

Personal Social and Health Education
at St Paul's Cray Primary School.

The National curriculum states that Relationships and Health Education is compulsory in all primary schools in England. The DFE suggests that schools should tailor their PSHE programme to reflect the needs of their pupils. St Paul's Cray Primary School PSHE curriculum is based on the Jigsaw programme, a progressive and spiral scheme of learning. Planned Lessons ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.

The intent of our PSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people

By the end of primary school, the statutory guidance from the DFE states that:

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| Families and people who care for me | <p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| Caring friendships | Pupils should know |

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| | <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |
| Respectful relationships | <p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| Online relationships | <p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. |

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| Being safe | <p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. |
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The detailed table below draws out the spiral knowledge and skills progression within all Jigsaw’s units of work with links to DFE statutory Relationships and Health Education outcomes.

| ELG: Communication and Language | ELG: Personal, Social and Emotional Development | ELG: Physical Development | ELG: Understanding the World |
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| <ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. | <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. | <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. | <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |

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| | <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. | | |
| Three and Four Year Olds Communication and Language | Three and Four Year Olds Personal, Social and Emotional Development | Three and Four Year Olds Physical Development | Three and Four Year Olds Understanding the World |
| <ul style="list-style-type: none"> - Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. - Start a conversation with an adult or a friend and continue it for many turns. | <ul style="list-style-type: none"> - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, | <ul style="list-style-type: none"> - Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. | <ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history. - Show interest in different occupations. - Continue developing positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |

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| | <p>and suggesting other ideas.</p> <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing. | | |
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| EYFS Reception Communication and Language | EYFS Reception Personal, Social and Emotional Development | EYFS Reception Physical Development | EYFS Reception Understanding the World |
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| <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases | <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth | <ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes | <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. |

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| | brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian | | |
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| YEAR 1 | | | | | |
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| Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| <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 | <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 | <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 | <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 | <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 | <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 wor |
| Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught |
| <ul style="list-style-type: none"> Identify feelings associated with belonging Skills to play cooperatively with others Be able to consider others' feelings | <ul style="list-style-type: none"> 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 | <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 | <ul style="list-style-type: none"> 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 feel frightened and know how to ask for help | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |

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| | | | | | (including the body) |
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| YEAR 2 | | | | | |
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| Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| <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 other people Understand that their own views are valuable | <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 can be different and still be friends | <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 working together well looks like | <ul style="list-style-type: none"> Know what their body needs to stay healthy Know what relaxed means Know why healthy snacks are good for their bodies Know which foods given their bodies energy | <ul style="list-style-type: none"> Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is | <ul style="list-style-type: none"> Know the physical differences between male and female bodies Know that private body parts are special and that no one has the right to hurt these 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 unacceptable |
| Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught |
| <ul style="list-style-type: none"> Know how to make their class a safe and fair place Show good listening skills Be able to work cooperatively | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Desire to make healthy lifestyle choices | <ul style="list-style-type: none"> 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 |

| YEAR 3 | | | | | |
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| Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |

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| <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 actions can affect others' feelings • Know that others may hold different views | <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 | <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 | <ul style="list-style-type: none"> • Know how exercise affects their bodies • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • 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 | <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 | <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 |
| Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught |
| <ul style="list-style-type: none"> • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively | <ul style="list-style-type: none"> • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Be able to 'problemsolve' a bullying situation accessing appropriate support if necessary • Be able to show appreciation for their families, parents and carers. | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

| YEAR 4 | | | | | |
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| Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |

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| <ul style="list-style-type: none"> • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community | <ul style="list-style-type: none"> • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • 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 | <ul style="list-style-type: none"> • Know how to make a new plan and set new goals even if they have been disappointed • 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 | <ul style="list-style-type: none"> • Know that there are leaders and followers in groups • 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 | <ul style="list-style-type: none"> • Know some reasons why people feel jealousy • 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 | <ul style="list-style-type: none"> • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • 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 |
| Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Be comfortable with the way they look • Try to accept people for who they are • Be non-judgemental about others who are different | <ul style="list-style-type: none"> • Have a positive attitude • Can identify the feeling of disappointment • Be able to cope with disappointment • Can identify what resilience is | <ul style="list-style-type: none"> • 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 knowhow to be assertive | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

| YEAR 5 | | | | | |
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| Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| <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 country | <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 unacceptable • Know what culture means | <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 | <ul style="list-style-type: none"> • Know basic emergency procedures, including the recovery position. • 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 | <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 when using technology to communicate with friends | <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 |
| Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Can identify when an online community/social media group feels risky, uncomfortable, or unsafe • Can say how to report unsafe online/social network activity • Can identify when an online game is safe or unsafe • Can suggest strategies for managing unhelpful pressures online or in social networks | <ul style="list-style-type: none"> • 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 |

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| | different from their own | someone from a different culture | | | |
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| YEAR 6 | | | | | |
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| Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| <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 • Know that personal choices can affect others locally and globally | <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 situation • 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 | <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 | <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 to do things that are against the law • Know why some people join gangs and the risk that this can involve | <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 | <ul style="list-style-type: none"> • 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 |
| Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught | Social and Emotional skills taught |
| <ul style="list-style-type: none"> • 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"> • 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 | <ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of 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"> • 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"> • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of. • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and wellbeing | <ul style="list-style-type: none"> • 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 |

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| | and why it happens | | | | that they don't want to |
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