



Whitley Abbey Primary School

Hand in hand we learn

PSHE Curriculum

| Curriculum Drivers | | | |
|--|--|--|---|
| Possibilities and Citizenship | Reading and Oracy | Health and Wellbeing | Celebrating Diversity |
| <p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life. Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p> | <p>Our curriculum is carefully designed to meet the needs of the children we serve, placing strong emphasis on the development of oracy skills and fluency in reading. At Whitley Abbey, we recognise that strong oracy underpins effective communication, enabling children to express themselves clearly and to understand others with confidence.</p> <p>Reading remains a cornerstone of our curriculum, supporting pupils in developing the independent learning skills they will need to thrive in later life.</p> | <p>Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing.</p> <p>Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p> | <p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p> |

Intent

At Whitley Abbey Primary School, PSHE is at the core of all we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the 'whole child' intellectually, morally, socially and spiritually.

PSHE is taught across the school from nursery to Year 6 on a weekly basis and the whole school follows and adapts the Jigsaw PSHE scheme. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. At the heart of our PSHE teaching we have a commitment to promoting and enhancing our Whitley Character Values of kindness, honesty, friendship, courage, resilience and gratitude.

With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. We want our children to view themselves as global citizens and aspire for them to leave Whitley Abbey as considerate, respectful and resilient individuals. It is important that they are aware, at an appropriate level, of different factors which may affect their world and that they learn how best to deal with these so that they have good mental health and well-being.

A key part of our curriculum is Relationships and Sex Education and our delivery of RSE enables our children to learn how to be safe, and empowers them to have healthy fulfilling relationships, both now and in their future lives.

Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to high aspirations across the curriculum and beyond in later life. We aspire for the children to view themselves as lifelong learners who can always aim for the stars.

Implementation:

Here at Whitley Abbey we take great pride in our holistic approach, so we have adopted the Jigsaw scheme of work which aims to develop the 'whole child' through a spiral curriculum. We implement the Jigsaw approach from Nursery to Year Six and teachers adapt the scheme in order to reflect the needs of their pupils. PSHE is taught through Jigsaw's six half termly units with each year group studying the same unit at the same time to develop their knowledge, skills and understanding in:

Being Me in My World
Celebrating Difference
Dreams and Goals

Learning in each topic then takes place during weekly whole class Jigsaw lessons which explore the different themes. Progression in skills and knowledge in PSHE are outlined in the progression grid.

Its cohesive vision helps children understand and value how they fit into and contribute to the world. With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw equips us to deliver engaging and relevant PSHE education. This encourages building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness which allows children to advance their emotional awareness, self-regulation and concentration.

We believe that PSHE education plays a vital part in primary education so as well as discrete lessons, it is embedded throughout the curriculum. Key concepts are explored across our broad and balanced curriculum. PSHE is also an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. In addition, we hold special events such as themed days/weeks, we invite in visitors and have regular links with our community.

Our PSHE delivery ensures the children explore the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Children at Whitley Abbey also acquire an understanding of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British and global citizen.

Monitoring

- Use of Floor Books to cover content, demonstrate skills, and evidence of key vocabulary being taught across the subject
- Pupil voice
- Teacher observations
- Evidence of continuous assessment

EYFS

Personal, Social and Emotional Development

Throughout Nursery and Reception, teachers will plan opportunities which allow children to develop the skills and attributes they need to be successful, happy, physically and emotionally well, young people.

The children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings. The children learn about working with others and why it is good to be kind and use gentle hands. The children learn what it means to be responsible. children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things.

They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.

The children consider challenges and facing up to them and discuss not giving up, trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.

The children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They will discuss 'stranger danger' and what they should do if approached by someone they don't know.

Children are introduced to the key relationships in their lives and learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. They are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed.

Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity
- Show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and form friendships with peers
- Show sensitivity to their own and others' needs.

Vocabulary

Rules, Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns, Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.

Year 1

| | Term | Autumn 1 Being Me in My | Autumn 2 Celebrating | Spring 1 Dreams and | Spring 2 Healthy Me | Summer 1 | Summer 2 Changing Me |
|--|------|----------------------------|-------------------------|------------------------|------------------------|-------------|-------------------------|
|--|------|----------------------------|-------------------------|------------------------|------------------------|-------------|-------------------------|

| | | world | Difference | Goals | | Relationships | |
|--|--|--|--|---|---|--|---|
| | <p>Knowledge Assessment points:</p> <p><i>Purple – Knowledge-based assessment points</i></p> <p><i>Green – Emotional Literacy assessment points</i></p> | <p><i>The children will discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.</i></p> <ul style="list-style-type: none"> Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Understand that they have choices Understanding that they are special Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences | <p><i>The children explore the similarities and differences between people and how these make us unique and special. They learn what bullying is and what it isn't. They discuss friendship, how to make friends and that it is OK to have differences.</i></p> <ul style="list-style-type: none"> Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know that people are unique and that it is OK to be different Know skills to make friendships Know that people have differences and similarities Identify what is bullying and what isn't Understand how being bullied might feel Recognise ways in which they are the same as their friends and ways they are different Know ways to help a person who is being bullied Identify emotions | <p><i>The children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them.</i></p> <ul style="list-style-type: none"> Know how to set simple goals Know how to achieve a goal Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved Know how to work well with a partner Know that tackling a challenge can stretch their | <p><i>The children learn about healthy and less healthy choices. They explore hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.</i></p> <ul style="list-style-type: none"> Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road Know how to keep themselves clean and healthy Know that germs cause disease/illness Know about people who can keep them safe Keep themselves safe Recognise how being healthy helps them to feel happy Recognise ways to look after themselves if they feel poorly Recognise when they | <p><i>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships and why these are special and important. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</i></p> <ul style="list-style-type: none"> Know that everyone's family is different Know that families are founded on belonging, love and care Know that physical contact can be used as a greeting Know how to make a friend Know who to ask for help in the school community Know that there are lots of different | <p><i>Children are introduced to life cycles and compare with a human life cycle and look at simple changes from baby to adult. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change.</i></p> <ul style="list-style-type: none"> Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know that learning brings about change Understand and accept that change is a natural part of getting older Can suggest ways to manage change, e.g. moving to a new class Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning |

| | | | | | | | |
|--|--|--|---|---|--|---|--|
| | | | <p>associated with making a new friend</p> <ul style="list-style-type: none"> Verbalise some of the attributes that make them unique and special | <p>learning</p> <ul style="list-style-type: none"> Recognise things that they do well Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle Recognise how they feel when they overcome a challenge/obstacle Celebrate an achievement with a friend Can store feelings of success so that they can be used in the future | <p>feel frightened and know how to ask for help</p> <ul style="list-style-type: none"> Feel good about themselves when they make healthy choices Realise that they are special | <p>types of families</p> <ul style="list-style-type: none"> Know the characteristics of healthy and safe friends Know about the different people in the school community and how they help Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like Can show skills of friendship Can praise themselves and others Can recognise some of their personal qualities | |
|--|--|--|---|---|--|---|--|

| | | | | | | | |
|--|--|--|--|---|--|---|---|
| | | | | | | <ul style="list-style-type: none"> Can say why they appreciate a special relationship | |
| | Vocabulary (including deliberate practise vocabulary to consolidate EYFS) | Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration | Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique | Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve | Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait | Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate | Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping |

Year 2

| | Term | Autumn 1 Being Me in My world | Autumn 2 Celebrating Difference | Spring 1 Dreams and Goals | Spring 2 Healthy Me | Summer 1 Relationships | Summer 2 Changing Me |
|--|---|---|---|--|--|---|---|
| | Knowledge Assessment points: <i>Purple – Knowledge-based assessment points</i> <i>Green – Emotional Literacy assessment points</i> | <p><i>The children discuss their hopes and fears for the year ahead. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices.</i></p> <ul style="list-style-type: none"> Understand the rights and responsibilities of class members Know about rewards and consequences and that these stem from choices Know that it is important to listen to | <p><i>The children learn about gender stereotypes, that boys and girls can have differences and similarities. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</i></p> <ul style="list-style-type: none"> Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference Know that friends | <p><i>The children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. They also reflect on sharing success with other people.</i></p> <ul style="list-style-type: none"> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what | <p><i>The children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.</i></p> <ul style="list-style-type: none"> Know what their body needs to stay healthy Know what relaxed means | <p><i>Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They also learn about who can help them if they are scared or worried.</i></p> <ul style="list-style-type: none"> Know that private body parts are special and that no one has the right to touch them Know who to ask for help if they are worried or frightened Know there are different types of touch and that some are acceptable and some are not Know how to stay safe if someone is hurting them | <p><i>Children compare different life cycles in nature. Children discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened.</i></p> |

| | | | | | | | |
|--|--|--|---|---|---|--|--|
| | | <p>other people</p> <ul style="list-style-type: none"> • Understand that their own views are valuable • Know that positive choices impact positively on self-learning and the learning of others • Identifying hopes and fears for the year ahead • Know how to make their class a safe and fair place • Show good listening skills • Be able to work co-operatively • Recognise own feelings and know when and where to get help • Recognise the feeling of being worried | <p>can be different and still be friends</p> <ul style="list-style-type: none"> • Know there are stereotypes about boys and girls • Know where to get help if being bullied • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know the difference between right and wrong and the role that choice has to play in this • Explain how being bullied can make someone feel • Know how to stand up for themselves when they need to • Understand that everyone's differences make them special and unique • Understand that boys and girls can be similar in lots of ways and that is OK • Understand that boys and girls can be different in lots of ways and that is OK • Can choose to be kind to someone who is being bullied • Recognise that they shouldn't judge people because they | <p>working together well looks like</p> <ul style="list-style-type: none"> • Know what good group-working looks like • Know how to share success with other people • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how it feels to be part of a group that succeeds and store this feeling | <p>Know why healthy snacks are good for their bodies</p> <ul style="list-style-type: none"> • Know which foods given their bodies energy • Know that it is important to use medicines safely • Know what makes them feel relaxed/stressed • Know how medicines work in their bodies • Know how to make some healthy snacks • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Express how it feels to share healthy food with their friends | <p>Know that ageing is a natural process, including old age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Know that there are good secrets and worry secrets and why it is important to share worry secrets</p> <ul style="list-style-type: none"> • Know what trust is • Know that families function well when there is trust, respect, care, love and co-operation • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve it together problem-solving methods • Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can identify the negative feelings associated with keeping a worry secret • Can identify who they trust in their own relationships | <ul style="list-style-type: none"> • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say what they are looking forward to in the next year |
|--|--|--|---|---|---|--|--|

| | | | | | | | |
|--|--|---|--|---|--|--|--|
| | | | are different | | | <ul style="list-style-type: none"> Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict Can identify the feelings associated with trust Can give and receive compliments Can say who they would go to for help if they were worried or scared | |
| | Vocabulary (including deliberate practice vocabulary) | Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving | Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value | Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product | Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious | Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate | Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy |

Year 3

| | Term | Autumn 1 Being Me in My world | Autumn 2 Celebrating Difference | Spring 1 Dreams and Goals | Spring 2 Healthy Me | Summer 1 Relationships | Summer 2 Changing Me |
|--|---|--|--|---|--|--|--|
| | Knowledge Assessment points: <i>Purple – Knowledge-based assessment points</i> <i>Green – Emotional Literacy</i> | <i>The children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing</i> | <i>The children learn about families, that they are all different. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness. The children also talk about using problem-solving</i> | <i>The children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. The children consider obstacles that might</i> | <i>The children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things,</i> | <i>Children revisit family relationships and identify why stereotypes can be unfair and may not be accurate. Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they</i> | <i>Children learn about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children learn that females have eggs in their ovaries and these are released monthly. Children discuss how they feel about puberty and growing up and there are opportunities for them</i> |

| | | | | | | |
|--|--|--|---|--|---|--|
| | <p><i>assessment points</i></p> <p><i>things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others</i></p> <ul style="list-style-type: none"> • Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that others may hold different views • Understand that they are important • Know what a personal goal is • Understanding what a challenge is • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively • Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others | <p><i>techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.</i></p> <ul style="list-style-type: none"> • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that conflict is a normal part of relationships • Know that some words are used in hurtful ways and that this can have consequences • Know why families are important and every family is different • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to show appreciation for | <p><i>stop them from achieving their goals and how to overcome these.</i></p> <ul style="list-style-type: none"> • Know that they are responsible for their own learning • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know what dreams and ambitions are important to them • Know what their own strengths are as a learner • Know how to evaluate their own learning progress and identify how it can be better next time • Can break down a goal into small steps • Can manage feelings of frustration linked to facing obstacles • Imagine how it will feel when they achieve their dream/ambition • Recognise how other people can | <p><i>places and people that are dangerous and link this to strategies for keeping themselves safe.</i></p> <ul style="list-style-type: none"> • Know how exercise affects their bodies • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know when something feels safe or unsafe • Know a range of strategies to keep themselves safe • Know that their bodies are complex and need taking care of • Respect their own bodies and appreciate what they do • Can take responsibility for keeping themselves and others safe • Identify how they feel about drugs • Can express how being anxious or scared feels | <p><i>don't know in many ways. Children's universal rights are also revisited.</i></p> <ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know that they and all children have rights (UNCRC) • Can identify the responsibilities they have within their family • Know how to access help if they are concerned about anything on social media or the internet • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community | <p><i>to seek reassurance if anything is worrying them. – statutory changes may affect this</i></p> <ul style="list-style-type: none"> • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty • Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can suggest ways to help them manage feelings during changes they are more anxious about • Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry |
|--|--|--|---|--|---|--|

| | | | | | | | |
|--|--|--|---|---|---|--|---|
| | | | <div>their families, parents and carers</div> <ul style="list-style-type: none">• Employ skills to support someone who is bullied• Recognise feelings associated with receiving a compliment | <div>help them to achieve their goals</div> | | | |
| | Vocabulary (including deliberate practice vocabulary) | Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong | Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment | Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate | Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice | Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging, Direct messaging, Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs | Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge |

Year 4

| | Term | Autumn 1 Being Me in My world | Autumn 2 Celebrating Difference | Spring 1 Dreams and Goals | Spring 2 Healthy Me | Summer 1 Relationships | Summer 2 Changing Me |
|--|--|---|--|---|---|---|--|
| | <p>Knowledge Assessment points:</p> <p>Purple – Knowledge-based assessment points</p> <p>Green – Emotional Literacy assessment points</p> | <p>The children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy, what its purpose is and how it works. The children learn about considering other people's feelings.</p> <ul style="list-style-type: none"> Know their place in the school community Know what | <p>The children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. The children share their own uniqueness and what is special about themselves.</p> <ul style="list-style-type: none"> Know that some forms of bullying are | <p>The children consider their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together.</p> <ul style="list-style-type: none"> Know how to make a new plan and set | <p>The children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.</p> <ul style="list-style-type: none"> Know that there are | <p>Children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe.</p> <ul style="list-style-type: none"> Know some reasons | <p>Bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm.</p> <ul style="list-style-type: none"> Know that personal characteristics are inherited from birth |

| | | | | | | | |
|--|--|---|--|--|--|---|--|
| | | <p>democracy is (applied to pupil voice in school)</p> <ul style="list-style-type: none"> • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community • Know about the different roles in the school community • Know that their own actions affect themselves and others • Identify the feelings associated with being included or excluded • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Know how to regulate my emotions • Make others feel cared for and welcome • Recognise the feelings of being motivated or unmotivated | <p>harder to identify e.g. tactical ignoring, cyber-bullying</p> <ul style="list-style-type: none"> • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Be comfortable with the way they look • Try to accept people for who they are • Be non-judgemental about others who are different • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness | <p>new goals even if they have been disappointed</p> <ul style="list-style-type: none"> • Know how to work as part of a successful group • Know how to share in the success of a group • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to work out the steps they need to take to achieve a goal • Have a positive attitude • Can identify the feeling of disappointment • Be able to cope with disappointment • Can identify what resilience is • Can identify a time when they have felt disappointed | <p>leaders and followers in groups</p> <ul style="list-style-type: none"> • Know the facts about smoking and its effects on health • Know the facts about alcohol and its effects on health, particularly the liver • Know ways to resist when people are putting pressure on them • Know what they think is right and wrong • Know how different friendship groups are formed and how they fit into them • Can identify the feelings that they have about their friends and different friendship groups • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and know-how to be assertive | <p>why people feel jealousy</p> <ul style="list-style-type: none"> • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate | <p>parents and this is brought about by an ovum joining with a sperm</p> <ul style="list-style-type: none"> • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that change can bring about a range of different emotions • Know that personal hygiene is important during puberty and as an adult • Can appreciate their own uniqueness and that of others • Can express any concerns they have about puberty • Have strategies for managing the emotions relating to change |
|--|--|---|--|--|--|---|--|

| | | | | | | | |
|--|--|--|---|--|--|---|---|
| | Vocabulary (including deliberate practice vocabulary) | Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC) | Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed | Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise | Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong | Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love. | Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance |
|--|--|--|---|--|--|---|---|

Year 5

| | Term | Autumn 1 Being Me in My world | Autumn 2 Celebrating Difference | Spring 1 Dreams and Goals | Spring 2 Healthy Me | Summer 1 Relationships | Summer 2 Changing Me |
|--|---|---|--|--|--|--|--|
| | Knowledge Assessment points: <i>Purple – Knowledge-based assessment points</i> <i>Green – Emotional Literacy assessment points</i> | <p><i>The children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. They also learn about democracy, how it benefits the school and how they can contribute towards it.</i></p> <ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process Understand the rights and responsibilities associated with being a citizen in the wider community and their | <p><i>The children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying. The children consider happiness regardless of material wealth and respecting other people's cultures.</i></p> <ul style="list-style-type: none"> Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know what racism is and why it is | <p><i>The children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older.</i></p> <ul style="list-style-type: none"> Know about a range of jobs that are carried out by people I know Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Know that they will need money to help them to achieve some of their dreams Know that different jobs pay more | <p><i>The children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</i></p> <ul style="list-style-type: none"> Know basic emergency procedures, including the recovery position Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart | <p><i>Children learn about the importance of self-esteem. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use.</i></p> <ul style="list-style-type: none"> Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe | <p><i>The children revisit self-esteem, self-image and body image. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail. Children are encouraged to ask questions and seek clarification about anything they don't understand regarding sexual intercourse. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate.</i></p> |

| | | | | | | | |
|--|---|---|---|--|---|---|--|
| | | <p>country</p> <ul style="list-style-type: none"> Know how to face new challenges positively Understand how to set personal goals Know how an individual's behaviour can affect a group and the consequences of this Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Be able to identify what they value most about school Identify hopes for the school year | <p>unacceptable</p> <ul style="list-style-type: none"> Know what culture means Know that differences in culture can sometimes be a source of conflict Know that rumour-spreading is a form of bullying online and offline Appreciate the value of happiness regardless of material wealth Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Develop respect for cultures different from their own | <p>money than others</p> <ul style="list-style-type: none"> Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others | <ul style="list-style-type: none"> Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure Respect and value their own bodies Can reflect on their own body image and know how important it is that this is positive Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency | <p>when using technology to communicate with friends</p> <ul style="list-style-type: none"> Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/social media Can say how to report unsafe online/social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks | <ul style="list-style-type: none"> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF Know that becoming a teenager involves various changes and also brings growing responsibility Can celebrate what they like about their own and others' self-image and body image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification |
| | Vocabulary (including deliberate practice) | Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective | Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation | Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference | Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, | Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, | Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic |

| | | | | | | | |
|--|--|--|--|--|-----------------------------------|--|--|
| | | | | | Debate, Opinion, Fact, Motivation | Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules | hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights |
|--|--|--|--|--|-----------------------------------|--|--|

Year 6

| | Term | Autumn 1 Being Me in My world | Autumn 2 Celebrating Difference | Spring 1 Dreams and Goals | Spring 2 Healthy Me | Summer 1 Relationships | Summer 2 Changing Me |
|--|---|---|--|--|---|---|--|
| | Assessment points: <i>Purple – Knowledge-based assessment points</i> <i>Green – Emotional Literacy assessment points</i> | <p>The children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it.</p> <ul style="list-style-type: none"> Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world | <p>The children discuss differences and similarities. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.</p> <ul style="list-style-type: none"> Know that people can hold power over others individually or in a group Know that power can play a part in a bullying or conflict | <p>The children share their own and discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations.</p> <ul style="list-style-type: none"> Know their own learning strengths Know what their classmates like and admire about them Know a variety of problems that the world is facing Know some ways in which they could work with others to make the world a better place Understand why it is important to stretch the boundaries of | <p>The children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks. They also learn about mental health/illness.</p> <ul style="list-style-type: none"> Know how to take responsibility for their own health Know what it means to be emotionally well Know how to make choices that benefit their own health and well-being Know that some people can be exploited and made | <p>The children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.</p> <ul style="list-style-type: none"> Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Recognise that people can get problems with their mental health and that it is | <p>The children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school and what they are looking forward to/are worried about and how they can prepare themselves mentally</p> <ul style="list-style-type: none"> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves |

| | | | | | | | |
|--|--|--|---|--|---|---|--|
| | | <ul style="list-style-type: none"> Know that personal choices can affect others locally and globally Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model | <ul style="list-style-type: none"> Know that there are different perceptions of 'being normal' and where these might come from Know that difference can be a source of celebration as well as conflict Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens | <ul style="list-style-type: none"> their current learning Be able to give praise and compliments to other people when they recognise that person's achievements Empathise with people who are suffering or living in difficult situations | <ul style="list-style-type: none"> to do things that are against the law Know why some people join gangs and the risk that this can involve Are motivated to care for their own physical and emotional health Suggest strategies someone could use to avoid being pressured Can use different strategies to manage stress and pressure | <ul style="list-style-type: none"> nothing to be ashamed of Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being | <ul style="list-style-type: none"> physically and emotionally Know how a baby develops from conception through the nine months of pregnancy and how it is born Know how being physically attracted to someone changes the nature of the relationship Know the importance of self-esteem and what they can do to develop it Recognise ways they can develop their own self-esteem Can express how they feel about the changes that will happen to them during puberty Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to |
| | Vocabulary (including deliberate practice vocabulary) | Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision | Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights | Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition | Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, | Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, | Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement |

| | | | | | | | |
|--|--|--|--|--|---|--|--|
| | | | | | Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure | Technology, Power, Cyber- bullying, Abuse, Safety | |
|--|--|--|--|--|---|--|--|