

<b>EYFS Development Matters - Subject Content</b>	<b>National Curriculum Subject Content KS2</b>
<p><b>Early Learning Goal</b>  <b>Personal, Social and Emotional Development: Making relationships</b>  <ul style="list-style-type: none"> <li>✓ Children play co-operatively, taking turns with others.</li> <li>✓ They take account of one another’s ideas about how to organise their activity.</li> <li>✓ They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children</li> </ul> <b>Personal, Social and Emotional Development: Self-confidence and self-awareness</b>  <ul style="list-style-type: none"> <li>✓ Children are confident to try new activities, and say why they like some activities more than others.</li> <li>✓ They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</li> <li>✓ They say when they do or don’t need help.</li> </ul> <b>Personal, Social and Emotional Development: Managing feelings and behaviour</b>  <ul style="list-style-type: none"> <li>✓ Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>✓ They work as part of a group or class, and understand and follow the rules.</li> <li>✓ They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul> </p>	<p>During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.</p> <p><b>Knowledge, skills and understanding</b>  <b>Developing confidence and responsibility and making the most of their abilities</b>  1. Pupils should be taught:  a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society;  b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;  c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;  d. to recognise, as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;  e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;  f. to look after their money and realise that future wants and needs may be met through saving.</p> <p><b>Preparing to play an active role as citizens</b>  <b>2. Pupils should be taught:</b>  a. to research, discuss and debate topical issues, problems and events;  b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;  c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;  d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;  e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people’s experiences;  f. to resolve differences by looking at alternatives, making decisions and explaining choices;  g. what democracy is, and about the basic institutions that support it locally and nationally;  h. to recognise the role of voluntary, community and pressure groups;  i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;  j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;  k. to explore how the media present information.</p> <p><b>Developing a healthy, safer lifestyle</b>  <b>3. Pupils should be taught:</b>  a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;  b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;  c. about how the body changes as they approach puberty;  d. which commonly available substances and drugs are legal and illegal, their effects and risks;  e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;  f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;  g. school rules about health and safety, basic emergency aid procedures and where to get help.</p> <p><b>Developing good relationships and respecting the differences between people</b>  <b>4. Pupils should be taught:</b>  a. that their actions affect themselves and others, to care about other people’s feelings &amp; to try to see things from their points of view;  b. to think about the lives of people living in other places and times, &amp; people with different values and customs;  c. to be aware of different types of relationship, including marriage &amp; those between friends &amp; families, and to develop the skills to be effective in relationships;  d. to realise the nature &amp; consequences of racism, teasing, bullying &amp; aggressive behaviours, and how to respond to them &amp; ask for help;  e. to recognise &amp; challenge stereotypes;  f. that differences &amp; similarities between people arise from a number of factors, including cultural, ethnic, racial &amp; religious diversity, gender &amp; disability;  g. where individuals, families &amp; groups can get help &amp; support.</p>
<b>National Curriculum Subject Content KS1</b>	
<p>During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people’s feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.</p> <p><b>Knowledge, skills and understanding</b>  <b>Developing confidence and responsibility and making the most of their abilities</b>  <b>1. Pupils should be taught:</b>  a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;  b. to share their opinions on things that matter to them and explain their views;  c. to recognise, name and deal with their feelings in a positive way;  d. to think about themselves, learn from their experiences and recognise what they are good at;  e. how to set simple goals.</p> <p><b>Preparing to play an active role as citizens</b>  <b>2. Pupils should be taught:</b>  a. to take part in discussions with one other person and the whole class;  b. to take part in a simple debate about topical issues;  c. to recognise choices they can make, and recognise the difference between right and wrong;  d. to agree and follow rules for their group and classroom, and understand how rules help them;  e. to realise that people and other living things have needs, and that they have responsibilities to meet them;  f. that they belong to various groups and communities, such as family and school;  g. what improves and harms their local, natural and built environments and about some of the ways people look after them;  h. to contribute to the life of the class and school;  i. to realise that money comes from different sources and can be used for different purposes.</p> <p><b>Developing a healthy, safer lifestyle</b>  <b>3. Pupils should be taught:</b>  a. how to make simple choices that improve their health and wellbeing;  b. to maintain personal hygiene;  c. how some diseases spread and can be controlled;  d. about the process of growing from young to old and how people’s needs change;  e. the names of the main parts of the body;  f. that all household products, including medicines, can be harmful if not used properly;  g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p> <p><b>Developing good relationships and respecting the differences between people</b>  <b>4. Pupils should be taught:</b>  a. to recognise how their behaviour affects other people;  b. to listen to other people, and play and work cooperatively;  c. to identify and respect the differences and similarities between people;  d. that family and friends should care for each other;  e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p>	

## PSHE Key Concepts

These key concepts are the 'big ideas' which run as threads through the curriculum. The same key concepts are explored and revisited in each unit of work in every year group. This enables pupils to build on prior knowledge, deepen their contextual knowledge and always working towards the bigger picture of achievement at the end of each year group or phase.

### **Identity**

This concept involves understanding their personal qualities, achievements and personal privacy and what influences these.

### **Healthy Relationships**

This concept involves understanding the nature and types of relationships in a wide variety of settings.

### **Wellbeing**

This concept involves understanding how best to focus on physical and mental well-being and will teach children to become resilient when faced with challenging changes or circumstance.

### **Aspirations for the future**

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as an Artist:

**Teacher**  
**Economist**  
**Counsellors/therapist**  
**Psychologist**  
**Career advisor**  
**Environmental health officer**  
**Youth worker**  
**Police**  
**Healthcare worker**  
**Politics**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Being Me In My World</b> <b>NC:</b> To learn the basic rules for keeping themselves healthy and safe <b>NC:</b> To learn to take turns and be gentle	<b>Celebrating Difference</b> <b>NC:</b> To identify talents and build on <b>NC:</b> Understand where they live (home & their surrounding area) <b>NC:</b> To build on social skills leaning to stand up for them selves	<b>Dreams and Goals</b> <b>NC:</b> To set goals <b>NC:</b> Learn how to identify challenges and overcome them. <b>NC:</b> Seek help in order to achieve goals.	<b>Healthy Me</b> <b>NC:</b> To explore personal hygiene. <b>NC:</b> To understand what healthy eating means <b>NC:</b> To identify ways to keep the body healthy	<b>Relationships</b> <b>NC:</b> To explore family life <b>NC:</b> To learn how to be a good friend and make new friends <b>NC:</b> To recognise what bullying may look like and ask for help.	<b>Changing Me</b> <b>NC:</b> To explore how they grow and change <b>NC:</b> Learn to respect their body
	<b>Key Concepts</b> Develop an understanding of their personal qualities – wellbeing  Start to develop social skills – relationships	Be proud of their talents – identity  Learn to be confident – relationships  Make friends – wellbeing	Understand how to persevere – identity  Identify when to request help – relationships & wellbeing	Begin to understand the role of exercise in keeping us fit & healthy – wellbeing  Learn how to behave in a safe manner – identity	Explore different family life - relationships  Recognise ways to build friendship and maintain them – identity & wellbeing	Appreciate our body – wellbeing  Learn how to overcome fears - identity
Year 1	<b>Being Me In My World</b> <b>NC:</b> To begin to understand the rights and responsibilities they have. <b>NC:</b> To agree and follow rules for their group and classroom, and understand how rules help them <b>NC:</b> To identify ways to contribute to the life of the class	<b>Celebrating Difference</b> <b>NC:</b> To think about themselves, learn from their experiences and recognise what they are good at. <b>NC:</b> To identify and respect the differences and similarities between people <b>NC:</b> To understand that there are different types of teasing and bullying	<b>Dreams and Goals</b> <b>NC:</b> To recognise & celebrate their strengths and set simple but challenging goals. <b>NC:</b> To learn from their experiences, identify challenges and overcome them.	<b>Healthy Me</b> <b>NC:</b> Learn how to make simple choices that improve their health and wellbeing <b>NC:</b> To maintain personal hygiene. <b>NC:</b> To recognise that all household products, including medicines, can be harmful if not used properly	<b>Relationships</b> <b>NC:</b> To identify their own special people (family, friends, carers), what makes them special & how special people should care for one another <b>NC:</b> To listen to other people & play and work cooperatively (including strategies to resolve simple arguments through negotiation)	<b>Changing Me</b> <b>NC:</b> To recognise the life cycles – animal and human <b>NC:</b> To identify the changes since baby <b>NC:</b> To recognise the differences between female and Male bodies (use correct terminology)
	<b>Key Concepts</b> Develop confidence and responsibility and make the most of their abilities – wellbeing Understand their role within a class setting – relationship  Set simple goals - identity	Explain why they are special - identity Learn to appreciate others despite their differences – relationships  Explore types of bullying and how it makes others feel – wellbeing	Identify & explain things which make them successful – identity  Explore positive feelings – wellbeing	To know rules for and ways of keeping physically & emotionally safe - Road safety (Including safety in the environment) - wellbeing To know about people who look after them, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them - relationships  To recognise what they like & dislike, how to make real, informed choices that improve their physical & emotional health, to recognise that choices can have good and not so good consequences – identity	Explore what it means to be part of a family - identity  Understand types of relationship with various people and how it keeps them safe – relationships  To identify & respect the differences & similarities between people and recognise acceptable and unacceptable behaviour in others – wellbeing	Discuss the correct names for the private parts – identity  Learn how to cope through change – wellbeing
Year 2	<b>Being Me In My World</b> <b>NC:</b> To recognise how their behaviour affects other people & the choices they can make <b>NC:</b> To recognise, name and deal with their feelings in a positive way <b>NC:</b> To contribute to the life of the classroom and school.	<b>Celebrating Difference</b> <b>NC:</b> To understand that bullying is wrong, and learn how to get help to deal with it <b>NC:</b> To explore assumption and gender Stereotypes <b>NC:</b> Develop social skills and make new friends	<b>Dreams and Goals</b> <b>NC:</b> Identify how to achieve realistic goals. <b>NC:</b> To offer constructive support & feedback to others. <b>NC:</b> To persevere when faced with obstacles.	<b>Healthy Me</b> <b>NC:</b> To identify rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. <b>NC:</b> To know how some diseases are spread & can be controlled and the responsibilities they have for their own health & that of others. <b>NC:</b> To understand the safe use of medicines and about people who look after them.	<b>Relationships</b> <b>NC:</b> To recognise what kind of physical contact is acceptable, comfortable, unacceptable & uncomfortable & how to respond (including who to tell & how to tell them). <b>NC:</b> To understand how to communicate their feelings to others, to recognise how others show feelings & how to respond <b>NC:</b> To learn about different types of families	<b>Changing Me</b> <b>NC:</b> To understand the process of growing from young to old and how people's needs change. <b>NC:</b> To understand new opportunities and responsibilities that increasing independence may bring due to growth. <b>NC:</b> To learn the differences in female and male bodies (correct terminology)
	<b>Key Concepts</b> Take an active part in the life of the school - identity  Explore and compare own and other's choices and how their actions can lead to rewards or consequences – Relationships  Say what they are feeling and how others may be feeling – wellbeing	Understand gender stereotypes and gender diversity – identity  Explore the importance of making & maintaining Friendship - relationship  Resolve simple arguments and resist bullying – wellbeing	Identify skills needed to work effectively as a team member – identity  Learn to build on each other's skills when working as a team – relationships  Understand how to persevere when faced with challenges – wellbeing	Compare own and peer's choices and feelings when making healthy and safe choice – relationships  Explore the importance of a healthy mind (relaxation) wellbeing	Understand how they fit within a family setting– identity  Know and identify what to do if certain relationship makes them feel uncomfortable – relationship  Understand the consequences of good and bad secrets – wellbeing	Explain the difference between male and female body part using correct terminology - identity  Prepare for transition from year 2 to year 3 - wellbeing

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Being Me In My World</b> <b>NC:</b> To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals <b>NC:</b> To know why and how rules and laws are made and enforced <b>NC:</b> To learn that their actions affect themselves and others, to care about other people's feelings & to try to see things from their points of view	<b>Celebrating Difference</b> <b>NC:</b> To reflect on and celebrate their achievements and understand their own uniqueness and what makes them happy. <b>NC:</b> To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise	<b>Dreams and Goals</b> <b>NC:</b> To learn about the role money plays in their own and others' lives. <b>NC:</b> To work collaboratively together towards shared goals. <b>NC:</b> To recognise and overcome obstacles	<b>Healthy Me</b> <b>NC:</b> To understand what makes a healthy lifestyle, including the benefits of exercise and healthy eating <b>NC:</b> To learn about commonly available substances and which drugs are legal and illegal, their effects and risks <b>NC:</b> To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread <b>NC:</b> To understand the school rules about health and safety, basic emergency aid procedures and where to get help	<b>Relationships</b> <b>NC:</b> To be aware of different types of relationship, including those between friends and families. <b>NC:</b> To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond. <b>NC:</b> To understand that people sometimes behave differently online, including by pretending to be someone they are not	<b>Changing Me</b> <b>NC:</b> To identify the changes inside and outside the body. <b>NC:</b> To understand about change, including transitions between Key Stages and schools).
	<b>Key Concepts</b>	Learn to take more responsibility for their learning and become resilient when faced with challenges – identity  Explore self-worth – wellbeing  Understand how to see views/opinions from different perspectives – relationships	Know that conflicts can occur within a family and friendship group and identify strategies to resolve it – relationship  Gain an understanding that unkind words can be harmful – wellbeing	Identify the different ways they learn making improvements – identity  Become confident at sharing dreams and ambition with others - relationship  Learn to become a motivated individual - wellbeing	Identify things, people and places that they need to keep safe from – relationships  Express how being scared/anxious and unwell feels – wellbeing	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves - relationships  Explain how the choices they make will impact on others around them – identity  Understand how to show appreciation for family and friends – wellbeing
Year 4	<b>Being Me In My World</b> <b>NC:</b> Understand why different rules are needed in different situations and learn how to take part in making and changing rules <b>NC:</b> To understand what democracy is, and about the basic institutions that support it locally and nationally <b>NC:</b> To develop their sense of social justice and moral responsibility	<b>Celebrating Difference</b> <b>NC:</b> To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities <b>NC:</b> To reflect on and celebrate their achievements, identify their strengths & areas for improvement <b>NC:</b> To challenge assumptions and not judge by appearance	<b>Dreams and Goals</b> <b>NC:</b> To reflect on and celebrate their achievements <b>NC:</b> To identify their strengths, areas for improvement and set high aspirations and goals. <b>NC:</b> To develop positive attitudes	<b>Healthy Me</b> <b>NC:</b> To know what constitutes to a healthy lifestyle and what affects mental health, and how to make informed choices <b>NC:</b> To understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health & safety. <b>NC:</b> To recognise and form healthy friendships and resist peer pressure.	<b>Relationships</b> <b>NC:</b> To understand the concept of 'keeping something confidential or secret,' when we should or should not agree to this and when it is right to 'break a confidence,' or 'share a secret.' <b>NC:</b> To understand that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care <b>NC:</b> To feel confident to raise their own concerns, to recognise & care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. <b>NC:</b> To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	<b>Changing Me</b> <b>NC:</b> To know that everyone is unique <b>NC:</b> To learn how to cope with change and preparing for transition
	<b>Key Concepts</b>	Understand the importance of listening and actively take part in discussions – identity  Learn how to take part more fully in school and community activities - relationships  Make more informed, confident choices about their health and environment - wellbeing	Accept self and others and recognise how special and unique everyone is – identity  Understand that some forms of bullying can be difficult to identify - relationship	Learn not to let disappointments get them down by creating new, realistic goals – identity  Become an effective team member and successfully create an end product - relationships  Explain what it means to be resilient and have a positive attitude - wellbeing	Deepen their understanding of good and not so good feelings – identity  To understand the concept of 'keeping something confidential or secret,' when we should or should not agree to this and when it is right to 'break a confidence,' or 'share a secret.' – relationship  Identify when they are feeling peer pressure and explain strategies to resist them – wellbeing	Identify ways to help manage their feelings – identity  Explore relationships and their ups and downs - relationships  Understand what it means to miss/lose a special person or a pet - wellbeing

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 5	<b>Being Me In My World</b> <b>NC:</b> To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) & begin to understand the concept of a 'balanced lifestyle.' <b>NC:</b> To understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other <b>NC:</b> To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.	<b>Celebrating Difference</b> <b>NC:</b> To explore cultural differences and how they can cause conflict. <b>NC:</b> To realise the nature & consequences of racism, teasing, bullying & aggressive behaviours and understand how to respond to them & ask for help	<b>Dreams and Goals</b> <b>NC:</b> To learn the range of jobs carried out by people they know. <b>NC:</b> To understand how they can develop skills to make their own contribution in the future <b>NC:</b> Explore the importance of money and realise that future wants and needs may be met through saving.	<b>Healthy Me</b> <b>NC:</b> To know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong <b>NC:</b> To recognise their increasing independence brings increased responsibility to keep themselves and others safe. <b>NC:</b> To understand which, why and how commonly available substances and drugs could damage their immediate and future health & safety, some are restricted and some are illegal to own, use and supply to others.	<b>Relationships</b> <b>NC:</b> To be aware of different types of relationship, including marriage & those between friends & families <b>NC:</b> To understand where individuals, families & groups can get help & support. <b>NC:</b> To recognise what constitutes a positive, healthy relationship and to develop and maintain the skills necessary	<b>Changing Me</b> <b>NC:</b> Understand the influence of online and media on body image <b>NC:</b> To understand how their body will change as they approach and move through puberty. <b>NC:</b> To identify the responsibility as they grow up and cope with change	
	<b>Key Concepts</b>	Play an active role as a citizen – Identity	Identify discriminatory behaviour and learn to be respectful to people with different culture – relationships	Compare their hopes and dreams with those of young people from different cultures - relationships	Explore their own and others responsibility to keep themselves and each other safe and identify the causes of anti-social behaviour - relationships	Compare different types of friendship and feelings associated with them – relationships	Puberty – understand the changes in their body as they grow up and the importance of personal hygiene – wellbeing
		Understand the consequences of choices they make to help them to lead to positive outcomes – wellbeing	Discuss happiness and material wealth - wellbeing	Identify dream job and how to get there – identity	Respect and value their own body making the right, healthy choices to keep their body and mind healthy – identity & wellbeing	Understand what it means to be safe online, stand up for themselves and resist peer pressure – wellbeing	Understand that their body might change at different times compared to their friends – identity
		Explain how the action of one person can affect another - relationships		Identify ways they can help others through forms of charity - wellbeing		Identify and apply strategies to manage their feelings – identity	
Year 6	<b>Being Me In My World</b> <b>NC:</b> Begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. <b>NC:</b> To understand the impact of anti-social and aggressive behaviours on individuals and communities <b>NC:</b> To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	<b>Celebrating Difference</b> <b>NC:</b> To recognise that differences & similarities between people arise from a number of factors, including cultural, ethnic, racial & religious diversity, gender & disability <b>NC:</b> To resolve differences by looking at alternatives, seeing & respecting others' points of view, making decisions and explaining choices.	<b>Dreams and Goals</b> <b>NC:</b> To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. <b>NC:</b> To learn about enterprise and the skills that make someone 'enterprising.' <b>NC:</b> To make personal learning goals, in and out of school with realistic success criteria to help them achieve it.	<b>Healthy Me</b> <b>NC:</b> To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way <b>NC:</b> To recognise when & how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that make them uncomfortable, anxious or that they believe to be wrong <b>NC:</b> To understand strategies for keeping physically and emotionally safe including safety in the environment and safety on-line (including the responsible use of ICT, mobile phones and social media) <b>NC:</b> To identify and understand how to maintain good mental health and deal with stress	<b>Relationships</b> <b>NC:</b> To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-base language, how to respond & ask for help) <b>NC:</b> To recognise and manage 'dares' and know what a stereotype is, and how stereotypes can be unfair, negative or destructive and challenge them <b>NC:</b> To understand how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	<b>Changing Me</b> <b>NC:</b> To understand why puberty changes happen <b>NC:</b> To understand how to cope with transition from Primary on to secondary education <b>NC:</b> To explore the importance of respect and consent <b>NC:</b> To understand how a baby is conceived and born	
	<b>Key Concepts</b>	Explain how choices can impact in the immediate communality and globally – identity	Identify when differences can lead to conflicts and when it can be celebrated – identity	Confidently set educational and personal goals – Identity	Make more confident and informed choices about their health and environment – identity	Identify how to cope with loss and manage my wellbeing – wellbeing	Learn about puberty in more detail diminishing myths - wellbeing
		Become more mature, independent and self-confident – wellbeing	Develop empathy - relationship	Identify ways they can work with others to help make the world a better place - relationships	Understand what exploitation means and the consequences of forming a gang - relationships	Effectively manage feelings and know when and who to ask for help when overwhelmed – relationships	Be proud of who they are and not be influenced by peer pressure - relationships
		Identify ways to make the school and wider community a fair place to live in – relationship		Understand and explain what motivates them – wellbeing	Identify ways to keep the mind healthy and happy and by managing stress – wellbeing		