respected - Recognise the importance of having a healthy relationship with food; - Identify the importance of good-quality sleep and describe practical ways to improve sleep - Promote environmentally friendly actions through sharing ideas with others - Define what is meant by the word 'community' - Describe basic first aid actions that can help keep people safe; - Demonstrate confidence and responsibility when responding to an emergency situation Vocabulary: Unique, Individual, Wellbeing, Respect, Encourage, Support, Choices, Respectful, Decisions, Health, Agree, Disagree, Balanced diet, Mental health, Screen usage, Refuse, Reduce, Re-use, Recycle, Rot, Repair, Re-think, Community, First aid, Accident, Burn, Scald, Emergency, Injury, Minor, Blood,	Health and Wellbeing Growing and Changing (Do not teach All Change or Preparing for changes at puberty. Teach Y5 optional unit - Dear Hetty) Core learning: - Describe some of the changes that happen to people during their lives - Identify and talk about their feelings when experiencing change, understanding that people may have different emotional responses - Recognise that disagreements can happen between family members as young people want more independence - Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; - Know who they could ask for help if a secret made them feel uncomfortable or unsafe - Recognise that marriage or civil partnership is a commitment to be entered into freely and not against someone's will
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	Unhappy, Devastated, Miserable, Distressed, Lonely, Alone, Ignored, Isolated, Abandoned, Apologetic, Regretful, Aching, Agonising, Painful, Delighted, Ecstatic, Joyful, Untroubled, Confident, Peaceful, Petrified, Terrified, Bothered, Physical effects, Unkind, Tease, Bullying, Prejudice, Pressure, Independent, Discrimination, Aggressor, Online bullying, Upstander	Vocabulary: Respect, Safe, Unsafe, Compromise, Conflict, Negotiation, Disrespect, Agree, Disagree, Respect, Fair, Aggressive, Apologise, Prejudice, Discrimination, Bystander, Aggressor, Target, Upstander, Equal, Similarities, Responsibilities, Belief, Challenge, Stereotype, Upstander, Disagree, Friendly, Friend, Sharing, Relationships, Acquaintances, Self-confidence, Body space, Invade		think should be prioritised Vocabulary: Being responsible, Reliable, Trustworthy, Responsibility, Rules, Safe, Healthy, Laws, Rights, United Nations, Phishing, Rules, Democracy, Trolling, Scams, Griefers, Respectful, Courteous, Opinion, Influence, Influencer, Misinformation, Disinformation, Witness, Anti-social behaviour, Aggressor, Upstander, Income tax, VAT, National insurance, Deductions, Public services	Nose bleed, Choking, Breathing, Airway, Unresponsive, Casualty, Wound, Recovery	- Explain that marriage or civil partnership includes same sex and opposite sex partners - List positive ways to manage changing emotions - Understand what fostering means Vocabulary: Excited, Challenge, Practice, Change, Worried, Emotions, Support, Upset, Familiar, Progress, Puberty, Hormones, Feelings, Compromise, Conflict, Independence, Surprise, Secret, Uncomfortable feelings, Safe, Unsafe, Relationships, Marriage, Live together, Civil partnership, Forced marriage, Wedding, Ceremony, Separation, Fostered
Year 5	Relationships Me and My Relationships Core learning: - Explain what collaboration means - Describe how disagreements and conflicts can affect friendships - Identify ways to negotiate and	Relationships Valuing Difference Core Learning: - Define some key qualities of friendship and describe ways of making a friendship last - Explain why friendships sometimes end - Demonstrate respectfulness in responding to others	Living in the Wider World Keeping Myself Safe Core learning: - Recognise the signs of bullying and online bullying - Identify the roles people can play in bullying situations, including bystanders and upstanders	Living in the Wider World Rights and Respect Core learning: - Distinguish between facts and opinions in different sources; - Identify whether information is reliable, misleading or false using simple checking strategies	Health and Wellbeing Being My Best Core learning: - Identify what our bodies need to grow, stay healthy and work properly - Explore how practice, perseverance and resilience help people develop skills;	Health and Wellbeing Growing and Changing (Teach Y4 units: All Change and Preparing for changes at puberty instead of Y5 changing bodies units) Core learning: Distinguish between and have the vocabulary for feelings that make us feel good and

	compromise to solve problems with others • Recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable • List the qualities of a healthy relationship • Recognise that emotions and responses can be different for different people • Identify risk factors in a given situation (involving smoking or other scenarios) • Identify characteristics of passive, aggressive and assertive behaviours Vocabulary: Collaborate, Give and take, Safe, Unsafe, Compromise, Conflict, Negotiation, Resolution, Self-esteem, Loneliness, Lonely, Insensitive, Sensitive, Self-esteem, Insecure, Respect, Aggressive, Assertive, Unhealthy relationship, Verbal abuse, Physical abuse, Sexual abuse, Uncomfortable touching, Passive, Self-esteem, Include, Controlling, Abuse, Neglect, Emotions, Emotional needs, Bullying, Aggressive, Assertive, Passive, Bystander, Rejection	• Develop an understanding of discrimination and its injustice, and describe this using examples • Empathise with people who have been, and currently are, subjected to injustice, including through racism • 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 • Understand that the information we see online, either text or images, is not always true or accurate, safe or appropriate • Describe what online bullying is, recognise the different forms it can take, and know how to respond safely and responsibly if it happens Vocabulary: Friendship, Listening, Compromise, Assertive, Negotiate, Talking, Self-esteem, Loneliness, Controlling, Respect, Assertive, Negotiate, Controlling, Neglect, Prejudice, Excluded, Stereotype, Discrimination, Upstander, Neglect, Justice, Metaphor, Diverse, Multi-cultural society, Equity, Equality, Fake news, Fact, Biased, Self-esteem, Online bullying, Misinformation, Disinformation, Critical thinking, Algorithms, Verbal abuse, Physical abuse, Sexual orientation, Gender identity, Gender expression, Biological sex, Online bullying, Gender	• Identify safe and unsafe online behaviours using the SMART rules • Recognise the signs of online bullying and know how to respond appropriately • Assess risks and make informed decisions in different situations • Explain what a drug is and recognise that nicotine is an addictive drug found in cigarettes, vapes and nicotine pouches; • Describe some of the health effects of smoking and vaping • Recognise how peer pressure can influence decision-making Vocabulary: Bullying, Cyberbullying, Bystander, Aggressor, Target, Online bullying, Upstander, Personal information, Privacy settings, Target, Digital footprint, Digital tattoo, Pressure, Influence, Assessing risk, Risk taking, Vaping, Substance, Stimulant, Assertive, Risk taking	• Explain simple strategies for questioning and checking the reliability of information, especially online • Explain how individuals and groups can make a positive difference to people, places and the environment • Identify examples of rights, respect and duties in different environments (home, school and the local community) • Develop skills in making informed and responsible spending decisions, including saving, budgeting and considering value for money • Understand the concepts of borrowing and lending, including the risks and benefits involved Vocabulary: Responsibility, Misinformation, Disinformation, AI - Artificial Intelligence, Fake news, Fact, Opinion, Biased, Unbiased, Misinformation, Disinformation, Voluntary group, Community group, Pressure (action) groups, Responsibility, Rights, Duties, Costs, Wages, Salaries, Rent, Fairtrade, Borrow, Loan, Credit, Debit, Interest	• Identify how different skills and personal qualities can link to jobs and careers • Explain what being part of a school community means to them • Explore how independence and responsibility change as they grow up • Recognise how the media and social media can influence people's thoughts, feelings and self-esteem • Demonstrate confidence in helping safely and responsibly when someone is injured or unwell Vocabulary: Energy, Organs, Body systems, Commitment, Resilience, Determination, Patience, Interpersonal skills, Perseverance, Community, School community, Responsibility, Independence, Personal qualities, Celebrities, Life skill, Sepsis	feelings that make us feel uncomfortable • Identify people in their lives who they feel safe with • Understand what kinds of touch are acceptable or unacceptable • Identify situations where someone might need to break a confidence in order to keep someone safe • Recall the names of the private parts of the male and female body; • Know the key facts of the menstrual cycle • Describe that during puberty our emotions also change; • Recognise that these feelings can lead to conflict or misunderstandings Vocabulary: Wellbeing, Resilience, Wellness, Restore, Intensity, Resilience, Unwanted attention, Unwanted touch. In confidence, Break a confidence, Confidential, Puberty, Hormones, Respect, Compromise, Conflict, Negotiate, Mood swings, Emotional changes, Neglect, Ovaries, Sperm, Testicles, Puberty, Vagina, Penis, Womb, Pregnancy, Wet dreams, Semen, Hormones, Menstrual cycle, Period, Vulva, Privacy, Eggs, Nipples, Hygiene, Genitals, Scrotum, Breasts, Spots, Sweat, Pubic hair, Period/menstruation pad, Tampon, Menstruation cup,
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		reassignment (protected characteristic), Transgender				
Year 6	Relationships Me and My Relationships Core learning: - Demonstrate how to build kind relationships by including others, respecting their ideas and celebrating their successes; - Demonstrate how to settle differences of opinion respectfully in order to find a compromise - Identify when and how to seek help if a friendship is making someone unhappy or uncomfortable - Recognise and empathise with patterns of behaviour in peer-group dynamics - Recognise the importance of respecting the needs and wishes of others - Recognise that everyone has the right to be free to choose who and whether to marry or have a civil partnership - Identify parts of the body that are private, and recognise that some inappropriate touch is also illegal - Identify safe adults, and other sources of	Relationships Valuing Difference Core learning: - Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences - Suggest strategies for dealing with bullying, as a bystander - Appreciate 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 - Explain the term prejudice and discrimination - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this - Describe qualities of a strong, positive friendship - Challenge stereotypical gender portrayals of people respectfully and assertively Vocabulary: Confidence, Witness, Unique, Problem, Compromise, Conflict, Negotiate, Isolated, Bystander, Positive feedback, Self-esteem, Self-worth, Insecure, Self-worth, Solution, Unique, Prejudice, Assertive, Stereotype,	Living in the Wider World Keeping Myself Safe Core learning: - Recognise the difference between reliable information and misinformation or disinformation - Recognise the importance of privacy, consent and boundaries when sharing content online; - Assess the risks and consequences of sharing photos, videos and personal information online - Explain the difference between a habit and an addiction; - Recognise that addiction can be influenced by a person's environment, relationships and emotional wellbeing - Demonstrate an understanding that drugs can have both medical and non-medical uses - Recognise that all drugs, including medicines, can be helpful or harmful depending on how they are used - Recognise that most young people choose not to drink alcohol - Explain the short- and long-term effects of	Living in the Wider World Rights and Respect Core learning: - Identify and explain the difference between facts, opinions and bias in news reports - Analyse how language and selective use of facts can be used to present different viewpoints on the same issue - Explain how online posts and profiles can create misleading impressions about people's lives and experiences - Understand the benefits of saving money and the different ways money can be stored safely - Explain what is meant by living in an environmentally sustainable way - Understand, consider and implement the 5 fundamental British Values - Understand the importance of looking after the environment Vocabulary: Fact, Opinion, Assertive, Stereotype, Biased, Unbiased, Sharing, Profile, Online safety, Social media, Image, Saving, Interest, Bank (building	Health and Wellbeing Being My Best Core learning: - Identify personal aspirations and goals for the future - Explore the steps, skills and support needed to achieve long-term goals - Present informed recommendations to improve health and wellbeing - Explain the possible outcomes of risk-taking in a given situation, including emotional risks - Recognise where to go for advice and support when feeling worried or concerned about something online - Describe basic first aid skills that can help someone who is injured or unwell - Recognise the signs of serious illness, including sepsis, and identify where to seek support - Describe how the five ways to wellbeing contribute to a healthy lifestyle	Health and Wellbeing Growing and Changing (Teach Year 5 = Growing up and Changing Bodies, Changing Bodies and Feelings and Making Babies in place of Year 6 content. Do not teach HIV topic) Core learning: - Recognise that technology can be used to create fake or altered images or films of people - Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes - Describe the risks of sharing images online and how these are hard to control, once shared - Recognise that people need permission before they share images of someone else - Recognise some of the changes they have experienced and their emotional responses to those changes - Recognise that everyone experiences puberty differently and that changes can happen at different times and at different rates for different people - Describe the different changes to the body that occur during puberty - Identify and describe some of the thoughts, feelings, and emotions that people may

	support and advice that can help if they are concerned about their own or others' safety Vocabulary: Teamwork, Collaboration, Respectful, Assertive, Balanced friendship, Resolution, Assertiveness, Rejected, Peer pressure, Controlling, Abuse, Neglect, Marriage, Civil partnership, Forced marriage, Illegal, Preferences, Abuse, Assertive, Illegal, Appropriate, Inappropriate, Bystander, Upstander	Discrimination, Sexual orientation, Gender identity, Gender expression, Biological sex, Diversity, Respect, Body language, Point of view, Empathy, Cultural norms, Disrespect, Respect, Unique, Identity, Prejudice, Discrimination, Diversity, Tolerance, Friend, Relationships, Acquaintance, Consent, Prejudice, Assertive, Pressure, Stereotype, Discrimination, Gender stereotype, Media influence, Assumption, Upstander, Digital platforms, Boundaries, Traditional, Unequal, Ideals, Gender roles/ norms, Cultural beliefs, Masculine, Behavioural, Emotional	alcohol on health and wellbeing Vocabulary: Sharing, Online safety, Social media, Parental consent, Trolling, Misinformation, Disinformation, Digital footprint, Bot, Troll, Digital tattoo, Algorithms, Permission, Illegal, Trolling, Right to privacy, Sharing online, Sexual images, Sexting, Nudes, Digital footprint, Digital tattoo, Emotional needs, Habit, Addiction, Drug, Illegal, Legal, Medical, Non-medical, Age restrictions, Possess, Supply, Produce, Penalties, Risks, Alcohol, Norms, Short-term effects, Long-term effects	society) account, Junior ISA, Debit card, Cash, Value, Online gaming, Digital resilience, Energy, Recycling, Waste, Re-use, Fairtrade, Environmentally sustainable, Composting, Materials, Transport, Shop local, Food miles, Democracy, Elections, Manifesto, Voting booth, Voting, Candidate, Policies, Ballot slip, Ballot box, Constituencies, House of Commons, MP, Debate, Penalties, House of Commons, Proposal, Amendments, Enforcement, Majority, House of Lords, Royal Assent	Vocabulary: Perseverance, Aspirations, Goal setting, Wellbeing, Reliable, Accurate, Sources, Health, Misinformation, Disinformation, Assessing risk, Self-esteem, Weigh up, Dilemma, Controlling, Neglect, Self-worth, Choices, Influence, Assessing risk, Weigh up, Misinformation, Online behaviours, Algorithms, Feelings, Adult, Calm, First aid, Emergency, Unresponsive, Life skill, Sepsis, Red Cross, Ambulance, Operator, Information, Serious, Scenario, Script, Role, Panic, Responsive, Wellbeing, Connect, Be active, Take notice (mindful), Give, Keep learning (get creative)	experience during puberty • Discuss some of the myths associated with puberty • Identify the changes that happen through puberty to allow sexual reproduction to occur • Describe the variety of ways in which the sperm can fertilise the egg to create a baby Vocabulary: Testicles, Puberty, Vagina, Penis, Semen, Hormones, Period, Vulva, Nipples, Hygiene, Genitals, Scrotum, Period/menstruation pad, Tampon, Menstruation, Clitoris, Labia, Body odour, Acne, Foreskin, Vaginal discharge, Genitalia, Oil glands, Exercise, Emotions, Menstruation cup, Spots, Sweat, Pubic hair, Egg, Ovaries, Sperm, Embryo, Womb, Sexual intercourse, Consensual, Condom, Surrogacy, Adoption, IVF, Age of consent, Miscarriage, Conception, Consensual relationship, Erection, Implant, Pregnancy, Birth, Caesarean, Labour, Muscles, Cervix, Wet dreams, Loving relationship, Body image, Manipulation, Self esteem, Deepfake, Digital media, Self-worth, Media manipulation, Assertive, Stereotype, Gender stereotype, Gender reassignment (protected characteristic), Online safety, Peer pressure, Privacy
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