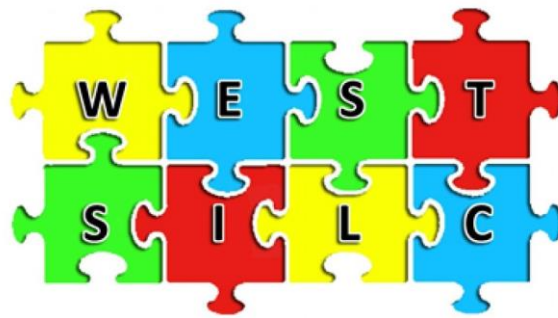




# **‘Learning to Love’**

**Relationships Education, Relationships and Sex Education (RSE)  
& Health Education Policy & Curriculum Overview - West SILC**





# 'Learning to Love'



We define SRE as:

*'The education our learners need to ensure they are supported with, and understand, their physical, emotional and moral development.'*

In this policy Relationships Education, Relationships and Sex Education (RSE) & Health Education will be referred to 'L to L' (Learning to Love).

'L to L' helps pupils understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. 'L to L' is particularly important for our pupils as some pupils with SEND can be more vulnerable to exploitation, sexual violence, bullying etc. Through 'L to L' pupils will improve their ability to maintain appropriate relationships with others and have an increased knowledge of themselves, their bodies and being resilient; reducing their risk of exploitation now and in the future as they progress into adulthood.

'L to L' aims to help pupils love themselves, their bodies and their mind, their friends, families, and people who care for them.

The promotion tolerance, equality, and respect are central to the SILCs approach to 'L to L'. LGBT issues will be addressed at appropriate stages, such issues will be integrated into our 'L to L' curriculum and not addressed as stand-alone lessons. 'L to L' embraces the four aspects of SMSC.

The teaching of 'L to L' will be sensitively tailored to meet the specific needs of our pupils in respect of their developmental age. At times 'L to L' may duplicate learning in other curriculum areas, regular reinforcement and opportunities to revisit learning help embed concepts and strategies our pupils need to successfully move towards adulthood.

Class teachers and Higher-Level Teaching Assistants/Life Skills Tutors are best placed and responsible for ensuring that 'L to L' content is defined and taught in line with our learners' needs.

Teachers will ensure that content is delivered at appropriate times, where issues arise or new threats occur teachers will dynamically change the content and its delivery. At all times teachers will seek to ensure that the curriculum is preventative rather than reactive to learners' needs. All staff including support staff, physiotherapists and nurses should follow the school's sex and relationship education policy.

The SILC often invites external agencies to support our pupils' learning, these agencies will be supported to understand the SILC's approach to safeguarding reports. Staff will never promise a pupil that they will not tell anyone about a report of abuse. All staff are clear what to do in the event of a safeguarding issue being raised or exposed. Staff will follow all policies and procedures associated with the SILC's Safeguarding and Child Protection Policy.



# 'Learning to Love'



'L to L' will be monitored and evaluated in line with the SILC's teaching and learning policy.

## CCA

Our curriculum is based on a 1-year cycle. Sustainable learning can occur only when there is meaningful engagement. The process of engagement is a journey which connects a child and their environment (including people, ideas, materials and concepts) to enable learning and Achievement. (Definition and Statement of Engagement, Schools Network – CLDD Research Project 2010)

All staff are wholehearted committed to providing personalised engagement and this is supported by providing high quality reflective CPD for the whole of the staff team. We believe: All learners need opportunities and chances to engage with the world, and to achieve their potential so that their lives go beyond being 'cared for' to being valued for who they are as individuals. We want to ensure that all learners play an active part in their lives and can communicate what they need from everyone around them. We want all learners to develop social communication and emotional regulation skills so they are able to thrive as adults, as independently as possible.

Our curriculum is based on small steps detailed in Personalised Learning Plans which are linked to the students' EHCP outcomes. Outcomes are chosen based on each pupil's individual developmental needs, age, gender and level of maturity. Where appropriate this will be further enriched with the PSHE Associations Planning Framework for pupils with SEND and The World we live in.

Staff use Intensive Interaction to develop relationships and social communication on a daily basis with significant interactions prioritised above other classroom activities. Staff also use The SCERTS framework to support learner's social communication and emotional regulation as well as the national curriculum for any learners who are working above the engagement model.

### **Pupils' learning takes place:**

- Throughout the school day in all areas with Intensive Interaction as a priority.
- Through daily structured routines.
- Daily timetabled small group and one-to-one work
- A range of bespoke sessions built on PLPs
- Occupational Therapist and Speech and language therapist led approach

The CCA Informal PSHE curriculum is embedded in the Intensive Interaction approach. This can be considered in a number of categories that are not necessarily hierarchical.

Due to the complex needs of our pupils, all pupils have a 'spikey' learning profile and will make pockets of progress in different areas. Progress is based on each individual child's level of development and maturity, using the Engagement Model.



# 'Learning to Love'



## CCA

Exploration	Realisation	Anticipation	Persistence	Initiation
Display more than an involuntary or startled reaction to an activity. Show interest and curiosity about a stimulus or activity.	"Light bulb moment" demonstrates realisation, surprise or excitement, etc at new application of previous learning.	Shows expectancy or prediction as a result of previous knowledge, experience or skill.	'Sticking with it' continued effort (may be in short bursts), perseverance, determination, refusing to give up or let go.	A self-directed request or indication which expresses intention, want or need.

Any pupils who are working above the engagement model follow Birth-5 matters and link to the semi-formal PSHCE curriculum.

Our curriculum is organised into 6 sections:

1. **Self-Awareness** - *Me, who I am, my likes, dislikes, strengths and interests*
2. **Self-care, Support and Safety** - *Looking after myself and keeping safe; aspects of RSE*
3. **Managing feelings** - *Understanding feelings and that how I feel and how others feel affects choices and behaviour*
4. **Changing and Growing** - *How I and others are changing; new opportunities and responsibilities; aspects of RSE)*
5. **Healthy Lifestyles** - *Being and keeping healthy, physically and mentally*
6. **The World I live In** - *Living Confidently in the wider world*



# 'Learning to Love'



## CCA

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Self-Awareness</b>	<b>Self-care, Support and Safety</b>	<b>Managing feelings</b>	<b>Changing and Growing</b>	<b>Healthy Lifestyles</b>	<b>The World I live In</b>
1. Things we are good at. 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others	1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private 6. Feeling unwell	1. Identifying and expressing feelings 2. Managing strong feelings	1. Changes at puberty 2. Dealing with touch 3. Different types of relationships	1. Healthy Eating 2. Taking care of physical health	1. Jobs people do 2. Taking care of the environment 3. Belonging to a community

<b>Self-Awareness</b>			
	<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>
<b>Things we are good at.</b>	Learners will show a positive response to a stimulus.	Learners will show some awareness of activities they enjoy and return to them.	Learners will choose things and activities that they enjoy or that make them feel happy.
<b>Kind and unkind behaviours</b>	The learner will express a range of emotions including happiness, sadness, anger, fear.	Will start to show some empathy towards others emotions, i.e. get upset when another is upset.	Shows awareness that their actions have consequences to others
<b>Playing and working together</b>  <b>Getting on with others</b>	The learner will tolerate the presence of another person in their space	The learner will tolerate and respond to the presence of another person in their space	The learner will make frequent bids for interaction from familiar people



# 'Learning to Love'



## CCA

<b>People who are special to us</b>	Learners will show awareness of themselves and people who are familiar or special to them	Learners will tolerate and respond to the presence of unfamiliar people	Learners will seek out interaction and play with familiar and unfamiliar people
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### Self-Care, Support and Safety

	Emerging	Developing	Secure
<b>Taking care of ourselves</b>	Learners will tolerate adults supporting them with their hygiene and self-care	Learners will activity participate with their personal hygiene and self-care	Learners will independently manage their personal hygiene and self-care.
<b>Keeping safe</b>	Learners will tolerate adults supporting them to be safe both in school and out.	Learners will respond positively to adults as they support them to be safe both in school and out.	Learners will follow and understand the boundaries in class, around school and out of school.
<b>Trust</b> <b>Feeling unwell</b>	Learners will respond more consistently to a trusted adult	Learners will seek out a trusted adult	Learners will request a trusted adult
<b>Keeping safe online</b>	Adults support the safety of learners and they would never be left alone with an electronic device		
<b>Public and Private</b>	Learners will tolerate adults supporting them to behave appropriately in public	Learners will respond to an adult when reminded they are in public.	Learners will follow the rules around public and private in school and out of school

### Managing Feelings

	Emerging	Developing	Secure
<b>Identifying and expressing feelings</b>	The learner expresses a range of emotions	The learner responds to an adults' use of symbol labelling their emotion	The learner uses symbols or speech to label their emotions
<b>Managing Strong Feelings</b>	The learner tolerates an adult moving	The learners responds to assistance offered	The learner requests help from an adult to



# 'Learning to Love'



## CCA

The World I live in					
Autumn Term 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Respecting differences between people. Jobs people do.	Rules and Law.  Taking care of the environment.	Belonging to the community.  Money.	Managing online safety. Diversity, Rights and Responsibility.	Preparing for adulthood.	Taking care of the environment.  Managing finances.
	them aware from a challenging situation		by an adult supporting them to soothe or engage as necessary		regulate their emotional state.

Changing and Growing			
	Emerging	Developing	Secure
<b>Changes at Puberty</b>	Learners will tolerate adults supporting them with their hygiene and self care	Learners will activity participate with their personal hygiene and self care	Learners will independently manage their personal hygiene and self-care.
<b>Links to public and private</b>			
<b>Dealing with touch</b>	The learner will tolerate positive touch, such as massage, from familiar adults	The learner will respond appropriately to positive touch from familiar adults	The learner will initiate positive touch with familiar adults.
<b>Different types of relationships</b>	The learner will develop positive relationships with familiar adults in class	The learner will develop positive relationships with adults and peers in class	The learner will show different kinds of relationships with the adults and their peers.



# 'Learning to Love'



## CCA

### Healthy Lifestyles

	Emerging	Developing	Secure
<b>Healthy Eating</b> Healthy Eating Week	The learner will tolerate exploration of a range of different foods, including fruit and vegetables	The learner will respond to adults attempts to get them to try a few new foods.	The learner will try new and different foods, including fruits and vegetables
<b>Taking care of physical health</b> Healthy Eating Week Link with Science	The learner will tolerate a range of physical activities	The learner will respond to adult led physical activities	The learner will engage fully in PE and OT sessions.

### The World I live in

Engagement assessed at each stage using -  
 Exploration/realisation/anticipation/persistence/initiation

	Coverage	Emerging	Developing	Secure
Respecting differences between people	As part of topic work	Relevant individual small steps will be detailed in topic related planning.		
Jobs people do	Teacher/OT/receptionist /drivers/escort/nurse	Respond to the different people who work with them in the roles	Show recognition of the people who work with them in the roles	Able to match the role to the person; using speech, symbols or objects
Rules & laws	Whole group sessions	Responds to the routine	Can follow adult expectations in a range of familiar activities	Can follow adult expectations in new and changing situations
Taking care of the environment	As part of topic work	Relevant individual small steps will be detailed in topic related planning.		





# 'Learning to Love'



CCA				
Belonging to a community	Class/Bus/peer to peer interactions	Responds to their peers	Shows recognition of different communities	Expresses preferences for who they engage/spend time with
Money	Community visits	Responds to stimuli encountered outside school	Explores stimuli offered when out in the community	Able to tell the story of their visit using symbols, pictures or words.
Managing online information	Not applicable	Adults support the safety of learners and they would never be left alone with an electronic device		
Diversity, rights and responsibilities	Daily Routines	Responds to symbol or object of reference to show they understand what is next	Able to predict what comes next in their familiar routine	Able to check the timetable and understand what next in new and changing situations
Preparing for adulthood	EHCP outcomes	Relevant individual small steps will be detailed in PLP.		
Managing Finances	School trips	Tolerate the change in routine of a new event	Participate in a special occasion or event	Able to tell the story of a special occasion or event using symbols, pictures or words.



# 'Learning to Love'



CCA		
Example Learner PLP		
Aspirations	EHCP Outcomes.	What I am going to do next (Medium term outcomes)
<b>Communication and Interaction:</b> <ul style="list-style-type: none"> <li>- To develop communication skills- having opportunities for social experiences</li> <li>- To use speech to communicate with family</li> </ul>	<u>Employment:</u> By the end of key stage 4 Learner will demonstrate an increased word knowledge and will spontaneously use a wider range of vocabulary (nouns and verbs) appropriately to communicate his message across school and home settings.	Learner will copy and adult model when his sentences have been extended during interactions i.e. Learner says Frank's book and staff will repeat Frank is reading a book.
<b>Cognition and Learning:</b> <ul style="list-style-type: none"> <li>- Developing his early reading and phonics skills</li> </ul>		Learner will take part in daily pre phonics sessions, learner will begin to recognise and name different environmental sounds.  Learner will choose books to share with an adult daily.
<b>Emotional, social and mental health:</b> <ul style="list-style-type: none"> <li>- To manage his emotions and become more emotionally secure</li> <li>- Reduce his anxieties to enable to access a range of experiences</li> <li>- To understand boundaries</li> </ul>	<u>Friends, relationships and community-</u> By the end of key stage 4 Learner will have access to emotion cards to accurately communicate how he feels to his mum and school staff every day  <u>Good health-</u> By the end of key stage 4 Learner will be able to self-regulate so that he will remain in a calm alert state (awake enough to concentrate, calm enough to main concentration) during 4 adult led sessions a day. He will achieve this by independently using the regulation equipment in class	Learner will complete his morning planner with staff support every morning. Staff will model different emotions for Learner and give reasons why they feel that way i.e. sad because they lost something  Learner will choose to use the physical equipment in class or will use the equipment when directed to by an adult. Learner will actively participate in adult led sessions.



# 'Learning to Love'



CCA		
	and accessing the SI room at least once a week.	
<b>Physical and Sensory:</b> <ul style="list-style-type: none"> <li>- To be aware of his own size and strength</li> </ul>		Learner will access safe spaces to explore physical movement.
<b>Independence and Self Care:</b> <ul style="list-style-type: none"> <li>- Having options for post 19</li> <li>- To be in some sort of employment</li> <li>- To live away from home in assisted living</li> <li>- To develop independence- dressing, simple snacks, personal hygiene, basic housekeeping skills, toileting</li> <li>- To understand the difference between public and private</li> </ul>	<u>Independent living:</u> By the end of key stage 4 Learner will have developed his personal hygiene and independence skills so that he is able to independently shower, bathe and brush his teeth remembering to clean up after himself (e.g. unplug the bath, use the shower curtain) 100% of the time  <u>Good health-</u> By the end of key stage 4 Learner will have developed his understanding of 'public' and 'private' such that there will be no reported incidents of removing clothing at inappropriate times.	Learner will take part in daily hygiene sessions, brushing his teeth and sequencing daily routines to build understanding  Learner will read his 'public and private' book daily with staff

My next small step (Intent).	How I will get there (Implementation).	What it will look like when I get there (Impact).
To be exposed to longer and more complicated language and sentences	I will engage in Intensive Interaction with staff Staff will extend my sentences to introduce me to new nouns, verbs and adjectives Staff will repeat and model the correct way to phrase questions and requests during interactions	I will use a wider range of verbs and nouns in my every day speech
To complete listening walks and noisy bucket sessions  To choose a book in afternoon story to share with an adult	Staff to support me with a choice of visuals to help identify different sounds I will listen to different sounds during attention time and try to repeat the sounds when modelled by staff	I will begin to identify environmental sounds  I will turn pages of a book and label different parts, I will listen to the adult



# 'Learning to Love'








CCA		
	Staff will model reading with me, encouraging me to turn pages and label items	reading and follow the words.
<p>To complete his morning folder with staff and discuss his mood</p> <p>To follow the sensory diet set up by the OT</p>	<p>Staff to support me to complete my morning folder with before my peers arrive</p> <p>Staff to model other emotions to me during discussions and give reasons to explain that emotion i.e. Today I feel sad, I couldn't have cereal this morning because I ran out of milk.</p> <p>I will usually say he is happy when asked how he is feeling.</p> <p>I will follow suggestions made by the OT to aid my regulation with staff support</p> <p>Staff will verbally instruct me to take part in regulating activities such as bouncing on a ball or trampette if they can see I am dysregulated, passive or unengaged</p>	<p>I will begin to identify other emotions I may be feeling throughout the day</p> <p>I will independently choose or request activities such as bouncing that will help keep me regulated.</p>
To access the SI, hall and outside playground	<p>Staff will support me to explore my own strength by pushing and lifting weighted balls</p> <p>Staff will encourage me to run and play chase games to support me in my own special awareness</p>	I will begin to recognise where my body fits in the environment I am in and reduce the amount of times I bump into objects.
<p>To take part in daily hygiene sessions, brush his teeth and complete symbol sequences of hygiene tasks</p> <p>To read his 'public' and 'private' book daily with staff</p>	<p>I will take part in daily hygiene sessions</p> <p>Staff will undertake tooth brushing training</p> <p>With staff support I will sequence a range of hygiene tasks and talk about the routines within them and how to keep myself clean</p> <p>I will engage with staff when reading my 'public' and 'private' book</p>	<p>I will develop my understanding of self-care tasks and be able to brush my teeth effectively</p> <p>I will develop my understanding of 'public' and 'private'</p>

## Primary - Semi Formal

Our curriculum is based on a 3-year cycle to take into account the need for repetition, to give our pupils the full breadth of opportunity to develop mastery and to be inclusive of learners that need a range of learning situations to develop transferrable skills.

Pupils' learning takes place in:

- The Classroom (Indoor and Outdoor Classrooms)
- During one to one or small group sessions.
- During Life Skills Sessions
- Interventions and Workshops






Autumn Term 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Families and people who care for me</p> <p>Caring friendships</p> <p>Respectful relationships</p>  <p>***Module 2- Celebrate (character, self-esteem, what we can do to help others) Module 4- Relate (positive relationships, listening)</p>	<p>Internet safety and harms</p> <p>Online relationships</p>  <p>***Module 3- Appreciate ( Gratitude, grateful)</p>	<p>Being Safe</p> <p>Mental Wellbeing</p>  <p>***Module 1- Meet Your Brain (happy breathing, mental wellbeing, perseverance)</p>	<p>Eating healthy</p> <p>Drugs Alcohol and Tobacco</p>  <p>***Module 5- Engage (goals, perseverance)</p>	<p>Health prevention</p> <p>Basic First aid</p>  <p>***Module 5- Engage (goals, perseverance)</p>	<p>Changing adolescent bodies</p>

## Secondary – Semi Formal

Our curriculum is based on a 3-year cycle to take into account the need for repetition, to give our pupils the full breadth of opportunity to develop mastery and to be inclusive of learners that need a range of learning situations to develop transferrable skills.

Pupils' learning takes place in:

- The Classroom
- During one to one or small group sessions.
- During Life Skills Sessions
- Interventions and Workshops
- Work with outside agencies

Autumn Term 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Families and people who care for me</p> <p>Respectful relationships including friendships</p>  <p>***Module 2- Celebrate (character, self-esteem, what we can do to help others) Module 4- Relate (positive relationships, listening)</p>	<p>Online and media</p> <p>Being Safe</p>  <p>***Module 3- Appreciate ( Gratitude, grateful)</p>	<p>Internet Safety and Harm</p> <p>Intimate and sexual relationships , including sexual health</p>  <p>***Module 1- Meet Your Brain (happy breathing, mental wellbeing, perseverance)</p>	<p>Mental Wellbeing</p> <p>Physical health and fitness</p>  <p>***Module 5- Engage (goals, perseverance)</p>	<p>Eating healthy</p> <p>Drugs alcohol and tobacco.</p>  <p>***Module 5- Engage (goals, perseverance)</p>	<p>Health prevention</p> <p>Basic First Aid</p> <p>Changing adolescent bodies</p>



# 'Learning to Love'



## Foundation Learning 14-19

Our curriculum is based on a 3-year cycle to take into account the need for repetition, to give our pupils the full breadth of opportunity to develop mastery and to be inclusive of learners that need a range of learning situations to develop transferrable skills. Whilst learning we dynamically assess our pupils' needs constantly, reacting to these needs accordingly. Areas designated as sex education are highlighted in red (see annex).

Pupils' learning takes place in:

- The Classroom (Formal and Informal Lessons)
- At Work Experience (supported and independent placements)
- During Life Skills Sessions (Home management and in the community)
- In the Kitchen
- Interventions and Workshops for identified pupils

We work closely with a range of outside agencies to support our young people. We recognise that exposing our pupils to information and learning before they are ready to can cause confusion and create conflict. We also recognise that we are not experts in specific fields and that our pupils will recognise the further importance of these interventions through working with professionals.

Our workshops include: Termly Safe Internet/Social Media sessions, Resilience and Self Esteem Groups, friendships and relationships workshops.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Families	Online Media	Mental Wellbeing	Drugs Alcohol and Tobacco	Health and prevention	Changing Bodies
Respectful Relationships	Being Safe & Intimate and Sexual Relationships	Internet Safety			Basic First Aid
Physical health and Fitness including Healthy Eating					



# 'Learning to Love'



## Farnley CMLN

Our curriculum is based on an annual cycle. Sustainable learning can occur only when there is meaningful engagement. The process of engagement is a journey which connects a child and their environment (including people, ideas, materials and concepts) to enable learning and Achievement. (Definition and Statement of Engagement, Schools Network – CLDD Research Project 2010) All staff are wholehearted committed to providing personalised engagement and this is supported by providing high quality reflective CPD for the whole of the partnership staff team. We believe: These learners need opportunity's and chances to engage with their world, and to achieve their potential so that their lives go beyond being 'cared for' to being valued for who they are as individuals.

Our curriculum is based on small steps detailed in Personalised Learning Plans which are linked to the students' EHCP outcomes. Outcomes are chosen based on each pupil's individual developmental needs, age, gender and level of maturity. Where appropriate this will be further enriched with the PSHE Associations Planning Framework for pupils with SEND and The World we live in. Staff use Intensive Interaction to develop relationships and social communication on a daily basis with significant interactions prioritised above other classroom activities.

### Learning takes place:

- Throughout the school day in all areas with Intensive Interaction as a priority.
- Through daily structured routines.
- Daily timetabled small group and one-to-one work
- A range of bespoke sessions built on PLPs
- High quality postural management programmes delivery throughout the school day.

The CMLN Informal PSHE curriculum is embedded in the Intensive Interaction approach. This can be considered in a number of categories that are not necessarily hierarchical. Due to the complex needs of our learners, all learners have a 'spikey' learning profile and will make pockets of progress in different areas. Progress is based on each individual learner's level of development and maturity, using the Engagement Model.

Exploration	Realisation	Anticipation	Persistence	Initiation
Display more than an involuntary or startled reaction to an activity. Show interest and curiosity about a stimulus or activity.	"Light bulb moment" demonstrates realisation, surprise or excitement, etc at new application of previous learning.	Shows expectancy or prediction as a result of previous knowledge, experience or skill.	'Sticking with it' continued effort (may be in short bursts), perseverance, determination, refusing to give up or let go.	A self-directed request or indication which expresses intention, want or need.





# 'Learning to Love'



All learners will be able to actively engage with learning to develop their capacity to initiate and maintain social interactions and be meaningfully included in the world around them.

Learners have regular access to the community through life skills based activities including:

- Shopping
- Café, Enterprise activities
- Visits to Parks

Social inclusion is fostered through:

- The Circle of Friends with Year 7 Academy students.
- Hosting students through the Gorse SCITT
- Attending MATP Challenge events and national Special Olympic Events
- After school clubs.
- Day trips and residentials.

The material that enriches the PLP driven curriculum is organised into 6 sections:

1. **Self-Awareness** - *Me, who I am, my likes, dislikes, strengths and interests*
2. **Self-care, Support and Safety** - *Looking after myself and keeping safe; aspects of RSE*
3. **Managing feelings** - *Understanding feelings and that how I feel and how others feel affects choices and behaviour*
4. **Changing and Growing** - *How I and others are changing; new opportunities and responsibilities; aspects of RSE)*
5. **Healthy Lifestyles** - *Being and keeping healthy, physically and mentally*

## The World I live In - *Living Confidently in the wider world*

Self-Awareness	Self-care, Support and Safety	Managing feelings	Changing and Growing	Healthy Lifestyles	The World I live In
1. Things we are good at. 2. Kind and unkind behaviours <b>3. Playing and working together</b> <b>4. People who are special to us</b> <b>5. Getting on with others</b>	1. <i>Taking care of ourselves</i> 2. <i>Keeping safe</i> 3. <i>Trust</i> 4. <i>Keeping safe online</i> 5. <i>Public and Private</i> 6. <i>Feeling unwell</i>	<b>1. Identifying and expressing feelings</b> 2. <i>Managing strong feelings</i>	1. <i>Baby to adult</i> 2. <i>Changes at puberty</i> <b>3. Dealing with touch</b> <b>4. Different types of relationships</b>	1. <i>Healthy Eating</i> 2. <i>Taking care of physical health</i> 3. <i>Keeping well</i>	1. Respecting differences between people. 2. Jobs people do 3. Taking care of the environment 4. Rules and law 5. Belonging to a community 6. Money. 7. Diversity, rights and responsibilities 8. Preparing for adulthood 9. Managing Finances



# 'Learning to Love'



For students with CMLN these are primarily addressed through:

## Healthy Lifestyles

Addressed through Postural management and rebound therapy programmes supplied by physiotherapists

Small step outcomes incorporated into MOVE, MATP and Hydrotherapy programmes

Self-awareness		Managing Feelings		Changing and Growing	
Social Communication and Building Relationships.					
	Encounter/Emerging	Awareness	Attention and Response/Developing	Engagement:	Participation/Secure.
<b>Responses</b>	The learner is present during an interactive episode without any obvious awareness of its progression.	The learner appears to notice, or fleetingly focus on an event or person involved in the interactive episode. e.g. by briefly interrupting a pattern of self-absorbed movement or vocalisation	The student or client begins to respond (although not consistently) to what is happening in an interactive episode.	The learner shows consistent attention to the interactive episode presented to them.	The student or client makes active efforts to reach out, consistently join in, or even comment in some way on the interaction. e.g.
<b>Tolerance of an interaction partner.</b>	The learner will tolerate the presence of another person in their space.	The learner tolerates and respond to the presence of another individual in their space.	They tolerate the presence of another person.	Tolerance of others is well established.	Tolerance of others is well established.
<b>Responding to an interaction partner.</b>		The learner responds to the learner by turning their head or by briefly interrupting a pattern of self-absorbed movement or vocalisation.	They may respond to their interaction partner by showing signs of surprise, enjoyment, frustration or dissatisfaction.	The learner responds positively to their interaction partner by sustained looking or listening.	The learner reaches out to initiate interactions consistently and will join in activities initiated by a partner.
<b>Expressing Likes and Dislikes.</b>				The learner demonstrates their interest in an item or activity by repeatedly following events with movements of their eyes, head or other body parts.	The learner will communicate likes and dislikes by sequencing their actions and speaking, signing, vocalising or gesturing in some consistent and meaningful way
<b>Indicating Choices.</b>					The learner may make requests for specific games and activities such as round and round the garden.



# 'Learning to Love'



Self-care, Support and Safety			
Hygiene and Self-care.			
	Emerging	Developing	Secure
Engagement assessed at each stage using - Exploration/realisation/anticipation/persistence/initiation			
Eating and Drinking	<p>I will open my mouth in anticipation when offered a loaded spoon.</p> <p>I will open my mouth in anticipation of a drink when offered a cup or straw.</p>	<p>I will open my mouth for a loaded spoon and actively take food off the spoon.</p> <p>I will hold my cup/ bottle and drink independently from the side of the cup, a straw or a sports topped bottle.</p>	<p>I will hold and take a loaded spoon/fork to my mouth and return it to my plate.</p> <p>I will tolerate prompting to scoop and reload my spoon/fork before taking to my mouth.</p> <p>I will scoop/reload independently and take it to my mouth</p>
Dressing and Undressing	<p>I will participate in dressing and undressing by actively: Pulling my arm out of my coat/jumper/t-shirt Pulling my feet out/ pushing my feet into trousers/ underwear/ shorts.</p>	<p>I will pull t-shirts/jumper down over my head after it is placed on my head. I will pull off a t-shirt/jumper when it is placed on my head.</p> <p>I'll push my legs into underwear/shorts/trousers/skirt when they are placed over my feet. I will pull my feet out of my underwear/shorts/trousers/skirt after I am helped to push down my waistband.</p>	<p>I will put a t-shirt/jumper over my head and push my arms into the sleeves independently. I will lift the bottom of my jumper/t-shirt up and pull my arms out.</p> <p>I will push my feet into the legs of underwear/shorts/trousers/skirt and hold the waist band and pull them up independently. I will push down my waist band and pull my feet out of my underwear/trousers/shorts/skirt.</p>
Personal Hygiene	<p>I will tolerate physical prompts to hold an object of reference to support my understanding that I am going into the bathroom. (All PMLD students have an intimate care plan followed by all school staff).</p>	<p>I will tolerate physical prompting to hold a face cloth and wipe my face.</p> <p>I will tolerate being supported to wash my hands and face.</p> <p>I will help by lifting my hips, lifting my head, extending my arms or legs on request during changing in line with my intimate care plan.</p> <p>I will participate in cleaning my teeth at lunchtime if I am part of the teeth cleaning programme.</p>	<p>I will start to successfully use the toilet on a regular basis as part of habit training/ toilet training.</p> <p>I will wipe my face independently after eating and drinking.</p> <p>I will clean my teeth independently with close supervision.</p> <p>I will wash my hands independently with reminders.</p>



# 'Learning to Love'



The World I live in					
Autumn Term 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Respecting differences between people. Jobs people do.	Rules and Law. Taking care of the environment.	Belonging to the community. Money.	Managing online safety. Diversity, Rights and Responsibility.	Preparing for adulthood.	Taking care of the environment. Managing finances.

The World I live in				
Engagement assessed at each stage using - Exploration/realisation/anticipation/persistence/initiation				
	Coverage	Emerging	Developing	Secure
Respecting differences between people	As part of topic work	Relevant individual small steps will be detailed in topic related planning.		
Jobs people do	Edu-carer/receptionist /drivers/escort/nurse	Respond to the different people who work with them in the roles	Show recognition of the people who work with them in the roles	Able to match the Object of Reference for the role to the person
Rules & laws	Morning Group	Responds to the routine	Can identify their personal identifier and the 'bag;	Able to transfer their attention between others in the group
Taking care of the environment	As part of topic work	Relevant individual small steps will be detailed in topic related planning.		
Belonging to a community	Class/Bus/peer to peer interactions	Responds to their peers	Shows recognition of different communities	Expresses preferences for who they engage/spend time with
Money	Community visits	Responds to stimuli encountered outside school	Explores stimuli offered when out in the community	Able to match objects or photos from places visited
Managing online information	Not applicable			
Diversity, rights and responsibilities	Partnership Routines	Responds to music or object of reference stimuli linked to Partnership Routine	Anticipates Partnership Routine from music or object of reference stimuli linked to it	Able to follow a simple timetable
Preparing for adulthood	EHCP outcomes	Relevant individual small steps will be detailed in PLP.		
Managing Finances	Rainbow Fest. MOVE day sponsored event. Children in Need	Responds to special events held in school	Participates in a sponsored event	Able to match photos/label/comment on events they have participated in

## Example PLP

<b>Communication and Interaction: Learner will follow instructions from others and tell them what he wants in return</b>		
<b>Cognition and Learning: Learner will be able to reason, he will understand what is available to him and why.</b>		
<b>Emotional, social and mental health: Learner will develop his tolerance of new/noisy situations Learner will be able to describe how he is feeling when something is wrong</b>		
<b>Physical and Sensory: Learner will propel and steer his wheelchair Learner will manage transfers Learner will continue to develop his walking skills</b>		
<b>Independence and Self Care: Learner will be toilet trained Learner will eat and drink (from a cup) consistently at home and school Learner will increase his water intake</b>		
<b>EHCP Outcomes.</b>	<b>What I am going to do next (Medium term outcomes).</b>	
By the end of KS3, Learner will use speech that is understandable to a range of adults in order to: a) Talk about past, present and future events b) Make a range of comments about his environment and experiences c) Request an increasing repertoire of items and activities d) To be able to have conversations with familiar people using telephone or face time	I will answer questions about motivating past events I will be able to comment on what I am doing in an increasing range of contexts I will be able to have a conversation with a familiar adult in school on Teams	
By end of KS3, Learner will use tactile exploration to: a) Find one the same from a choice of 4 objects, shapes, textures b) Recognise and label the letters of his name and put them in the correct order	I will match an object in a functional content, e.g., spoon at lunchtime or my snack at breaktime	
By the end of KS3, Learner will be able to successfully employ self-regulation strategies so that his anxiety is managed in new and stressful situations including being able to say what is wrong and what he needs	I will consistently tell when an adult when it is too noisy in class and say what I would like to do to manage the situation	
By the end of KS3 Learner will be able to manoeuvre himself independently to key areas in the Partnership using his wheelchair or walker: a) New music room b) Reception c) Rebound and hydro	Learner has achieved this when using his wheelchair – a new EHCP outcome will be put in place at his next annual review. In the meantime, Learner will develop his ability to navigate and self-propel his wheelchair when exploring <u>less</u> familiar places, e.g., the Farnley Academy.	
By the end of KS3 Learner will be independent in a range of self-care routines: a) Be continent through the day as part of a managed toileting routine b) Eat a variety of meals and snacks either finger feeding or with a spoon c) Drink independently from a cup or sports bottle d) Dress and undress independently with support for fastenings	I will eat 3 new foods. I will eat my snack independently. I will drink water from a cup with minimal support I will independently take of my coat/jumper/T-shirt/shoes and socks when the adult makes an initial physical prompt to start me off	
<b>My next small step (Intent).</b>	<b>How I will get there (Implementation).</b>	<b>What it will look like when I get there (Impact).</b>
To make a range of comments about my environment using increasingly complex sentences	All appropriate opportunities to support his language development. Extending any language, he uses and modeling it back to him. Record sentences where Learner has used new vocabulary	I will initiate making comments about things that are happening around me or that I am experiencing I will explore using a range of vocabulary within sentences
Begin to respond to "why" questions using a "because statement"	Adult modelling of use of "because" sentences, especially when Learner asks a "why" question Look for opportunities to ask "because" questions as part of familiar activities Record any attempts	I will use a "because" statement to answer an adult's question about why I am doing something
To be able to answer questions about motivating past events, e.g., special days at school/things I have done over the weekend	All appropriate opportunities to support his language development Opportunities for relaxed and informal conversations about motivating past events, e.g., whilst he is walking outside at lunchtime/eating his lunch If he attempts to bring the conversation back to things happening in the future (e.g., swimming or going home), tell him we will talk about that later and then repeat the question you have just asked him. You might have to do this a few times before he answers!	I will remain focused on the topic at hand when an adult asks me about a past event that I particularly enjoyed doing. I will be able to recall details of the event and relay them to the adult when answering the question, e.g., recalling that I went to Tesco in the car with Terri and bought fruit



# 'Learning to Love'



Participate in a short conversation with Sarah over teams	Weekly opportunities to chat to Sarah via Teams	I will engage with Sarah (rather than the adult in the room with me) and respond to her questions. I may initiate a topic of conversation of my own.
To be able to match a snack at breaktime	Adult will give Learner the snack to feel (e.g., Quavers, KitKat, biscuit) They will then present a tray with 2 snacks on and ask him to find one the same. If Learner isn't able to find on first request, adult to physically prompt to explore and then label as 'the same'.	I will feel the snack presented by the adult then feel 2 snacks on a tray and identify which one is the same
To be able to say when another child is being too noisy and consistently respond to an adult asking him what I want to do about it, e.g., go outside	Continue to share "It's too noisy" social story with Learner at least once a week. When he is becoming distressed at noise ask him what is wrong so he can tell you that it is too noisy. Ask him what he would like to do about it. If he is unable to, offer him some options, e.g., go outside/put on his ear defenders.	I will be able to stay calm enough to tell an adult when another child is too noisy in the classroom. I will respond to the adult asking me what I want to do, e.g., by saying that I want to go outside or put on my ear defenders.
To initiate exploring beyond the partnership, e.g., spaces in the academy by self-propelling my wheelchair and navigating any obstacles	Regular opportunities to choose where to go in his wheelchair. Adult to shadow him when exploring beyond the partnership.	I will self-propel my wheelchair and navigate obstacles when exploring new places beyond the partnership, e.g. Farnley Academy
To pull myself up from the floor onto a bench To use a ladder frame to pull myself up to standing from the bench in order to transfer to my wheelchair	Daily opportunities to practice getting himself up from the floor. Make sure that Learner has a reason to get into his chair that he is motivated by, e.g., being allowed to self-propel in the corridor.  Minimum of 2 confident people to support -see safe system of work for details	I will actively assist with transfers into my wheelchair from both the floor and a conventional chair
To take at least one bite of one of three new foods each break or lunchtime	Low pressure approach - offer Learner a smell and touch it against his lips but he can choose whether to take a bite He will often be more interested if he thinks it is a piece of the supporting adult's dinner he is being offered!	I will take a bite of one of three new foods each break or lunchtime after an adult has offered me a smell and asked me to place it on my lips
To independently hold and lift my cup to my mouth and take a drink at least 3 times each break time  To reach out and take a biscuit from an adult (using my finger and thumb to hold it) and take it to my mouth independently to take a bite	ROMP  Ensure that he has something motivating to do after snack to prevent snack/water refusal – e.g., "first it's time for snack and then walking sling!"	I will hold my cup independently and lift it to my mouth to take a drink at least 3 times each break time. I will need initial physical support to locate and grasp hold of my cup with 2 hands.  I will reach out and take a biscuit from an adult using my finger and thumb and then lift it to my mouth and take a bite
To independently take a loaded spoon to my mouth at least three times each mealtime	ROMP Offer spoon on Learner's left-hand side held just above his plate. He will sometimes twist the spoon sideways as he lifts it to his mouth so support him to turn it if necessary before he puts it in his mouth.	I will take a loaded spoon from an adult and take it to my mouth at least three times each mealtime
To grasp and hold my coat sleeve whilst pulling my arm out. I will then take my coat around the back and pull the remaining sleeve off my arm  To consistently take off my jumper/t-shirt	ROMP  Use all appropriate opportunities to work on dressing skills- Rebound/MATP/hydro etc.	I will grasp and hold my coat sleeve whilst pulling my arm out. I will then take my coat around the back and pull the remaining sleeve off my arm. I will consistently take my jumper/t-shirt off

## Priesthorpe

All pupils will follow the Priesthorpe RSE curriculum with additional support from the SILC as required.

[Priesthorpe Policies](#)



# 'Learning to Love'



## AIP

The West AIP RSHE curriculum aims to enhance learners' confidence and interactions. It aims to develop their knowledge of specific sensitive topics and equip learners with lifelong learning skills about physical, moral and emotional development. RSHE is about teaching safe behaviour in the community, developing healthy relationships, sexuality and other sensitive topics.

### Specific Aims

- Develop learners socially and emotionally.
- Promote self-respect and respect for others.
- Promote an inclusive and diverse environment.
- Learners will understand the importance of equality and diversity.
- Enhance learners knowledge of a safe environment; understanding the importance of SRE, internet safety, emotional wellbeing and the law.
- Develop a positive attitude for learners to be part of a wider community.
- Promote British Values and PREVENT.
- Prepare learners for the challenges of adult life.

At Key Stage 3, the curriculum is delivered weekly across 3 subjects: Citizenship, SEAL (Social, Emotional Aspects of Learning) and PSHE. At Key stage 4, it's delivered within weekly PSHE lessons. Both key stages use Holistic and Wellbeing events/day to support the RSHE curriculum.

### West 11

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SEAL	Empathy Empathetic methods and communication	Respect - prejudices, ways of showing respect.	My teenage life - emotions, risk taking and mental health	Social Skills - Exploring the different aspects of communication - NVC, team work	SRE: Relationships - Looking at different relationships and how to build and maintain a variety of relationships. Healthy relationships, Consent	Conflict and relationships - Exploring issues of conflict, relationships and communication.
PSHE	Anti-Bullying: Looking at ways in which our behaviours can influence others behaviour and recognising what is bullying behaviour and the impact of it.	Online Safety: Looking at ways to stay safe and well online. What are the pressures and how do we deal with them?	Drugs and Alcohol- Looking at developing an awareness of the risks of drugs and alcohol. Forward Leeds.	Resilience and Healthy Lifestyle: Ways to develop resilience. Exploring the different ways to develop a healthy lifestyle.	Self-Awareness and Identity: my personality, strengths and weaknesses: Exploring our own strengths and weaknesses as well as skills so we can learn to develop our weaknesses and enhance our strengths.	Street crime and weapons: knife crime, street crime, safety in the summer holidays
Citizenship	Money- Tackling topics such as opening a bank account, budgeting, saving and spending, and gives practical guidance on what to do if something goes wrong	World of work - Students will explore how they can develop and evidence their own employability.	British Values – Students will understand democracy, the rule of law, individual liberty, mutual respect and tolerance.	Diversity - To know inspirational people who stood up for diversity and discrimination against LGBT+ people	Radicalization- To understand the terms radicalization and extremism	Animal and Human Rights -Do animals have rights? Human Rights Effected: Nelson Mandela



# 'Learning to Love'



Additional Wellbeing Focus	Brave Resource	Anti-Bullying Week Remembrance Day Bonfire Night Mischievous Night	Children's Mental Health Brave Resource	Self-Harm Awareness Day World Book Day International Women's Day No smoking day World Sleep Day	Pride Month June World Environment Day Brave Resource	Pride Month June
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## West 14

Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Substance Misuse - Alcohol</i>	<i>Substance Misuse – Illegal Drugs</i>	<i>Understanding Relationships</i>	<i>Understanding Relationships</i>	<i>Exploitation and Grooming</i>	<i>Understanding Mental Health</i>
<ul style="list-style-type: none"> <li>- What are legal and illegal substances?</li> <li>- Myths and facts around alcohol</li> <li>- Explore the ideas of why people drink</li> <li>- What is a unit of alcohol</li> <li>- What are the health and safety risks of drinking alcohol?</li> <li>- What are the physical and social effects of drinking alcohol?</li> <li>- What are the consequences of misusing alcohol?</li> </ul>	<ul style="list-style-type: none"> <li>- What are drugs?</li> <li>- What are Class A, B and C drugs?</li> <li>- Why are drugs illegal?</li> <li>- Why do people take drugs?</li> <li>- What are the most common drugs?</li> <li>- What to do if you're faced with being offered drugs.</li> <li>- What are the Health and Safety risks of taking drugs?</li> <li>- What are the physical and social effects of using drugs?</li> <li>- What are the consequences of misusing drugs?</li> </ul>	<ul style="list-style-type: none"> <li>- What is a relationship?</li> <li>- What does a healthy relationship look like?</li> <li>- What is consent?</li> <li>- What effects the views of what a young person feels a healthy relationship is?</li> <li>- What is an unhealthy relationship?</li> <li>- What are the signs of an unhealthy relationship?</li> </ul>	<ul style="list-style-type: none"> <li>-What is the law around sexual intercourse and relationships?</li> <li>- Why does the law exist?</li> <li>- What is coercive control?</li> <li>- What is gaslighting?</li> <li>- What to do if you feel you or your friend is in an unhealthy relationship?</li> </ul>	<ul style="list-style-type: none"> <li>- What does exploitation mean?</li> <li>- What does grooming mean?</li> <li>- Who is at risk of exploitation and grooming?</li> <li>- What are the types of exploitation and grooming?</li> <li>- How does it happen?</li> <li>- Where can you find help if you are worried about yourself or others?</li> </ul>	<ul style="list-style-type: none"> <li>- What is mental health?</li> <li>- Who has mental health?</li> <li>- What is positive mental health?</li> <li>- What is negative mental health?</li> <li>- What are Mental Health problems?</li> <li>- What are the signs of problems?</li> <li>- Where can you find help?</li> <li>- How can you help a friend?</li> </ul>





# 'Learning to Love'



Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<i>Substance Misuse - Alcohol</i>	<i>Living in a Diverse Society</i>	<i>Understanding Relationships</i>	<i>Understanding Fraud and Money Mules</i>	<i>Preparing for next Steps</i>
<ul style="list-style-type: none"> <li>- What are legal and illegal substances?</li> <li>- Myths and facts around alcohol</li> <li>- Explore the ideas of why people drink</li> <li>- What is a unit of alcohol</li> <li>- What are the health and safety risks of drinking alcohol?</li> <li>- What are the physical and social effects of drinking alcohol?</li> <li>- What are the consequences of misusing alcohol?</li> </ul>	<ul style="list-style-type: none"> <li>- What does diverse mean?</li> <li>- What does it mean to live in a diverse society?</li> <li>- What is discrimination?</li> <li>- What are protected characteristics?</li> <li>- What is a minority?</li> <li>- What is an ethnic minority?</li> <li>- What is the LGBTQ+ community?</li> </ul>	<ul style="list-style-type: none"> <li>- Recap consent and healthy/unhealthy relationships?</li> <li>- What is an STI?</li> <li>- What are the symptoms of common STI's?</li> <li>- Is porn harmful?</li> <li>- Does porn/social media create an unrealistic view of sex and relationships?</li> <li>- What is revenge porn?</li> <li>- The consequences of sending nudes.</li> <li>- Social Media and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- What is fraud?</li> <li>- Why do people get involved in fraud?</li> <li>- What are the consequences of fraud?</li> <li>- What is a money mule?</li> <li>- Why do people become money mules?</li> <li>- What are the consequences of becoming a money mule?</li> <li>- What to do if you are faced with a situation where you may become involved in this?</li> </ul>	<ul style="list-style-type: none"> <li>- What are your career goals?</li> <li>- What are your future interests?</li> <li>- Have you got any questions about leaving school?</li> <li>- Create a CV</li> <li>- Learn the skills for applying for a job.</li> <li>- Where appropriate, apply for jobs.</li> </ul>

There may be times pupils ask difficult questions that go beyond what is set out in the policy and curriculum. Not answering these questions may lead to pupils using unreliable sources. As our curriculum aims to be preventative, age-appropriate and encourage progress we should seek to respond to these questions in a respectful and appropriate way, recognising the right of parents and carers to withdraw from 'L to L'.

The right to withdraw from 'L to L' varies with the pupil's age. At primary level parents and carers do not have the right to withdraw from 'L to L' (Relationships Education). Pupils cannot be withdrawn from any sex education covered as part of the science curriculum. The role of parents



# ‘Learning to Love’



and carers in developing pupils’ understanding of relationships is vital. We recognise that some parents and carers may find it difficult to cope with their child developing sexually, the SILC will always seek to support parents and carers in any way we can.

The SILC will always seek to support parents and carers as the ‘first teachers’ of their children. Before granting any request to withdraw the Executive Headteacher will meet parents and carers and, as appropriate, pupils to discuss the curriculum and highlight the benefits of this education and potential detrimental social and emotional impact of being withdrawn. The potential for inaccurate conceptions and information being passed on to the pupil by their peers will also be explored. In relation to pupils with SEND, the Executive Headteacher can refuse a parent’s request to withdraw if they believe that the nature of a pupil’s special educational need or disability, domestic and social circumstances places them at a greater risk of sexual activity or exploitation. A record of any requests and subsequent discussions will be made and held by the school.

Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief, and sexual orientation.

This policy has been compiled and will be reviewed, to ensure that it is fair, does not prioritise or disadvantage any pupils.

This policy will be approved by the governing body.

This policy should be read in conjunction with

Equality ACT 2010

West SILC Teaching and Learning Policy

West SILC Safeguarding and Child Protection Policy

West SILC Online Safety and Acceptable Use Policy

This policy will be reviewed in September 2022 and biannually thereafter.

Further information about coverage can be found in Annex 1



# 'Learning to Love'





# 'Learning to Love'



Annex 1:



# 'Learning to Love'



## CMLN Informal PSHE Map

The material that enriches the PLP driven curriculum is organised into 6 sections:

1. **Self-Awareness** - *Me, who I am, my likes, dislikes, strengths and interests*
2. **Self-care, Support and Safety** - *Looking after myself and keeping safe; aspects of RSE*
3. **Managing feelings** - *Understanding feelings and that how I feel and how others feel affects choices and behaviour*
4. **Changing and Growing** - *How I and others are changing; new opportunities and responsibilities; aspects of RSE)*
5. **Healthy Lifestyles** - *Being and keeping healthy, physically and mentally*

### The World I live In - *Living Confidently in the wider world*

Self-Awareness	Self-care, Support and Safety	Managing feelings	Changing and Growing	Healthy Lifestyles	The World I live In
1. Things we are good at. 2. Kind and unkind behaviours <b>3. Playing and working together</b> <b>4. People who are special to us</b> 5. <b>Getting on with others</b>	1. <i>Taking care of ourselves</i> 2. <i>Keeping safe</i> 3. <i>Trust</i> 4. <i>Keeping safe online</i> 5. <i>Public and Private</i> 6. <i>Feeling unwell</i>	<b>1. Identifying and expressing feelings</b> 2. <i>Managing strong feelings</i>	1. <i>Baby to adult</i> 2. <i>Changes at puberty</i> <b>3. Dealing with touch</b> <b>4. Different types of relationships</b>	1. <i>Healthy Eating</i> 2. <i>Taking care of physical health</i> 3. <i>Keeping well</i>	1. Respecting differences between people. 2. <i>Jobs people do</i> 3. <i>Taking care of the environment</i> 4. <i>Rules and law</i> 5. <i>Belonging to a community</i> 6. Money. 7. Diversity, rights and responsibilities 8. Preparing for adulthood 9. Managing Finances

For students with CMLN these are primarily addressed through:

<b>Healthy Lifestyles</b>
Addressed though Postural management and rebound therapy programmes supplied by physiotherapists
Small step outcomes incorporated into MOVE, MATP and Hydrotherapy programmes



# 'Learning to Love'



Self-awareness		Managing Feelings		Changing and Growing	
Social Communication and Building Relationships.					
	Encounter/Emerging	Awareness	Attention and Response/Developing	Engagement:	Participation/Secure.
<b>Responses</b>	The learner is present during an interactive episode without any obvious awareness of its progression.	The learner appears to notice, or fleetingly focus on an event or person involved in the interactive episode. e.g. by briefly interrupting a pattern of self-absorbed movement or vocalisation	The student or client begins to respond (although not consistently) to what is happening in an interactive episode.	The learner shows consistent attention to the interactive episode presented to them.	The student or client makes active efforts to reach out, consistently join in, or even comment in some way on the interaction. e.g.
<b>Tolerance of an interaction partner.</b>	The learner will tolerate the presence of another person in their space.	The learner tolerates and respond to the presence of another individual in their space.	They tolerate the presence of another person.	Tolerance of others is well established.	Tolerance of others is well established.
<b>Responding to an interaction partner.</b>		The learner responds to the learner by turning their head or by briefly interrupting a pattern of self-absorbed movement or vocalisation.	They may respond to their interaction partner by showing signs of surprise, enjoyment, frustration or dissatisfaction.	The learner responds positively to their interaction partner by sustained looking or listening.	The learner reaches out to initiate interactions consistently and will join in activities initiated by a partner.
<b>Expressing Likes and Dislikes.</b>				The learner demonstrates their interest in an item or activity by repeatedly following events with movements of their eyes, head or other body parts.	The learner will communicate likes and dislikes by sequencing their actions and speaking, signing, vocalising or gesturing in some consistent and meaningful way
<b>Indicating Choices.</b>					The learner may make requests for specific games and activities such as round and round the garden.



# 'Learning to Love'



Self-care, Support and Safety			
Hygiene and Self-care.			
	Emerging	Developing	Secure
Engagement assessed at each stage using - Exploration/realisation/anticipation/persistence/initiation			
Eating and Drinking	<p>I will open my mouth in anticipation when offered a loaded spoon.</p> <p>I will open my mouth in anticipation of a drink when offered a cup or straw.</p>	<p>I will open my mouth for a loaded spoon and actively take food off the spoon.</p> <p>I will hold my cup/ bottle and drink independently from the side of the cup, a straw or a sports topped bottle.</p>	<p>I will hold and take a loaded spoon/fork to my mouth and return it to my plate.</p> <p>I will tolerate prompting to scoop and reload my spoon/fork before taking to my mouth.</p> <p>I will scoop/reload independently and take it to my mouth</p>
Dressing and Undressing	<p>I will participate in dressing and undressing by actively:</p> <p>Pulling my arm out of my coat/jumper/t-shirt</p> <p>Pulling my feet out/ pushing my feet into trousers/ underwear/ shorts.</p>	<p>I will pull t-shirts/jumper down over my head after it is placed on my head. I will pull off a t-shirt/jumper when it is placed on my head.</p> <p>I'll push my legs into underwear/shorts/trousers/skirt when they are placed over my feet. I will pull my feet out of my underwear/shorts/trousers/skirt after I am helped to push down my waistband.</p>	<p>I will put a t-shirt/jumper over my head and push my arms into the sleeves independently. I will lift the bottom of my jumper/t-shirt up and pull my arms out.</p> <p>I will push my feet into the legs of underwear/shorts/trousers/skirt and hold the waist band and pull them up independently. I will push down my waist band and pull my feet out of my underwear/trousers/shorts/skirt.</p>
Personal Hygiene	<p>I will tolerate physical prompts to hold an object of reference to support my understanding that I am going into the bathroom.</p> <p>(All PMLD students have an intimate care plan followed by all school staff).</p>	<p>I will tolerate physical prompting to hold a face cloth and wipe my face.</p> <p>I will tolerate being supported to wash my hands and face.</p> <p>I will help by lifting my hips, lifting my head, extending my arms or legs on request during changing in line with my intimate care plan.</p> <p>I will participate in cleaning my teeth at lunchtime if I am part of the teeth cleaning programme.</p>	<p>I will start to successfully use the toilet on a regular basis as part of habit training/ toilet training.</p> <p>I will wipe my face independently after eating and drinking.</p> <p>I will clean my teeth independently with close supervision.</p> <p>I will wash my hands independently with reminders.</p>

## Primary PSHE Map

Our curriculum is based on a 3 year cycle to take into account the need for repetition, to give our pupils the full breadth of opportunity to develop mastery and to be inclusive or learners that need a range of learning situations to develop transferrable skills.

Pupils' learning takes place in:

- The Classroom (Indoor and Outdoor Classrooms)
  - During one to one or small group sessions.
    - During Life Skills Sessions
  - Interventions and Workshops



\*\*\*Links and resources

### Focus Days/ Weeks –

Internet Safety Day  
 Anti-bullying Week  
 Careers Week  
 Black History Month

Autumn Term 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Families and people who care for me  Caring friendships  Respectful relationships   ***Module 2- Celebrate	Internet safety and harms  Online relationships   ***Module 3-	Being Safe  Mental Wellbeing  	Eating healthy  Drugs Alcohol and Tobacco   ***Module 5- Engage	Health prevention  Basic First aid   ***Module 5- Engage	Changing adolescent bodies





# 'Learning to Love'



(character, self-esteem, what we can do to help others) Module 4- Relate (positive relationships, listening)	Appreciate ( Gratitude, grateful)	***Module 1- Meet Your Brain (happy breathing, mental wellbeing, perseverance)	(goals, perseverance)	(goals, perseverance)	
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Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<b>Year 1</b>				
<p><b><u>Families and people who care for me :</u></b></p> <p>That families are important for children growing up because they can give love, security and stability.</p>	Will be able to <b>EXPLORE</b> different types of families and they can all be different.	Will be able to articulate that there are different types of families and <b>IDENTIFY</b> one example.	Will be able to <b>DESCRIBE</b> different types of families and give different examples.	Will be able to <b>EXPLAIN</b> that there are different types of families and give several examples. They will understand that people may support in different ways.
<p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p><b>People Who help us You , me PSHE</b> <b>Pol-Ed Who are the emergency services?</b></p>	To <b>EXPLORE</b> what a happy and healthy home looks like in different arrangements.	To <b>IDENTIFY</b> what a happy and healthy home looks like, and to give one example.	To <b>DESCRIBE</b> what a happy and healthy home looks like, and to give several examples.	To <b>EXPLAIN</b> what a happy and healthy home looks like, and to give several examples. To understand the positive and negatives in the household and what effect it may have on their upbringing.
<b>Caring friendships</b>	To <b>EXPLORE</b> how	To <b>IDENTIFY</b> how	To <b>DESCRIBE</b> how friends	To <b>EXPLAIN</b> how friends



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<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>friendships make use happy.</p>	<p>friendships make us happy and give an example. To identify a friend.</p>	<p>make you happy and why they are your friend. To Describe why you have chosen them to be your friend.</p>	<p>make you happy and how you make friends feel. To explain why you are a good friend and how you are the same to others.</p>
<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p><b>Maintaining friendships</b> <b>You , me PSHE</b></p>	<p>To <b>EXPLORE</b> qualities of being a good friend.</p>	<p>To <b>IDENTIFY</b> how you and others are good friends and what qualities you gain from them.</p>	<p>To <b>DESCRIBE</b> people that are good friends and describe some of the characteristics.</p>	<p>To <b>EXPLAIN</b> different the different types of friends you have and give examples of characteristics. Explain a personal experience with a good friend and what quality they showed.</p>
<p><b><u>Respectful relationships</u></b></p> <p>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> <p>Additional work during ANTI BULLYING WEEK. Black History Month</p>	<p>To <b>EXPLORE</b> how to be respectful to other.</p>	<p>To <b>IDENTIFY</b> the importance of respecting others and why they need to do this.</p>	<p>To <b>DESCRIBE</b> different ways in which they respect others. To DESCRIBE different choices that people could make.</p>	<p>To <b>EXPLAIN</b> different situations in which they have made different choices or had different preferences to others. To EXPLAIN how you show respect for others.</p>
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>To <b>EXPLORE</b> respectful relationships demonstration interaction with a</p>	<p>To <b>IDENTIFY</b> different types of people within their lives and demonstrate interaction</p>	<p>To interact and <b>DESCRIBE</b> with a range of people such as staff and pupils at college. Whilst</p>	<p>To interact with a range of people like staff and pupils at college. Whilst at work experience</p>



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<p><b>Bullying- see it, say it, stop it! You , me PSHE</b></p> <p><i>Pol-Ed Gentle Hands (How to touch nicely)</i></p>	<p>range of people such as staff and fellow pupil's.</p>	<p>with a range of people like staff, pupil's at college and on work experience.</p>	<p>supported at work experience and out in the community.</p>	<p>and out in the community independently <b>EXPLAINING</b> each of these scenarios.</p>
<p><b><u>Internet safety and harms</u></b></p> <p>That for most people the internet is an integral part of life and has many benefits.</p>	<p>To <b>EXPLORE</b> how the internet can be used.</p>	<p>To <b>IDENTIFY</b> uses of the internet.</p>	<p>To <b>DESCRIBE</b> different ways they and others use the internet. To give one example.</p>	<p>To <b>EXPLAIN</b> how they use the internet and <b>EXPLAIN</b> its benefits.</p>
<p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p><b>When things go wrong You , me PSHE</b></p>	<p>To <b>EXPLORE</b> the positive and negatives of working online.</p>	<p>To <b>IDENTIFY</b> Benefits and negatives to spending time online. To <b>IDENTIFY</b> positive and negative impacts of online.</p>	<p>To <b>DESCRIBE</b> safe use online and the misuse of the internet for negative purposes. <b>DESCRIBE</b> negative content online and how people will feel.</p>	<p>To <b>EXPLAIN</b> their understanding of social media and how it is used safely and responsibly. Give and identify different examples of appropriate and inappropriate use online.</p>
<p>Where and how to report concerns and get support with issues online.</p> <p><b>SAFER INTERNET DAY</b></p> <p><b>Internet Safety You , me PSHE</b></p>	<p>To <b>EXPLORE</b> safe use of social media and internet, to <b>EXPLORE</b> what you would do to get support.</p>	<p>To <b>IDENTIFY</b> how you can get support with issues online.</p>	<p>To <b>DESCRIBE</b> what they would do in certain situations. To <b>DESCRIBE</b> how they would get support.</p>	<p>To <b>EXPLAIN</b> what support you can get with issues online and what issues may occur.</p>
<p><b><u>Online relationships</u></b> That people sometimes behave differently online, including by</p>	<p>To <b>EXPLORE</b> how people can present</p>	<p>To <b>IDENTIFY</b> how people sometimes behave</p>	<p>To <b>DESCRIBE</b> how people can behave different online</p>	<p>To <b>EXPLAIN</b> how people are behaving on and offline.</p>



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<p>pretending to be someone they are not.</p> <p>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.</p>	<p>themselves online.</p> <p>To <b>EXPLORE</b> the principles of relationships on and offline.</p>	<p>differently online.</p> <p>To <b>IDENTIFY</b> on and off line relationships.</p>	<p>and give examples.</p>	<p>To explain what information people could withhold. Explain how the same rules apply.</p>
<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<p>To <b>EXPLORE</b> the rules for keeping safe online and how to recognise risks.</p> <p>To explore how to report harmful content.</p>	<p>To <b>IDENTIFY</b> the rules of staying safe online and giving examples.</p> <p>To identify harmful content and how to report.</p>	<p>To <b>DESCRIBE</b> the rules of staying safe online and give examples.</p> <p>Describe risk and harmful content and how to report.</p>	<p>To <b>EXPLAIN</b> the rules and principles for keeping safe online and how to recognise risks. Scenarios and examples to refer to.</p> <p>To explain how to report harmful content.</p>
<p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p> <p><b>Keeping Safe Online You , me PSHE</b></p>	<p>To <b>explore</b> relationships online and how information can be stored.</p>	<p>To <b>identify</b> their online friendships and discuss.</p> <p>To identify how data is stored and shared and give examples.</p>	<p><b>Describe</b> their online friendships and awareness of people they haven't met.</p> <p>To describe hoe data is stored and give examples of data.</p>	<p><b>Explain</b> their friendships online and how they should be mindful of people they have never met.</p> <p>Explain how information is shared online and give examples.</p>
<p><b>Being Safe:</b></p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<p>To <b>EXPLORE</b> boundaries between friendships.</p>	<p>To be able to <b>IDENTIFY</b> and demonstrate appropriate boundaries in relationships with peers and others. Give an example.</p>	<p>To be able to <b>DESCRIBE</b> and demonstrate the use of appropriate relationships with peers and others.</p> <p>Describe examples.</p>	<p>To be able to <b>EXPLAIN</b> and demonstrate boundaries within friendships.</p> <p>Explain relationships with peers and others.</p>



# 'Learning to Love'

<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse and how these can affect current and future relationships.</p>	<p>To <b>EXPLORE</b> the concepts relating to sexual consent and how it can affect you. <b>EXPLORE</b> what you would do to get support.</p>	<p>To <b>IDENTIFY</b> issues around sexual consent and how you can get support with issues online.</p>	<p>To <b>DESCRIBE</b> what they would do in certain situations of sexual exploitation. To <b>DESCRIBE</b> how they would get support.</p>	<p>To <b>EXPLAIN</b> what support you can get with issues online and what issues may occur around sexual exploitation.</p>
<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p>	<p>To <b>EXPLORE</b> the concept of privacy and the right of keeping things a secret.</p>	<p>To <b>IDENTIFY</b> examples of when you shouldn't keep things a secret if they relate to being safe. Give an example.</p>	<p>To <b>DESCRIBE</b> the concept of privacy and implications when things shouldn't be kept a secret. Give examples.</p>	<p>To <b>EXPLAIN</b> situations when things shouldn't be kept a secret and the implications it could have if they were.</p>
<p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>To <b>EXPLORE</b> the issue of trust, consent and choice. To <b>EXPLORE</b> the idea of contact and when it is appropriate</p>	<p>To <b>IDENTIFY</b> how your body belongs to yourself and unsafe physical contact. Give an example.</p>	<p>To <b>EXPLAIN</b> that their body is their own and belongs to them. Give examples of appropriate and inappropriate contact.</p>	<p>To <b>DESCRIBE</b> how their body is their own. And the differences of appropriate and inappropriate contact. Use examples to explain.</p>
<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>To <b>EXPLORE</b> ways of responding appropriately with adults. To explore how to report adults if they feel bad or unsafe.</p>	<p>The <b>IDENTIFY</b> ways of responding appropriately with adults. To explore how to report adults if they feel bad or unsafe. Give one example.</p>	<p>The <b>DESCRIBE</b> ways of responding appropriately with adults. Give examples. To explore how to report adults if they feel bad or unsafe. Give an example.</p>	<p>The <b>EXPLAIN</b> ways of responding appropriately with adults. Use the examples to help explain. To explore how to report adults if they feel bad or unsafe. Give examples of how they</p>



# 'Learning to Love'



				would deal with situations.
<p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p> <p><i>Pol-Ed Crossing Roads</i></p>	To <b>EXPLORE</b> how they can report concerns or abuse. To explore where they can get advice.	To <b>IDENTIFY</b> how they can report concerns or abuse. Give an example. To explore where they can get advice.	To <b>DESCRIBE</b> how they can report concerns or abuse. Give examples. To explore where they can get advice in a range of places.	To <b>EXPLAIN</b> how they can report concerns or abuse. Use the examples to explain. To explore where they can get advice in a range of places.
<p><b><u>Mental Wellbeing:</u></b></p> <p>Mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p><b><i>Feelings You , me PSHE</i></b></p>	To <b>EXPLORE</b> mental well being and it being a part of daily life.	To <b>IDENTIFY</b> mental wellbeing and how to feel good. Give an example of what they could do.	To <b>DESCRIBE</b> mental wellbeing and what this involves. Give examples.	To <b>EXPLAIN</b> what mental wellbeing is and give examples of what they could do.
<p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	To <b>EXPLORE</b> that everyone has a range of emotions,	To <b>IDENTIFY</b> a range of emotions and link them to situations. Give one example.	To <b>EXPLAIN</b> a range of emotions and link them to experiences. Give examples.	To <b>DESCRIBE</b> a range of emotions and link them to personal experience. Give a range of example to match scenarios,
<p>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.</p> <p><b><i>Strengths and Challenges You , me PSHE</i></b></p>	To <b>EXPLORE</b> a range of feelings and discuss them.	To <b>IDENTIFY</b> A range of emotions from themselves and others.	To <b>EXPLAIN</b> a range of emotions and link them to experiences.	To <b>DESCRIBE</b> examples of when they have displayed a range of emotions and explain why.
<p><b><u>Healthy eating</u></b></p>	To <b>EXPLORE</b>	Can <b>IDENTIFY</b>	Can recognise and <b>EXPLAIN</b>	Can recognise,

<p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>A range of healthy foods. To explore why we must stay healthy and how things affect us.</p>	<p>A range of healthy foods and name some. To explore why we must stay healthy and how things affect us.</p>	<p>why you should stay healthy. Name a range of healthy foods. To explore why we must stay healthy and how things affect us. Give example of being healthy.</p>	<p><b>DESCRIBE</b> why you should stay healthy. Name a range of healthy foods. <b>DESCRIBE</b> why we must stay healthy and how things affect us. Give examples of being healthy.</p>
<p><b><u>Drugs alcohol and tobacco.</u></b></p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><b><i>What do we put in our bodies? You , me PSHE</i></b></p>	<p><b>EXPLORE</b> the facts around legal and illegal harmful substances.</p>	<p><b>IDENTIFY</b> Legal and illegal harmful substances and how they affect us.</p>	<p>Can <b>DESCRIBE</b> why legal and illegal harmful substances affect us. Give examples.</p>	<p><b>EXPLAIN</b> Why legal and illegal harmful substances affect us. Give examples and link to examples given.</p>
<p><b><u>Health prevention</u></b></p> <p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>	<p><b>EXPLORE</b> the differences between a healthy and a unhealthy diet. Explore safe and unsafe exposure to the sun.</p>	<p>Will <b>IDENTIFY</b> the differences between a healthy and a unhealthy diet. Explore safe and unsafe exposure to the sun. Give an example.</p>	<p>Will <b>DESCRIBE</b> the differences between a healthy and an unhealthy diet. Can give one example of the impact it has on your body.</p>	<p>Can <b>EXPLAIN</b> the different health risks between a healthy and an unhealthy diet. Understanding the different impacts on your body.</p>
<p><b><u>Basic first aid</u></b></p> <p>How to make a clear and efficient call to emergency services if necessary.</p>	<p><b>Explore</b> how to make an emergency call.</p>	<p>Will be able to <b>identify</b> how to make an emergency call and when this is needed.</p>	<p>Will be able to <b>describe</b> how to make an emergency call. To know when and how</p>	<p>Will be able to <b>explain</b> how to make an emergency call. To explain</p>



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<p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>			to use appropriately.	what they would do.
<p><b><u>Changing adolescent bodies</u></b></p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>To know about the process of 'how babies are made'</p> <p><b><i>Growing Up and Changing You , me PSHE</i></b></p>	<p>To <b>EXPLORE</b> changes in their bodies. To explore what happens with the menstrual cycle.</p> <p>To <b>EXPLORE</b> the idea of how babies are made.</p>	<p>Be able to <b>IDENTIFY</b> changes in their bodies. Give example. To explore what happens with the menstrual cycle.</p> <p>To <b>IDENTIFY</b> how babies are made.</p>	<p>Can <b>DESCRIBE</b> changes in their bodies. To explore what happens with the menstrual cycle. Describe what happens and give examples.</p> <p>To <b>DESCRIBE</b> the idea of how babies are made and what is needed to make a baby</p>	<p><b>EXPLAIN</b> changes in their bodies. Give examples. To <b>explain</b> what happens with the menstrual cycle. Use pictures to support,</p> <p>To <b>EXPLAIN</b> how babies are made.</p>
<b>YEAR 2</b>				
<p><b><u>Families and people who care for me:</u></b></p> <p>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.</p>	<p>To <b>EXPLORE</b> and be aware of what a stable relationship is.</p>	<p>Will <b>Identify</b> stable and caring relationships in their life.</p>	<p>Will be able to <b>DESCRIBE</b> what a caring relationship is and give an example of it in their life.</p>	<p>Will be able to <b>EXPLAIN</b> caring and different relationships in their home. To explain how this provides security.</p>
<p>That others' families, either in school or in the 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> <p><b><i>Celebrating difference You , me PSHE</i></b></p>	<p>Will <b>EXPLORE</b> and understand that all families look different.</p>	<p>Will be able to <b>Identify</b> how their family may be different to others and respect that.</p>	<p>To <b>Describe</b> different people's families and how they are different from their own.</p>	<p>To <b>Explain</b> why their families includes love and care and be able to explain this giving examples.</p>





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<p><b>Pol-Ed What do the emergency services wear?</b></p>				
<p><b>Caring friendships</b></p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p>	<p>Will <b>EXPLORE</b> and understand that friendships are positive and they should welcome others.</p>	<p>Will be able to <b>IDENTIFY</b> healthy and positive friendships and name some. Identify how others would feel if they were alone or excluded.</p>	<p>Will be able to <b>DESCRIBE</b> how they sometimes fall out with others and they can feel alone. To describe a time when they fell out with someone but sorted it correctly.</p>	<p>Will be able to <b>EXPLAIN</b> the effects of feeling alone and left out and they can discuss this giving examples of when it might have happened to them.</p>
<p><b>Respectful relationships</b></p> <p>The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p><b>Additional work during ANTI BULLYING WEEK, Black History Month</b></p> <p><i>Pol-Ed Appropriate Child and adult touch (personal care)</i></p>	<p>Will <b>EXPLORE</b> different manners and how to be courtesy to others.</p>	<p>To <b>IDENTIFY</b> ways in which they can have good manners and this links to their own happiness. Give examples of how they can use good manners.</p>	<p>To <b>DESCRIBE</b> how they can use good manners and show respect to other. Give examples and describe an example of when they have done this.</p>	<p><b>To EXPLAIN</b> how in school and in the wider community they can show respect. Scenarios and example what they would do in those circumstances to show respect.</p>
<p><b>Internet safety and harms</b></p> <p>How to consider the effect of their online</p>	<p>To <b>EXPLORE</b> the ideas of their actions</p>	<p>To <b>IDENTIFY</b> key features of using online games etc</p>	<p>To <b>DESCRIBE</b> how to stay safe online.</p>	<p>To <b>EXPLAIN</b> how their online actions may affect others.</p>

<p>actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>Where and how to report concerns and get support with issues online.</p> <p><b>SAFER INTERNET DAY</b></p>	<p>when online. To <b>EXPLORE</b> why some online resources have age restrictions. To <b>EXPLORE</b> how to report issues.</p>	<p>To <b>IDENTIFY</b> what information to keep private. To <b>IDENTIFY</b> the age restrictions on some media and why.</p>	<p>To <b>DESCRIBE</b> why some programs have age restrictions. To <b>DESCRIBE</b> where to get support with online issues.</p>	<p>To <b>EXPLAIN</b> why it is important to keep things private. To <b>EXPLAIN</b> age restrictions and give examples. To <b>EXPLAIN</b> how to report concerns and issues.</p>
<p><b>Online relationships</b> That people sometimes behave differently online, including by pretending to be someone they are not.</p>	<p>To <b>EXPLORE</b> how people can present themselves online. To <b>EXPLORE</b> the principles of relationships on and offline.</p>	<p>To <b>identify</b> how people can present themselves online. To <b>identify</b> the principles of relationships on and offline.</p>	<p>To <b>describe</b> how people can present themselves online. To <b>describe</b> the principles of relationships on and offline.</p>	<p>To <b>explain</b> how people can present themselves online. To <b>explain</b> the principles of relationships on and offline.</p>
<p>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</p>	<p>To <b>EXPLORE</b> the principles of relationships on and offline.</p>	<p>To <b>IDENTIFY</b> the principles of relationships on and offline. Give examples</p>	<p>To <b>Describe</b> the principles of relationships on and offline. Give examples of a relationship online.</p>	<p>To <b>explain</b> the principles of relationships on and offline. Give examples of a relationship online.</p>
<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including</p>	<p>To <b>EXPLORE</b> the rules for keeping safe online and how to recognise risks. To explore how to report</p>	<p>To <b>IDENTIFY</b> the rules for keeping safe online and how to recognise risks. To <b>identify</b> how to report harmful content.</p>	<p>To <b>DESCRIBE</b> the rules for keeping safe online and how to recognise risks. Give example. To <b>describe</b> how to report</p>	<p>To <b>EXPLAIN</b> the rules for keeping safe online and how to recognise risks. Give examples. To <b>explain</b> how to report</p>



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awareness of the risks associated with people they have never met.	harmful content.	Give an example.	harmful content. Give examples.	harmful content. Give examples.
How information and data is shared and used online	To <b>explore</b> relationships online and how information can be stored.	To <b>identify</b> relationships online and how information can be stored. Give an example.	To <b>describe</b> relationships online and how information can be stored. Give examples.	To <b>explain</b> relationships online and how information can be stored. Explain what information they give. Give examples.
<b>Being safe</b> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	To <b>EXPLORE</b> boundaries between friendships.	To be able to <b>IDENTIFY</b> and demonstrate appropriate boundaries in relationships with peers and others. Give an example.	To be able to <b>DESCRIBE</b> and demonstrate the use of appropriate relationships with peers and others. Describe examples.	To be able to <b>EXPLAIN</b> and demonstrate boundaries within friendships. Explain relationships with peers and others.
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.  That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	To <b>EXPLORE</b> the concept of privacy and the right of keeping things a secret.	To <b>IDENTIFY</b> examples of when you shouldn't keep things a secret if they relate to being safe. Give an example.	To <b>DESCRIBE</b> the concept of privacy and implications when things shouldn't be kept a secret. Give examples.	To <b>EXPLAIN</b> situations when things shouldn't be kept a secret and the implications it could have if they were.
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	To <b>EXPLORE</b> the issue of trust, consent and choice. To <b>EXPLORE</b> the idea of contact	To <b>IDENTIFY</b> how your body belongs to yourself and unsafe physical contact. Give an example.	To <b>EXPLAIN</b> that their body is their own and belongs to them. Give examples of appropriate and	To <b>DESCRIBE</b> how their body is their own. And the differences of appropriate and inappropriate



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<p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>and when it is appropriate and to ask for advice when needed.</p>	<p>To identify how to ask for help.</p>	<p>inappropriate contact. To explain how to ask for help.</p>	<p>contact. Use examples to explain. To explain how they would ask for help.</p>
<p>Where to get advice e.g. family, school and/or other sources.</p> <p><i>Pol-Ed Accidents</i></p>	<p>To <b>EXPLORE</b> ways of getting help and support.</p>	<p>To <b>IDENTIFY</b> ways of getting help and support. Give an example.</p>	<p>To <b>DESCRIBE</b> ways of getting help and support. Give an examples depending on situation.</p>	<p>To <b>EXPLAIN</b> ways of getting help and support. Give an examples depending on situation. Give examples of how they would deal with situations.</p>
<p><b>Mental wellbeing</b> How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p>To <b>EXPLORE</b> how they are feeling and behaving.</p>	<p>To <b>IDENTIFY</b> how they are feeling and behaving and link it to example.</p>	<p>To <b>DESCRIBE</b> how they are feeling and behaving and link it to examples. Describe a certain situation.</p>	<p>To <b>EXPLAIN</b> how they are feeling and behaving and link it to examples. Explain examples of when they have felt like that.</p>
<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p>To <b>EXPLORE</b> regular physical activities and <b>EXPLORE</b> how this is positive for our bodies and minds.</p>	<p>To <b>IDENTIFY</b> why we regularly exercise and <b>IDENTIFY</b> why this is important for our bodies and minds.</p>	<p>To <b>DESCRIBE</b> why it is important to regularly exercise and give one example of negative impacts if we have a sedentary life.</p>	<p>To <b>EXPLAIN</b> the importance of regular exercise and healthy eating and give examples from a range of scenarios why this is important.</p>



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<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>To <b>EXPLORE</b> the importance of rest and time spent doing hobbies.</p>	<p>To <b>Identify</b> the importance of rest and time spent doing hobbies. Give examples.</p>	<p>To <b>describe</b> the importance of rest and time spent doing hobbies. Give examples of how it helps.</p>	<p>To <b>explain</b> the importance of rest and time spent doing hobbies. Give examples of what you could do in different scenarios.</p>
<p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>To <b>explore</b> why it is important to discuss their feelings.</p>	<p>To <b>identify</b> why it is important to discuss their feelings and what might happen if they don't.</p>	<p>To <b>describe</b> why it is important to discuss their feelings and what might happen if they don't. Give examples of how they might feel.</p>	<p>To <b>explain</b> why it is important to discuss their feelings and what might happen if they don't. Give examples of how they might feel. Link to personal experience.</p>
<p><b>Healthy eating</b> What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p><b>What keeps me healthy. You , me PSHE</b></p>	<p>To <b>EXPLORE</b> dental health and oral hygiene. To <b>EXPLORE</b> and take part in teeth brushing activities. To <b>EXPLORE</b> roles of Dentist and going for appointments.</p>	<p>To <b>IDENTIFY</b> why we brush our teeth. To <b>IDENTIFY</b> good oral Hygiene. To <b>IDENTIFY</b> why we go to the Dentist regularly.</p>	<p>To <b>DESCRIBE</b> The benefits of good oral hygiene and give examples. To <b>DESCRIBE</b> why it is important to have regular check ups at the dentist.</p>	<p>To <b>EXPLAIN</b> why it is important to practise good oral hygiene and give a range of examples including long term implications. To <b>EXPLAIN</b> why we attend dentist check ups on a regular basis.</p>
<p><b>Drugs alcohol and tobacco</b> the facts about legal and illegal harmful substances and associated risks, including</p>	<p>To <b>EXPLORE</b> healthy living. To <b>EXPLORE</b> healthy lifestyle choices and</p>	<p>To <b>IDENTIFY</b> negative lifestyle choices. To give one example of negative</p>	<p>To <b>DESCRIBE</b> different negative lifestyle choices given multiple examples of</p>	<p>To <b>EXPLAIN</b> the physical and psychological risks with alcohol, drugs and tobacco consumption.</p>



# 'Learning to Love'



<p>smoking, alcohol use and drug-taking.</p>	<p>negative choices such as drugs, alcohol and tobacco.</p>	<p>effects these choices can have.</p>	<p>how these choices and have physical and psychological effects on a person.</p>	<p>To <b>EXPLAIN</b> and give examples in different scenarios.</p>
<p><b>Health prevention</b> The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p><b>Making choices</b> <i>You , me PSHE</i></p>	<p>To <b>EXPLORE</b> dental health and oral hygiene and good quality sleep. To <b>EXPLORE</b> and take part in teeth brushing activities.</p>	<p>To <b>IDENTIFY</b> why we brush our teeth and need to have good sleep. To <b>IDENTIFY</b> good oral Hygiene. To <b>IDENTIFY</b> why we go to the Dentist regularly.</p>	<p>To <b>DESCRIBE</b> The benefits of good oral hygiene and sleeping well and give examples. To <b>DESCRIBE</b> why it is important to have regular check ups.</p>	<p>To <b>EXPLAIN</b> why it is important to practise good oral hygiene and sleep well and give a range of examples including long term.</p>
<p><b>Basic first aid</b></p> <p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>To <b>EXPLORE</b> who to contact in an emergency. To take part in life skills sessions <b>EXPLORING</b> who to contact in different situations.</p>	<p>To <b>IDENTIFY</b> who to contact in an emergency. To take part in life skills sessions <b>IDENTIFYING</b> who to contact in different scenarios.</p>	<p>To <b>DESCRIBE</b> who to contact in different scenarios and give one example.</p>	<p>To <b>EXPLAIN</b> who to contact in different scenarios giving examples. To develop transferrable skills in the community as part of life skills sessions.</p>
<p><b>Changing adolescent bodies</b></p> <p>Key facts about puberty and the changing</p>	<p>To <b>explore</b> the changes that take</p>	<p>To <b>identify</b> and explain the main changes</p>	<p>To <b>describe</b> and explain the main changes that</p>	<p>To <b>explain</b> and explain the main changes that take part</p>



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<p>adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>To know about the process of 'how babies are made'</p>	<p>place during puberty.</p> <p>To <b>EXPLORE</b> the idea of how babies are made.</p>	<p>that take part in the sexes.</p> <p>To <b>IDENTIFY</b> how babies are made.</p>	<p>take part in the sexes. Will understand the emotional and physical effects.</p> <p>To <b>DESCRIBE</b> the idea of how babies are made and what is needed to make a baby</p>	<p>in the sexes. Will understand and explain the emotional and physical effects.</p> <p>To <b>EXPLAIN</b> how babies are made.</p>
<b>YEAR 3</b>				
<p><b><u>Families and people who care for me:</u></b> That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	<p>To <b>EXPLORE</b> the idea of marriage. To <b>EXPLORE</b> themes of trust, loyalty and commitment.</p>	<p>To <b>IDENTIFY</b> why marriage is an important relationship choice. To <b>IDENTIFY</b> the theme of trust and choice.</p>	<p>To <b>DESCRIBE</b> why marriage is an important relationship choice. To <b>DESCRIBE</b> why it is important we have choice and marriage must be freely entered into.</p>	<p>To <b>EXPLAIN</b> why marriage is an important relationship choice. To <b>EXPLAIN</b> why it is important that marriage is entered into freely giving examples in a range of scenarios.</p>
<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><i>Pol-Ed Emergency vehicles</i></p>	<p>To <b>EXPLORE</b> different types of relationships . To <b>EXPLORE</b> when they may be unhappy.</p>	<p>To <b>IDENTIFY</b> different types of situations when they may not have been happy.</p>	<p>To <b>DESCRIBE</b> different types of relationships. To <b>DESCRIBE</b> the differences and give one example. To <b>DESCRIBE</b> what they might do if they were unhappy.</p>	<p>To <b>EXPLAIN</b> different types of relationships and the differences particularly characteristics of long term relationships. To give examples from a range of different scenarios</p>



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				when they have been unhappy or unsafe. To <b>EXPLAIN</b> what they would do if they felt this way.
<p><b><u>Caring friendships</u></b></p> <p>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 others, if needed.</p>	<p>To <b>EXPLORE</b> who they can and can't trust. To explore people and situations that make them unhappy.</p>	<p>To <b>IDENTIFY</b> who to trust and judge when a friendship is positive. To give one example.</p>	<p>To <b>DESCRIBE</b> how they would resolve conflict if someone was making them feel unhappy. To <b>DESCRIBE</b> how to deal with scenario situations.</p>	<p>To <b>EXPLAIN</b> what they would do if someone was making them feel unhappy. To <b>EXPLAIN</b> how they would manage conflict.</p>
<p><b><u>Respectful relationships</u></b></p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking</p> <p>Additional work during ANTI BULLYING WEEK, Black History Month</p>	<p>To <b>EXPLORE</b> ideas of bullying and how to get help.</p> <p>To <b>EXPLORE</b> types of stereotyping</p>	<p>To <b>IDENTIFY</b> themes of trust and respect. To <b>IDENTIFY</b> types of bullying and give an example. To <b>IDENTIFY</b> how they can get help. To <b>IDENTIFY</b> types of stereotypes.</p>	<p>To <b>DESCRIBE</b> different types of bullying and the impact. To <b>DESCRIBE</b> how they could get help. To <b>DESCRIBE</b> the importance of permission-seeking.</p>	<p>To <b>EXPLAIN</b> different types of bullying and link these to examples. To <b>EXPLAIN</b> how stereotypes can be unfair and give examples.</p>
<p><b><u>Internet safety and harms</u></b></p> <p>That the internet can also be a negative place</p>	<p>To <b>EXPLORE</b> how the internet can also be a</p>	<p>To <b>IDENTIFY</b> how the internet can be a negative</p>	<p>To <b>DESCRIBE</b> why the internet can be a negative</p>	<p>To <b>EXPLAIN</b> why the internet can be a negative</p>





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<p>where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p>	<p>negative place.</p>	<p>place and give one example.</p>	<p>place and how it can effect mental health.</p>	<p>place and give examples. To <b>EXPLAIN</b> the negative impact on mental health.</p>
<p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online.</p> <p><b>SAFER INTERNET DAY</b></p> <p><b>When things go wrong- You , me PSHE</b> <i>Pol-Ed Private Areas</i></p>	<p>To <b>EXPLORE</b> how information can be retrieved. To <b>EXPLORE</b> how to report concerns.</p>	<p>To <b>IDENTIFY</b> how information can be presented. To <b>IDENTIFY</b> how to report concerns, Give one example.</p>	<p>To <b>DESCRIBE</b> how information can be found and ranked. To <b>Describe</b> where and how to report issues online.</p>	<p>To <b>EXPLAIN</b> how to use the internet and <b>EXPLAIN</b> how information is presented. To <b>EXPLAIN</b> how they can report concerns and get support online.</p>
<p><b>Online relationships</b> That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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.</p>	<p>To <b>EXPLORE</b> how people can present themselves online. To <b>EXPLORE</b> the principles of relationships on and offline.</p>	<p>To <b>identify</b> how people can present themselves online. Give example To <b>IDENTIFY</b> the principles of relationships on and offline.</p>	<p>To <b>DESCRIBE</b> how people can present themselves online. To <b>DESCRIBE</b> the principles of relationships on and offline. Give examples</p>	<p>To <b>EXPLAIN</b> how people can present themselves online. To <b>EXPLAIN</b> the principles of relationships on and offline. Link to experience.</p>
<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships</p>	<p>To <b>EXPLORE</b> the principles of relationships on and offline.</p>	<p>To <b>identify</b> the principles of relationships on and offline. To consider online friendships.</p>	<p>To <b>DISCUSS</b> the principles of relationships on and offline. To consider online friendships.</p>	<p>To <b>EXPLAIN</b> the principles of relationships on and offline. To consider online friendships. <b>EXPLAIN</b> an online</p>



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<p>and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>	<p>To <b>EXPLORE</b> how data is shared.</p>	<p>To <b>IDENTIFY</b> how data is shared.</p>	<p><b>DISCUSS</b> an online friendship. To <b>DISCUSS</b> how data is shared.</p>	<p>friendships and give examples. To <b>EXPLAIN</b> how data is shared.</p>
<p><b>Being safe</b> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<p>To <b>EXPLORE</b> the rules for keeping safe online and how to recognise risks and boundaries, To explore how to report harmful content.</p>	<p>To <b>IDENTIFY</b> the rules for keeping safe online and how to recognise risks and boundaries,. To <b>identify</b> how to report harmful content. Give an example.</p>	<p>To <b>DESCRIBE</b> the rules for keeping safe online and how to recognise risks and boundaries,. Give example. To <b>describe</b> how to report harmful content. Give examples.</p>	<p>To <b>EXPLAIN</b> the rules for keeping safe online and how to recognise risks and boundaries,. Give examples. To <b>explain</b> how to report harmful content. Give examples.</p>
<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>To <b>explore</b> relationships online and how information can be stored.</p>	<p>To <b>identify</b> relationships online and how information can be stored. Give an example.</p>	<p>To <b>describe</b> relationships online and how information can be stored. Give examples.</p>	<p>To <b>explain</b> relationships online and how information can be stored. Explain what information they give. Give examples.</p>
<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	<p>To <b>EXPLORE</b> the issue of trust, consent and choice. To <b>EXPLORE</b> the idea of contact</p>	<p>To <b>IDENTIFY</b> how your body belongs to yourself and unsafe physical contact. Give an example.</p>	<p>To <b>EXPLAIN</b> that their body is their own and belongs to them. Give examples of appropriate and</p>	<p>To <b>DESCRIBE</b> how their body is their own. And the differences of appropriate and inappropriate</p>



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<p>How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p> <p><i>Pol-Ed Public Transport</i></p>	<p>and when it is appropriate and to ask for advice when needed.</p>	<p>To identify how to ask for help.</p>	<p>inappropriate contact. To explain how to ask for help.</p>	<p>contact. Use examples to explain. To explain how they would ask for help.</p>
<p><b><u>Mental wellbeing</u></b></p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p><b><i>Dealing with feelings You, Me and PSHE topic</i></b></p>	<p>To <b>EXPLORE</b> ways of getting help and support for bullying.</p>	<p>To <b>IDENTIFY</b> ways of getting help and support. Give an example of bullying.</p>	<p>To <b>DESCRIBE</b> ways of getting help and support for bullying. Give an examples depending on situation.</p>	<p>To <b>EXPLAIN</b> ways of getting help and support for bullying. Give an examples depending on situation. Give examples of how they would deal with situations.</p>
<p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the</p>	<p>To <b>EXPLORE</b> how they are feeling and behaving and link it to example. How to seek support.</p>	<p>To <b>IDENTIFY</b> how they are feeling and behaving and link it to example. How to seek support and ask for it. Give example.</p>	<p>To <b>DESCRIBE</b> how they are feeling and behaving and link it to example. How to seek support and ask for it. Give example. Describe support on offer.</p>	<p>To <b>EXPLAIN</b> how they are feeling and behaving and link it to examples. Link to experience. Explain how to seek support and ask for it. Give examples.</p>

<p>right support is made available, especially if accessed early enough.</p> <p><b>Healthy Minds</b> <b>You , me PSHE</b></p>				
<p><b>Healthy eating</b></p> <p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>To <b>EXPLORE</b> healthy eating and why is it important to make positive eating choices. To <b>EXPLORE</b> making healthy food. Linked with choices in the community</p>	<p>To <b>IDENTIFY</b> why we regularly exercise and <b>IDENTIFY</b> why this is important for our bodies and minds.</p>	<p>To <b>describe</b> why healthy eating is important. Describe how eating unhealthy foods may have an impact on our lives, describe a range of scenarios and their long term effects.</p>	<p>To <b>explain</b> the importance of healthy eating. Give examples in different contexts explaining different people's lifestyles and how they may become healthy or unhealthy.</p>
<p><b>Drugs alcohol and tobacco</b></p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>To <b>EXPLORE</b> healthy living. To <b>EXPLORE</b> healthy lifestyle choices and negative choices such as drugs, alcohol and tobacco.</p>	<p>To <b>Identify</b> the importance of rest and time spent doing hobbies. Give examples.</p>	<p>To <b>DESCRIBE</b> the different negative lifestyle choices given multiple examples of how these choices and have physical and psychological effects on a person.</p>	<p>To <b>EXPLAIN</b> the physical and psychological risks with alcohol, drugs and tobacco consumption. To <b>EXPLAIN</b> and give examples in different scenarios.</p>
<p><b>Health prevention</b></p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the</p>	<p>Will <b>explore</b> personal hygiene including bacteria, viruses and</p>	<p>To <b>identify</b> why it is important to discuss their feelings and what might happen if they don't.</p>	<p>Will <b>describe</b> personal hygiene including bacteria, viruses and how they</p>	<p>Will <b>explain</b> personal hygiene including bacteria, viruses and how they</p>



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<p>importance of handwashing.</p> <p>The facts and science relating to immunisation and vaccination</p>	<p>how they spread.</p>		<p>spread. Give examples of their personal hygiene. Give a fact.</p>	<p>spread. Give examples of their personal hygiene. Give a fact.</p>
<p><b>Basic first aid</b></p> <p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Will <b>EXPLORE</b> when there is an emergency and who to communicate with in an emergency.</p>	<p>Will <b>IDENTIFY</b> who to contact in an emergency. Will <b>IDENTIFY</b> basic first aid.</p>	<p>Will <b>DESCRIBE</b> the signs someone is in need of CPR. Will <b>DESCRIBE</b> who to contact in different situations and describe basic first aid.</p>	<p>Will <b>EXPLAIN</b> the signs of someone in need of emergency and will be able to <b>explain</b> what basic first aid they would give.</p>
<p><b>Changing adolescent bodies</b></p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>To know about the process of 'how babies are made'</p>	<p>To <b>explore</b> the changes that take place during puberty and the menstrual cycle.</p> <p>To <b>EXPLORE</b> the idea of how babies are made.</p>	<p>To <b>identify</b> and explain the main changes that take part in the sexes and during menstrual cycle.</p> <p>To <b>IDENTIFY</b> how babies are made.</p>	<p>To <b>describe</b> and explain the main changes that take part in the sexes. Will understand the emotional and physical effects. To <b>describe</b> how the menstrual cycle works.</p> <p>To <b>DESCRIBE</b> the idea of how babies are made and what is needed to make a baby</p>	<p>To <b>identify</b> and explain the main changes that take part in the sexes. Will understand and <b>identify</b> the emotional and physical effects.</p> <p>To <b>EXPLAIN</b> how babies are made.</p>

# 'Learning to Love'

## Semi- Formal PSHE Map

Our curriculum is based on a 3 year cycle to take into account the need for repetition, to give our pupils the full breadth of opportunity to develop mastery and to be inclusive or learners that need a range of learning situations to develop transferrable skills.

Pupils' learning takes place in:

- The Classroom
- During one to one or small group sessions.
  - During Life Skills Sessions
- Interventions and Workshops
- Work with outside agencies



\*\*\*Links and resources

### Focus Days/ Weeks –

- Internet Safety Day
- Anti-bullying Week
- Careers Week
- Black History Month

**Sex Education coverage**

Autumn Term 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Families and people who care for me</p> <p>Respectful relationships including friendships</p> <p>***Module 2- Celebrate (character, self-esteem, what we can do to help others)</p>	<p>Online and media</p> <p>Being Safe</p> <p>***Module 3- Appreciate ( Gratitude, grateful)</p>	<p>Internet Safety and Harm</p> <p>Intimate and sexual relationships , including sexual health</p> <p>***Module 1- Meet Your Brain (happy breathing, mental)</p>	<p>Mental Wellbeing</p> <p>Physical health and fitness</p> <p>***Module 5- Engage (goals, perseverance)</p>	<p>Eating healthy</p> <p>Drugs alcohol and tobacco.</p> <p>***Module 5- Engage (goals, perseverance)</p>	<p>Health prevention</p> <p>Basic First Aid</p> <p>Changing adolescent bodies</p>



# 'Learning to Love'



Module 4- Relate (positive relationships, listening)		wellbeing, perseverance)			
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Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<b>Year 1</b>				
<p><b><u>Families and people who care for me :</u></b></p> <p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>.</p>	<p>Will be able to <b>EXPLORE</b> different types of relationships and they can all be different.</p>	<p>Will be able to articulate that there are different relationships in families and <b>IDENTIFY</b> one example.</p>	<p>Will be able to <b>DESCRIBE</b> different types of families and relationships and give different examples.</p>	<p>Will be able to <b>EXPLAIN</b> that there are different types of families and relationships and give several examples. They will understand that people may support in different ways.</p>
<p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p>	<p>To <b>EXPLORE</b> what a happy and healthy home looks like in different arrangements.</p>	<p>To <b>IDENTIFY</b> what a happy and healthy home looks like, and to give one example.</p>	<p>To <b>DESCRIBE</b> what a happy and healthy home looks like, and to give several examples.</p>	<p>To <b>EXPLAIN</b> what a happy and healthy home looks like, and to give several examples. To understand the positive and negatives in the household and what effect it may have on their upbringing.</p>



# 'Learning to Love'



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p><b><u>Respectful relationships including friendships</u></b></p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>Additional work during ANTI BULLYING WEEK.</p> <p>CAREERS WEEK BLACK HISTORY MONTH</p> <p>Pol-Ed Name calling Swear words Being kind</p>	To <b>EXPLORE</b> how to be respectful to other.	To <b>IDENTIFY</b> the importance of respecting others and why they need to do this.	To <b>DESCRIBE</b> different ways in which they respect others. To <b>DESCRIBE</b> different choices that people could make.	To <b>EXPLAIN</b> different situations in which they have made different choices or had different preferences to others. To <b>EXPLAIN</b> how you show respect for others.
<p><b><u>Online and Media</u></b></p> <p>The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate specific</p>	To <b>EXPLORE</b> how the internet can be used. To <b>EXPLORE</b> the risks of the internet.	To <b>IDENTIFY</b> uses of the internet. To <b>IDENTIFY</b> some risks on the internet. To give an example.	To <b>DESCRIBE</b> different ways they and others use the internet. To give examples of how the internet can encourage gambling etc.	To <b>EXPLAIN</b> how they use the internet and <b>EXPLAIN</b> its benefits and the dangers.





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Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.				
How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.  <i>Pol-Ed What is the internet for? Social Media Giving out information</i>	To <b>EXPLORE</b> the positive and negatives of working online. To <b>EXPLORE</b> support you can get if needed.	To <b>IDENTIFY</b> Benefits and negatives to spending time online. To <b>IDENTIFY</b> positive and negative impacts of online.	To <b>DESCRIBE</b> safe use online and the misuse of the internet for negative purposes. <b>DESCRIBE</b> negative content online and how people will feel.	To <b>EXPLAIN</b> their understanding of social media and how it is used safely and responsibly. Give and identify different examples of appropriate and inappropriate use online.
<b>Being Safe</b>  The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can	To <b>EXPLORE</b> the concepts relating to sexual consent and how it can affect you. <b>EXPLORE</b> what you would do to get support.	To <b>IDENTIFY</b> issues around sexual consent and how you can get support with issues online.	To <b>DESCRIBE</b> what they would do in certain situations of sexual exploitation. To <b>DESCRIBE</b> how they would get support.	To <b>EXPLAIN</b> what support you can get with issues online and what issues may occur around sexual exploitation.



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Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p>affect current and future relationships.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p><b>Internet Safety Day</b> <i>E learning resources</i></p> <p><i>Pol-Ed</i> <i>Crime</i> <i>Vigilance</i> <i>Gangs</i></p>				
<p><b><u>Internet Safety and harm</u></b></p> <p>The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate specific image of their life online, over-reliance on online relationships including social media.</p>	<p>To <b>EXPLORE</b> how people can present themselves online.</p> <p>To <b>EXPLORE</b> the principles of relationships on and offline.</p>	<p>To <b>IDENTIFY</b> how people sometimes behave differently online.</p> <p>To <b>IDENTIFY</b> on and off line relationships.</p>	<p>To <b>DESCRIBE</b> how people can behave different online and give examples.</p>	<p>To <b>EXPLAIN</b> how people are behaving on and offline. To explain what information people could withhold. Explain how the same rules apply.</p>



# 'Learning to Love'



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	To <b>EXPLORE</b> the rules for keeping safe online and how to recognise risks. To explore how to report harmful content.	To <b>IDENTIFY</b> the rules of staying safe online and giving examples. To identify harmful content and how to report.	To <b>DESCRIBE</b> the rules of staying safe online and give examples. Describe risk and harmful content and how to report.	To <b>EXPLAIN</b> the rules and principles for keeping safe online and how to recognise risks. Scenarios and examples to refer to. To explain how to report harmful content.
How information and data is shared and used online.  <b>Keeping Safe Online</b> <b>You, Me and PSHE</b> <b>Internet Safety Days</b> <i>Pol-Ed</i> <i>Money</i> <i>Transactions</i> <i>Fraud</i>	To <b>explore</b> relationships online and how information can be stored.	To <b>identify</b> their online friendships and discuss. To identify how data is stored and shared and give examples.	<b>Describe</b> their online friendships and awareness of people they haven't met. To describe how data is stored and give examples of data.	<b>Explain</b> their friendships online and how they should be mindful of people they have never met. Explain how information is shared online and give examples.
<b><u>Intimate and sexual relationships, including sexual health</u></b>  The facts about the full range of contraceptive choices, efficacy and options available. The facts around pregnancy including miscarriage.  That there are choices in relation to pregnancy (with medically and legally	To <b>EXPLORE</b> the facts about contraceptives available. To <b>EXPLORE</b> the choices around pregnancy. To <b>EXPLORE</b> the range of choices that you have. To <b>EXPLORE</b> how babies are made	To <b>IDENTIFY</b> the facts about contraceptives available. To <b>IDENTIFY</b> the choices around pregnancy. To <b>IDENTIFY</b> the range of choices that you have. Give an example. To <b>IDENTIFY</b> how babies	To <b>DESCRIBE</b> the facts about contraceptives available. To <b>DESCRIBE</b> the choices around pregnancy. To <b>DESCRIBE</b> the range of choices that you have and give examples. To <b>DESCRIBE</b> how babies	To <b>EXPLAIN</b> the facts about contraceptives available. To <b>EXPLAIN</b> the choices around pregnancy. To <b>EXPLAIN</b> the range of choices that you have. <b>EXPLAIN</b> what people could do in different situations.

Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p>accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p><i>Pol-Ed Sex and Relationships No means no Age of consent When sex and relationships are okay</i></p>	and ways to prevent.	are made and ways to prevent.	are made and ways to prevent it.	To <b>explain</b> how babies are made and how to prevent it.
<p><b><u>Mental Wellbeing:</u></b></p> <p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>That happiness is linked to being connected to others.</p> <p>How to recognise the early signs of mental wellbeing concerns.</p> <p>Common types of mental ill health (e.g. anxiety and depression).</p>	To <b>EXPLORE</b> mental well being and it being a part of daily life. To EXPLORE when they may be feeling not themselves.	To <b>IDENTIFY</b> mental wellbeing and how to feel good. Give an example of what they could do. To IDENTIFY changes they may feel.	To <b>DESCRIBE</b> mental wellbeing and what this involves. Give examples. To DESCRIBE ways they might feel different. Give examples.	To <b>EXPLAIN</b> what mental wellbeing is and give examples of what they could do. To EXPLAIN how they might feel different and what they could do about this.
How to critically evaluate when	To <b>EXPLORE</b> that	To <b>IDENTIFY</b> a range of	To <b>EXPLAIN</b> a range of	To <b>DESCRIBE</b> a range of

Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
something they do or are involved in has a positive or negative effect on their own or others' mental health the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	everyone has a range of emotions, To <b>EXPLORE</b> a range of feelings and discuss them.	emotions and link them to situations. Give one example. To <b>IDENTIFY</b> A range of emotions from themselves and others.	emotions and link them to experiences. Give examples. To <b>EXPLAIN</b> a range of emotions and link them to experiences.	emotions and link them to personal experience. Give a range of example to match scenarios, To <b>DESCRIBE</b> examples of when they have displayed a range of emotions and explain why.
<b><u>Physical health and fitness</u></b>  The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.  The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.	To <b>EXPLORE</b> how physical activity helps combat stress and how a healthy lifestyle helps you in the future.	To <b>IDENTIFY</b> how physical activity helps combat stress and how a healthy lifestyle helps you in the future. Give examples.	To <b>EXPLAIN</b> how physical activity helps combat stress and how a healthy lifestyle helps you in the future. To explain what they do to keep healthy.	To <b>DESCRIBE</b> how physical activity helps combat stress and how a healthy lifestyle helps you in the future. To explain what they do to keep healthy. Give examples to match situations.
<b><u>Healthy eating</u></b>  How to maintain healthy eating and the links between a poor diet and health risks,	To <b>EXPLORE</b> A range of healthy foods. To explore why we must stay healthy	Can <b>IDENTIFY</b> A range of healthy foods and name some. To explore why we must stay	Can recognise and <b>EXPLAIN</b> why you should stay healthy. Name a range of healthy	Can recognise, <b>DESCRIBE</b> why you should stay healthy. Name a range of healthy



# 'Learning to Love'



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
including tooth decay and cancer	and how things affect us. To <b>EXPLORE</b> the risks.	healthy and how things affect us. To <b>IDENTIFY</b> the risks.	foods. To explore why we must stay healthy and how things affect us. Give example of being healthy. To <b>EXPLAIN</b> the risks.	foods. <b>DESCRIBE</b> why we must stay healthy and how things affect us. Give examples of being healthy. To <b>DESCRIBE</b> the risks.
<b><u>Drugs alcohol and tobacco.</u></b>  The law relating to the supply and possession of illegal substances. of drugs which are prescribed but still present serious health risks.  The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	<b>EXPLORE</b> the facts around legal and illegal harmful substances.	<b>IDENTIFY</b> Legal and illegal harmful substances and how they affect us.	Can <b>DESCRIBE</b> why legal and illegal harmful substances affect us. Give examples.	<b>EXPLAIN</b> Why legal and illegal harmful substances affect us. Give examples and link to examples given.
<b><u>Health prevention</u></b> About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics, dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	<b>EXPLORE</b> the differences between a healthy and a unhealthy diet. Explore safe and unsafe exposure to the sun. <b>EXPLORE</b> personal hygiene.	Will <b>IDENTIFY</b> the differences between a healthy and a unhealthy diet. Explore safe and unsafe exposure to the sun. Give an example. <b>IDENTIFY</b> personal hygiene.	Will <b>DESCRIBE</b> the differences between a healthy and an unhealthy diet. Can give one example of the impact it has on your body. <b>DESCRIBE</b> how they cover their personal hygiene.	Can <b>EXPLAIN</b> the different health risks between a healthy and an unhealthy diet. Understanding the different impacts on your body. <b>EXPLAIN</b> their personal hygiene.



# 'Learning to Love'



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p><b>Basic first aid</b> How to make a clear and efficient call to emergency services if necessary?</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries</p> <p>Basic treatment for common injuries.</p>	<p><b>Explore</b> how to make an emergency call. <b>EXPLORE</b> giving basic first aid.</p>	<p>Will be able to <b>identify</b> how to make an emergency call and when this is needed. <b>IDENTIFY</b> how to give basic first aid.</p>	<p>Will be able to <b>describe</b> how to make an emergency call. To know when and how to use appropriately. <b>DESCRIBE</b> what first aid they would give different people.</p>	<p>Will be able to <b>explain</b> how to make an emergency call. To explain what they would do. <b>EXPLAIN</b> what medical treatment they would give others.</p>
<p><b>Changing adolescent bodies</b> Key facts about puberty, the changing adolescent body and menstrual wellbeing. The main changes which take place in males and females, and the implications for emotional and physical health</p>	<p>To <b>EXPLORE</b> changes in their bodies. To explore what happens with the menstrual cycle.</p>	<p>Be able to <b>IDENTIFY</b> changes in their bodies. Give example. To explore what happens with the menstrual cycle.</p>	<p>Can <b>DESCRIBE</b> changes in their bodies. To explore what happens with the menstrual cycle. Describe what happens and give examples.</p>	<p><b>EXPLAIN</b> changes in their bodies. Give examples. To <b>explain</b> what happens with the menstrual cycle. Use pictures to support,</p>
<b>YEAR 2</b>				
<p><b>Families and people who care for me</b> Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>The characteristics and legal status of other types of long-term relationships.</p>	<p>To <b>EXPLORE</b> and be aware of what a stable relationship is and what marriage is</p>	<p>Will <b>Identify</b> stable and caring relationships in their life. To identify why marriage is an important factor.</p>	<p>Will be able to <b>DESCRIBE</b> what a caring relationship is and give an example of it in their life. <b>DESCRIBE</b> why marriage is an important relationship for people.</p>	<p>Will be able to <b>EXPLAIN</b> caring and different relationships in their home. To explain how this provides security. <b>EXPLAIN</b> why marriage is an important relationship for people. Give examples.</p>
<p><b>Respectful relationships including friendships</b></p>	<p>To <b>EXPLORE</b> that some types of</p>	<p>Will be able to <b>IDENTIFY</b> that some types of</p>	<p>Will be able to <b>DESCRIBE</b> that some types of</p>	<p>Will be able to <b>EXPLAIN</b> that some types of</p>



# 'Learning to Love'



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p><b>CAREERS WEEK</b> <b>BLACK HISTORY MONTH</b></p> <p><i>Pol-Ed</i> <i>Name calling</i> <i>Swear words</i> <i>Being kind</i></p>	<p>behaviour within relationships are criminal including violent behaviour.</p>	<p>behaviour within relationships are criminal including violent behaviour. Give an example.</p>	<p>behaviour within relationships are criminal including violent behaviour. Link to given examples.</p>	<p>behaviour within relationships are criminal including violent behaviour. <b>EXPLAIN</b> current situations.</p>
<p><b>Online and Media</b> The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and Information is targeted at them and how to be a discerning</p>	<p>To <b>EXPLORE</b> how the internet can be used. To <b>EXPLORE</b> the risks of the internet.</p>	<p>To <b>IDENTIFY</b> uses of the internet. To <b>IDENTIFY</b> some risks on the internet. To give an example.</p>	<p>To <b>DESCRIBE</b> different ways they and others use the internet. To give examples of how the internet can encourage gambling etc.</p>	<p>To <b>EXPLAIN</b> how they use the internet and <b>EXPLAIN</b> its benefits and the dangers.</p>



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p>consumer of information online.</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p><i>Pol-Ed What is the internet for? Social Media Giving out information</i></p>				
<p><b>Being Safe</b> The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p> <p><i>Pol-Ed Crime Vigilance</i></p>	<p>To <b>EXPLORE</b> the concepts relating to sexual consent and how it can affect you.</p> <p><b>EXPLORE</b> what you would do to get support.</p>	<p>To <b>IDENTIFY</b> issues around sexual consent and how you can get support with issues online.</p>	<p>To <b>DESCRIBE</b> what they would do in certain situations of sexual exploitation. To <b>DESCRIBE</b> how they would get support.</p>	<p>To <b>EXPLAIN</b> what support you can get with issues online and what issues may occur around sexual exploitation.</p>



# 'Learning to Love'



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<b>Gangs</b>				
<p><b><u>Internet Safety and harm</u></b></p> <p>The risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p><b>SAFER INTERNET DAY</b></p> <p><b>Pol-Ed Money Transactions Fraud</b></p>	<p>To <b>EXPLORE</b> how people can present themselves online.</p> <p>To <b>EXPLORE</b> the principles of relationships on and offline.</p> <p>To <b>EXPLORE</b> the rules for keeping safe online and how to recognise risks.</p> <p>To explore how to report harmful content.</p>	<p>To <b>IDENTIFY</b> how people sometimes behave differently online.</p> <p>To <b>IDENTIFY</b> on and off line relationships.</p> <p>To <b>IDENTIFY</b> the rules of staying safe online and giving examples.</p> <p>To identify harmful content and how to report.</p>	<p>To <b>DESCRIBE</b> how people can behave different online and give examples.</p> <p>To <b>DESCRIBE</b> the rules of staying safe online and give examples.</p> <p>Describe risk and harmful content and how to report.</p>	<p>To <b>EXPLAIN</b> how people are behaving on and offline.</p> <p>To explain what information people could withhold.</p> <p>Explain how the same rules apply.</p> <p>To <b>EXPLAIN</b> the rules and principles for keeping safe online and how to recognise risks.</p> <p>Scenarios and examples to refer to.</p> <p>To explain how to report harmful content.</p>
<p><b><u>Intimate and sexual relationships, including sexual health</u></b></p> <p>The facts about the full range of contraceptive choices, efficacy and options available. The facts around pregnancy including miscarriage.</p>	<p>To <b>EXPLORE</b> the facts about contraceptives available.</p> <p>To <b>EXPLORE</b> the choices around pregnancy.</p> <p>To <b>EXPLORE</b> the range of</p>	<p>To <b>IDENTIFY</b> the facts about contraceptives available. To <b>IDENTIFY</b> the choices around pregnancy. To <b>IDENTIFY</b> the range of choices that you have.</p>	<p>To <b>DESCRIBE</b> the facts about contraceptives available. To <b>DESCRIBE</b> the choices around pregnancy. To <b>DESCRIBE</b> the range of choices that</p>	<p>To <b>EXPLAIN</b> the facts about contraceptives available. To <b>EXPLAIN</b> the choices around pregnancy. To <b>EXPLAIN</b> the range of choices that you have.</p>

Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p><i>Pol-Ed Sex and Relationships No means no Age of consent When sex and relationships are okay</i></p>	<p>choices that you have. To <b>EXPLORE</b> how babies are made and ways to prevent.</p>	<p>Give an example.  To <b>IDENTIFY</b> how babies are made and ways to prevent.</p>	<p>you have and give examples.  To <b>DESCRIBE</b> how babies are made and ways to prevent it.</p>	<p><b>EXPLAIN</b> what people could do in different situations.  To <b>explain</b> how babies are made and how to prevent it.</p>
<p><b><u>Mental health and well being</u></b> How to talk about their emotions accurately and sensitively, using appropriate vocabulary.  That happiness is linked to being connected to others.  How to recognise the early signs of mental wellbeing concerns. Common types of mental ill health (e.g. anxiety and depression).  How to critically evaluate when</p>	<p>To <b>EXPLORE</b> mental well being and it being a part of daily life. To <b>EXPLORE</b> when they may be feeling not themselves.</p>	<p>To <b>IDENTIFY</b> mental wellbeing and how to feel good. Give an example of what they could do. To <b>IDENTIFY</b> changes they may feel.</p>	<p>To <b>DESCRIBE</b> mental wellbeing and what this involves. Give examples. To <b>DESCRIBE</b> ways they might feel different. Give examples.</p>	<p>To <b>EXPLAIN</b> what mental wellbeing is and give examples of what they could do. To <b>EXPLAIN</b> how they might feel different and what they could do about this.</p>



# 'Learning to Love'



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
something they do or are involved in has a positive or negative effect on their own or others' mental health				
<p><b><u>Physical health and fitness</u></b></p> <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p>	To <b>EXPLORE</b> regular physical activities and <b>EXPLORE</b> how this is positive for our bodies and minds.	To <b>IDENTIFY</b> why we regularly exercise and <b>IDENTIFY</b> why this is important for our bodies and minds.	To <b>DESCRIBE</b> why it is important to regularly exercise and give one example of negative impacts if we have a sedentary life.	To <b>EXPLAIN</b> the importance of regular exercise and healthy eating and give examples from a range of scenarios why this is important.
<p>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</p> <p>About blood and organ donation.</p>	To <b>EXPLORE</b> the importance of rest and time spent doing hobbies. To <b>EXPLORE</b> blood and organ donation.	To <b>Identify</b> the importance of rest and time spent doing hobbies. Give examples. To <b>IDENTIFY</b> blood and organ donation.	To <b>describe</b> the importance of rest and time spent doing hobbies. Give examples of how it helps. To <b>DESCRIBE</b> blood and organ donation. Give an example.	To <b>explain</b> the importance of rest and time spent doing hobbies. Give examples of what you could do in different scenarios. To <b>EXPLAIN</b> blood and organ donation and how this is done.
<p><b><u>Healthy eating</u></b></p> <p>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</p>	To <b>EXPLORE</b> dental health and oral hygiene. To <b>EXPLORE</b> and take part in teeth brushing activities. To <b>EXPLORE</b> roles of	To <b>IDENTIFY</b> why we brush our teeth. To <b>IDENTIFY</b> good oral Hygiene. To <b>IDENTIFY</b> why we go to the Dentist regularly.	To <b>DESCRIBE</b> The benefits of good oral hygiene and give examples. To <b>DESCRIBE</b> why it is important to have regular check-ups at the dentist.	To <b>EXPLAIN</b> why it is important to practise good oral hygiene and give a range of examples including long term implications. To <b>EXPLAIN</b> why



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Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
	Dentist and going for appointments.			we attend dentist check ups on a regular basis.
<p><b><u>Drugs, alcohol and tobacco</u></b> The law relating to the supply and possession of illegal substances. of drugs which are prescribed but still present serious health risks.</p> <p>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so</p>	To <b>EXPLORE</b> healthy living. To <b>EXPLORE</b> healthy lifestyle choices and negative choices such as drugs, alcohol and tobacco.	To <b>IDENTIFY</b> negative lifestyle choices. To give one example of negative effects these choices can have.	To <b>DESCRIBE</b> different negative lifestyle choices given multiple examples of how these choices and have physical and psychological effects on a person.	To <b>EXPLAIN</b> the physical and psychological risks with alcohol, drugs and tobacco consumption. To <b>EXPLAIN</b> and give examples in different scenarios.
<p><b><u>Health and prevention</u></b> The benefits of regular self-examination and screening.</p> <p>The facts and science relating to immunisation and vaccination.</p> <p>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>	To <b>EXPLORE</b> dental health and oral hygiene and good quality sleep. To <b>EXPLORE</b> and take part in teeth brushing activities.	To <b>IDENTIFY</b> why we brush our teeth and need to have good sleep. To <b>IDENTIFY</b> good oral Hygiene. To <b>IDENTIFY</b> why we go to the Dentist regularly.	To <b>DESCRIBE</b> The benefits of good oral hygiene and sleeping well and give examples. To <b>DESCRIBE</b> why it is important to have regular check ups.	To <b>EXPLAIN</b> why it is important to practise good oral hygiene and sleep well and give a range of examples including long term.



# 'Learning to Love'



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<b>Basic First Aid</b> How to make a clear and efficient call to emergency services if necessary?  Concepts of basic first-aid, for example dealing with common injuries, including head injuries  Basic treatment for common injuries.	To <b>EXPLORE</b> who to contact in an emergency. To take part in life skills sessions <b>EXPLORING</b> who to contact in different situations.	To <b>IDENTIFY</b> who to contact in an emergency. To take part in life skills sessions <b>IDENTIFYING</b> who to contact in different scenarios.	To <b>DESCRIBE</b> who to contact in different scenarios and give one example.	To <b>EXPLAIN</b> who to contact in different scenarios giving examples. To develop transferrable skills in the community as part of life skills sessions.
<b>Changing adolescent body</b>  Key facts about puberty, the changing adolescent body and menstrual wellbeing. The main changes which take place in males and females, and the implications for emotional and physical health	To <b>explore</b> the changes that take place during puberty.	To <b>identify</b> and explain the main changes that take part in the sexes.	To <b>describe</b> and explain the main changes that take part in the sexes. Will understand the emotional and physical effects.	To <b>explain</b> and explain the main changes that take part in the sexes. Will understand and explain the emotional and physical effects.
<b>YEAR 3</b>				
<b>Families and people who care for me</b> Why marriage is an important relationship choice for many couples and why it must be freely entered into.  The characteristics and legal status of other	To <b>EXPLORE</b> and be aware of what a stable relationship is and what marriage is	Will <b>Identify</b> stable and caring relationships in their life. To identify why marriage is an important factor.	Will be able to <b>DESCRIBE</b> what a caring relationship is and give an example of it in their life. <b>DESCRIBE</b> why marriage is an important	Will be able to <b>EXPLAIN</b> caring and different relationships in their home. To explain how this provides security. <b>EXPLAIN</b> why marriage is an important



# 'Learning to Love'



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
types of long-term relationships.			relationship for people.	relationship for people. Give examples.
<p><b><u>Respectful relationships including friendships</u></b></p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable?</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p><b>CAREERS WEEK</b> <b>BLACK HISTORY MONTH</b></p> <p><i>Pol-Ed</i> <i>Name calling</i> <i>Swear words</i> <i>Being kind</i></p>	<p>To <b>EXPLORE</b> what constitutes sexual harassment and sexual violence.</p> <p>To <b>EXPLORE</b> the legal rights regarding equality.</p>	<p>To <b>IDENTIFY</b> what constitutes sexual harassment and sexual violence.</p> <p>To <b>IDENTIFY</b> the legal rights regarding equality. Give an example.</p>	<p>To <b>DESCRIBE</b> what constitutes sexual harassment and sexual violence.</p> <p>To <b>DESCRIBE</b> the legal rights regarding equality and give examples.</p>	<p>To <b>EXPLAIN</b> what constitutes sexual harassment and sexual violence.</p> <p>To <b>EXPLAIN</b> the legal rights regarding equality and record these.</p>
<p><b><u>Online and Media</u></b></p> <p>The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic</p>	<p>To <b>EXPLORE</b> how the internet can be used. To <b>EXPLORE</b> the risks of the internet.</p>	<p>To <b>IDENTIFY</b> uses of the internet.</p> <p>To <b>IDENTIFY</b> some risks on the internet. To give an example.</p>	<p>To <b>DESCRIBE</b> different ways they and others use the internet.</p> <p>To give examples of how the internet can encourage gambling etc.</p>	<p>To <b>EXPLAIN</b> how they use the internet and <b>EXPLAIN</b> its benefits and the dangers.</p>



# 'Learning to Love'



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p>expectations for body image, how people may curate specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p><b>Pol-Ed What is the internet for?</b> <b>Social Media</b> <b>Giving out information</b></p>				
<p><b>Being Safe</b> The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage,</p>	<p>To <b>EXPLORE</b> the concepts relating to sexual consent and how it can affect you.</p>	<p>To <b>IDENTIFY</b> issues around sexual consent and how you can get support with issues online.</p>	<p>To <b>DESCRIBE</b> what they would do in certain situations of sexual exploitation. To <b>DESCRIBE</b> how they</p>	<p>To <b>EXPLAIN</b> what support you can get with issues online and what issues may occur around sexual exploitation.</p>





# 'Learning to Love'



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p>honour-based violence and FGM, and how these can affect current and future relationships.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p> <p><b>Pol-Ed Crime Vigilance Gangs</b></p>	<p><b>EXPLORE</b> what you would do to get support.</p>		<p>would get support.</p>	
<p><b><u>Internet Safety and harm</u></b> The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the</p>	<p>To <b>EXPLORE</b> how people can present themselves online. To <b>EXPLORE</b> the principles of relationships on and offline. To <b>EXPLORE</b> the rules for keeping safe online and how to recognise risks. To explore how to report harmful content.</p>	<p>To <b>IDENTIFY</b> how people sometimes behave differently online. To <b>IDENTIFY</b> on and off line relationships. To <b>IDENTIFY</b> the rules of staying safe online and giving examples. To identify harmful content and how to report.</p>	<p>To <b>DESCRIBE</b> how people can behave different online and give examples. To <b>DESCRIBE</b> the rules of staying safe online and give examples. Describe risk and harmful content and how to report.</p>	<p>To <b>EXPLAIN</b> how people are behaving on and offline. To explain what information people could withhold. Explain how the same rules apply. To <b>EXPLAIN</b> the rules and principles for keeping safe online and how to recognise risks. Scenarios and examples to refer to.</p>

Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p>accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p><b>SAFER INTERNET DAY</b></p> <p><i>Pol-Ed Money Transactions Fraud</i></p>				<p>To explain how to report harmful content.</p>
<p><b><u>Intimate and sexual relationships, including sexual health</u></b></p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p>	<p>To <b>EXPLORE</b> how the different STI's are transmitted and how risk can be reduced. To <b>EXPLORE</b> how drugs and alcohol can lead to risky sexual behaviour.</p>	<p>To <b>IDENTIFY</b> how the different STI's are transmitted and how risk can be reduced. To <b>IDENTIFY</b> how drugs and alcohol can lead to risky sexual behaviour. Give an example of how to reduce.</p>	<p>To <b>DESCRIBE</b> how the different STI's are transmitted and how risk can be reduced. To <b>DESCRIBE</b> how drugs and alcohol can lead to risky sexual behaviour. Give an example of how to reduce and how behaviour can be changed.</p>	<p>To <b>EXPLAIN</b> how the different STI's are transmitted and how risk can be reduced. To <b>EXPLAIN</b> how drugs and alcohol can lead to risky sexual behaviour. Give examples of how to reduce and support you can get.</p>



# 'Learning to Love'



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p>How the use of alcohol and drugs can lead to risky sexual behaviour. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p><i>Pol-Ed Sex and Relationships No means no Age of consent When sex and relationships are okay</i></p>	To <b>EXPLORE</b> how babies are made and ways to prevent.	To <b>IDENTIFY</b> how babies are made and ways to prevent.	To <b>DESCRIBE</b> how babies are made and ways to prevent it.	To <b>explain</b> how babies are made and how to prevent it.
<p><b><u>Mental health and well being</u></b> The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>	To <b>EXPLORE</b> the benefits and importance of physical exercise on well-being and happiness.	To <b>IDENTIFY the</b> benefits and importance of physical exercise on well-being and happiness. Give an example.	To <b>DESCRIBE</b> the benefits and importance of physical exercise on well-being and happiness. Describe what they do to support themselves.	To <b>EXPLAIN</b> the benefits and importance of physical exercise on well-being and happiness. Explain ways in which people could improve their well-being. Give ideas.
<p><b><u>Physical health and fitness</u></b> The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p>	To <b>EXPLORE</b> regular physical activities and <b>EXPLORE</b> how this is positive for our bodies and minds.	To <b>IDENTIFY</b> why we regularly exercise and <b>IDENTIFY</b> why this is important for our bodies and minds.	To <b>DESCRIBE</b> why it is important to regularly exercise and give one example of negative impacts if we have a sedentary life.	To <b>EXPLAIN</b> the importance of regular exercise and healthy eating and give examples from a range of scenarios why this is important.



# 'Learning to Love'



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</p> <p>About blood and organ donation.</p>	<p>To <b>EXPLORE</b> the importance of rest and time spent doing hobbies.</p> <p>To <b>EXPLORE</b> blood and organ donation.</p>	<p>To <b>Identify</b> the importance of rest and time spent doing hobbies. Give examples.</p> <p>To <b>IDENTIFY</b> blood and organ donation.</p>	<p>To <b>describe</b> the importance of rest and time spent doing hobbies. Give examples of how it helps.</p> <p>To <b>DESCRIBE</b> blood and organ donation. Give an example.</p>	<p>To <b>explain</b> the importance of rest and time spent doing hobbies. Give examples of what you could do in different scenarios.</p> <p>To <b>EXPLAIN</b> blood and organ donation and how this is done.</p>
<p><b>Healthy eating</b></p> <p>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</p>	<p>To <b>EXPLORE</b> dental health and oral hygiene.</p> <p>To <b>EXPLORE</b> and take part in teeth brushing activities.</p> <p>To <b>EXPLORE</b> roles of Dentist and going for appointments.</p>	<p>To <b>IDENTIFY</b> why we brush our teeth.</p> <p>To <b>IDENTIFY</b> good oral Hygiene.</p> <p>To <b>IDENTIFY</b> why we go to the Dentist regularly.</p>	<p>To <b>DESCRIBE</b> The benefits of good oral hygiene and give examples.</p> <p>To <b>DESCRIBE</b> why it is important to have regular check-ups at the dentist.</p>	<p>To <b>EXPLAIN</b> why it is important to practise good oral hygiene and give a range of examples including long term implications. To <b>EXPLAIN</b> why we attend dentist check-ups on a regular basis.</p>
<p><b>Drugs, alcohol and tobacco</b></p> <p>The law relating to the supply and possession of illegal substances. of drugs which are prescribed but still present serious health risks.</p>	<p>To <b>EXPLORE</b> healthy living. To <b>EXPLORE</b> healthy lifestyle choices and negative choices such as drugs,</p>	<p>To <b>IDENTIFY</b> negative lifestyle choices. To give one example of negative effects these choices can have.</p>	<p>To <b>DESCRIBE</b> different negative lifestyle choices given multiple examples of how these choices and have physical and</p>	<p>To <b>EXPLAIN</b> the physical and psychological risks with alcohol, drugs and tobacco consumption. To <b>EXPLAIN</b> and give examples in</p>

# 'Learning to Love'

Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	alcohol and tobacco.		psychological effects on a person.	different scenarios.
<p><b>Health and prevention</b></p> <p>The benefits of regular self-examination and screening.</p> <p>The facts and science relating to immunisation and vaccination, the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>	<p>To <b>EXPLORE</b> dental health and oral hygiene and good quality sleep.</p> <p>To <b>EXPLORE</b> and take part in teeth brushing activities.</p>	<p>To <b>IDENTIFY</b> why we brush our teeth and need to have good sleep.</p> <p>To <b>IDENTIFY</b> good oral Hygiene.</p> <p>To <b>IDENTIFY</b> why we go to the Dentist regularly.</p>	<p>To <b>DESCRIBE</b> The benefits of good oral hygiene and sleeping well and give examples.</p> <p>To <b>DESCRIBE</b> why it is important to have regular check-ups.</p>	<p>To <b>EXPLAIN</b> why it is important to practise good oral hygiene and sleep well and give a range of examples including long term.</p>
<p><b>Basic First Aid</b></p> <p>How to make a clear and efficient call to emergency services if necessary?</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries</p> <p>Basic treatment for common injuries.</p>	<p>To <b>EXPLORE</b> who to contact in an emergency. To take part in life skills sessions</p> <p><b>EXPLORING</b> who to contact in different situations.</p>	<p>To <b>IDENTIFY</b> who to contact in an emergency. To take part in life skills sessions</p> <p><b>IDENTIFYING</b> who to contact in different scenarios.</p>	<p>To <b>DESCRIBE</b> who to contact in different scenarios and give one example.</p>	<p>To <b>EXPLAIN</b> who to contact in different scenarios giving examples. To develop transferrable skills in the community as part of life skills sessions.</p>



# 'Learning to Love'



Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p><b><u>Changing adolescent body</u></b></p> <p>Key facts about puberty, the changing adolescent body and menstrual wellbeing. The main changes which take place in males and females, and the implications for emotional and physical health</p>	To <b>explore</b> the changes that take place during puberty.	To <b>identify</b> and explain the main changes that take part in the sexes.	To <b>describe</b> and explain the main changes that take part in the sexes. Will understand the emotional and physical effects.	To <b>explain</b> and explain the main changes that take part in the sexes. Will understand and explain the emotional and physical effects.



## 14 – 19 PSHE Map



Our curriculum is based on a 3-year cycle to take into account the need for repetition, to give our pupils the full breadth of opportunity to develop mastery and to be inclusive or learners that need a range of learning situations to develop transferrable skills. Whilst learning we dynamically assess our pupils' needs constantly, reacting to these needs accordingly. Areas designated as sex education are highlighted in red.

Pupils' learning takes place in:

- The Classroom (Formal and Informal Lessons)
- At Work Experience (supported and independent placements)
- During Life Skills Sessions (Home management and in the community)
  - In the Kitchen
- Interventions and Workshops for identified pupils

### **Interventions/Workshops**

We work closely with a range of outside agencies to support our young people. We recognise that exposing our pupils to information and learning before they are ready to can cause confusion and create conflict. We also recognise that we are not experts in specific fields and that our pupils will recognise the further importance of these interventions through working with professionals.

Our workshops include: Termly Safe Internet/Social Media sessions, Resilience and Self Esteem Groups, friendships and relationships workshops.



# 'Learning to Love'



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Families	Online Media	Mental Wellbeing	Drugs Alcohol and Tobacco	Health and prevention	Changing Bodies
Respectful Relationships	Being Safe & Intimate and Sexual Relationships	Internet Safety			Basic First Aid
Physical health and Fitness including Healthy Eating					

Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
<b>Year 1</b>				
<b>Families:</b> That there are different types of relationships. <a href="#">Link to POL ED SOW</a>	Will be able to EXPLORE different types of relationships. This may be responding or communicating to different people in different ways.	Will be able to articulate that there are different types of relationships and IDENTIFY one example.	Will be able to DESCRIBE different types of relationships and give different examples.	Will be able to EXPLAIN that there are different types of relationships and give several examples. They will understand that people may be involved in different types relationships.
How these relationships might contribute to human happiness and their importance for bringing up children.	To EXPLORE what a happy home looks like in different arrangements .	To IDENTIFY what a happy home looks like, and to give one example.	To DESCRIBE what a happy home looks like, and to give several examples.	To EXPLAIN what a happy home looks like, and to give several examples. To





# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
				understand the positive and negatives in the house hold and what effect it may have on their upbringing.
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	To EXPLORE how parent/ carers help them throughout their lives.	To IDENTIFY how parent/ carers support you and to give one example.	To DESCRIBE how parent/ carers support you and to give several examples.	To EXPLAIN how parent/ carers support you and to give several examples. To explore what responsibilities a parent/ carer should provide.
How to seek help or advice, including reporting concerns about others, if needed.	To EXPLORE people that can help if we are worried about someone. Linked with Careers and community, who are the people that help us?	To IDENTIFY people that can help if we are worried about someone and give one example. Link with careers and asking for help in the community.	To DESCRIBE people that can help if we are worried about someone and give several examples.	To EXPLAIN different types of people in different scenarios that can help if we are worried about someone and give several examples. To EXPLAIN the different types of professions that can support different concerns.
<b>Year 1</b>				
<b><u>Respectful relationships, including friendships:</u></b>  The characteristics of positive and healthy friendships (in all	To EXPLORE different types of relationships and what is positive about them.	To IDENTIFY different positive characteristics in relationships and to give one example.	To DESCRIBE different positive characteristics in different types of relationships	To EXPLAIN different positive characteristics in relationships and to give several



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
<p>contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p><b>Additional work during ANTI BULLYING WEEK.</b></p> <p><b>Link to POL ED SOW</b></p>	<p>EXPLORE key themes.</p> <p>To demonstrate positive relationships in school with different types of people.</p>	<p>To identify what a positive and unhealthy friendship when different examples are given.</p>	<p>and to give several examples. DESCRIBE a positive and negative friendship.</p>	<p>examples. To be able to EXPLAIN the differences between a positive friendship and an unhealthy friendship.</p>
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>To EXPLORE respectful relationships demonstration interaction with a range of people such as staff and fellow pupil's.</p>	<p>To IDENTIFY different types of people within their lives and demonstrate interaction with a range of people like staff, pupil's at college and on work experience.</p>	<p>To interact and DESCRIBE with a range of people such as staff and pupils at college. Whilst supported at work experience and out in the community.</p>	<p>To interact with a range of people like staff and pupils at college. Whilst at work experience and out in the community independently EXPLAINING each of these scenarios.</p>
<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p>	<p>To EXPLORE themes of trust and respect.</p> <p>To demonstrate in school-based setting, they respect and are respected by peer groups, staff and in</p>	<p>To IDENTIFY themes of trust and respect.</p>	<p>To DESCRIBE themes of trust and respect.</p>	<p>To EXPLAIN themes of trust and respect.</p>



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
	the wider community.			
<b>Year 1</b>				
<p><b><u>Online and media:</u></b></p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>Additional safe social media workshops as appropriate.</p> <p>Link to POL ED SOW</p>	<p>To EXPLORE safe use of social media and the internet.</p> <p>To EXPLORE who to speak to if they do not feel safe.</p>	<p>To IDENTIFY safe use of social media.</p> <p>To Identify their rights and responsibilities.</p> <p>To IDENTIFY who to speak to if they are concerned about something.</p>	<p>To DESCRIBE safe use of social media and how it is used responsibly.</p> <p>Give different examples of appropriate and inappropriate use online.</p>	<p>To EXPLAIN their understanding of social media and how it is used safely and responsibly.</p> <p>Give and identify different examples of appropriate and inappropriate use online.</p>
<p><b><u>Online Safety.</u></b></p> <p>How information and data is generated, collected, shared and used online.</p> <p>Link to POL ED SOW</p>	<p>To EXPLORE themes of internet safety. To EXPLORE themes on what information we should and shouldn't share when online.</p>	<p>To IDENTIFY which information, we should and shouldn't share online.</p> <p>To IDENTIFY how information may be gathered by unsafe people.</p>	<p>To DESCRIBE how information and data is gathered when online.</p> <p>To DESCRIBE how this can be used to advertise or spam giving one example.</p>	<p>To EXPLAIN how information and data is gathered online giving different examples. To EXPLAIN how to be mindful of this when using the internet.</p>
<b>Year 1</b>				
<p><b><u>Being Safe &amp; Intimate and Sexual Relationships:</u></b></p> <p>How people can actively communicate and recognise consent from others. Including sexual consent, how and when consent can be withdrawn (in</p>	<p>To EXPLORE and demonstrate different ways to communicate to others if they feel that something is unsafe.</p>	<p>To be able to IDENTIFY and demonstrate a use of different ways to communicate to others if they feel that something is unsafe.</p>	<p>To be able to DESCRIBE and demonstrate a use of different ways to communicate to others if they feel that something is unsafe. To understand</p>	<p>To be able to EXPLAIN and demonstrate a use of different ways to communicate to others if they feel that something is unsafe. To understand</p>



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
all contexts, including online).  <a href="#">Link to POL ED SOW</a>			the consequence of giving consent.	the consequence of giving consent and the repercussions of that action.
How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.  <b>(Identified groups for elements of sexual education as appropriate)</b>  <a href="#">Link to POL ED SOW</a>	To EXPLORE the elements of a healthy intimate relationship. To EXPLORE what loyalty, trust, shared interest and friendship mean.	To IDENTIFY the elements of a healthy or unhealthy intimate relationship. To IDENTIFY elements of loyalty, trust, shared interest and friendship mean.	To DESCRIBE the elements of a healthy or unhealthy intimate relationship and the impact it could have.	To EXPLAIN the importance of the elements of a healthy or unhealthy intimate relationship and the impact it could have.
That they have a choice to delay sex or to enjoy intimacy without sex.  <b>(Identified groups as appropriate.)</b>	To EXPLORE the issue of trust, consent and choice. To EXPLORE and display understanding of trust and choice within the context of school.	To IDENTIFY the they have a choice to give their consent or delay in a relationship. To understand that there is more to enjoy in the relationship than just sex.	To EXPLAIN that they have a choice to give their consent or delay in a relationship. To understand that there is more to enjoy in the relationship than just sex. Give different examples of actives in a relationship.	To DESCRIBE that they have a choice to give their consent or delay in a relationship. To understand that there is more to enjoy in the relationship than just sex. Give different examples of actives in a relationship. Expand on different types of relationships.



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
<p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</p> <p><b>Additional workshops with Identified Groups on Sexual Health.</b></p> <p><b>Link to POL ED SOW</b></p>	<p>To EXPLORE healthy living and keeping themselves safe.</p> <p>To EXPLORE positive relationships and demonstrate positive relationships with different types of people.</p>	<p>To IDENTIFY aspects of positive and negative healthy choices.</p> <p>To IDENTIFY physical, emotional, mental wellbeing.</p>	<p>To DESCRIBE how choices within relationships can be affected by healthy choices and give one example.</p>	<p>To DESCRIBE how choices within relationships in a range of different scenarios can be affected by healthy choices and give a range of examples.</p>
<p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p><b>Additional Workshops as appropriate.</b></p>	<p>To EXPLORE themes of safe relationships.</p> <p>To EXPLORE themes of trust and consent.</p>	<p>To IDENTIFY when someone is pressurising you to do something. To IDENTIFY who to speak to in these situations.</p>	<p>To DESCRIBE what pressure in different types of relationships may manifest itself as. To DESCRIBE strategies during these situations and give one example.</p>	<p>To EXPLAIN different strategies for identifying and managing different pressure in a wide range of contexts and give examples.</p>
<b>Year 1</b>				
<p><b><u>Mental Wellbeing:</u></b></p> <p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p>	<p>To EXPLORE different emotions.</p>	<p>To IDENTIFY their own emotions.</p>	<p>To DESCRIBE their own emotions and exploring different coping mechanisms with support.</p>	<p>To EXPLAIN their own emotions using different coping mechanisms. To use a wide range of vocabulary.</p>
<p>That happiness is linked to being connected to others.</p>	<p>To EXPLORE positive relationships in their community at home and college.</p>	<p>To IDENTIFY that being positive around people can connect you to others.</p>	<p>To EXPLAIN that being positive around people can connect you to others. Is</p>	<p>To DESCRIBE scenarios and demonstrate that being positive around people can</p>



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
		Can show at least one example.	able to give more examples of being positive around people.	connect you to others.
How to recognise the early signs of mental wellbeing concerns.	To EXPLORE mindful techniques and positive relationships.	To be able to IDENTIFY at least one sign of concern linked to mental wellbeing.	To DESCRIBE the early signs on concerns related to mental health and give several examples.	To EXPLAIN a range of different signs of issues related to mental health wellbeing.
<b>Year 1</b>				
<p><b><u>Internet safety and harms:</u></b></p> <p>The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online over-reliance on online relationships including social media.</p> <p><a href="#">Link to POL ED SOW</a></p>	To EXPLORE safe practise on the Internet. Exploring what is real and what is pretend.	Can IDENTIFY and discuss what is seen as a real representation and what is fake online.	Can recognise and EXPLAIN by giving examples of what is seen as a real representation and what is fake online.	Can recognise, DESCRIBE and find examples online, explain by giving examples of what is seen as a real representation and what is fake online.
<b>Year 1</b>				
<p><b><u>Physical health and fitness:</u></b></p> <p>The positive associations between physical activity and promotion of mental</p>	EXPLORE physical activities on a regular basis.	IDENTIFY why physical activities are beneficial for your health and how it can improve	Can DESCRIBE why physical activities are beneficial for your health and how it can improve	EXPLAIN physical activities are beneficial for your health and how it can improve



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
wellbeing, including as an approach to combat stress.		your mental wellbeing.	your mental wellbeing.	your mental wellbeing and relieve stress feelings.
<b>Year 1</b>				
<b><u>Healthy Eating:</u></b>	To EXPLORE healthy eating and why it is important to make positive eating choices. To EXPLORE making healthy food. Linked with choices in the community and Kitchen sessions.	To IDENTIFY why healthy eating is important and how it will affect us positively. To identify healthy and unhealthy foods. Link with choices in the community and kitchen and apply this to their daily lives.	To DESCRIBE why healthy eating is important. Describe how eating unhealthy foods may have an impact on our lives, describe a range of scenarios and their long-term effects.	To EXPLAIN the importance of healthy eating. Give examples in different contexts explaining different people's lifestyles and how they may become healthy or unhealthy.
<b>Year 1</b>				
<b><u>Drugs, alcohol and tobacco:</u></b>  The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.  <a href="#">Link to POL ED SOW</a>	Explore and begin to identify healthy and unhealthy drugs.	Will be able to identify healthy and unhealthy drugs and the risks to your body and your mental health.	Will be able to identify healthy and unhealthy drugs and the risks to your body and your mental health. To know when and how to use appropriately.	Will be able to identify healthy and unhealthy drugs and the risks to your body and your mental health. To know when and how to use appropriately. To understand if drugs are legal or illegal.
The physical and psychological consequences of addiction, including alcohol dependency.	To EXPLORE healthy and unhealthy lifestyle choices.	Will IDENTIFY what addiction is and IDENTIFY the symptoms	Will DESCRIBE what addiction is and its repercussions.	Will EXPLAIN what addiction is and its repercussions.



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
		and negative effects.	Can give different examples of addition.	Can give different examples of addition, psychological and physical effects.
The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	Can understand that smoking is harmful to your body particularly the lungs.	Can understand that smoking is harmful to your body particularly the lungs and has some knowledge of the benefits of quitting.	Can understand that smoking is harmful to your body particularly the lungs and has a range of knowledge about the benefits of quitting smoking.	Can understand that smoking is harmful to your body particularly the lungs and has a range of knowledge about the benefits of quitting smoking. Can also access support independently.
<b>Year 1</b>				
<p><b>Health and prevention:</b></p> <p>About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p><b>Supported with Kitchen sessions.</b></p> <p><a href="#">Link to POL ED SOW</a></p>	Will EXPLORE what Hygiene is to prevent the spread of germs and different types of treatment.	Will IDENTIFY what Hygiene is and IDENTIFY how to prevent the spread of germs and different types of treatment.	Will have an expanded knowledge of Hygiene to prevent the spread of germs and different types of treatment. Will understand the process of antibiotics and where to seek advice.	Will have an expanded knowledge of Hygiene to prevent the spread of germs and different types of treatment. Will understand the process of antibiotics and where to seek advice independently.
The facts and science relating to immunisation and vaccination.	To EXPLORE healthy living. To EXPLORE going to the	To IDENTIFY why we go to the Doctors.	To DESCRIBE what an immunisations and	To EXPLAIN why we have immunisations





# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
	Doctors and why we do this. To EXPLORE why we need to have immunisations and vaccination.	To IDENTIFY why we have immunisations and vaccinations. To IDENTIFY one face about immunisation and vaccination.	vaccinations is. To DESCRIBE key facts about relating to immunisation and vaccination.	and vaccinations. To EXPLAIN key facts and give examples of when immunisation and vaccinations occur.
<b>Year 1</b>				
<b>Basic first aid:</b>  Basic treatment for common injuries.	To EXPLORE and recognise when they have an injury and who to contact for help.	Will understand and communicate when themselves have a minor injury and how to seek support.	Will understand and communicate when themselves or others have a minor injury and how to seek support.	Can independently communicate when themselves or others have a minor injury and how to seek support or treat the injury themselves.
How to effectively call for help.	To EXPLORE who to contact in an emergency. To take part in life skills sessions EXPLORING who to contact in different situations.	To IDENTIFY who to contact in an emergency. To take part in life skills sessions IDENTIFYING who to contact in different scenarios.	To DESCRIBE who to contact in different scenarios and give one example.	To EXPLAIN who to contact in different scenarios giving examples. To develop transferrable skills in the community as part of life skills sessions.
<b>Year 1</b>				
<b>Changing adolescent body:</b>  Key facts about puberty, the changing adolescent body and menstrual wellbeing.	To explore basic facts about changes in the body with support.	To identify the basic body changes of an adolescent. To be able to identify and	To identify the basic body changes of an adolescent. To be able to identify the	Will understand why the body changes in adolescent. To be able to identify the



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
		give one example of the different changes in both sexes.	different changes in both sexes. To be able understand the menstrual cycle.	different changes in both sexes. To be able understand the menstrual cycle and wellbeing.
The main changes which take place in males and females, and the implications for emotional and physical health.	To explore the changes that take place during puberty.	To identify and explain the main changes that take part in the sexes.	To identify and explain the main changes that take part in the sexes. Will understand the emotional and physical effects.	To identify and explain the main changes that take part in the sexes. Will understand and explain the emotional and physical effects.
<b>YEAR 2</b>				
<b><u>Families:</u></b>  What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	Will explore the idea of healthy relationships Will explore the idea of marriage with support.	Will Identify what marriage is.	Will be able to DESCRIBE what constitutes a marriage and give examples of rights and protections.	Will be able to EXPLAIN what a marriage is and give examples of rights and protections.
The characteristics and legal status of other types of long-term relationships.	To EXPLORE different types of relationships. To EXPLORE friendships, long term relationships and marriage.	To IDENTIFY different types of relationships. To IDENTIFY the differences between friendships,	To DESCRIBE different types of relationships. To DESCRIBE the differences and give one example.	To EXPLAIN different types of relationships and the differences particularly characteristics of long-term



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
		long term relationships and marriage.		relationships. To give examples from a range of different scenarios.
How to seek help or advice, including reporting concerns about others, if needed.	Will understand that there are trusted adults to communicate need to. Who do we speak to in the community if we are worried?	Will be able to Identify who we can speak to if we are concerned about others. Links to work in the community and careers.	To Describe different people, we can talk to if we need help or advice.	To Explain who we ask help for in different situations including at School, in the community and at home.
<b>Year 2</b>				
<p><b><u>Respectful relationships, including friendships:</u></b></p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p><b>Link to POL ED SOW</b></p>	Will demonstrate respectful relationships within the school/college community. Will show that they can communicate with a range of people respectfully.	Will be able to IDENTIFY elements of stereotyping relating to individual's relationship. Will be able to IDENTIFY why this is this negative behaviour.	Will be able to DESCRIBE different types of negative stereotyping and how they encourage negative behaviour.	Will be able to EXPLAIN the effects of stereotyping in a range of contexts and how they might encourage prejudice.
What constitutes sexual harassment and sexual violence and why these are always unacceptable.	To EXPLORE safe relationships and demonstrate respectful relationships with a range	To IDENTIFY safe and respectful relationships. To IDENTIFY how we behave with different	To DESCRIBE what constitutes unhealthy relationships, why is it unacceptable and who to	To EXPLAIN what constitutes unhealthy relationships, why it is unacceptable and what to



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
	of different people.	groups of people and why some behaviour is unacceptable.	Speak to if they are worried or concerned.	do if they are worried or concerned.
The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	To EXPLORE themes of equality, respect and friendship. To demonstrate this through respectful relationships at school. To EXPLORE respectful relationships and behaviour when in the community.	To IDENTIFY that everyone has equal rights and that we are all unique. To IDENTIFY negative behaviours such as Sexism, Homophobia and Racism.	To DESCRIBE what equality means and that everyone should be treated with respect. To Describe negative behaviours such as Sexism, Racism and Homophobia and DESCRIBE why this has no place in our society.	To EXPLAIN what equality means and give examples. To EXPLAIN why negative behaviours, have no place in our society and give examples why.
<b>Year 2</b>				
<p><b>Online and media:</b></p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p><a href="#">Link to POL ED SOW</a></p>	Will EXPLORE the risks involved with talking to people online. Will EXPLORE safe things to write and upload onto the internet.	To IDENTIFY risks about sharing information online. IDENTIFY the difficulty in removing data once it is uploaded.	To DESCRIBE the risks involved with sharing information online. DESCRIBE difficulty with removing data once it is in the public domain.	To EXPLAIN the risks involved with sharing information online. EXPLAIN the difficulty with removing data once it is online.
Not to provide material to others that they would not want shared further and not to share personal	To EXPLORE safe use of social media and internet, to EXPLORE	To IDENTIFY what can be seen as public or private material for	To DESCRIBE what can be seen as public or private material for	To EXPLAIN what can be seen as public or private material for



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
material which is sent to them. <a href="#">Link to POL ED SOW</a>	what we should and shouldn't write or put on the internet.	sharing online by giving one example.	sharing online by giving several examples.	sharing online. To understand the different types of media used to share personal information.
What to do and where to get support to report material or manage issues online. <a href="#">Link to POL ED SOW</a>	To EXPLORE who to speak to if they need help with the use of the internet and or social media.	To IDENTIFY who to speak to for help online and what materials are inappropriate and the next steps.	To DESCRIBE who to speak to for help online and what materials are inappropriate and to be able to identify different agencies to report different issues.	To EXPLAIN who to speak to for help online and what materials are inappropriate. To be able to report different agencies to report different issues independently.
<b>Year 2</b>				
<b><u>Being Safe &amp; Intimate and Sexual Relationships:</u></b> <a href="#">The facts around conception and pregnancy, including miscarriage.</a>	Will EXPLORE the process of conception and pregnancy	Will be able to IDENTIFY the facts around conception and pregnancy.	To DESCRIBE facts related to conception and pregnancy.	To EXPLAIN facts related to conception and pregnancy.
The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.	To EXPLORE healthy lifestyle choices. To EXPLORE facts about reproductive health.	To IDENTIFY healthy lifestyle choices and how these related to facts about reproductive health in men and women.	To DESCRIBE healthy lifestyle choices and how they related to reproductive health in men and women.	To EXPLAIN facts about reproductive health including fertility. To EXPLAIN how lifestyle choices may have an effect on reproductive health.

# 'Learning to Love'

Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
<p>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p><b>(Identified groups as appropriate.)</b></p> <p><b>Link to POL ED SOW</b></p>	To EXPLORE different types of contraception choices	The IDENTIFY several types of contraception and why they are used (male and female).	The DESCRIBE all different types of contraception and why they are used (male and female). To also understand where to access them.	The EXPLAIN all different types of contraception and why they are used (male and female). To also understand where to access them and the side effects.
<p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p><b>Additional Workshops as appropriate.</b></p> <p><b>Link to POL ED SOW</b></p>	To EXPLORE themes of help and who to speak to. To EXPLORE themes of going to Doctor and what they are for.	To IDENTIFY where we can go get advice. To IDENTIFY what a Doctor or Nurse is for and how we can get advice.	To DESCRIBE how to get advice. DESCRIBE what confidential means and give one example.	To EXPLAIN how to get advice about sexual and reproductive information.
<p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p>	To EXPLORE themes of choice and how to say no if we are not sure about something. To EXPLORE who to contact if we need help.	To IDENTIFY how to make a choice with relation to pregnancy. To IDENTIFY who to speak to if we need help.	To DESCRIBE the choices available to us with regards to pregnancy. To DESCRIBE who to speak and give one example.	To EXPLAIN the choices available to us and give examples of who to speak to giving examples.
<b>Year 2</b>				
<p><b>Mental Wellbeing:</b></p> <p>That happiness is linked to being connected to others.</p>	To EXPLORE positive relationships in their community at home and college.	To IDENTIFY that being positive around people can connect you to others.	To DESSCRIBE that being positive around people can connect you to others. Is	To EXPLAIN scenarios and demonstrate that being positive around people can



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
		Can show at least one example.	able to give more examples of being positive around people.	connect you to others.
The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Will EXPLORE and take part in physical exercise, take part in life skills trips into the community. Take part in a range of work-based skills in the community.	Will IDENTIFY the importance of physical exercise, time outdoors and community participations. To take part in life skills trips and work experience in a range of different settings and scenarios.	To DESCRIBE the importance of physical exercise, take part in life skills trips into the community. Take part in a range of work-based skills in the community.	To EXPLAIN the importance of physical exercise, take part in life skills trips into the community. Take part in a range of work-based skills in the community.
<b>Year 2</b>				
<p><b>Additional workshops delivered with outside agencies.</b></p> <p><b><u>Internet safety and Harms:</u></b></p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p><b>Link to POL ED SOW</b></p>	Will EXPLORE safe practise on the internet. Will explore how to say if someone is being unsafe on the internet.	Will be able to IDENTIFY harmful behaviours online including bullying and harassment. Will IDENTIFY who to speak to or report to if they have been affected by this.	Will DESCRIBE different behaviours online both negative and positive in a range of different scenarios. Will EXPLAIN how to report negative behaviours and who to speak to.	Will DESCRIBE a range of different negative and positive behaviours online. Will DESCRIBE how to report different scenarios and who to speak to both in and out of college and in the community.
<p><b>Additional workshops delivered with outside agencies.</b></p> <p>How to identify harmful behaviours online</p>	Will EXPLORE safe practise on the internet. Will explore how to say if	Will be able to IDENTIFY harmful behaviours online including	Will DESCRIBE different behaviours online both negative and positive in a	Will DESCRIBE a range of different negative and positive



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
(including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.  <a href="#">Link to POL ED SOW</a>	someone is being unsafe on the internet.	bullying and harassment. Will IDENTIFY who to speak to or report to if they have been affected by this.	range of different scenarios. Will EXPLAIN how to report negative behaviours and who to speak to.	behaviours online. Will DESCRIBE how to report different scenarios and who to speak to both in and out of college and in the community.
<b>Year 2</b>				
<b><u>Physical health and fitness:</u></b>  The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	To EXPLORE regular physical activities and EXPLORE how this is positive for our bodies and minds.	To IDENTIFY why we regularly exercise and IDENTIFY why this is important for our bodies and minds.	To DESCRIBE why it is important to regularly exercise and give one example of negative impacts if we have a sedentary life.	To EXPLAIN the importance of regular exercise and healthy eating and give examples from a range of scenarios why this is important.
<b>Year 2</b>				
<b><u>Healthy Eating:</u></b>	To EXPLORE healthy eating and why it is important to make positive eating choices. To EXPLORE making healthy food. Linked with choices in the community and Kitchen sessions.	To IDENTIFY why healthy eating is important and how it will affect us positively. To identify healthy and unhealthy foods. Link with choices in the community and kitchen and apply this to their daily lives.	To DESCRIBE why healthy eating is important. Describe how eating unhealthy foods may have an impact on our lives, describe a range of scenarios and their long-term effects.	To EXPLAIN the importance of healthy eating. Give examples in different contexts explaining different people's lifestyles and how they may become healthy or unhealthy.
<b>Year 2</b>				
<b><u>Drugs, alcohol and tobacco:</u></b>	To EXPLORE healthy living.	To IDENTIFY negative	To DESCRIBE different	To EXPLAIN the physical





# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
<p>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p><b>Additional Workshops for Identified Groups.</b></p>	To EXPLORE healthy lifestyle choices and negative choices such as drugs, alcohol and tobacco.	lifestyle choices. To give one example of negative effects these choices can have.	negative lifestyle choices given multiple examples of how these choices and have physical and psychological effects on a person.	and psychological risks with alcohol, drugs and tobacco consumption. To EXPLAIN and give examples in different scenarios.
<p>The law relating to the supply and possession of illegal substances.</p> <p><b>Link to POL ED SOW</b></p>	To EXPLORE which people can help us in the community and who we can speak to.	Be able to IDENTIFY consequences of possession of illegal substances.	Can DESCRIBE consequences of possession or supply of illegal substances.	EXPLAIN the law around having possession or supply of illegal substances.
<b>Year 2</b>				
<p><b>Health and Prevention:</b> About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p>	To EXPLORE dental health and oral hygiene. To EXPLORE and take part in teeth brushing activities. To EXPLORE roles of Dentist and going for appointments.	To IDENTIFY why we brush our teeth. To IDENTIFY good oral Hygiene. To IDENTIFY why we go to the Dentist regularly.	To DESCRIBE The benefits of good oral hygiene and give examples. To DESCRIBE why it is important to have regular check ups at the dentist.	To EXPLAIN why it is important to practise good oral hygiene and give a range of examples including long term implications. To EXPLAIN why we attend dentist check-ups on a regular basis.
<p>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>	Will EXPLORE Healthy Lifestyles will be able to explore with staff and say when they are tired and why.	Will IDENTIFY the importance of good quality sleep. Will IDENTIFY how lack of sleep can	Will DESCRIBE the importance of good quality sleep. Will DESCRIBE how lack of sleep can affect	Will EXPLAIN the importance of sleep and how it can affect day to day processing.



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
		affect mood, weight and ability to learn.	mood, weight and ability to learn. Will give one example.	Will EXPLAIN multiple examples in different scenarios.
<b>Year 2</b>				
<p><b><u>Basic First Aid:</u></b></p> <p>Life-saving skills, including how to administer CPR.</p>	Will EXPLORE when there is an emergency and who to communicate with in an emergency.	Will IDENTIFY who to contact in an emergency. Will IDENTIFY signs when someone needs CPR.	Will DESCRIBE the signs someone needs CPR. Will DESCRIBE who to contact in different situations.	Will EXPLAIN the signs of someone in need of CPR. Will explain how to administer CPR. Will give examples in different scenarios.
<b>Year 2</b>				
<p><b><u>Changing adolescent body:</u></b></p> <p>Key facts about puberty, the changing adolescent body and menstrual wellbeing.</p>	To explore basic facts about changes in the body with support.	To identify the basic body changes of an adolescent. To be able to identify and give one example of the different changes in both sexes.	To identify the basic body changes of an adolescent. To be able to identify the different changes in both sexes. To be able understand the menstrual cycle.	Will understand why the body changes in adolescent. To be able to identify the different changes in both sexes. To be able understand the menstrual cycle and wellbeing.
The main changes which take place in males and females, and the implications for emotional and physical health.	To explore the changes that take place during puberty.	To identify and explain the main changes that take part in the sexes.	To identify and explain the main changes that take part in the sexes. Will understand the emotional and physical effects.	To identify and explain the main changes that take part in the sexes. Will understand and explain the emotional and physical effects.

Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
<b>YEAR 3</b>				
<p><b><u>Families:</u></b></p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p>	<p>To EXPLORE the idea of marriage. To EXPLORE themes of trust, loyalty and commitment.</p>	<p>To IDENTIFY why marriage is an important relationship choice. To IDENTIFY the theme of trust and choice.</p>	<p>To DESCRIBE why marriage is an important relationship choice. To DESCRIBE why it is important we have choice and marriage must be freely entered into.</p>	<p>To EXPLAIN why marriage is an important relationship choice. To EXPLAIN why it is important that marriage is entered into freely giving examples in a range of scenarios.</p>
<p>How to: Determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p>	<p>To EXPLORE safe relationships. To explore stranger danger in the community. To say whether someone is a safe friend or not.</p>	<p>To IDENTIFY trustworthy people in school/home and in the community. Will IDENTIFY who to contact when they need help.</p>	<p>To DESCRIBE trustworthy people in the life. Will DESCRIBE what an unsafe person may do and give one example. Will DESCRIBE how to find help.</p>	<p>To EXPLAIN trustworthy people in a range of scenarios. To EXPLAIN how to judge if someone is a trustworthy person. To give examples of untrustworthy and trustworthy people in different scenarios.</p>
<p>How to seek help or advice, including reporting concerns about others, if needed.</p>	<p>To EXPLORE who to contact in an emergency. To take part in life skills sessions EXPLORING who to contact in</p>	<p>To IDENTIFY who to contact in an emergency. To take part in life skills sessions IDENTIFYING who to contact in</p>	<p>To DESCRIBE who to contact in different scenarios and give one example.</p>	<p>To EXPLAIN who to contact in different scenarios giving examples. To develop transferrable skills in the</p>



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
	different situations.	different scenarios.		community as part of life skills sessions.
<b>Year 3</b>				
<p><b>Additional work during ANTI BULLYING WEEK.</b></p> <p><b><u>Respectful relationships, including friendships:</u></b></p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p>	To EXPLORE what a bullying is. To EXPLORE positive friendships to recognise who to speak to if they are upset and where to get help.	To IDENTIFY different types of bullying (cyber, physical, mental). To IDENTIFY the impact of bullying. To IDENTIFY who to report bullying to.	To DESCRIBE different types of bullying. To DESCRIBE the impact different types of bullying can have. To DESCRIBE how to report different types of bullying.	To EXPLAIN different types of bullying in different scenario. To EXPLAIN the impact different types of bullying can have on different types of people. To EXPLAIN how to report different types of bullying.
<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p><b>Additional workshops as appropriate.</b></p> <p><b>Link to POL ED SOW</b></p>	To EXPLORE what are positive and negative behaviour in a relationship. To EXPLORE and demonstrate positive relationships amongst friends/peers and staff at school.	To IDENTIFY what is positive and negative behaviour within relationships and to give one example. To IDENTIFY what can happen when negative behaviours appear in a relationship.	To DESCRIBE what is positive and negative behaviour in different relationships and to give several examples. TO DESCRIBE consequences of criminal behaviour in a relationship.	To EXPLAIN what is good behaviour and bad behaviour in a relationship and to give several examples. To understand consequences and the impact of criminal behaviour in a relationship.
<b>Year 3</b>				
<p><b><u>Online and Media:</u></b></p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of</p>	To EXPLORE safe use of the internet and demonstrate an awareness of how to use the internet	To IDENTIFY safe use of the internet and to recognise that some website has images of	To DESCRIBE how to use the internet safely and recognise that some website has images of	To EXPLAIN how to use the internet and EXPLAIN that some websites contain

Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
<p>sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p><b>(Additional workshops delivered as appropriate for identified pupils.)</b></p> <p><b>Link to POL ED SOW</b></p>	<p>independently.</p>	<p>a sexual nature. To IDENTIFY that this does not reflect society and how we behave in the world.</p>	<p>a sexual nature. To DESCRIBE that this does not reflect society and how we behave in the world.</p>	<p>material of a sexual nature. To EXPLAIN that this does not reflect society as a whole and how we behave in the world.</p>
<p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p><b>Additional Social Media workshops as appropriate.</b></p> <p><b>Link to POL ED SOW</b></p>	<p>To EXPLORE themes of safe practise when online. To EXPLORE themes of keeping ourselves safe and the role of Police in society.</p>	<p>To IDENTIFY how to behave safely on the internet. To IDENTIFY why we shouldn't look, create or share indecent materials. To IDENTIFY the difference between a child and adult.</p>	<p>To DESCRIBE why we shouldn't access, create or share indecent materials both online and physical versions. To DESCRIBE the differences between and adult and a child and recognise their own status.</p>	<p>To EXPLAIN why sharing and viewing indecent images is a criminal offence which carries severe penalties. To EXPLAIN giving examples how this affects all people involved.</p>
<p>The impact of viewing harmful content.</p> <p><b>Link to POL ED SOW</b></p>	<p>To EXPLORE what we should and shouldn't look at on the internet.</p>	<p>To IDENTIFY the difference between harmful and acceptable viewing content. To give an example.</p>	<p>To DESCRIBE the difference between harmful and acceptable viewing content. To give several examples.</p>	<p>To EXPLAIN the difference between harmful and acceptable viewing content. To give several examples. To also understand</p>



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
				the legality and the consequences.
<b>Year 3</b>				
<p><b><u>Being Safe &amp; Intimate and Sexual Relationships:</u></b></p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p><b>Additional workshops with Identified Groups.</b></p>	To EXPLORE healthy relationships and who to speak to if they need help.	To IDENTIFY different STIs, the symptoms and treatment. IDENTIFY who to speak to about getting support.	To DESCRIBE different STIs and their symptoms and treatment. To DESCRIBE different professionals, they can speak to if they need support.	To EXPLAIN the causes of STIs, their symptoms and treatment. To EXPLAIN in a range of scenarios who they can contact and treatment.
<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <p><b>Link to POL ED SOW</b></p>	To EXPLORE the concepts of safe relationships To EXPLORE who to speak to in different situation if they don't feel safe.	To IDENTIFY key features of safe relationships. To IDENTIFY what consent means. To IDENTIFY themes of negative relationships.	To DESCRIBE features of safe relationships giving examples. To DESCRIBE what consent means. To DESCRIBE a range of different negative behaviours found in relationships and how these can affect future relationships.	To EXPLAIN features of safe relationships giving examples. To EXPLAIN what consent means. To EXPLAIN a range of different negative behaviours found in relationships and how these can affect future relationships.
How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex	To EXPLORE the risks in a sexual relation of sexually transmitted infections (STI/AIDS/AIDS)	To IDENTIFY the risks in a sexual relation of sexually transmitted infections (STI/AIDS/AIDS)	To DESCRIBE that you could be at risk in a sexual relation of sexually transmitted	To EXPLAIN that you could be at risk in a sexual relation of sexually transmitted

# 'Learning to Love'

Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
(including through condom use) and the importance of and facts about testing. <b>(Identified groups as appropriate.)</b>	). To know how to protect themselves by using a condom.	). To know how to protect themselves by using a condom.	infections (STI/AIDS/AIDS ). To know how to protect themselves by using a condom.	infections (STI/AIDS/AIDS ). To know how to protect themselves by using a condom and where to seek advice on being tested independently.
How the use of alcohol and drugs can lead to risky sexual behaviour. <b>(Additional elements related to sexual behaviour with identified groups only.)</b> <a href="#">Link to POL ED SOW</a>	To EXPLORE healthy lifestyles including negative behaviours such as drinking too much alcohol.	To IDENTIFY elements of health lifestyles why it is unhealthy to excessively drink alcohol. To IDENTIFY safe and unsafe drugs and the effect it can have on your behaviour.	To DESCRIBE different types of drugs both safe and unsafe. To DESCRIBE how excessive use of alcohol can have effects on behaviour and health.	To EXPLAIN different types of drugs and their negative effects. To DESCRIBE how excessive use of alcohol can have effects on behaviour and health.
<b>Year 3</b>				
<b>Mental Wellbeing:</b> How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	To EXPLORE themes of positive and negative behaviour. To EXPLORE themes of mental health. To demonstrate positive and respectful relationships within a school setting.	To IDENTIFY positive choices within different settings. To IDENTIFY that when we do or say something it may have a positive or negative effect on others.	To DESCRIBE how our own behaviour may have a positive or negative effect on themselves or others, giving one example.	To EXPLAIN how our own behaviour may have an effect on ourselves or others. To EXPLAIN and give examples how this may manifest itself.
Common types of mental ill health (e.g.	To EXPLORE positive mental health	To IDENTIFY common types of	To DESCRIBE common types of	To EXPLAIN common types of



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
anxiety and depression)	strategies such as healthy eating, mindfulness and positive relationships	mental ill health. To IDENTIFY positive strategies to support them with mental health.	mental ill health. To DESCRIBE positive strategies to support them with mental health.	mental ill health and how they manifest themselves. To EXPLAIN positive strategies to support mental health.
<b>Year 3</b>				
<p><b><u>Internet safety and harms:</u></b></p> <p>The risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p><a href="#">Link to POL ED SOW</a></p>	<p>To EXPLORE the use of money both in a classroom setting and in the community. To EXPLORE how apps and gaming can encourage you to spend money.</p>	<p>To IDENTIFY why online gambling can become addictive. To IDENTIFY how websites, target advertisements towards people in a range of situations.</p>	<p>To DESCRIBE the risks related to online gambling including what happened what you get into debt. To DESCRIBE how companies, target adverts to different groups of people.</p>	<p>To EXPLAIN the risks related to online gambling including the adverse effects of debt accumulation and how advertising is targeted towards people in a number of different scenarios.</p>
<b>Year 3</b>				
<p><b><u>Physical health and fitness:</u></b></p> <p>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</p>	<p>Will EXPLORE healthy eating choices. Will be able to make healthy meals with support in the kitchen.</p> <p>Will EXPLORE and take part in Physical Exercise as part of Gym sessions.</p>	<p>Will IDENTIFY elements of a healthy lifestyle. Will IDENTIFY the importance of maintaining a healthy weight including links between and no exercise and various diseases.</p>	<p>Will DESCRIBE what constitutes a healthy lifestyle. Will DESCRIBE how an inactive lifestyle and ill health.</p> <p>Will DESCRIBE and take part in gym/exercise sessions to</p>	<p>Will EXPLAIN how a healthy balanced diet alongside an active life contributes to a healthy lifestyle and compare with an inactive lifestyle.</p> <p>Will EXPLAIN how gym session support these</p>





# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
		Will IDENTIFY and take part in gym/exercise sessions to support learning and healthy lifestyles.	support learning and healthy lifestyles.	healthy lifestyles referencing part of the body, muscles and exercise.
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	EXPLORE the differences between a healthy and an unhealthy diet.	Will IDENTIFY the differences between a healthy and an unhealthy diet.	Will DESCRIBE the differences between a healthy and an unhealthy diet. Can give one example of the impact it has on your body.	Can EXPLAIN the different health risks between a healthy and an unhealthy diet. Understanding the different impacts on your body.
<b>Year 3</b>				
<b>Healthy Eating:</b>  Supported by Kitchen sessions	To EXPLORE healthy eating and why it is important to make positive eating choices. To EXPLORE making healthy food. Linked with choices in the community and Kitchen sessions.	To IDENTIFY why healthy eating is important and how it will affect us positively. To identify healthy and unhealthy foods. Link with choices in the community and kitchen and apply this to their daily lives.	To DESCRIBE why healthy eating is important. Describe how eating unhealthy foods may have an impact on our lives, describe a range of scenarios and their long term effects.	To EXPLAIN the importance of healthy eating. Give examples in different contexts explaining different people's lifestyles and how they may become healthy or unhealthy.
<b>Year 3</b>				
<b>Drugs Alcohol and Tobacco:</b>  The physical and psychological risks associated with	To EXPLORE healthy living. To EXPLORE healthy lifestyle choices and	To IDENTIFY negative lifestyle choices. To give one example of	To DESCRIBE different negative lifestyle choices given multiple	To EXPLAIN the physical and psychological risks with alcohol, drugs



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
alcohol consumption and what constitutes low risk alcohol consumption in adulthood.  <b>Additional workshops for identified groups</b>	negative choices such as drugs, alcohol and tobacco.	negative effects these choices can have.	examples of how these choices and have physical and psychological effects on a person.	and tobacco consumption. To EXPLAIN and give examples in different scenarios.
Awareness of the dangers of drugs which are prescribed but still present serious health risks.  <b>Link to POL ED SOW</b>	To EXPLORE healthy lifestyles and the importance of following instructions medication from the Doctors/Pharmacist. To EXPLORE themes of only taking medication that is prescribed to us.	To IDENTIFY the dangers of prescription drugs and following instructions. To IDENTIFY what can happen if we do not follow medication instructions. To IDENTIFY who to speak to if we need help.	To DESCRIBE the dangers of not following instructions on prescription labels. To DESCRIBE what can happen if we do not follow medical warnings. To DESCRIBE what to do in these situations if we need help.	To EXPLAIN the dangers of not following instructions. To EXPLAIN what can happen giving examples. To EXPLAIN what to do in a range of different scenarios.
<b>Year 3</b>				
<b>Health and prevention:</b>  The benefits of regular self-examination and screening.	To EXPLORE the theme of visiting the Doctor. To EXPLORE themes of self-examination in relation to growing up and puberty.	To IDENTIFY why we go to the Doctors. To IDENTIFY one benefit or regular self-examination or screening.	To DESCRIBE why it is important to regularly self-examine or be screened and give an example.	To EXPLAIN the importance of self-examination and screening and give examples in different scenarios.
<b>Year 3</b>				
<b>Basic First Aid:</b>  The purpose of defibrillators and when one might be needed.	Will EXPLORE who to communicate with if someone needs help.	To IDENTIFY the purpose of defibrillators and when they may be needed.	To DESCRIBE the purpose of defibrillators and give one example of when one might be needed.	To EXPLAIN the purpose of defibrillators and give examples of when one might be needed.



# 'Learning to Love'



Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
<b>Year 3</b>				
<p><b><u>Changing adolescent body:</u></b></p> <p>Key facts about puberty, the changing adolescent body and menstrual wellbeing.</p>	To EXPLORE the changes our bodies, go through. To EXPLORE what this means.	To IDENTIFY the changes bodies, go through.	To DESCRIBE the changes our bodies, go through.	To EXPLAIN the changes our bodies, go through and the physical and emotional elements involved.
The main changes which take place in males and females, and the implications for emotional and physical health.	To explore the changes that take place during puberty.	To identify and explain the main changes that take part in the sexes.	To identify and explain the main changes that take part in the sexes. Will understand the emotional and physical effects.	To identify and explain the main changes that take part in the sexes. Will understand and explain the emotional and physical effects.