

PSHE Curriculum overview

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| Year group | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| FS | **Being Me**  **Key concept**  What makes us unique? What do we look like? What do we like to do?  **PD** Develop their sense of responsibility and membership of a community. (3 to 4 yrs)  **UTW** Continue developing positive attitudes about the differences between people. (3 to 4 yr)  **PD** See themselves as a valuable individual. (4 to 5 yr)  **Difference and Diversity**  **Key concept**  Exploring different families and homes, introduction to different cultures and celebrations  Recognise that people have different beliefs and celebrate special times in different ways. (4 to 5 yr)  **UTW ELG**: People, Culture and Communities - Explain some similarities and differences between life in this country and life in other countries. | **Bullying matters**  **Key concept**  What is fair and unfair? How do we treat each other with kindness and respect?  Who can we tell if we are worried, sad or upset?  Developing positive attitudes about the differences between people. (3 to 4 yr)  See themselves as a valuable individual.  Build constructive and respectful relationships with adults and peers. (4 to 5 yr)  **ELG** Work and play cooperatively and take turns with others.  **Being Safe**  **Key concept**  Keeping safe in and out of school, classroom rules, introduction to road safety, people who we can trust to help us.  **UTW** Show interest in different occupations – that help to keep us safe. (3 to 4 yr)  **ELG Physical** Negotiate space and obstacles safely | **Being responsible**  **Key concept**  Introduction to looking after our classroom, our environment and living things.  **PD** Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them (3 to 4 yrs)  **ELG Managing self** Explain the reasons for rules, know right from wrong and try to behave accordingly  **Money Matters**  **Key concept**  Introduction to money and what it is used for. Where does money come from?  **PD ELG** -Set and work towards simple goals, being able to wait for what they want.  **UTW** - Show interest in different occupations (3 to 4 yr)  **UTW ELG**: Past and Present - Talk about the lives of the people around them and their roles in society. | **Drug Education**  **Key concept**  What happens when we feel poorly?  What/Who helps us to feel better?  Introduction to medicines and those who care for us.  **PD** Know and talk about the different factors that support their overall health and wellbeing. (4 to 5 yr)  **ELG** Explain the reasons for rules, know right from wrong.  **Being Healthy**  **Key concept**  Introduction to the importance of healthy eating, regular physical exercise, toothbrushing and having a good sleep routine.  **PhyD** Know and talk about the different factors that support their overall health and wellbeing. | **Growing up**  **Key concept**  Begin to make sense of their own life story from baby to now,  and their family history  **PSD** See themselves as a valuable individual.  **ELG** Be confident to try new activities and show independence.  **Relationship matters.**  **Key concept**  What makes a good friend? How do we show we care? Introduction to asking first (consent) and being a good listener.  **PD** Find solutions to conflicts and rivalries. (3 - 4 yrs)  **PD** Build constructive and respectful relationships. (4 to 5 yr)  **PD** Think about the perspectives of others. (4 to 5 yr)  **ELG Building relationships** Form positive attachments to adults and friendships with peers | **Changes**  **Key concept**  Changes that can be seen in the natural world around them  **UTW** Understand the effect of changing seasons on the natural world around them.  **ELG** Understand the key features of the life cycle of a plant and an animal.  Talk about the differences between materials and changes they notice.  **Exploring emotions**  **Key concept**  Introduction to feelings, naming feelings, how to identify feelings in others – facial clues  **PD** Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. (3 to 4 yr)  **PD** Identify and moderate their own feelings socially and emotionally. (4- 5 yr)  **ELG** Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. |
| Yr 1 | **Diversity Matters**  **Key concept**  Recognise ways they are the same as and different to others. Talk about some ways that they are special. Express their thought and opinions and recognise that others can be different. Talk about some ways to treat themselves and others with kindness. Know what it means if something is fair or unfair.  **L4.** Talk about the different groups they belong to  **L5.** Talk about the different roles and responsibilities people have in their community.  **L6.** to recognise the ways they are the same as, and different to, other people | **Bullying Matters**  **Key concept**  Explore what is bullying and what is not. Recognise kind and unkind behaviour in themselves and others. Identify that bodies and feelings can be hurt by words and actions and that this is not acceptable.  Explore simple strategies to resolve arguments between friends. Understand how to report bullying and who they can talk to.  **R10.** Knowthat bodies and feelings can be hurt by words and actions; that people can say hurtful things online.  **R11.** Talk about how people may feel if they experience hurtful behaviour or bullying.  **R12.** Know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. | **Being responsible**  **Key concept**  Understand what a rule is and that we follow rules to help each other. Understands that rules need be fair. Describe some simple ways to manage waste. Recognise that people have different needs. Describe some ways to care for people, animals, and other living things.  **L1.** Know about what rules are, why they are needed, and why different rules are needed for different situations.  **L3.** Knowabout things they can do to help look after their environment. | **Being Healthy**  **Key concept**  Explore what ‘being healthy’ means and why it is important. Talk about healthy ways to feel good, calm down or change their mood.  Understand that food, physical activity and sleep and relaxation are good for our body.  Know how to brush their teeth and undertake simple hygiene routines. Begin to recognise different ways of staying healthy in the sun.  **H1.** Knowabout what keeping healthy means; and different ways to keep healthy.  **H2.** Know about foods that support good health and the risks of eating too much sugar.  **H3.** Know about how physical activity helps us to stay healthy; and ways to be physically active every day.  **H7.** Know about dental care and visiting the dentist; how to brush teeth correctly. | **Relationships Matters**  **Key concept**  Explain what makes a good friend/ friendship. Talk about some ways to make friends. Explain basic techniques for resisting pressure. Recognise kind and unkind behaviour. Name the special people in their lives. Resolve conflict in simple ways e.g. choosing to share, take turns, etc. Tell someone if you are worried about something in a relationship/family.  Talk about some ways that their family is the same or different to others. Describe some things they enjoy doing with their family and how it makes them feel.  **R6.** Know about how people make friends and what makes a good friendship.  **R7.** Talk about how to recognise when they or someone else feels lonely and what to do.  **R8.** Learn simple strategies to resolve arguments between friends positively.  **R9.** Know how to ask for help if a friendship is making them feel unhappy. | **Exploring emotions**  **Key concept**  Name a range of words to describe feelings. Understand that all feelings are ok. Understand that feelings can affect how our bodies feel and behave.  Talk about ways to manage big and uncomfortable feelings. Identify who they can ask for help and can demonstrate how to ask for help.  **H12.** Know how to recognise and name different feelings.  **H14.** Know how to recognise what others might be feeling.  **H18.** Learn different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good. |
| Yr 2 | **Being Me**  **Key concept**  Recognise and share facts about themselves. Identify their likes and dislikes and what they are good at. Talk about some ways that they are special. Recognise how friends can have both similarities and differences. Name some groups that they belong to.  **H21.** to recognise what makes them special.  **H22.** to recognise the ways in which we are all unique  **H23.** to identify what they are good at, what they like and dislike.  **H24.** how to manage when finding things difficult | **Being Safe**  **Key concept**  Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision. Talk about examples of rules and age restrictions that are there to keep them safe. Identifying possible risks/hazards in the home and outside. Recognise what to do if there is an accident and someone gets hurt. Know to keep themselves safe first. Demonstrate how to ask for help including calling 999.  **H28.** Know about rules and age restrictions that keep us safe.  **H29.** Know howto recognise risk in simple everyday situations and what action to take to minimise harm.  **H30.** Learnabout how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).  **H31.** Know that household products (including medicines) can be harmful if not used correctly.  **H32.** Learn ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely  **H33.** Learn about the people whose job it is to help keep us safe.  **H34.** Know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.  **H35.** Knowabout what to do if there is an accident and someone is hurt.  **H36.** Know how to get help in an emergency (how to dial 999 and what to say). | **Money Matters**  **Key concept**  Understand what money is and its different forms. Describe some ways money can be looked after. Recognise that people make different choices about how to spend/save money. Talk about some things we all need and some things we want but don’t need. Know that everyone has different strengths and talents, in and out of school. Name some different jobs that people do.  **L17.** Knowabout the different ways to pay for things and the choices people have about this.  **L14.** Know that everyone has different strengths.  **L15.** Knowthat jobs help people to earn money to pay for things.  **L16.** Explore different jobs that people they know or people who work in the community do.  **L17.** Knowabout some of the strengths and interests someone might need to do different jobs. | **Drug Education**  **Key concept**  The role of medicines (use when we are ill/ prevent illness/ manage a condition.) Understanding that household products, including medicines, can be harmful if not used properly – safety rules around these.  **H37.** Learn about things that people can put into their body or on their skin; how these can affect how people feel.  **H6.** Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. | **Growing up**  **Key concept**  Name the main parts of the body including vagina and penis. Recognising the difference between male and female body parts. Understand the human life cycle and that people grow from young to old. Understand that babies grow in the mothers’ body and have particular needs when they are born. Understand that some parts of the body are private. Identify different types of touch and how they make people feel.  **H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)  **H26.** Know about growing and changing from young to old and how people’s needs change. | **Changes**  **Key concept**  Identify examples of loss and change. Begin to recognise that loss and change can affect the way we think, feel, and behave. Understand that changes can produce big feelings. Identifying different things that may help to manage big feelings.  **H19.** to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.  **H20.** Know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. |
| Yr 3 | **Diversity Matters**  **Key concept**  Discuss a range of the similarities/ differences between people. Explore what contributes to who we are. Listen actively to others’ views and explore how they are the similar or different to their own. Recognise the importance of self-respect and demonstrate ways to respect others. Recognise and challenge stereotypes. Explain the concept of being equal.  **H25.** Talk about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)  **R30.** Knowthat personal behaviour can affect other people; to recognise and model respectful behaviour online  **L6.** Know about the different groups that make up their community; what living in a community means. | **Bullying Matters**  **Key concept**  Describe different types of bullying including the role of a bystander. Explain the consequences of hurtful/ bullying behaviour and understand neither are acceptable. Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline and where to seek help.  **R19.** Know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. | **Being responsible**  **Key concept**  Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them. Describe some basic human rights. Describe what climate change is and some ways we can all help to reduce the effects. Explore what is meant by a community and the differences between needs and wants within a community. Explore and identify the welfare needs of animals and humans.  **L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws  **L2.** to recognise there are human rights, that are there to protect everyone.  **L3.** Knowabout the relationship between rights and responsibilities. | **Being Healthy**  **Key concept**  Explain what a healthy lifestyle is and why it is important. Understand what a healthy, balanced diet may include. Understand what an informed choice is. Identify routines that support good quality sleep. Explore strategies and behaviours that support mental health. Identify the effects of different foods/ drinks on the teeth. Identify the benefits/risks of sun exposure.  **H3.** Know about choices that support a healthy lifestyle and recognise what might influence these.  **H15.** Know that mental health, just like physical health, is part of daily life; and the  importance of taking care of mental health.  **H16.** Learn about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. | **Relationships Matters**  **Key concept**  Understand the difference between persuasion, influence, and pressure. Explain how kindness can support wellbeing. Recognise there are different types of relationships. Explain what can cause arguments with friends and describe some ways to resolve them. Recognise the importance of asking for help if we feel worried, lonely, or excluded. Recognise that there are different types of family structures. Explain what it means to be part of a family.  **R10.** Knowabout the importance of friendships; strategies for building positive friendships and how positive friendships support wellbeing.  **R11.** Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.  **R14.** Know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.  **R15.** Develop strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. | **Exploring emotions**  **Key concept**  Use a wider vocabulary to describe how they feel. Describe feelings that can be comfortable/ uncomfortable. Recognise that feelings can differ in intensity. Understand the importance of not bottling up how you are feeling. Describe what supports good mental.  **H17.** to recognise that feelings can change over time and range in intensity.  **H19.** Develop a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. |
| Yr 4 | **Being Me**  **Key concept**  Explore what contributes to who we are. Identify and talk about their own strengths and interests. Recognise what makes them unique and understand that being different is something to celebrate. Explain why it is important to respect and celebrate the differences and similarities between people. Identify the different groups that make up their community. Recognise that they belong to different communities as well as the school community.  **R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships  **R32.** Knowabout respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background | **Being Safe**  **Key concept**  Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report. Identifying situations where age restrictions apply. Identify and assess risk online/offline. (Including in the home and when playing out). Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings. Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency.  **H38.** Know how to predict, assess and manage risk in different situations.  **H37.** Understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.  **R22.** Know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).  **R23.** Learn about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns  **R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.  **R26.** Know about seeking and giving permission (consent) in different situations. | **Money Matters**  **Key concept**  Explain some different ways to keep track of money. Identify that people have different attitudes towards saving/spending. Recognise that people make spending decisions based on needs, wants and priorities. Recognise positive things about themselves and their achievements. Identify some of the skills that may help them in their future careers.  **L17.** Know about the different ways to pay for things and the choices people have about this.  **L18.** to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’.  **L20.** to recognise that people make spending decisions based on priorities, needs, and wants. | **Drug Education**  **Key concept**  Describe the different purposes that medicines have. Explain the importance of taking medicines correctly and using household products safely. Demonstrate what to do in an emergency.  **H10.** Knowhow medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.  **H40.** Knowabout the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  **H46.** Know about the risks and effects of legal drugs common to everyday life. | **Growing up**  **Key concept**  Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries. Understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm. Explore physical and emotional changes that happen during puberty. Explain what is meant by privacy and personal boundaries. Recognise uncomfortable/comfortable behaviour online/offline.  **H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.  **H31.** Learn about the physical and emotional changes that happen when approaching and during puberty.  **H32. Learn** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. | **Changes**  **Key concept**  Describe how change and loss, can affect feelings, thoughts, and behaviours. Identify self-help strategies and the importance of support when preparing for change/transitions.  Develop some ways of responding to others and showing support if they are affected by loss/change.  **H23.** Know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.  **R16.** Knowhow friendships can change over time, about making new friends and the benefits of having different types of friends  **R17.** Know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. |
| Yr 5 | **Diversity Matters**  **Key concept**  Recognise their individuality and identify their personal qualities. Understand that their views and opinions come from their different backgrounds and experiences. Model how to discuss or debate respectfully. Explain the importance of having respect and compassion for self and others. Recognise how stereotypes are perpetuated and have some strategies to challenge positively. Identify different types of discrimination and recognise the impact they can have. Understand that there are laws about discrimination so that we can live in a fair society.  **L7.** to value the different contributions that people and groups make to the community  **L8.** Know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities  **H26.** Know that for some people gender identity does not correspond with their biological sex.  **H27.** to recognise their individuality and personal qualities  **H28.** to identify personal strengths, skills, achievements, and interests and how these contribute to a sense of self-worth. | **Bullying Matters**  **Key concept**  Explain what direct, indirect, and cyberbullying means. Identify when banter or other behaviour becomes unkind. Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it. Describe some barriers to accessing support. Recognise the importance of seeking support if feeling lonely, excluded, or unsafe.  **R20.** Developstrategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.  **R21.** Learn about discrimination: what it means and how to challenge it. | **Being responsible**  **Key concept**  Explore how law protects our rights and how to respond respectfully if something is not within the law. Recognise that human rights are there to protect everyone. Understand the relationship between rights and responsibilities, providing examples. Explain the importance of protecting the environment and set personal everyday actions. Recognise the importance of having compassion towards others and explain how to show care and concern.  **L4.** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.  **L5.** ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). | **Being Healthy**  **Key concept**  Recognise habits that can have both positive/ negative effects on a healthy lifestyle. Identify strategies and behaviours that support mental health. Understand the wider importance of personal hygiene and how to maintain it. Explain how to keep safe from sun damage and reduce the risk of skin cancer. Identify the benefits of the internet and strategies for managing/balancing time online/offline.  **H21.** Know howto recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.  **H22.** Know howto recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult  **H14.** Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. | **Relationships Matters**  **Key concept**  Reflect on what the qualities of a good friendship/relationship are and are not. Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval. Explore what a loving caring relationship means. Understand what marriage and civil partnership means. Explain when and how to seek advice if family, friendships, or relationships make them unhappy. Explore and respect that there are different family structures in society. Reflect on how being part of a family provides stability and love.  **R14.** Know that healthy friendships make people feel included and recognise when others may feel lonely or excluded; learn strategies for how to include them.  **R3.** Know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.  **R4.** Know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.  **R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.  **R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. | **Exploring emotions**  **Key concept**  Understand that sometimes we can have conflicting feelings. Explain that feelings can change over time and range in intensity. Understand that feelings can impact our mental and physical health.  Explain how to seek support for themselves and others.  **H18.** Know about everyday things that affect feelings and the importance of expressing feelings.  **H20.** Develop strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. |
| Yr 6 | **Being Me**  **Key concept**  Identify a range of factors that what contributes to our identity. Express their talents and strengths with confidence. Set goals for how they would like to develop them. Respect the differences and similarities between people. Reflect on how discrimination and our own behaviour can affect others. Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities.  **R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  **R34.** how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with  **L9.** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes  **L10.** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced | **Being Safe**  **Key concept**  Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline. Explain reasons for age restrictions/ regulations. Predict, assess and manage risks online and offline. (Including road and water safety). Explore how the pressure/ excitement in the moment can affect how we manage risk. Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking. Explain how to respond in an emergency, including when and how to contact different emergency services.  **H41.** Developstrategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.  **H44.** Knowhow to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.  **H42.** Know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. | **Money Matters**  **Key concept**  Understand what a bank account is and how this is linked to payment. Understand the risks associated with money and ways of keeping money safe. Identify the risks involved in gambling activities. Explain some ways to get help if they are concerned about gambling or other financial risks. Reflect on the role that money plays in people’s lives, attitudes towards it and what influences decisions about spending and saving. Identify how skills can help them with their future career. Identify jobs that they might like to do in the future. Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations.  **L22.** Understanding the risks associated with money and ways of keeping money safe.  **L23.** Identifying the risks involved in gambling activities. **L24.** Identifying the ways that money can impact on people’s emotions.  **L25.** Recognising positive things about themselves and can set goals.  **L26**. Identifying there is a broad range of different jobs/careers.  **L27**. Exploring what is meant by stereotypes.  **L31.** Identifying the kind of job that they might like to do when they are older. | **Drug Education**  **Key concept**  Reflect on the risks/effects that legal drugs common to everyday life can have on health. Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making.  **H49.** Learn about the mixed messages in the media about drugs, including alcohol and smoking/vaping.  **H50.** Knowabout the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. | **Growing up**  **Key concept**  Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. Explain how babies are conceived, born and cared for. Identify the physical and emotional changes that happen when approaching/ during puberty. Know some key facts about menstruation. Understand what consent means and how to seek and give/not give permission in different situations.  **H33.** Know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.  **H34.** Know about where to get more information, help and advice about growing and changing, especially about puberty. | **Changes**  **Key concept**  Explore that loss, bereavement and change are part of the human life cycle. Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone.  Identify problem solving strategies to manage transitions between classes and key stages.  **H24.** Know aboutproblem-solving strategies for dealing with emotions, challenges, and change, including the transition to new schools.  **H29.** Knowabout how to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking.  **H35.** Learnabout the new opportunities and responsibilities that increasing  independence may bring. |