



New Horizons Seaside Primary Personal Development (PD) Policy

- **Combined Relationships Education and PSHE Policy**
- **This policy should be seen in conjunction with the New Horizons Seaside Primary Relationships Sex Education (RSE) Policy**

Last Review Date:	Sept 2025
Next Review Date:	Sept 2026
Reviewed By:	Mr Lee Murley (Headteacher / Chief Executive Officer)

Introduction

At New Horizons Seaside Primary, we have combined RSE (statutory Relationships Education and non-statutory Sex Education) with elements of PSHE (Personal, Social and Health Education) to create a new subject with a child-friendly title: Personal Development (PD).

It should be noted that this is not to be confused with the Ofsted category of Personal Development, which of course runs through everything we do at New Horizons Seaside Primary.

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. Health Education is also statutory in all schools.

We at New Horizons Seaside Primary school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal Social and Health Education (PSHE) at Key Stages 1 and 2. This policy also takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2019.

The policy was created by the subject leader for PD in consultation with staff, governors and the parents/carers of the school. It is intended to be used as an outline to the guiding principles, by which the staff of this school will teach Personal Development (PD).

Personal Development at New Horizons Seaside Primary is 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline'. (Brook, SEF, PSHE Association, 2014:3) Please refer to the New Horizons Seaside Primary Relationships Sex Education (RSE) Policy for further information.

Definition of Personal Development (PD)

Our PD curriculum which includes statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Intention of the Personal Development Curriculum

Our overall intention is to demonstrate and teach the skills, knowledge and understanding that pupils need to lead confident, healthy lives and to become informed, active and responsible citizens. Children will learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Personal Development (PD) is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to encourage children to form healthy and meaningful relationships, based on respect for themselves and for others.

New Horizons Seaside Primary believe in working in partnership with parents and carers so that the child's physical, moral, mental wellbeing and emotional development can be supported at home. New Horizons Seaside Primary believes in working in partnership with parents and carers and understands the importance of sharing our Personal Development programme with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home.

Through this policy, we work together to promote the following skills:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

Implementation of the Personal Development Curriculum

Personal Development is the backbone to our entire curriculum, the golden thread that runs through it and is an integral part of everything we do at New Horizons Seaside Primary. Not only is it seamlessly embedded throughout our core and foundation curriculum, it is also taught as a structured lesson, once a week in all year groups.

The SCARF programme we have adopted to deliver our Personal Development curriculum has been carefully selected to ensure that it covers all Relationships and Health Education statutory requirements and because it meets the varying needs of our children. The spiral curriculum design allows children to develop their skills and learning year on year with each new topic building on the

last. Children engage in discussions, debates and hands on activities which promotes positive behaviour, safety, achievement and wellbeing and supports pupil development in terms of our key DREAMS Attitudes for Life.

We follow the six suggested half-termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The Pupil Governors are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

There are six key themes which are taught in every year group. These are:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Please refer to the New Horizons Seaside Primary Relationships Sex Education (RSE) Policy for further information.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

PD lessons are taught by their class teacher once a week in their timetabled PD lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of

skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following our Child Protection Policy.

British Values and Spiritual, Moral, Social and Cultural (SMSC) development are carefully woven throughout the Personal Development curriculum. This enables our children to become successful learners, confident individuals, responsible citizens and effective contributors.

At all times, children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

We are passionate about delivering structured lessons which excite and motivate the children but to further enhance the personal development of all of our pupils, we have adopted a unique addition to our curriculum in the form of 'Exploring New Horizons'. Please click the following link for further information:

<https://www.seaside.w-sussex.sch.uk/exploring-new-horizons-118-curriculum>

This initiative involves 118 experiences that we would like all our children to benefit from before they leave us at Seaside. Some of the activities link directly to our residential which take place in Y4, Y5 and Y6 and many of them take place within school but they all aim to actively enhance the personal development of our pupils.

Our children learn how to become confident, ambitious and motivated young people, people who are aware of the world around them, people who have learnt to adopt our DREAMS Attitudes for Life. The pupils at New Horizons Seaside Primary achieve all of this whilst enjoying being a child by taking part in activities which involve them getting wet, muddy and most of all – having fun!

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

Impact of the Personal Development Curriculum

At New Horizons Seaside Primary, we recognise that the skills taught throughout the PD sessions are transferable across all areas of the curriculum which therefore cannot be formally 'assessed'.

We recognise that progress can be shown in all settings – both inside and outside and out of the classroom. Our 'Exploring New Horizons' books show the personal development of our children and the achievements they make throughout their time at Seaside.

This being said, we do keep an ongoing assessment of how well the children engaged and accessed the taught PD sessions. At the end of a unit, we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Support for Children with Special Educational Needs (SEN)

New Horizons Seaside Primary ensure that pupils with special educational needs (SEN) receive relationships and sex education that is appropriate to their stage of development. Sex and Relationship Education will help all pupils to understand their physical and emotional development and enable them to make positive decisions in their lives.

We understand that individual learning needs may mean that some children may require additional support to access the learning taught in the PD sessions. We understand that some children with SEND may not have the cognitive or emotional understanding to access some of the SCARF lesson content, but it's also important to recognise that children's bodies will still be developing in line with their age. We recognise that *all* children need information to help keep them safe and also help them to understand how and why their bodies will develop. This means that the statutory requirements will be taught to *all* children by the end of Year 6 in an age-appropriate, accessible way.

In order to support all learners, teachers will differentiate their planning as set out in the Teaching and Learning policy but they will also pay close attention to the specific needs of our pupils and adapt their teaching as necessary.

It is not our school's policy to withdraw pupils with special educational needs from PD lessons to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PD takes into account the targets set for individual children in their Individual Learning Plans (ILPs).

Equal Opportunities

The PD programme is delivered in accordance with New Horizons Seaside Primary's Inclusion Policy and West Sussex County Council's Equality and Inclusion Policy (2019). Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief or ability/disability. The promotion of any type of relationship shall not occur.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PD curriculum acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create

a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Right of Withdrawal

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education - please refer to the New Horizons Seaside Primary Relationships Sex Education (RSE) Policy.

Parents / Carers do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers will use their professional skill and discretion before answering questions and if necessary, will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective PD, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue.

During PD sessions, teachers are aware of confidentiality as topics can be sensitive. Due to this, the usual standards of confidentiality between child and teacher will be observed, except where a child's question might raise safeguarding issues. In these circumstances, the Designated Safeguarding Leads (DSLs): Mr L Murley, Mrs N Irwin, Mr R Nicholas or Mrs A Cornish, will be informed and no adult will ever promise confidentiality to a child. Please also see the Safeguarding Policy for further information.

Monitoring of the PD Policy is the responsibility of the Director of Education, named Local Governor (Mrs K Caplin) and Personal Development Lead (Mrs A Cornish).

Measuring the Impact of the PD Curriculum

School Leaders will assess the effectiveness of the intent and implementation of the PD curriculum by undertaking lesson observations, sampling teachers' planning, book looks and feedback from parents. The effectiveness of the PD programme will be evaluated by assessing children's learning and implementing change if required. This policy document is available to view on the school web site. Monitoring of the PD Policy is the responsibility of the Chief Executive Officer, named governor (Mrs K Caplin), and PD subject leader (Mrs A Cornish).

Dissemination of the Policy

This policy has been made accessible to parents, teachers, governors and other school staff, through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office.

Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers, school staff, governors and pupils.

Sources of Further Information

This policy has referenced:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- New Horizons Seaside Primary (NHSP) Relationships Sex Education (RSE) Policy
- New Horizons Seaside Primary (NHSP) Safeguarding Policy
- NHSP Confidentiality Policy
- NHSP Anti-bullying Policy
- NHSP Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2024)

Appendix A: An Overview of the Learning Outcomes delivered through the PD Curriculum

Reception – PD Learning Outcomes		
Me and My Relationships	Valuing Difference	Keeping Myself Safe
<ul style="list-style-type: none"> • Talk about their own interests. • Talk about their families. • Talk about how they are the same or different to others. • Share their favourite interests and objects. • Talk about themselves positively. • Listen to what others say and respond. • Talk about the important people in their lives. • Understand that we have different special people. • Name key people outside of families that care for them. • Talk about when they might feel unsafe or unhappy. • Name the people who will help them. • Notice when a friend is in need at school and help them. • Describe different emotions. • Explore how we feel at certain times or events. • Identify ways to change feelings and calm down. • Identify events that can make a person feel sad. • Suggest ways in which they can help a friend who is sad. • Choose ways to help themselves when they feel sad. 	<ul style="list-style-type: none"> • Describe their own positive attributes. • Share their likes and dislikes. • Listen to and respect the ideas of others. • Recognise the similarities and differences amongst their peers. • Discuss why differences should be celebrated. • Retell a story. • Talk about their family, customs and traditions. • Listen to others talk about their experiences. • Compare their own experiences with those of others. • Recognise the similarities and differences between their home and those of others. • Talk about what makes their home feel special and safe. • Be sensitive towards others. • Suggest ways in which we can be kind towards others. • Demonstrate skills in cooperation with others. • Show friendly behaviour towards a peer. • Build relationships with others. 	<ul style="list-style-type: none"> • Name things that keep their bodies safe. • Name things that keep their bodies clean and protected. • Think about how to recognise things that might not be safe. • Make safe decisions about items they don't recognise. • Talk about what our bodies need to stay well. • Name the safe ways to store medicine and who can give it to children (adults). • Name some hazards and ways to stay safe inside. • Name some hazards and ways to stay safe outside. • Show how to care for the safety of others. • Name the adults who they can ask for help from, and will keep them safe. • Recognise the feelings they have when they are unsafe. • Talk about keeping themselves safe, safe touches and consent. • Share ideas about activities that are safe to do on electronic devices. • What to do and who to talk to if they feel unsafe online. • Name the people in their lives who help to keep them safe. • Name people in their community who help to keep them safe. • Talk about ways to keep themselves safe in their environment.
Rights and Responsibilities	Being my Best	Growing and Changing
<ul style="list-style-type: none"> • Name the special people in their lives. • Understand that our special people can be different to those of others. • Talk about why friends are important and how they help us. • Identify ways to care for a friend in need. • Identify ways to help others in their community. • Identify ways in which they help at home. • Recognise the importance of taking care of a shared environment. • Name ways in which they can look after their learning environment. • Think about what makes the world special and beautiful. • Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. • Talk about what can happen to living things if the world is not cared for. • Recognise coins and other items relating to money. • Identify the uses of money. • Talk about why it's important to keep money safe. • Identify ways to save money. • Talk about why we save money. 	<ul style="list-style-type: none"> • Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle. • Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle. • Name and choose healthy foods and drink. • Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). • Explain the jobs of different food groups. • Name and choose healthy foods and drink. • Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). • Explain the jobs of different food groups. • Describe the changes in their body during exercise and what is happening to their body. • Explain how exercise can help us stay well - physically and mentally. • Name some ways to keep their body fit and well. • Understand why our body needs sleep. • Talk about their own bedtime routine. • Suggest ways to have a calm evening and bedtime routine. 	<ul style="list-style-type: none"> • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe. • Name the different seasons and describe their differences. • Explain the changes that occur as seasons change. • Talk about how they have grown in resilience. • To understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things. • Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about their own experience of growing up. • Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others. • Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique. • Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.

Year 1 – PD Learning Outcomes

Me and My Relationships	Valuing Difference	Keeping Myself Safe
<ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Identify a range of feelings; Identify how feelings might make us behave: Suggest strategies for someone experiencing 'not so good' feelings to manage these Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. Identify simple qualities of friendship; Suggest simple strategies for making up Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. 	<ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare Explain some of their school rules and how those rules help to keep everybody safe Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them Who are our special people? Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. 	<ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Recognise the range of feelings that are associated with loss Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help.
Rights and Responsibilities	Being my Best	Growing and Changing
<ul style="list-style-type: none"> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. Identify what they like about the school environment; Recognise who cares for and looks after the school environment Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. Explain where people get money from; List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). 	<ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. Recognise how a person's behaviour (including their own) can affect other people. 	<ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.

Year 2 – PD Learning Outcomes

Me and My Relationships	Valuing Difference	Keeping Myself Safe
<ul style="list-style-type: none"> Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions Take part in creating and agreeing classroom rules Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour. 	<ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Recognise and explain how a person's behaviour can affect other people Identify people who are special to them; Explain some of the ways those people are special to them Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. How safe would you feel? Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
Rights and Responsibilities	Being my Best	Growing and Changing
<ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom Explain, and be able to use, strategies for dealing with impulsive behaviour Identify special people in the school and community who can help to keep them safe; Know how to ask for help. Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things. Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 	<ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses Explain the importance of good dental hygiene; Describe simple dental hygiene routines Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood. 	<ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. Identify which parts of our body are private Explain that our genitals help us make babies when we are older Understand that we mostly have the same body parts but how they look is different from person to person. Explain what privacy means Know that you are not allowed to touch someone's private belongings without their permission Give examples of different types of private information.

Year 3 – PD Learning Outcomes

Me and My Relationships	Valuing Difference	Keeping Myself Safe
<ul style="list-style-type: none"> Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation. Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people Rehearse and demonstrate simple strategies for resolving given conflict situations Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. 	<ul style="list-style-type: none"> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships. Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult) Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. 	<ul style="list-style-type: none"> Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation. Identify risk factors in given situations; Suggest ways of reducing or managing those risks. Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs. Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions. Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
Rights and Responsibilities	Being my Best	Growing and Changing
<ul style="list-style-type: none"> Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) 	<ul style="list-style-type: none"> Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal. Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness. Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different view points; Make recommendations, based on their research. Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media. Demonstrate how working together in a collaborative manner can help everyone to achieve success; Understand and explain how the brain sends and receives messages through the nerves. Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood. Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class. 	<ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.

Year 4 – PD Learning Outcomes

Me and My Relationships	Valuing Difference	Keeping Myself Safe
<ul style="list-style-type: none"> Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others. Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend. Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information. Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. 	<ul style="list-style-type: none"> Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared. List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences Understand and identify stereotypes, including those promoted in the media. 	<ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines) Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory) Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
Rights and Responsibilities	Being my Best	Growing and Changing
<ul style="list-style-type: none"> Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these. Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process Define the word influence; Recognise that reports in the media can influence the way they think about a topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions. Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work. Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential. 	<ul style="list-style-type: none"> Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios. Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community. 	<ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. Name some positive and negative feelings; Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that periods are a normal part of puberty for girls; Identify some of the ways they can cope better with periods. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

Year 5 – PD Learning Outcomes

Me and My Relationships	Valuing Difference	Keeping Myself Safe
<ul style="list-style-type: none"> Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. 	<ul style="list-style-type: none"> Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way. 	<ul style="list-style-type: none"> Explain what a habit is, giving examples; Describe why and how a habit can be hard to change Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk. Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying. Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare. Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely. Understand the actual norms around smoking and the reasons for common misperceptions of these. Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
Rights and Responsibilities	Being my Best	Growing and Changing
<ul style="list-style-type: none"> Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance. Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community. 	<ul style="list-style-type: none"> Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these. Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community. Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have. 	<ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable. Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like. Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.

Year 6 – PD Learning Outcomes

Me and My Relationships	Valuing Difference	Keeping Myself Safe
<ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others. • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree; • Understand that everyone has the right to be free to choose who and whether to marry. • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology. 	<ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. 	<ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country. • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol. • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met. • Understand and give examples of conflicting emotions; • Understand and reflect on how independence and responsibility go together.
Rights and Responsibilities	Being my Best	Growing and Changing
<ul style="list-style-type: none"> • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it. • Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; • Recognise that people's lives are much more balanced in real life, with positives and negatives. • Explain some benefits of saving money; • Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; • Explain what is meant by the term interest. • Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. • Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way. 	<ul style="list-style-type: none"> • Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. • Identify aspirational goals; • Describe the actions needed to set and achieve these. • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. • Recognise what risk is; • Explain how a risk can be reduced; • Understand risks related to growing up and explain the need to be aware of these; • Assess a risk to help keep themselves safe. 	<ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change. • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. • Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Identify the changes that happen through puberty to allow sexual reproduction to occur; <p>NON-STATUTORY LEARNING OUTCOMES</p> <ul style="list-style-type: none"> • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means. • Explain how HIV affects the body's immune system; • Understand that HIV is difficult to transmit; • Know how a person can protect themselves from HIV

