

'Learning to Love'

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



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

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.

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

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CCA

Our curriculum is based on a spiral curriculum over 1 year, which revisits topics/themes as needed (dependent on children's needs/scenarios that arise) to take into account the need for repetition, to give our pupils the full breadth of opportunity to develop mastery and to be inclusive for learners that need a range of learning situations to develop transferrable skills. Our progressions focuses on curriculum readiness. Our curriculum is based on outcomes from the PSHE Associations Planning Framework for pupils with SEND. Staff also use outcomes from EYFS Development Matters and SCERTS to promote opportunities throughout the school day to develop relationships, self-awareness and emotional regulation on a daily basis.

Child specific individual outcomes are included in EHCPs and Individual Learning Plans. Outcomes are chosen based on each pupil's individual developmental needs, age, gender and level of maturity.

Pupils' learning takes place:

- In the Classroom (Indoor and Outdoor Classrooms)
- Through daily Enhanced Provision
- Daily PSHE lessons following the curriculum
- Through Life Skills Sessions
- Through Occupational Therapy sessions
- Through special events throughout the year e.g. Anti-bullying Week, Healthy Eating Week

The CCA Informal RSHE curriculum uses differentiated intended learning outcomes for each topic in progressive stages, starting with the first stage 'Encountering', through to the final stage 'Enrichment'. Each stage builds on the one before. Due to the complex needs of our pupils, all pupils will be exposed to learning in each stage but may not achieve the specific outcomes. This progression is based on each individual child's level of development and maturity. As all the learners in CCA have complex learning needs, some pupils may not progress through all stages due to their level of understanding and emotional maturity but will be exposed to learning from other stages.

Encountering	Foundation	Core	Development	Enrichment
Effective engagement in the learning process	Underpinning learning	Fundamental learning elements	Increasing understanding of learning	Deepening application of learning

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*

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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*

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness	Self-care, Support and Safety	Managing feelings	Changing and Growing	Healthy Lifestyles	The World I live In
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private 6. Feeling unwell 	<ol style="list-style-type: none"> 1. Identifying and expressing feelings 2. Managing strong feelings 	<ol style="list-style-type: none"> 1. Baby to adult 2. Changes at puberty 3. Dealing with touch 4. Different types of relationships 	<ol style="list-style-type: none"> 1. Healthy Eating 2. Taking care of physical health 3. Keeping well 	<ol style="list-style-type: none"> 1. Jobs people do 2. Taking care of the environment 3. Belonging to a community






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 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

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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></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></p> <p>***Module 3- Appreciate (Gratitude, grateful)</p>	<p>Being Safe</p> <p>Mental Wellbeing</p> <p></p> <p>***Module 1- Meet Your Brain (happy breathing, mental wellbeing, perseverance)</p>	<p>Eating healthy</p> <p>Drugs Alcohol and Tobacco</p> <p></p> <p>***Module 5- Engage (goals, perseverance)</p>	<p>Health prevention</p> <p>Basic First aid</p> <p></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

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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>

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

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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					

Farnley CMLN

Our curriculum is based on a spiral curriculum which revisits topics/themes as needed to take into account the need for repetition, to give our pupils the full breadth of opportunity to develop mastery and to be inclusive for learners that need a range of learning situations to develop transferrable skills. Our progressions focuses on curriculum readiness.

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. Staff use Intensive Interaction to develop relationships and social communication on a daily basis with significant interactions prioritised above other classroom activities.

Pupils' learning takes place:

- Throughout the school day in all areas with Intensive Interaction as a priority.
- Through daily Enhanced Provision
- 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 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.

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Encounter	Awareness:	Attention and Response	Engagement:	Participation	Involvement
The student or client is present during an interactive episode without any obvious awareness of its progression. e.g. a willingness to tolerate a shared social atmosphere or environment is sufficient	The student or client 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. e.g. by showing signs of surprise, enjoyment, frustration or dissatisfaction	The student or client shows consistent attention to the interactive episode presented to them. e.g. by sustained looking or listening, or repeatedly following events with movements of their eyes, head or other body parts	The student or client shows anticipation of, and engages in, taking turns in a sequence of events during an interactive episode. e.g. by intentionally sequencing their actions with another person or by intentionally passing signals repeatedly back and forth	The student or client makes active efforts to reach out, consistently join in, or even comment in some way on the interaction. e.g. by sequencing their actions and speaking, signing, vocalising or gesturing in some consistent and meaningful way

Priesthorpe

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

[Priesthorpe Policies](#)

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 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

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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

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Annex 1:

CMLN Informal PSHE Map

Our curriculum is based on a spiral curriculum which revisits topics/themes as needed to take into account the need for repetition, to give our pupils the full breadth of opportunity to develop mastery and to be inclusive for learners that need a range of learning situations to develop transferrable skills. Our progressions focuses on curriculum readiness.

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. Staff use Intensive Interaction to develop relationships and social communication on a daily basis with significant interactions prioritised above other classroom activities.

Pupils' learning takes place:

- Throughout the school day in all areas with Intensive\Interaction as a priority.
 - Through daily Enhanced Provision
 - 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 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.

Encounter	Awareness:	Attention and Response	Engagement:	Participation	Involvement
The student or client is present during an interactive episode without any obvious awareness of its progression. e.g. a willingness to tolerate a shared social atmosphere or environment is sufficient	The student or client 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. e.g. by showing signs of surprise, enjoyment, frustration or dissatisfaction	The student or client shows consistent attention to the interactive episode presented to them. e.g. by sustained looking or listening, or repeatedly following events with movements of their eyes, head or other body parts	The student or client shows anticipation of, and engages in, taking turns in a sequence of events during an interactive episode. e.g. by intentionally sequencing their actions with another person or by intentionally passing signals repeatedly back and forth	The student or client makes active efforts to reach out, consistently join in, or even comment in some way on the interaction. e.g. by sequencing their actions and speaking, signing, vocalising or gesturing in some consistent and meaningful way



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Social Communication and Building Relationships.					
	Encounter/Emerging	Awareness	Attention and Response/Developing	Engagement:	Participation/Secure.
Responses	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.
Tolerance of an interaction partner.	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.
Responding to an interaction partner.		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.



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<p>Expressing Likes and Dislikes.</p>			<p>The learner demonstrates their interest in an item or activity by repeatedly following events with movements of their eyes, head or other body parts.</p>	<p>The learner will communicate likes and dislikes by sequencing their actions and speaking, signing, vocalising or gesturing in some consistent and meaningful way</p>
<p>Indicating Choices.</p>				<p>The learner may make requests for specific games and activities such as round and round the garden.</p>

Hygiene and Self-care.			
	Emerging	Developing	Secure
<p>Eating and Drinking</p>	<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>
<p>Dressing and Undressing</p>	<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/</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</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</p>



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	underwear/ shorts.	after I am helped to push down my waistband.	will push down my waist band and pull my feet out of my underwear/trousers/shorts/skirt.
Personal Hygiene	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).	I will tolerate physical prompting to hold a face cloth and wipe my face. I will tolerate being supported to wash my hands and face. 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. I will participate in cleaning my teeth at lunchtime if I am part of the teeth cleaning programme.	I will start to successfully use the toilet on a regular basis as part of habit training/ toilet training. I will wipe my face independently after eating and drinking. I will clean my teeth independently with close supervision. I will wash my hands independently with reminders.

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*
6. **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 3. Playing and workin	1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping	1. Identifying and expressing feelings 2. Managing strong feelings	1. Baby to adult 2. Changes at puberty 3. Dealing with touch	1. Healthy Eating 2. Taking care of physical health 3. Keeping well	1. Jobs people do 2. Taking care of the environment 3. Belonging to a community



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<p>g togeth er</p> <p>4. People who are special to us</p> <p>5. Getting on with others</p>	<p><i>safe online</i></p> <p>5. <i>Public and Privat e</i></p> <p>6. <i>Feelin g unwell</i></p>		<p>4. <i>Differ ent types of relatio nships</i></p>		
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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	Internet safety and harms	Being Safe	Eating healthy	Health prevention	Changing adolescent bodies
Caring friendships	Online relationships	Mental Wellbeing	Drugs Alcohol and Tobacco	Basic First aid	
Respectful relationships					
***Module 2- Celebrate (character, self-esteem, what	***Module 3- Appreciate	***Module 1- Meet Your Brain	***Module 5- Engage (goals, perseverance)	***Module 5- Engage	



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we can do to help others) Module 4- Relate (positive relationships, listening)	(Gratitude, grateful)	(happy breathing, mental wellbeing, perseverance)		(goals, perseverance)	
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Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
Year 1				
<p><u>Families and people who care for me :</u></p> <p>That families are important for children growing up because they can give love, security and stability.</p>	Will be able to EXPLORE different types of families and they can all be different.	Will be able to articulate that there are different types of families and IDENTIFY one example.	Will be able to DESCRIBE different types of families and give different examples.	Will be able to EXPLAIN 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>People Who help us You , me PSHE</p>	To EXPLORE what a happy and healthy home looks like in different arrangements.	To IDENTIFY what a happy and healthy home looks like, and to give one example.	To DESCRIBE what a happy and healthy home looks like, and to give several examples.	To EXPLAIN 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.



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<p><i>Pol-Ed Who are the emergency services?</i></p>				
<p><u>Caring friendships</u></p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>To EXPLORE how friendships make use happy.</p>	<p>To IDENTIFY how friendships make us happy and give an example. To identify a friend.</p>	<p>To DESCRIBE how friends make you happy and why they are your friend. To Describe why you have chosen them to be your friend.</p>	<p>To EXPLAIN how friends 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><i>Maintaining friendships</i> <i>You, me PSHE</i></p>	<p>To EXPLORE qualities of being a good friend.</p>	<p>To IDENTIFY how you and others are good friends and what qualities you gain from them.</p>	<p>To DESCRIBE people that are good friends and describe some of the characteristics.</p>	<p>To EXPLAIN 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><u>Respectful relationships</u></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 EXPLORE how to be respectful to other.</p>	<p>To IDENTIFY the importance of respecting others and why they need to do this.</p>	<p>To DESCRIBE different ways in which they respect others. To DESCRIBE different choices that people could make.</p>	<p>To EXPLAIN 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</p>	<p>To EXPLORE respectful</p>	<p>To IDENTIFY different types</p>	<p>To interact and DESCRIBE with</p>	<p>To interact with a range of</p>



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<p>improve or support respectful relationships.</p> <p>Bullying- see it, say it, stop it! You , me PSHE</p> <p><i>Pol-Ed Gentle Hands (How to touch nicely)</i></p>	<p>relationships demonstrated on interaction with a range of people such as staff and fellow pupil's.</p>	<p>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>a range of people such as staff and pupils at college. Whilst supported at work experience and out in the community.</p>	<p>people like staff and pupils at college. Whilst at work experience and out in the community independently EXPLAINING each of these scenarios.</p>
<p><u>Internet safety and harms</u></p> <p>That for most people the internet is an integral part of life and has many benefits.</p>	<p>To EXPLORE how the internet can be used.</p>	<p>To IDENTIFY uses of the internet.</p>	<p>To DESCRIBE different ways they and others use the internet. To give one example.</p>	<p>To EXPLAIN how they use the internet and EXPLAIN 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>When things go wrong You , me PSHE</p>	<p>To EXPLORE the positive and negatives of working online.</p>	<p>To IDENTIFY Benefits and negatives to spending time online. To IDENTIFY positive and negative impacts of online.</p>	<p>To DESCRIBE safe use online and the misuse of the internet for negative purposes. DESCRIBE negative content online and how people will feel.</p>	<p>To EXPLAIN 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>SAFER INTERNET DAY</p>	<p>To EXPLORE safe use of social media and internet, to EXPLORE what you would do to get support.</p>	<p>To IDENTIFY how you can get support with issues online.</p>	<p>To DESCRIBE what they would do in certain situations. To DESCRIBE how they would get support.</p>	<p>To EXPLAIN what support you can get with issues online and what issues may occur.</p>



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<p>Internet Safety You , me PSHE</p>				
<p>Online relationships 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 EXPLORE how people can present themselves online. To EXPLORE the principles of relationships on and offline.</p>	<p>To IDENTIFY how people sometimes behave differently online. To IDENTIFY on and off line relationships.</p>	<p>To DESCRIBE how people can behave different online and give examples.</p>	<p>To EXPLAIN how people are behaving on and offline. 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 EXPLORE the rules for keeping safe online and how to recognise risks. To explore how to report harmful content.</p>	<p>To IDENTIFY the rules of staying safe online and giving examples. To identify harmful content and how to report.</p>	<p>To DESCRIBE the rules of staying safe online and give examples. Describe risk and harmful content and how to report.</p>	<p>To EXPLAIN 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.</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>Keeping Safe Online You , me PSHE</p>	<p>To explore relationships online and how information can be stored.</p>	<p>To identify their online friendships and discuss. To identify how data is stored and shared and give examples.</p>	<p>Describe their online friendships and awareness of people they haven't met. To describe hoe data is stored and give examples of data.</p>	<p>Explain their friendships online and how they should be mindful of people they have never met. Explain how information is shared online and give examples.</p>
<p>Being Safe: What sorts of boundaries are appropriate in friendships with peers</p>	<p>To EXPLORE boundaries between friendships.</p>	<p>To be able to IDENTIFY and demonstrate appropriate boundaries in relationships</p>	<p>To be able to DESCRIBE and demonstrate the use of appropriate relationships</p>	<p>To be able to EXPLAIN and demonstrate boundaries within friendships.</p>



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<p>and others (including in a digital context).</p> <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 EXPLORE the concepts relating to sexual consent and how it can affect you. EXPLORE what you would do to get support.</p>	<p>with peers and others. Give an example.</p> <p>To IDENTIFY issues around sexual consent and how you can get support with issues online.</p>	<p>with peers and others. Describe examples.</p> <p>To DESCRIBE what they would do in certain situations of sexual exploitation. To DESCRIBE how they would get support.</p>	<p>Explain relationships with peers and others.</p> <p>To EXPLAIN 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 EXPLORE the concept of privacy and the right of keeping things a secret.</p>	<p>To IDENTIFY examples of when you shouldn't keep things a secret if they relate to being safe. Give an example.</p>	<p>To DESCRIBE the concept of privacy and implications when things shouldn't be kept a secret. Give examples.</p>	<p>To EXPLAIN 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 EXPLORE the issue of trust, consent and choice. To EXPLORE the idea of contact and when it is appropriate.</p>	<p>To IDENTIFY how your body belongs to yourself and unsafe physical contact. Give an example.</p>	<p>To EXPLAIN that their body is their own and belongs to them. Give examples of appropriate and inappropriate contact.</p>	<p>To DESCRIBE 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</p>	<p>To EXPLORE ways of responding appropriately with adults. To explore how to report</p>	<p>The IDENTIFY ways of responding appropriately with adults. To explore how to report adults if they feel bad</p>	<p>The DESCRIBE ways of responding appropriately with adults. Give examples. To explore how to report adults</p>	<p>The EXPLAIN ways of responding appropriately with adults. Use the examples to help explain.</p>



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unsafe or feeling bad about any adult.	adults if they feel bad or unsafe.	or unsafe. Give one example.	if they feel bad or unsafe. Give an example.	To explore how to report adults if they feel bad or unsafe. Give examples of how they would deal with situations.
How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources. <i>Pol-Ed Crossing Roads</i>	To EXPLORE how they can report concerns or abuse. To explore where they can get advice.	To IDENTIFY how they can report concerns or abuse. Give an example. To explore where they can get advice.	To DESCRIBE how they can report concerns or abuse. Give examples. To explore where they can get advice in a range of places.	To EXPLAIN how they can report concerns or abuse. Use the examples to explain. To explore where they can get advice in a range of places.
<u>Mental Wellbeing:</u> Mental wellbeing is a normal part of daily life, in the same way as physical health. <i>Feelings You , me PSHE</i>	To EXPLORE mental well being and it being a part of daily life.	To IDENTIFY mental wellbeing and how to feel good. Give an example of what they could do.	To DESCRIBE mental wellbeing and what this involves. Give examples.	To EXPLAIN what mental wellbeing is and give examples of what they could do.
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.	To EXPLORE that everyone has a range of emotions,	To IDENTIFY a range of emotions and link them to situations. Give one example.	To EXPLAIN a range of emotions and link them to experiences. Give examples.	To DESCRIBE a range of emotions and link them to personal experience. Give a range of example to match scenarios,
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.	To EXPLORE a range of feelings and discuss them.	To IDENTIFY A range of emotions from themselves and others.	To EXPLAIN a range of emotions and link them to experiences.	To DESCRIBE examples of when they have displayed a range of



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<p>Strengths and Challenges You , me PSHE</p>				<p>emotions and explain why.</p>
<p><u>Healthy eating</u></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 EXPLORE A range of healthy foods. To explore why we must stay healthy and how things affect us.</p>	<p>Can IDENTIFY A range of healthy foods and name some.</p> <p>To explore why we must stay healthy and how things affect us.</p>	<p>Can recognise and EXPLAIN why you should stay healthy.</p> <p>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>Can recognise, DESCRIBE why you should stay healthy.</p> <p>Name a range of healthy foods.</p> <p>DESCRIBE why we must stay healthy and how things affect us. Give examples of being healthy.</p>
<p><u>Drugs alcohol and tobacco.</u></p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><i>What do we put in our bodies? You , me PSHE</i></p>	<p>EXPLORE the facts around legal and illegal harmful substances.</p>	<p>IDENTIFY Legal and illegal harmful substances and how they affect us.</p>	<p>Can DESCRIBE why legal and illegal harmful substances affect us. Give examples.</p>	<p>EXPLAIN Why legal and illegal harmful substances affect us. Give examples and link to examples given.</p>
<p><u>Health prevention</u></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>EXPLORE the differences between a healthy and a unhealthy diet.</p> <p>Explore safe and unsafe exposure to the sun.</p>	<p>Will IDENTIFY the differences between a healthy and a unhealthy diet.</p> <p>Explore safe and unsafe exposure to the sun. Give an example.</p>	<p>Will DESCRIBE the differences between a healthy and an unhealthy diet. Can give one example of the impact it has on your body.</p>	<p>Can EXPLAIN the different health risks between a healthy and an unhealthy diet.</p> <p>Understanding the different impacts on your body.</p>



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<p>Basic first aid 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>Explore how to make an emergency call.</p>	<p>Will be able to identify how to make an emergency call and when this is needed.</p>	<p>Will be able to describe how to make an emergency call. To know when and how to use appropriately.</p>	<p>Will be able to explain how to make an emergency call. To explain what they would do.</p>
<p>Changing adolescent bodies</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><i>Growing Up and Changing You, me PSHE</i></p>	<p>To EXPLORE changes in their bodies. To explore what happens with the menstrual cycle.</p> <p>To EXPLORE the idea of how babies are made.</p>	<p>Be able to IDENTIFY changes in their bodies. Give example. To explore what happens with the menstrual cycle.</p> <p>To IDENTIFY how babies are made.</p>	<p>Can DESCRIBE changes in their bodies. To explore what happens with the menstrual cycle. Describe what happens and give examples.</p> <p>To DESCRIBE the idea of how babies are made and what is needed to make a baby</p>	<p>EXPLAIN changes in their bodies. Give examples. To explain what happens with the menstrual cycle. Use pictures to support,</p> <p>To EXPLAIN how babies are made.</p>
YEAR 2				
<p>Families and people who care for me:</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 EXPLORE and be aware of what a stable relationship is.</p>	<p>Will Identify stable and caring relationships in their life.</p>	<p>Will be able to DESCRIBE what a caring relationship is and give an example of it in their life.</p>	<p>Will be able to EXPLAIN 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</p>	<p>Will EXPLORE and understand that all families look different.</p>	<p>Will be able to Identify how their family may be different to others and respect that.</p>	<p>To Describe different people's families and how they are different from their own.</p>	<p>To Explain why their families includes love and care and be able to explain this</p>



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<p>families are also characterised by love and care.</p> <p><i>Celebrating difference You , me PSHE Pol-Ed What do the emergency services wear?</i></p>				<p>giving examples.</p>
<p><u>Caring friendships</u></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 EXPLORE and understand that friendships are positive and they should welcome others.</p>	<p>Will be able to IDENTIFY healthy and positive friendships and name some. Identify how others would feel if they were alone or excluded.</p>	<p>Will be able to DESCRIBE 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 EXPLAIN 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><u>Respectful relationships</u></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>Additional work during ANTI BULLYING WEEK Black History Month</p> <p><i>Pol-Ed Appropriate Child and adult touch (personal care)</i></p>	<p>Will EXPLORE different manners and how to be courtesy to others.</p>	<p>To IDENTIFY 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 DESCRIBE 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>To EXPLAIN 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>



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<p><u>Internet safety and harms</u></p> <p>How to consider the effect of their online 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>SAFER INTERNET DAY</p>	<p>To EXPLORE the ideas of their actions when online. To EXPLORE why some online resources have age restrictions. To EXPLORE how to report issues.</p>	<p>To IDENTIFY key features of using online games etc To IDENTIFY what information to keep private. To IDENTIFY the age restrictions on some media and why.</p>	<p>To DESCRIBE how to stay safe online. To DESCRIBE why some programs have age restrictions. To DESCRIBE where to get support with online issues.</p>	<p>To EXPLAIN how their online actions may affect others. To EXPLAIN why it is important to keep things private. To EXPLAIN age restrictions and give examples. To EXPLAIN how to report concerns and issues.</p>
<p><u>Online relationships</u></p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p>	<p>To EXPLORE how people can present themselves online. To EXPLORE the principles of relationships on and offline.</p>	<p>To identify how people can present themselves online. To identify the principles of relationships on and offline.</p>	<p>To describe how people can present themselves online. To describe the principles of relationships on and offline.</p>	<p>To explain how people can present themselves online. To explain 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 EXPLORE the principles of relationships on and offline.</p>	<p>To IDENTIFY the principles of relationships on and offline. Give examples</p>	<p>To Describe the principles of relationships on and offline. Give examples of a relationship online.</p>	<p>To explain 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</p>	<p>To EXPLORE the rules for keeping safe online and how to</p>	<p>To IDENTIFY the rules for keeping safe online and</p>	<p>To DESCRIBE the rules for keeping safe online and how to</p>	<p>To EXPLAIN the rules for keeping safe online and how to</p>



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<p>contact, and how to report them.</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>recognise risks.</p> <p>To explore how to report harmful content.</p>	<p>how to recognise risks.</p> <p>To identify how to report harmful content.</p> <p>Give an example.</p>	<p>recognise risks.</p> <p>Give example.</p> <p>To describe how to report harmful content.</p> <p>Give examples.</p>	<p>recognise risks.</p> <p>Give examples.</p> <p>To explain how to report harmful content.</p> <p>Give examples.</p>
<p>How information and data is shared and used online</p>	<p>To explore relationships online and how information can be stored.</p>	<p>To identify relationships online and how information can be stored.</p> <p>Give an example.</p>	<p>To describe relationships online and how information can be stored.</p> <p>Give examples.</p>	<p>To explain relationships online and how information can be stored.</p> <p>Explain what information they give. Give examples.</p>
<p>Being safe</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<p>To EXPLORE boundaries between friendships.</p>	<p>To be able to IDENTIFY and demonstrate appropriate boundaries in relationships with peers and others. Give an example.</p>	<p>To be able to DESCRIBE and demonstrate the use of appropriate relationships with peers and others.</p> <p>Describe examples.</p>	<p>To be able to EXPLAIN and demonstrate boundaries within friendships.</p> <p>Explain relationships with peers and others.</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>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>To EXPLORE the concept of privacy and the right of keeping things a secret.</p>	<p>To IDENTIFY examples of when you shouldn't keep things a secret if they relate to being safe.</p> <p>Give an example.</p>	<p>To DESCRIBE the concept of privacy and implications when things shouldn't be kept a secret.</p> <p>Give examples.</p>	<p>To EXPLAIN situations when things shouldn't be kept a secret and the implications it could have if they were.</p>
<p>How to respond safely and appropriately to adults they may</p>	<p>To EXPLORE the issue of trust,</p>	<p>To IDENTIFY how your body belongs to</p>	<p>To EXPLAIN that their body is their own</p>	<p>To DESCRIBE how their body is their own.</p>



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<p>encounter (in all contexts, including online) whom they do not know.</p> <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>consent and choice. To EXPLORE the idea of contact and when it is appropriate and to ask for advice when needed.</p>	<p>yourself and unsafe physical contact. Give an example. To identify how to ask for help.</p>	<p>and belongs to them. Give examples of appropriate and inappropriate contact. To explain how to ask for help.</p>	<p>And the differences of appropriate and inappropriate 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 EXPLORE ways of getting help and support.</p>	<p>To IDENTIFY ways of getting help and support. Give an example.</p>	<p>To DESCRIBE ways of getting help and support. Give an examples depending on situation.</p>	<p>To EXPLAIN ways of getting help and support. Give an examples depending on situation. Give examples of how they would deal with situations.</p>
<p><u>Mental wellbeing</u> How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p>To EXPLORE how they are feeling and behaving.</p>	<p>To IDENTIFY how they are feeling and behaving and link it to example.</p>	<p>To DESCRIBE how they are feeling and behaving and link it to examples. Describe a certain situation.</p>	<p>To EXPLAIN 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</p>	<p>To EXPLORE regular physical activities and EXPLORE</p>	<p>To IDENTIFY why we regularly exercise and IDENTIFY why this is</p>	<p>To DESCRIBE why it is important to regularly exercise and give one</p>	<p>To EXPLAIN the importance of regular exercise and healthy eating and give</p>



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wellbeing and happiness.	how this is positive for our bodies and minds.	important for our bodies and minds.	example of negative impacts if we have a sedentary life.	examples from a range of scenarios why this is important.
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	To EXPLORE the importance of rest and time spent doing hobbies.	To Identify the importance of rest and time spent doing hobbies. Give examples.	To describe the importance of rest and time spent doing hobbies. Give examples of how it helps.	To explain the importance of rest and time spent doing hobbies. Give examples of what you could do in different scenarios.
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	To explore why it is important to discuss their feelings.	To identify why it is important to discuss their feelings and what might happen if they don't.	To describe why it is important to discuss their feelings and what might happen if they don't. Give examples of how they might feel.	To explain 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>Healthy eating</p> <p>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>What keeps me healthy. You, me PSHE</p>	<p>To EXPLORE dental health and oral hygiene.</p> <p>To EXPLORE and take part in teeth brushing activities.</p> <p>To EXPLORE roles of Dentist and going for appointments.</p>	<p>To IDENTIFY why we brush our teeth.</p> <p>To IDENTIFY good oral Hygiene.</p> <p>To IDENTIFY why we go to the Dentist regularly.</p>	<p>To DESCRIBE The benefits of good oral hygiene and give examples.</p> <p>To DESCRIBE why it is important to have regular check ups at the dentist.</p>	<p>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>
	To EXPLORE healthy	To IDENTIFY negative	To DESCRIBE different	To EXPLAIN the physical and



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<p><u>Drugs alcohol and tobacco</u> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>living. To EXPLORE healthy lifestyle choices and negative choices such as drugs, alcohol and tobacco.</p>	<p>lifestyle choices. To give one example of negative effects these choices can have.</p>	<p>negative lifestyle choices given multiple examples of how these choices and have physical and psychological effects on a person.</p>	<p>psychological risks with alcohol, drugs and tobacco consumption. To EXPLAIN and give examples in different scenarios.</p>
<p><u>Health prevention</u> 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><i>Making choices You , me PSHE</i></p>	<p>To EXPLORE dental health and oral hygiene and good quality sleep. To EXPLORE and take part in teeth brushing activities.</p>	<p>To IDENTIFY why we brush our teeth and need to have good sleep. To IDENTIFY good oral Hygiene. To IDENTIFY why we go to the Dentist regularly.</p>	<p>To DESCRIBE The benefits of good oral hygiene and sleeping well and give examples. To DESCRIBE why it is important to have regular check ups.</p>	<p>To EXPLAIN why it is important to practise good oral hygiene and sleep well and give a range of examples including long term.</p>
<p><u>Basic first aid</u> 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 EXPLORE who to contact in an emergency. To take part in life skills sessions EXPLORING who to contact in different situations.</p>	<p>To IDENTIFY who to contact in an emergency. To take part in life skills sessions IDENTIFYING who to contact in different scenarios.</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 community as part of life skills sessions.</p>



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<p><u>Changing adolescent bodies</u></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 explore the changes that take place during puberty.</p> <p>To EXPLORE the idea of how babies are made.</p>	<p>To identify and explain the main changes that take part in the sexes.</p> <p>To IDENTIFY how babies are made.</p>	<p>To describe and explain the main changes that take part in the sexes. Will understand the emotional and physical effects.</p> <p>To DESCRIBE the idea of how babies are made and what is needed to make a baby</p>	<p>To explain and explain the main changes that take part in the sexes. Will understand and explain the emotional and physical effects.</p> <p>To EXPLAIN how babies are made.</p>
YEAR 3				
<p><u>Families and people who care for me:</u></p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</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 recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p>To EXPLORE different types of relationships. To EXPLORE when they may be unhappy.</p>	<p>To IDENTIFY different types of situations when they may not have been happy.</p>	<p>To DESCRIBE different types of relationships. To DESCRIBE the differences and give one example. To DESCRIBE what they might do</p>	<p>To EXPLAIN different types of relationships and the differences particularly characteristics of long term relationships. To give</p>



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<p>Pol-Ed Emergency vehicles</p>			<p>if they were unhappy.</p>	<p>examples from a range of different scenarios when they have been unhappy or unsafe. To EXPLAIN what they would do if they felt this way.</p>
<p><u>Caring friendships</u></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 EXPLORE who they can and can't trust. To explore people and situations that make them unhappy.</p>	<p>To IDENTIFY who to trust and judge when a friendship is positive. To give one example.</p>	<p>To DESCRIBE how they would resolve conflict if someone was making them feel unhappy. To DESCRIBE how to deal with scenario situations.</p>	<p>To EXPLAIN what they would do if someone was making them feel unhappy. To EXPLAIN how they would manage conflict.</p>
<p><u>Respectful relationships</u></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 EXPLORE ideas of bullying and how to get help.</p> <p>To EXPLORE types of stereotyping</p>	<p>To IDENTIFY themes of trust and respect. To IDENTIFY types of bullying and give an example. To IDENTIFY how they can get help. To IDENTIFY types of stereotypes.</p>	<p>To DESCRIBE different types of bullying and the impact. To DESCRIBE how they could get help. To DESCRIBE the importance of permission-seeking.</p>	<p>To EXPLAIN different types of bullying and link these to examples. To EXPLAIN how stereotypes can be unfair and give examples.</p>



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<p><u>Internet safety and harms</u> That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p>	<p>To EXPLORE how the internet can also be a negative place.</p>	<p>To IDENTIFY how the internet can be a negative place and give one example.</p>	<p>To DESCRIBE why the internet can be a negative place and how it can effect mental health.</p>	<p>To EXPLAIN why the internet can be a negative place and give examples. To EXPLAIN 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>SAFER INTERNET DAY</p> <p><i>When things go wrong- You , me PSHE</i> <i>Pol-Ed Private Areas</i></p>	<p>To EXPLORE how information can be retrieved. To EXPLORE how to report concerns.</p>	<p>To IDENTIFY how information can be presented. To IDENTIFY how to report concerns, Give one example.</p>	<p>To DESCRIBE how information can be found and ranked. To Describe where and how to report issues online.</p>	<p>To EXPLAIN how to use the internet and EXPLAIN how information is presented. To EXPLAIN how they can report concerns and get support online.</p>
<p><u>Online relationships</u> 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 EXPLORE how people can present themselves online. To EXPLORE the principles of relationships on and offline.</p>	<p>To identify how people can present themselves online. Give example To IDENTIFY the principles of relationships on and offline.</p>	<p>To DESCRIBE how people can present themselves online. To DESCRIBE the principles of relationships on and offline. Give examples</p>	<p>To EXPLAIN how people can present themselves online. To EXPLAIN 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</p>	<p>To EXPLORE the principles of relationships</p>	<p>To identify the principles of relationships on and offline.</p>	<p>To DISCUSS the principles of relationships on and offline.</p>	<p>To EXPLAIN the principles of relationships on and offline.</p>



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<p>contact, and how to report them.</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>on and offline.</p> <p>To EXPLORE how data is shared.</p>	<p>To consider online friendships.</p> <p>To IDENTIFY how data is shared.</p>	<p>To consider online friendships.</p> <p>DISCUSS an online friendship.</p> <p>To DISCUSS how data is shared.</p>	<p>To consider online friendships.</p> <p>EXPLAIN an online friendships and give examples.</p> <p>To EXPLAIN how data is shared.</p>
<p>Being safe</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<p>To EXPLORE the rules for keeping safe online and how to recognise risks and boundaries, To explore how to report harmful content.</p>	<p>To IDENTIFY the rules for keeping safe online and how to recognise risks and boundaries, To identify how to report harmful content. Give an example.</p>	<p>To DESCRIBE the rules for keeping safe online and how to recognise risks and boundaries, Give example. To describe how to report harmful content. Give examples.</p>	<p>To EXPLAIN the rules for keeping safe online and how to recognise risks and boundaries, Give examples. To explain 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 explore relationships online and how information can be stored.</p>	<p>To identify relationships online and how information can be stored. Give an example.</p>	<p>To describe relationships online and how information can be stored. Give examples.</p>	<p>To explain relationships online and how information can be stored. Explain what information they give. Give examples.</p>
<p>How to respond safely and appropriately to</p>	<p>To EXPLORE the issue of trust,</p>	<p>To IDENTIFY how your body belongs to</p>	<p>To EXPLAIN that their body is their own</p>	<p>To DESCRIBE how their body is their own.</p>



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<p>adults they may encounter (in all contexts, including online) whom they do not know.</p> <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>consent and choice. To EXPLORE the idea of contact and when it is appropriate and to ask for advice when needed.</p>	<p>yourself and unsafe physical contact. Give an example. To identify how to ask for help.</p>	<p>and belongs to them. Give examples of appropriate and inappropriate contact. To explain how to ask for help.</p>	<p>And the differences of appropriate and inappropriate contact. Use examples to explain. To explain how they would ask for help.</p>
<p><u>Mental wellbeing</u></p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p><i>Dealing with feelings You, Me and PSHE topic</i></p>	<p>To EXPLORE ways of getting help and support for bullying.</p>	<p>To IDENTIFY ways of getting help and support. Give an example of bullying.</p>	<p>To DESCRIBE ways of getting help and support for bullying. Give an examples depending on situation.</p>	<p>To EXPLAIN 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).</p>	<p>To EXPLORE how they are feeling and behaving and link it to example. How to seek support.</p>	<p>To IDENTIFY how they are feeling and behaving and link it to example. How to seek support and ask for it. Give example.</p>	<p>To DESCRIBE how they are feeling and behaving and link it to example. How to seek support and ask for it. Give example. Describe</p>	<p>To EXPLAIN how they are feeling and behaving and link it to examples. Link to experience. Explain how to seek support and ask for it.</p>



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<p>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>Healthy Minds You , me PSHE</p>			<p>support on offer.</p>	<p>Give examples.</p>
<p><u>Healthy eating</u></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 EXPLORE healthy eating and why is it important to make positive eating choices. To EXPLORE making healthy food. Linked with choices in the community</p>	<p>To IDENTIFY why we regularly exercise and IDENTIFY why this is important for our bodies and minds.</p>	<p>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.</p>	<p>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.</p>
<p><u>Drugs alcohol and tobacco</u></p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>To EXPLORE healthy living. To EXPLORE healthy lifestyle choices and negative choices such as drugs, alcohol and tobacco.</p>	<p>To Identify the importance of rest and time spent doing hobbies. Give examples.</p>	<p>To DESCRIBE the different negative lifestyle choices given multiple examples of how these choices and have physical and psychological effects on a person.</p>	<p>To EXPLAIN the physical and psychological risks with alcohol, drugs and tobacco consumption. To EXPLAIN and give examples in different scenarios.</p>
<p><u>Health prevention</u></p>	<p>Will explore personal</p>	<p>To identify why it is important</p>	<p>Will describe personal</p>	<p>Will explain personal</p>



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<p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>The facts and science relating to immunisation and vaccination</p>	<p>hygiene including bacteria, viruses and how they spread.</p>	<p>to discuss their feelings and what might happen if they don't.</p>	<p>hygiene including bacteria, viruses and how they spread. Give examples of their personal hygiene. Give a fact.</p>	<p>hygiene including bacteria, viruses and how they spread. Give examples of their personal hygiene. Give a fact.</p>
<p>Basic first aid</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 EXPLORE when there is an emergency and who to communicate with in an emergency.</p>	<p>Will IDENTIFY who to contact in an emergency. Will IDENTIFY basic first aid.</p>	<p>Will DESCRIBE the signs someone is in need of CPR. Will DESCRIBE who to contact in different situations and describe basic first aid.</p>	<p>Will EXPLAIN the signs of someone in need of emergency and will be able to explain what basic first aid they would give.</p>
<p>Changing adolescent bodies</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 explore the changes that take place during puberty and the menstrual cycle.</p> <p>To EXPLORE the idea of how babies are made.</p>	<p>To identify and explain the main changes that take part in the sexes and during menstrual cycle.</p> <p>To IDENTIFY how babies are made.</p>	<p>To describe and explain the main changes that take part in the sexes. Will understand the emotional and physical effects. To describe how the menstrual cycle works.</p> <p>To DESCRIBE the idea of how babies are made and what is needed to make a baby</p>	<p>To identify and explain the main changes that take part in the sexes. Will understand and identify the emotional and physical effects.</p> <p>To EXPLAIN how babies are made.</p>

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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>



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Module 4- Relate (positive relationships, listening)		wellbeing, perseverance)			
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Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
Year 1				
<p><u>Families and people who care for me :</u></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>Will be able to EXPLORE 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 IDENTIFY one example.</p>	<p>Will be able to DESCRIBE different types of families and relationships and give different examples.</p>	<p>Will be able to EXPLAIN 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 EXPLORE what a happy and healthy home looks like in different arrangements.</p>	<p>To IDENTIFY what a happy and healthy home looks like, and to give one example.</p>	<p>To DESCRIBE what a happy and healthy home looks like, and to give several examples.</p>	<p>To EXPLAIN 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>



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Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p><u>Respectful relationships including friendships</u></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><i>Pol-Ed Name calling Swear words Being kind</i></p>	<p>To EXPLORE how to be respectful to other.</p>	<p>To IDENTIFY the importance of respecting others and why they need to do this.</p>	<p>To DESCRIBE different ways in which they respect others. To DESCRIBE different choices that people could make.</p>	<p>To EXPLAIN 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><u>Online and Media</u></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>	<p>To EXPLORE how the internet can be used. To EXPLORE the risks of the internet.</p>	<p>To IDENTIFY uses of the internet. To IDENTIFY some risks on the internet. To give an example.</p>	<p>To DESCRIBE different ways they and others use the internet. To give examples of how the internet can encourage gambling etc.</p>	<p>To EXPLAIN how they use the internet and EXPLAIN its benefits and the dangers.</p>

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 EXPLORE the positive and negatives of working online. To EXPLORE support you can get if needed.	To IDENTIFY Benefits and negatives to spending time online. To IDENTIFY positive and negative impacts of online.	To DESCRIBE safe use online and the misuse of the internet for negative purposes. DESCRIBE negative content online and how people will feel.	To EXPLAIN their understanding of social media and how it is used safely and responsibly. Give and identify different examples of appropriate and inappropriate use online.
<u>Being Safe</u> 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 EXPLORE the concepts relating to sexual consent and how it can affect you. EXPLORE what you would do to get support.	To IDENTIFY issues around sexual consent and how you can get support with issues online.	To DESCRIBE what they would do in certain situations of sexual exploitation. To DESCRIBE how they would get support.	To EXPLAIN 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>Internet Safety Day <i>E learning resources</i></p> <p><i>Pol-Ed Crime Vigilance Gangs</i></p>				
<p><u>Internet Safety and harm</u></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 EXPLORE how people can present themselves online.</p> <p>To EXPLORE the principles of relationships on and offline.</p>	<p>To IDENTIFY how people sometimes behave differently online.</p> <p>To IDENTIFY on and off line relationships.</p>	<p>To DESCRIBE how people can behave different online and give examples.</p>	<p>To EXPLAIN how people are behaving on and offline. To explain what information people could withhold. Explain how the same rules apply.</p>



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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 EXPLORE the rules for keeping safe online and how to recognise risks. To explore how to report harmful content.	To IDENTIFY the rules of staying safe online and giving examples. To identify harmful content and how to report.	To DESCRIBE the rules of staying safe online and give examples. Describe risk and harmful content and how to report.	To EXPLAIN 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. <i>Keeping Safe Online</i> <i>You, Me and PSHE</i> Internet Safety Days <i>Pol-Ed</i> <i>Money</i> <i>Transactions</i> <i>Fraud</i>	To explore relationships online and how information can be stored.	To identify their online friendships and discuss. To identify how data is stored and shared and give examples.	Describe their online friendships and awareness of people they haven't met. To describe how data is stored and give examples of data.	Explain their friendships online and how they should be mindful of people they have never met. Explain how information is shared online and give examples.
<u>Intimate and sexual relationships, including sexual health</u> 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 EXPLORE the facts about contraceptives available. To EXPLORE the choices around pregnancy. To EXPLORE the range of choices that you have. To EXPLORE how babies are made	To IDENTIFY the facts about contraceptives available. To IDENTIFY the choices around pregnancy. To IDENTIFY the range of choices that you have. Give an example. To IDENTIFY how babies	To DESCRIBE the facts about contraceptives available. To DESCRIBE the choices around pregnancy. To DESCRIBE the range of choices that you have and give examples. To DESCRIBE how babies	To EXPLAIN the facts about contraceptives available. To EXPLAIN the choices around pregnancy. To EXPLAIN the range of choices that you have. EXPLAIN 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 explain how babies are made and how to prevent it.
<p><u>Mental Wellbeing:</u></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. Common types of mental ill health (e.g. anxiety and depression).</p>	To EXPLORE mental well being and it being a part of daily life. To EXPLORE when they may be feeling not themselves.	To IDENTIFY mental wellbeing and how to feel good. Give an example of what they could do. To IDENTIFY changes they may feel.	To DESCRIBE mental wellbeing and what this involves. Give examples. To DESCRIBE ways they might feel different. Give examples.	To EXPLAIN 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 EXPLORE that	To IDENTIFY a range of	To EXPLAIN a range of	To DESCRIBE a range of



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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 EXPLORE a range of feelings and discuss them.	emotions and link them to situations. Give one example. To IDENTIFY A range of emotions from themselves and others.	emotions and link them to experiences. Give examples. To EXPLAIN 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 DESCRIBE examples of when they have displayed a range of emotions and explain why.
<p><u>Physical health and fitness</u></p> <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</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>	To EXPLORE how physical activity helps combat stress and how a healthy lifestyle helps you in the future.	To IDENTIFY how physical activity helps combat stress and how a healthy lifestyle helps you in the future. Give examples.	To EXPLAIN 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 DESCRIBE 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.
<p><u>Healthy eating</u></p> <p>How to maintain healthy eating and the links between a poor diet and health risks,</p>	To EXPLORE A range of healthy foods. To explore why we must stay healthy	Can IDENTIFY A range of healthy foods and name some. To explore why we must stay	Can recognise and EXPLAIN why you should stay healthy. Name a range of healthy	Can recognise, DESCRIBE why you should stay healthy. Name a range of healthy



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Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
including tooth decay and cancer	and how things affect us. To EXPLORE the risks.	healthy and how things affect us. To IDENTIFY the risks.	foods. To explore why we must stay healthy and how things affect us. Give example of being healthy. To EXPLAIN the risks.	foods. DESCRIBE why we must stay healthy and how things affect us. Give examples of being healthy. To DESCRIBE the risks.
<p><u>Drugs alcohol and tobacco.</u></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>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>	EXPLORE the facts around legal and illegal harmful substances.	IDENTIFY Legal and illegal harmful substances and how they affect us.	Can DESCRIBE why legal and illegal harmful substances affect us. Give examples.	EXPLAIN Why legal and illegal harmful substances affect us. Give examples and link to examples given.
<p><u>Health prevention</u></p> <p>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.</p>	EXPLORE the differences between a healthy and a unhealthy diet. Explore safe and unsafe exposure to the sun. EXPLORE personal hygiene.	Will IDENTIFY the differences between a healthy and a unhealthy diet. Explore safe and unsafe exposure to the sun. Give an example. IDENTIFY personal hygiene.	Will DESCRIBE the differences between a healthy and an unhealthy diet. Can give one example of the impact it has on your body. DESCRIBE how they cover their personal hygiene.	Can EXPLAIN the different health risks between a healthy and an unhealthy diet. Understanding the different impacts on your body. EXPLAIN their personal hygiene.



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Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p><u>Basic first aid</u> 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>Explore how to make an emergency call. EXPLORE giving basic first aid.</p>	<p>Will be able to identify how to make an emergency call and when this is needed. IDENTIFY how to give basic first aid.</p>	<p>Will be able to describe how to make an emergency call. To know when and how to use appropriately. DESCRIBE what first aid they would give different people.</p>	<p>Will be able to explain how to make an emergency call. To explain what they would do. EXPLAIN what medical treatment they would give others.</p>
<p><u>Changing adolescent bodies</u> 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 EXPLORE changes in their bodies. To explore what happens with the menstrual cycle.</p>	<p>Be able to IDENTIFY changes in their bodies. Give example. To explore what happens with the menstrual cycle.</p>	<p>Can DESCRIBE changes in their bodies. To explore what happens with the menstrual cycle. Describe what happens and give examples.</p>	<p>EXPLAIN changes in their bodies. Give examples. To explain what happens with the menstrual cycle. Use pictures to support,</p>
YEAR 2				
<p><u>Families and people who care for me</u> 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 EXPLORE and be aware of what a stable relationship is and what marriage is</p>	<p>Will Identify stable and caring relationships in their life. To identify why marriage is an important factor.</p>	<p>Will be able to DESCRIBE what a caring relationship is and give an example of it in their life. DESCRIBE why marriage is an important relationship for people.</p>	<p>Will be able to EXPLAIN caring and different relationships in their home. To explain how this provides security. EXPLAIN why marriage is an important relationship for people. Give examples.</p>
<p><u>Respectful relationships including friendships</u></p>	<p>To EXPLORE that some types of</p>	<p>Will be able to IDENTIFY that some types of</p>	<p>Will be able to DESCRIBE that some types of</p>	<p>Will be able to EXPLAIN that some types of</p>

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>CAREERS WEEK BLACK HISTORY MONTH</p> <p><i>Pol-Ed</i> <i>Name calling</i> <i>Swear words</i> <i>Being kind</i></p>	behaviour within relationships are criminal including violet behaviour.	behaviour within relationships are criminal including violet behaviour. Give an example.	behaviour within relationships are criminal including violet behaviour. Link to given examples.	behaviour within relationships are criminal including violet behaviour. EXPLAIN current situations.
<p><u>Online and Media</u> 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>	To EXPLORE how the internet can be used. To EXPLORE the risks of the internet.	To IDENTIFY uses of the internet. To IDENTIFY some risks on the internet. To give an example.	To DESCRIBE different ways they and others use the internet. To give examples of how the internet can encourage gambling etc.	To EXPLAIN how they use the internet and EXPLAIN its benefits and the dangers.



'Learning to Love'



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>Being Safe 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 EXPLORE the concepts relating to sexual consent and how it can affect you. EXPLORE what you would do to get support.</p>	<p>To IDENTIFY issues around sexual consent and how you can get support with issues online.</p>	<p>To DESCRIBE what they would do in certain situations of sexual exploitation. To DESCRIBE how they would get support.</p>	<p>To EXPLAIN what support you can get with issues online and what issues may occur around sexual exploitation.</p>



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Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<i>Gangs</i>				
<p><u>Internet Safety and harm</u></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>SAFER INTERNET DAY</p> <p><i>Pol-Ed Money Transactions Fraud</i></p>	<p>To EXPLORE how people can present themselves online.</p> <p>To EXPLORE the principles of relationships on and offline.</p> <p>To EXPLORE the rules for keeping safe online and how to recognise risks.</p> <p>To explore how to report harmful content.</p>	<p>To IDENTIFY how people sometimes behave differently online.</p> <p>To IDENTIFY on and off line relationships.</p> <p>To IDENTIFY the rules of staying safe online and giving examples.</p> <p>To identify harmful content and how to report.</p>	<p>To DESCRIBE how people can behave different online and give examples.</p> <p>To DESCRIBE the rules of staying safe online and give examples.</p> <p>Describe risk and harmful content and how to report.</p>	<p>To EXPLAIN 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 EXPLAIN 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><u>Intimate and sexual relationships, including sexual health</u></p> <p>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>The facts around pregnancy including miscarriage.</p>	<p>To EXPLORE the facts about contraceptives available.</p> <p>To EXPLORE the choices around pregnancy.</p> <p>To EXPLORE the range of</p>	<p>To IDENTIFY the facts about contraceptives available. To IDENTIFY the choices around pregnancy. To IDENTIFY the range of choices that you have.</p>	<p>To DESCRIBE the facts about contraceptives available. To DESCRIBE the choices around pregnancy. To DESCRIBE the range of choices that</p>	<p>To EXPLAIN the facts about contraceptives available. To EXPLAIN the choices around pregnancy. To EXPLAIN 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 EXPLORE how babies are made and ways to prevent.</p>	<p>Give an example. To IDENTIFY how babies are made and ways to prevent.</p>	<p>you have and give examples. To DESCRIBE how babies are made and ways to prevent it.</p>	<p>EXPLAIN what people could do in different situations. To explain how babies are made and how to prevent it.</p>
<p><u>Mental health and well being</u> 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 EXPLORE mental well being and it being a part of daily life. To EXPLORE when they may be feeling not themselves.</p>	<p>To IDENTIFY mental wellbeing and how to feel good. Give an example of what they could do. To IDENTIFY changes they may feel.</p>	<p>To DESCRIBE mental wellbeing and what this involves. Give examples. To DESCRIBE ways they might feel different. Give examples.</p>	<p>To EXPLAIN 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.</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><u>Physical health and fitness</u></p> <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p>	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.
<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 EXPLORE the importance of rest and time spent doing hobbies. To EXPLORE blood and organ donation.	To Identify the importance of rest and time spent doing hobbies. Give examples. To IDENTIFY blood and organ donation.	To describe the importance of rest and time spent doing hobbies. Give examples of how it helps. To DESCRIBE blood and organ donation. Give an example.	To explain the importance of rest and time spent doing hobbies. Give examples of what you could do in different scenarios. To EXPLAIN blood and organ donation and how this is done.
<p><u>Healthy eating</u></p> <p>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</p>	To EXPLORE dental health and oral hygiene. To EXPLORE and take part in teeth brushing activities. To EXPLORE roles of	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

Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
	Dentist and going for appointments.			we attend dentist check ups on a regular basis.
<p><u>Drugs, alcohol and tobacco</u></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>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>	<p>To EXPLORE healthy living. To EXPLORE healthy lifestyle choices and negative choices such as drugs, alcohol and tobacco.</p>	<p>To IDENTIFY negative lifestyle choices. To give one example of negative effects these choices can have.</p>	<p>To DESCRIBE different negative lifestyle choices given multiple examples of how these choices and have physical and psychological effects on a person.</p>	<p>To EXPLAIN the physical and psychological risks with alcohol, drugs and tobacco consumption. To EXPLAIN and give examples in different scenarios.</p>
<p><u>Health and prevention</u></p> <p>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>	<p>To EXPLORE dental health and oral hygiene and good quality sleep. To EXPLORE and take part in teeth brushing activities.</p>	<p>To IDENTIFY why we brush our teeth and need to have good sleep. To IDENTIFY good oral Hygiene. To IDENTIFY why we go to the Dentist regularly.</p>	<p>To DESCRIBE The benefits of good oral hygiene and sleeping well and give examples. To DESCRIBE why it is important to have regular check ups.</p>	<p>To EXPLAIN why it is important to practise good oral hygiene and sleep well and give a range of examples including long term.</p>

Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p><u>Basic First Aid</u> 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 EXPLORE who to contact in an emergency. To take part in life skills sessions</p> <p>EXPLORING who to contact in different situations.</p>	<p>To IDENTIFY who to contact in an emergency. To take part in life skills sessions</p> <p>IDENTIFYING who to contact in different scenarios.</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 community as part of life skills sessions.</p>
<p><u>Changing adolescent body</u></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>	<p>To explore the changes that take place during puberty.</p>	<p>To identify and explain the main changes that take part in the sexes.</p>	<p>To describe and explain the main changes that take part in the sexes. Will understand the emotional and physical effects.</p>	<p>To explain and explain the main changes that take part in the sexes. Will understand and explain the emotional and physical effects.</p>
YEAR 3				
<p><u>Families and people who care for me</u></p> <p>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</p>	<p>To EXPLORE and be aware of what a stable relationship is and what marriage is</p>	<p>Will Identify stable and caring relationships in their life. To identify why marriage is an important factor.</p>	<p>Will be able to DESCRIBE what a caring relationship is and give an example of it in their life.</p> <p>DESCRIBE why marriage is an important</p>	<p>Will be able to EXPLAIN caring and different relationships in their home. To explain how this provides security.</p> <p>EXPLAIN why marriage is an important</p>

Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
types of long-term relationships.			relationship for people.	relationship for people. Give examples.
<p><u>Respectful relationships including friendships</u></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>CAREERS WEEK BLACK HISTORY MONTH</p> <p><i>Pol-Ed</i> <i>Name calling</i> <i>Swear words</i> <i>Being kind</i></p>	<p>To EXPLORE what constitutes sexual harassment and sexual violence.</p> <p>To EXPLORE the legal rights regarding equality.</p>	<p>To IDENTIFY what constitutes sexual harassment and sexual violence.</p> <p>To IDENTIFY the legal rights regarding equality. Give an example.</p>	<p>To DESCRIBE what constitutes sexual harassment and sexual violence.</p> <p>To DESCRIBE the legal rights regarding equality and give examples.</p>	<p>To EXPLAIN what constitutes sexual harassment and sexual violence.</p> <p>To EXPLAIN the legal rights regarding equality and record these.</p>
<p><u>Online and Media</u></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 EXPLORE how the internet can be used. To EXPLORE the risks of the internet.</p>	<p>To IDENTIFY uses of the internet.</p> <p>To IDENTIFY some risks on the internet. To give an example.</p>	<p>To DESCRIBE different ways they and others use the internet.</p> <p>To give examples of how the internet can encourage gambling etc.</p>	<p>To EXPLAIN how they use the internet and EXPLAIN its benefits and the dangers.</p>

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><i>Pol-Ed What is the internet for? Social Media Giving out information</i></p>				
<p><u>Being Safe</u> The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage,</p>	<p>To EXPLORE the concepts relating to sexual consent and how it can affect you.</p>	<p>To IDENTIFY issues around sexual consent and how you can get support with issues online.</p>	<p>To DESCRIBE what they would do in certain situations of sexual exploitation. To DESCRIBE how they</p>	<p>To EXPLAIN what support you can get with issues online and what issues may occur around sexual exploitation.</p>

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><i>Pol-Ed Crime Vigilance Gangs</i></p>	<p>EXPLORE what you would do to get support.</p>		<p>would get support.</p>	
<p><u>Internet Safety and harm</u></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, the risks related to online gambling including the</p>	<p>To EXPLORE how people can present themselves online.</p> <p>To EXPLORE the principles of relationships on and offline.</p> <p>To EXPLORE the rules for keeping safe online and how to recognise risks.</p> <p>To explore how to report harmful content.</p>	<p>To IDENTIFY how people sometimes behave differently online.</p> <p>To IDENTIFY on and off line relationships.</p> <p>To IDENTIFY the rules of staying safe online and giving examples.</p> <p>To identify harmful content and how to report.</p>	<p>To DESCRIBE how people can behave different online and give examples.</p> <p>To DESCRIBE the rules of staying safe online and give examples.</p> <p>Describe risk and harmful content and how to report.</p>	<p>To EXPLAIN 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 EXPLAIN the rules and principles for keeping safe online and how to recognise risks.</p> <p>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>SAFER INTERNET DAY</p> <p><i>Pol-Ed Money Transactions Fraud</i></p>				<p>To explain how to report harmful content.</p>
<p><u>Intimate and sexual relationships, including sexual health</u></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 EXPLORE how the different STI's are transmitted and how risk can be reduced. To EXPLORE how drugs and alcohol can lead to risky sexual behaviour.</p>	<p>To IDENTIFY how the different STI's are transmitted and how risk can be reduced. To IDENTIFY how drugs and alcohol can lead to risky sexual behaviour. Give an example of how to reduce.</p>	<p>To DESCRIBE how the different STI's are transmitted and how risk can be reduced. To DESCRIBE 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 EXPLAIN how the different STI's are transmitted and how risk can be reduced. To EXPLAIN how drugs and alcohol can lead to risky sexual behaviour. Give examples of how to reduce and support you can get.</p>

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 EXPLORE how babies are made and ways to prevent.	To IDENTIFY how babies are made and ways to prevent.	To DESCRIBE how babies are made and ways to prevent it.	To explain how babies are made and how to prevent it.
<p><u>Mental health and well being</u> The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>	To EXPLORE the benefits and importance of physical exercise on well-being and happiness.	To IDENTIFY the benefits and importance of physical exercise on well-being and happiness. Give an example.	To DESCRIBE the benefits and importance of physical exercise on well-being and happiness. Describe what they do to support themselves.	To EXPLAIN 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><u>Physical health and fitness</u> The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p>	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.



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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 EXPLORE the importance of rest and time spent doing hobbies.</p> <p>To EXPLORE blood and organ donation.</p>	<p>To Identify the importance of rest and time spent doing hobbies. Give examples.</p> <p>To IDENTIFY blood and organ donation.</p>	<p>To describe the importance of rest and time spent doing hobbies. Give examples of how it helps.</p> <p>To DESCRIBE blood and organ donation.</p> <p>Give an example.</p>	<p>To explain the importance of rest and time spent doing hobbies. Give examples of what you could do in different scenarios.</p> <p>To EXPLAIN blood and organ donation and how this is done.</p>
<p><u>Healthy eating</u></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 EXPLORE dental health and oral hygiene.</p> <p>To EXPLORE and take part in teeth brushing activities.</p> <p>To EXPLORE roles of Dentist and going for appointments.</p>	<p>To IDENTIFY why we brush our teeth.</p> <p>To IDENTIFY good oral Hygiene.</p> <p>To IDENTIFY why we go to the Dentist regularly.</p>	<p>To DESCRIBE The benefits of good oral hygiene and give examples.</p> <p>To DESCRIBE why it is important to have regular check-ups at the dentist.</p>	<p>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>
<p><u>Drugs, alcohol and tobacco</u></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 EXPLORE healthy living. To EXPLORE healthy lifestyle choices and negative choices such as drugs,</p>	<p>To IDENTIFY negative lifestyle choices.</p> <p>To give one example of negative effects these choices can have.</p>	<p>To DESCRIBE different negative lifestyle choices given multiple examples of how these choices and have physical and</p>	<p>To EXPLAIN the physical and psychological risks with alcohol, drugs and tobacco consumption. To EXPLAIN and give examples in</p>



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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>Health and prevention</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 EXPLORE dental health and oral hygiene and good quality sleep.</p> <p>To EXPLORE and take part in teeth brushing activities.</p>	<p>To IDENTIFY why we brush our teeth and need to have good sleep.</p> <p>To IDENTIFY good oral Hygiene.</p> <p>To IDENTIFY why we go to the Dentist regularly.</p>	<p>To DESCRIBE The benefits of good oral hygiene and sleeping well and give examples.</p> <p>To DESCRIBE why it is important to have regular check-ups.</p>	<p>To EXPLAIN why it is important to practise good oral hygiene and sleep well and give a range of examples including long term.</p>
<p>Basic First Aid</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 EXPLORE who to contact in an emergency.</p> <p>To take part in life skills sessions</p> <p>EXPLORING who to contact in different situations.</p>	<p>To IDENTIFY who to contact in an emergency. To take part in life skills sessions</p> <p>IDENTIFYING who to contact in different scenarios.</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 community as part of life skills sessions.</p>



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Elements:	(ALL) Explore	(MOST) Identify	(SOME) Describe	(FEW) Explain
<p><u>Changing adolescent body</u></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 explore the changes that take place during puberty.	To identify and explain the main changes that take part in the sexes.	To describe and explain the main changes that take part in the sexes. Will understand the emotional and physical effects.	To explain 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 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.

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.



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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
Year 1				
Families: That there are different types of relationships. Link to POLED SOW	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



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Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
				understand the positive and negatives in the household 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.
Year 1				
<u>Respectful relationships, including friendships:</u> 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

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>Additional work during ANTI BULLYING WEEK</p> <p>Link to POL ED SOW</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.			
Year 1				
<p><u>Online and media:</u></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><u>Online Safety.</u></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>
Year 1				
<p><u>Being Safe & Intimate and Sexual Relationships:</u></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>

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Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
all contexts, including online). Link to POL ED SOW			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. (Identified groups for elements of sexual education as appropriate) Link to POL ED SOW	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. (Identified groups as appropriate.)	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.



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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>Additional workshops with Identified Groups on Sexual Health.</p> <p>Link to POL ED SOW</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>Additional Workshops as appropriate.</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>
Year 1				
<p><u>Mental Wellbeing:</u></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>



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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.
Year 1				
<p><u>Internet safety and harms:</u></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>Link to POL ED SOW</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.
Year 1				
<p><u>Physical health and fitness:</u></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



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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.
Year 1				
<u>Healthy Eating:</u>	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.
Year 1				
<u>Drugs, alcohol and tobacco:</u> 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. Link to POL ED SOW	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.



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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.
Year 1				
<p>Health and prevention:</p> <p>About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>Supported with Kitchen sessions.</p> <p>Link to POL ED SOW</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



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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.
Year 1				
<u>Basic first aid:</u> 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.
Year 1				
<u>Changing adolescent body:</u> 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



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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.
<u>YEAR 2</u>				
<u>Families:</u> 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



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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.
Year 2				
<u>Respectful relationships, including friendships:</u> 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). Link to POLED SOW	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



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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.
Year 2				
<p><u>Online and media:</u></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>Link to POL ED SOW</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



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Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
material which is sent to them. Link to POLED SOW	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. Link to POLED SOW	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.
Year 2				
<u>Being Safe & Intimate and Sexual Relationships:</u> The facts around conception and pregnancy, including miscarriage.	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.

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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>(Identified groups as appropriate.)</p> <p>Link to POLED SOW</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>Additional Workshops as appropriate.</p> <p>Link to POLED SOW</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.
Year 2				
<p><u>Mental Wellbeing:</u></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



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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.
Year 2				
<p>Additional workshops delivered with outside agencies.</p> <p><u>Internet safety and Harms:</u></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>Link to POLED SOW</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>Additional workshops delivered with outside agencies.</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



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Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
<p>(including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p>Link to POL ED SOW</p>	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.
Year 2				
<p><u>Physical health and fitness:</u></p> <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p>	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.
Year 2				
<p><u>Healthy Eating:</u></p>	To EXPLORE healthy eating and why is it 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.
Year 2				
<p><u>Drugs, alcohol and tobacco:</u></p>	To EXPLORE healthy living.	To IDENTIFY negative	To DESCRIBE different	To EXPLAIN the physical



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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>Additional Workshops for Identified Groups.</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>Link to POLED SOW</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.
Year 2				
<p>Health and Prevention: 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.



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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.
Year 2				
<u>Basic First Aid:</u> Life-saving skills, including how to administer CPR.	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.
Year 2				
<u>Changing adolescent body:</u> 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 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
YEAR 3				
<p><u>Families:</u></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>



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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.
Year 3				
<p>Additional work during ANTI BULLYING WEEK</p> <p><u>Respectful relationships, including friendships:</u></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>Additional workshops as appropriate</p> <p>Link to POL ED SOW</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.
Year 3				
<p><u>Online and Media:</u></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>(Additional workshops delivered as appropriate for identified pupils.)</p> <p>Link to POLED SOW</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>Additional Social Media workshops as appropriate.</p> <p>Link to POLED SOW</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>Link to POLED SOW</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>

Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
				the legality and the consequences.
Year 3				
<p><u>Being Safe & Intimate and Sexual Relationships:</u></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>Additional workshops with Identified Groups.</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>Link to POLED SOW</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



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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. (Identified groups as appropriate.)). 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. (Additional elements related to sexual behaviour with Identified groups only.) Link to POL ED SOW	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.
Year 3				
<u>Mental Wellbeing:</u> 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



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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.
Year 3				
<p><u>Internet safety and harms:</u></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>Link to POLED SOW</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.	To IDENTIFY why online gambling can become addictive. To IDENTIFY how websites, target advertisements towards people in a range of situations.	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.	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.
Year 3				
<p><u>Physical health and fitness:</u></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>	Will EXPLORE healthy eating choices. Will be able to make healthy meals with support in the kitchen. Will EXPLORE and take part in Physical Exercise as part of Gym sessions.	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.	Will DESCRIBE what constitutes a healthy lifestyle. Will DESCRIBE how an inactive lifestyle and ill health. Will DESCRIBE and take part in gym/exercise sessions to	Will EXPLAIN how a healthy balanced diet alongside an active life contributes to a healthy lifestyle and compare with an inactive lifestyle. Will EXPLAIN how gym session support these



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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.
Year 3				
<u>Healthy Eating:</u> Supported by Kitchen sessions	To EXPLORE healthy eating and why is it 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.
Year 3				
<u>Drugs Alcohol and Tobacco:</u> 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



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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. Additional workshops for identified groups	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. Link to POL ED SOW	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.
Year 3				
<u>Health and prevention:</u> 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.
Year 3				
<u>Basic First Aid:</u> 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.



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Elements:	Entry 1 (ALL) Explore	Entry 2 (MOST) Identify	Entry 3 (SOME) Describe	Level 1 (FEW) Explain
Year 3				
<p><u>Changing adolescent body:</u></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.