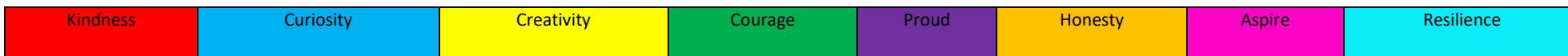




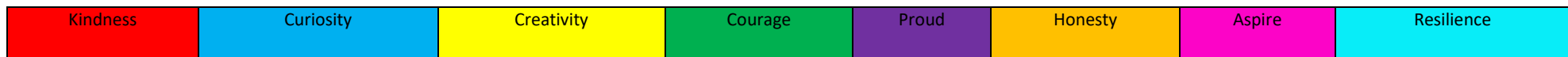
At Crow Orchard Primary School, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence both our mixed age and single year group curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects at their own pace and in the best possible way for each individual child.

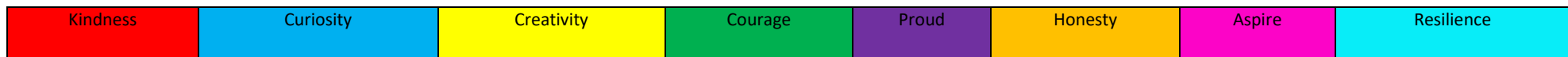
Year group	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
Reception	<ul style="list-style-type: none"> • Talk about similarities and differences. • Name special people in their lives. • Describe different feelings. • Identify who can help if they are sad, worried, or scared. • Identify ways to help others or themselves if they are sad or worried. 	<ul style="list-style-type: none"> • 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. • Demonstrate skills in building friendships and cooperation. 	<ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe. • Name ways to stay safe around medicines. • Know how to stay safe in their home, classroom and outside. • Know age-appropriate ways to stay safe online. • Name adults in their lives and those in their community who keep them safe. 	<ul style="list-style-type: none"> • Understand that they can make a difference. • Identify how they can care for their home, school and special people. • Talk about how they can make an impact on the natural world. • Talk about similarities and differences between themselves. • Demonstrate building relationships with friends. 	<ul style="list-style-type: none"> • Name and discuss different types of feelings and emotions. • Learn and use strategies or skills in approaching challenges. • Understand that they can make healthy choices. <p>Name and recognise how healthy choices can keep us well</p>	<ul style="list-style-type: none"> • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe.



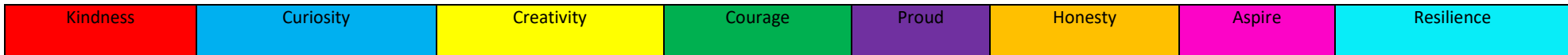
<p>Year 1</p>	<ul style="list-style-type: none"> • Recognise how others might be feeling by reading body language/facial expressions • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Identify a range of feelings and how these feelings may make us behave. • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • 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. 	<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. • Recognise and explain what is fair and unfair, kind and unkind. • Suggest ways they can show kindness to others 	<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. • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle • Identify simple bedtime routines that promote healthy sleep. • Understand that medicines can sometimes make people feel better when they're ill • Explain simple issues of safety and responsibility about medicines and their use. • Understand and learn the PANTS rules • 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. 	<ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines • Sequence personal hygiene routines into a logical order. • Identify what they like about the school environment • Recognise who cares for and looks after the school environment. • Demonstrate responsibility in looking after something. • Explain the importance of looking after things that belong to themselves or to others. • Explain where people get money from • How to make a clear and efficient call to emergency services if necessary. 	<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 (in order to make a healthylunch • Recognise which foods we need to eat more of and which we need to eat less of to be healthy • 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. • Recognise how a person's behaviour (including their own) can affect other people. 	<ul style="list-style-type: none"> • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. • Identify things they could do as a baby, a toddler and can do now • Identify the people who help/helped them at those different stages. • 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. • 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.
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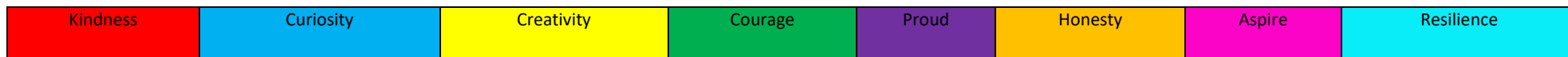
	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
Year 2	<ul style="list-style-type: none"> Use a range of words to describe feelings Recognise that people have different ways of expressing their feelings Identify helpful ways of responding to other's feelings. Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the 	<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. Recognise and explain how a person's behaviour can affect other people. Explain how it feels to be part of a group, explain 	<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 and responsibility about medicines and their use. 	<ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom. Explain, and be able to use, strategies for dealing with impulsive behaviour. Identify special people in the school and community who can help to keep them safe. Know how to ask for help. Identify what they like 	<ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process. Help themselves and others develop a positive attitude that support their wellbeing. Identify and describe where they are on the learning line in a given activity and apply its positive mindset 	<ul style="list-style-type: none"> 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. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);



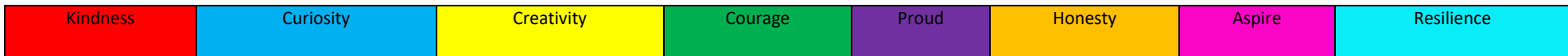
	<p>two.</p> <ul style="list-style-type: none"> Understand and describe strategies for dealing with bullying Recognise that friendship is a special kind of relationship Identify some of the ways that good friends care for each other. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour. Identify people who are special to them <p>Explain some of the ways those people are special to them.</p>	<p>how it feels to be left out from a group. Explain how these impact on other people's feelings.</p> <ul style="list-style-type: none"> Suggest kind words and actions they can show to others Show acts of kindness to others in school. 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. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from other, if needed. 	<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. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. Identify the types of touch they like and do not like What sorts of boundaries are appropriate in friendships with peers and other. 	<p>about the school environment.</p> <ul style="list-style-type: none"> 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>strategies to their own learning.</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. Explain the importance of good dental hygiene. Describe simple dental hygiene routines. Recognise that exercise and sleep are important to health Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood. 	<ul style="list-style-type: none"> Understand and describe some of the things that people are capable of at these different stages. Identify which parts of the human body are private. 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 How to make a clear and efficient call to emergency services if necessary.
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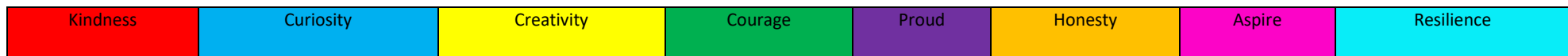
<p>Year 3</p>	<ul style="list-style-type: none"> • Explain some of the feelings someone might have when they lose something important to them. Understand that these feelings are normal and a way of dealing with the situation. • Define and demonstrate cooperation and collaboration • Identify the different skills that people can bring to a group task • Demonstrate how working together in a collaborative manner can help everyone to achieve success. • Identify people who they have a special relationship with • Suggest strategies for maintaining a positive relationship with their special people. • Express opinions and listen to those of others • Consider others' points of view • Practise explaining the thinking behind their ideas and opinions. 	<ul style="list-style-type: none"> • Recognise that there are many different types of family • 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. • Give examples of how to challenge another's viewpoint, respectfully. • 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. • Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. • Recognise the factors that make people similar to and different from each other. • Recognise that repeated name calling is a form of bullying. 	<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. • 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. • Evaluate the validity of statements relating to online safety. • Recognise potential risks associated with browsing online. • Give examples of strategies for safe browsing online. • 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 and describe appropriate behaviour online as well as offline. 	<ul style="list-style-type: none"> • 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. • Identify key people who are responsible for them to stay safe and healthy. • Suggest ways they can help these people. • Define what is meant by the environment. • Evaluate and explain different methods of looking after the school environment • 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 items. • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) 	<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. • Develop skills in discussion and debating an issue. • Demonstrate their understanding of health and wellbeing issues that are relevant to them. • Empathise with different viewpoints. • Identify their achievements and areas of development. • Recognise that people may say kind things to help us feel good about ourselves. • Demonstrate how working together in a collaborative manner can help everyone to achieve success. • 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. 	<ul style="list-style-type: none"> • Identify different types of relationships. • Recognise who they have positive healthy relationships with. • 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. • 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.
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	<ul style="list-style-type: none"> Identify qualities of friendship Suggest reasons why friends sometimes fall out 	<ul style="list-style-type: none"> Suggest strategies for dealing with name calling (including talking to a trusted adult). Explore why people have prejudiced views and understand what this is. 	<ul style="list-style-type: none"> Identify what constitutes personal information and when it is not appropriate or safe to share this. Demonstrate strategies for assessing risks. Understand and explain decision-making skills. Understand where to get help from when making decisions. 			
	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
Year 4	<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. 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 Describe appropriate assertive strategies for saying 'no' to a friend. 	<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. 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 	<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. Know and explain strategies for safe online sharing Define what is meant by the word 'dare' Identify from given scenarios which are dares and which are not Suggest strategies for managing dares. Understand that 	<ul style="list-style-type: none"> Identify ways in which everyone is unique. Appreciate their own uniqueness. 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. Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 	<ul style="list-style-type: none"> Identify ways in which everyone is unique. Appreciate their own uniqueness. 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. Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 	<ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives. Suggest people who may be able to help them deal with change Name some positive and negative feelings. 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. That others' families, either in school or in the

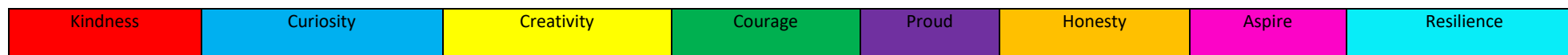


	<ul style="list-style-type: none"> • Demonstrate strategies for working on a collaborative task. • Define successful qualities of teamwork and collaboration. • Identify a wide range of feelings. • Recognise that different people can have different feelings in the same situation. • Explain how feelings can be linked to physical state. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 	<p>uncomfortable with other people's actions towards them.</p> <ul style="list-style-type: none"> • 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. • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals) • Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. • Understand and identify stereotypes, including those promoted in the media. 	<p>medicines are drugs</p> <ul style="list-style-type: none"> • Explain safety issues for medicine use • Suggest alternatives to taking a medicine when unwell. • Describe stages of identifying and managing risk • Suggest people they can ask for help in managing risk. • Understand that we can be influenced both positively and negatively • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. 	<ul style="list-style-type: none"> • 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. • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs). <p>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</p>		<p>wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <ul style="list-style-type: none"> • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
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Year 5	<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. Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others. 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. Identify characteristics of passive, aggressive and assertive behaviours. Understand and rehearse assertiveness skills. Recognise basic emotional needs, understand that they change according to circumstance. Identify risk factors in a 	<ul style="list-style-type: none"> 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. 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. Consider how discriminatory behaviour can be challenged. 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. 	<ul style="list-style-type: none"> Explain what a habit is, giving examples. Describe why and how a habit can be hard to change. 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. 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. 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. Consider what information is safe/unsafe to share offline and online and reflect on the consequences of not keeping personal information private. 	<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. Define the differences between responsibilities, rights and duties. Discuss what can make them difficult to follow. Identify the impact on individuals and the wider community if responsibilities are not carried out. 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. Explain some of the areas that local councils have responsibility for. Understand that local 	<ul style="list-style-type: none"> Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these. 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. 	<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; Explain strategies they can use to build resilience. Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like. Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. Identify the consequences of positive and negative behaviour on themselves and others;
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	<p>given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p> <ul style="list-style-type: none"> • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 	<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. • Identify the consequences of positive and negative behaviour on themselves and others. • Give examples of how individual/group actions can impact on others in a positive or negative way. 	<ul style="list-style-type: none"> • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face. • Know how to protect personal information online. • Recognise disrespectful behaviour online and know how to respond to it. • Understand the actual norms around smoking and the reasons for common misperceptions of these. 	<p>councillors are elected to represent their local community.</p> <ul style="list-style-type: none"> • Define the terms loan, credit, debt and interest. • Suggest advice for a range of situations involving personal finance. 		<ul style="list-style-type: none"> • Give examples of how individual/group actions can impact on others in a positive or negative way. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
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Year 6	<ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task. • Describe and implement the skills needed to do this. • Explain what is meant by the terms 'negotiation' and 'compromise'. • Suggest positive strategies for negotiating and compromising within a collaborative task. • Demonstrate positive strategies for negotiating and compromising within a collaborative task. • 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. • List some assertive behaviours. • Recognise peer influence and pressure. • Recognise and empathise with patterns of behaviour in peer-group dynamics. • Recognise basic emotional needs and understand that they change according to circumstance. 	<ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. • Suggest strategies for dealing with bullying, as a bystander. • 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. • Understand and explain the term prejudice. • 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. • Explain the difference between a friend and an acquaintance. 	<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 behaviours when using communication technology. • Explore the risks of sharing photos of themselves. • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • 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. • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these. • Describe some of the effects and risks of 	<ul style="list-style-type: none"> • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them. • 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. • Explain some benefits of saving money. • Describe the different ways money can be saved, outlining the pros and cons of each method. • Explain what we mean by the terms voluntary, community and pressure (action) group. • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. • 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 	<ul style="list-style-type: none"> • Identify aspirational goals. • Describe the actions needed to set and achieve these. • Identify risk factors in a given situation. • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. • Assess a risk to help keep themselves safe. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<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. • 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 the risks of sharing images online and how these are hard to control, once shared. • 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
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Kindness	Curiosity	Creativity	Courage	Proud	Honesty	Aspire	Resilience
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	<ul style="list-style-type: none"> Describe the consequences of reacting to others in a positive or negative way. Suggest ways that people can respond more positively to others. 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. Understand that everyone has the right to be free to choose who and whether to marry. 	<ul style="list-style-type: none"> Describe qualities of a strong, positive friendship. Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). 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. 	<p>drinking alcohol.</p> <ul style="list-style-type: none"> Explain how these emotional needs impact on people's behaviour. <ul style="list-style-type: none"> Suggest positive ways that people can get their emotional need met 			<p>that these are usually lower than people believe them to be</p> <ul style="list-style-type: none"> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. 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.
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