



Coads Green Primary School Knowledge and Skills Organiser

Personal, Social, Health Education



Purpose of Study

SCARF: Safety, Caring, Achievement, Resilience, Friendship

Coram Life Education & SCARF is the UK's leading charity provider of PSHE and wellbeing education in primary schools and is the scheme that has been adopted by An Daras Trust and Coads Green Primary School.

It provides:

A Whole-school approach to health and wellbeing

A fully-resourced, comprehensive PSHE programme

Resources are accessed online and are therefore always current and relevant

It fulfils all DfE statutory requirements for Relationships & Health Education

Ofsted Audit tool meeting expectations for Intent, Implementation and Impact through the SCARF coherent, sequential curriculum

Assessment tools & progression embedded

Access to comprehensive free staff SCARF training

Access to free and low-cost specialist training

Support of a SCARF co-ordinator

Whole-trust approach to PSHE

SCARF's whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement – providing everything needed to meet the DfE RSHE statutory requirements.

The curriculum is divided into six core themes, which run throughout the key stages:

Relationships

Valuing difference

Keeping myself safe

Rights and responsibilities

Being my best

Growing and changing

The lessons have been sequenced to reinforce learning and build on knowledge.

Capabilities Curriculum

The Capabilities Curriculum is a creative curriculum which measures social and emotional capabilities which improve children's learning, valuing the development of the whole child and preparing them for the future.

An Daras Trust have chosen to adopt a curriculum framework informed by pupil's social and emotional well-being. The class capability scores are used to inform a teachers approach to the lesson, which will help growth in these valuable characteristics.

These capabilities are evidenced as being necessary for future success, and by measuring them we are placing real value on them.

There are 7 capability strands: Managing feelings, Confidence, Communication, Relationships and Leadership, Planning and Problem-Solving Creativity, Resilience and Determination

Visible Learning (metacognition)

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning – the thinking about their thinking. Pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning. Pupils are also encouraged to self-reflect. The following questions will be used to deepen pupils understanding of their learning:

Visible Learning	Surface Learning Strategies	Deep Learning Strategies	Transfer Learning Strategies
	<i>Do I know what I need to do to complete my task? Can I plan and organise my learning before I start? Where am I with my learning? How well have I achieved my success criteria? What is my next step? I can seek feedback from others to help me in my next steps.</i>	<i>Can I explain my learning to someone else? I know and can explain what strategies I have used in my learning. I can make links between new content and ideas and learning I already know. I can share my ideas and questions to deepen my understanding. I know how I did at the end of my learning. I can explain how things link together.</i>	<i>Can I organise my knowledge to support new learning? I can look for and recognise similarities and differences in my tasks. I can organise my knowledge to support new learning. When have I applied my learning to another area? I know where I am heading in my learning. I understand what I am learning, where I am going and how to get there. I know what success looks like.</i>

EYFS

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

3 & 4-year-olds will be learning to:

- 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.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.

Children in reception will be learning to:

- 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.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf

EYFS Areas of Learning codes

PSED- Making Relationships PSED(MR)

PSED- Self-Confidence and Self-Awareness PSED(SC&SA)

PSED- Managing Feelings and Behaviour PSED(MF&B)

Metacognition	Planning		Monitoring		Evaluation	
	<i>What resources do I need to carry out my task? Can I describe what I am going to do? How can I link my learning with my own experiences to help me?</i>		<i>Am I doing well?</i>		<i>How did I do? Am I able to re-tell stories and link them to other areas of learning?</i>	
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Relationships <u>All about me</u> <u>What makes me special</u> <u>Me and my special people</u> <u>Who can help me?</u> <u>My feelings</u> <u>My feelings (2)</u>	Rights and Responsibilities <u>Looking after my special people</u> <u>Looking after my friends</u> <u>Being helpful at home and caring for our classroom</u> <u>Caring for our world</u> <u>Looking after money (1): recognising, spending, using</u> <u>Looking after money (2): saving money and keeping it safe</u>	Valuing Differences <u>I'm special, you're special</u> <u>Same and different</u> <u>Same and different families</u> <u>Same and different homes</u> <u>I am caring</u> <u>I am a friend</u>	Being My Best <u>Bouncing back when things go wrong</u> <u>Yes, I can!</u> <u>Healthy eating</u> <u>My healthy mind</u> <u>Move your body</u> <u>A good night's sleep</u>	Keeping Myself Safe <u>What's safe to go onto my body</u> <u>Keeping Myself Safe - What's safe to go into my body (including medicines)</u> <u>Safe indoors and outdoors</u> <u>Listening to my feelings</u> <u>Keeping safe online</u> <u>People who help to keep me safe</u>	Growing and Changing <u>Seasons</u> <u>Life stages - plants, animals, humans</u> <u>Life Stages: Human life stage - who will I be?</u> <u>Where do babies come from?</u> <u>Getting bigger</u> <u>Me and my body - girls and boys</u>
Year A 1+2 Knowledge	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Relationships <u>Why we have classroom rules</u> <u>How are you listening?</u> <u>Thinking about feelings</u>	Rights and Responsibilities <u>Harold has a bad day</u> <u>Around and about the school</u>	Valuing Differences <u>Same or different?</u> <u>Unkind, tease or bully?</u> <u>Harold's school rules</u> <u>It's not fair!</u>	Being My Best <u>I can eat a rainbow</u> <u>Eat well</u> <u>Harold's wash and brush up</u> <u>Catch it! Bin it! Kill it!</u> <u>Harold learns to ride his bike</u>	Keeping Myself Safe <u>Super sleep</u> <u>Who can help? (1)</u> <u>Good or bad touches?</u> <u>Sharing pictures</u>	Growing and Changing <u>Healthy me</u> <u>Then and now</u>

	<u>Our feelings</u> <u>Feelings and bodies</u> <u>Good friends</u>	<u>Taking care of something</u> <u>Harold's money</u> <u>How should we look after</u> <u>our money?</u> <u>Basic first aid</u>	<u>Who are our special</u> <u>people?</u> <u>Our special people</u> <u>balloons</u>	<u>Pass on the praise!</u>	<u>What could Harold do?</u> <u>Harold loses Geoffrey</u>	<u>Taking care of a</u> <u>baby</u> <u>Who can help? (2)</u> <u>Surprises and</u> <u>secrets</u> <u>Keeping privates</u> <u>private</u>
Skills	<p>Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.</p> <p>Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.</p> <p>Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>Identify a range of feelings; Identify how feelings might make us behave: Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p>Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt.</p>	<p>Recognise how a person's behaviour (including their own) can affect other people.</p> <p>Identify what they like about the school environment; Recognise who cares for and looks after the school environment.</p> <p>Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others.</p> <p>Explain where people get money from; List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value;</p> <p>Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p> <p>Physical Health and Mental Wellbeing (Health Education) Basic first-aid¹. How to make a clear and efficient call to emergency services if necessary.</p>	<p>Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.</p> <p>Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.</p> <p>Explain some of their school rules and how those rules help to keep everybody safe. Recognise and explain what is fair and unfair, kind and unkind;</p> <p>Suggest ways they can show kindness to others.</p> <p>Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.</p> <p>Recognise that they belong to various groups and communities such as their family;</p>	<p>Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others;</p> <p>Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p> <p>Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.</p> <p>Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases.</p> <p>Recognise that learning a new skill requires practice and the opportunity to fail, safely;</p>	<p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep.</p> <p>Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe.</p> <p>Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help.</p> <p>Relationships Education Respectful relationships⁸. The importance of permission-seeking and giving in relationships with friends, peers and adults. Relationships Education Online relationships</p>	<p>Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages.</p> <p>Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p> <p>Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation.</p> <p>Explain the difference between a secret and a nice surprise;</p>

	<p>Identify simple qualities of friendship; Suggest simple strategies for making up.</p>	<p>Physical Health and Mental Wellbeing (Health Education) Basic first-aid2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Explain how these people help us and we can also help them to help us.</p>	<p>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations;</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p>	<p>1. That people sometimes behave differently online, including by pretending to be someone they are not. 2. 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. 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. How information and data is shared and used online.</p> <p>Relationships EducationBeing safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. 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. 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Physical Health and Mental Wellbeing (Health Education)Internet safety and harms 1. That for most people the internet is an integral part of life and has many benefits. 3. How to consider the effect of their online actions on others</p>	<p>Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p> <p>Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.</p>
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					<p>and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>7. Where and how to report concerns and get support with issues online.</p> <p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Recognise the range of feelings that are associated with loss.</p>	
Year B 1+2 Knowledge	Me and My Relationships <u>Our ideal classroom (1)</u> <u>How are you feeling today?</u> <u>Let's all be happy!</u> <u>Being a good friend</u> <u>Types of bullying</u> <u>Don't do that!</u>	Rights and Responsibilities <u>Getting on with others</u> <u>When I feel like erupting</u> <u>Feeling safe</u> <u>Playing games</u> <u>Harold saves for something special</u> <u>How can we look after our environment?</u>	Valuing Differences <u>What makes us who we are?</u> <u>My special people</u> <u>How do we make others feel?</u> <u>When someone is feeling left out</u> <u>An act of kindness</u> <u>Solve the problem</u>	Being My Best <u>You can do it!</u> <u>My day</u> <u>Harold's postcard - helping us to keep clean and healthy</u> <u>Harold's bathroom</u> <u>What does my body do?</u> <u>Basic first aid</u>	Keeping Myself Safe <u>Harold's picnic</u> <u>How safe would you feel?</u> <u>What should Harold say?</u> <u>I don't like that!</u> <u>Fun or not?</u> <u>Should I tell?</u>	Growing and Changing <u>A helping hand</u> <u>Sam moves away</u> <u>Haven't you grown!</u> <u>My body, your body</u> <u>Respecting privacy</u> <u>Some secrets should never be kept</u>
Skills	<p>Suggest actions that will contribute positively to the life of the classroom;</p> <p>Make and undertake pledges based on those actions.</p> <p>Use a range of words to describe feelings;</p>	<p>Describe and record strategies for getting on with others in the classroom.</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p>	<p>Identify some of the physical and non-physical differences and similarities between people;</p> <p>Know and use words and phrases that show respect for other people.</p>	<p>Explain the stages of the learning line showing an understanding of the learning process;</p>	<p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Give examples of some of the things that a person can do to</p>	<p>Demonstrate simple ways of giving positive feedback to others.</p> <p>Recognise the range of feelings that are associated with losing</p>

<p>Recognise that people have different ways of expressing their feelings;</p> <p>Identify helpful ways of responding to other's feelings. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</p> <p>Explain where someone could get help if they were being upset by someone else's behaviour.</p> <p>Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.</p> <p>Explain the difference between bullying and isolated unkind behaviour;</p> <p>Recognise that there are different types of bullying and unkind behaviour;</p> <p>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</p> <p>Understand and describe strategies for dealing with bullying;</p> <p>Rehearse and demonstrate some of these strategies.</p>	<p>Identify special people in the school and community who can help to keep them safe;</p> <p>Know how to ask for help.</p> <p>Relationships EducationOnline relationships</p> <p>1. That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>2. 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.</p> <p>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>5. How information and data is shared and used online.</p> <p>Relationships EducationBeing safe</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>2. 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.</p> <p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Physical Health and Mental Wellbeing (Health Education)Internet safety and harms</p>	<p>Recognise and explain how a person's behaviour can affect other people.</p> <p>Explain how it feels to be part of a group;</p> <p>Explain how it feels to be left out from a group;</p> <p>Identify groups they are part of;</p> <p>Suggest and use strategies for helping someone who is feeling left out.</p> <p>Recognise and describe acts of kindness and unkindness;</p> <p>Explain how these impact on other people's feelings;</p> <p>Suggest kind words and actions they can show to others;</p> <p>Show acts of kindness to others in school.</p> <p>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</p> <p>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>	<p>Help themselves and others develop a positive attitude that support their wellbeing;</p> <p>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</p> <p>Understand and give examples of things they can choose themselves and things that others choose for them;</p> <p>Explain things that they like and dislike, and understand that they have choices about these things;</p> <p>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p> <p>Explain how germs can be spread;</p> <p>Describe simple hygiene routines such as hand washing;</p> <p>Understand that vaccinations can help to prevent certain illnesses.</p> <p>Explain the importance of good dental hygiene;</p> <p>Describe simple dental hygiene routines.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</p>	<p>feel better without use of medicines, if they are unwell;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Identify situations in which they would feel safe or unsafe;</p> <p>Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</p> <p>Identify the types of touch they like and do not like;</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Recognise that some touches are not fun and can hurt or be upsetting;</p> <p>Know that they can ask someone to stop touching them;</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Identify safe secrets (including surprises) and unsafe secrets;</p> <p>Recognise the importance of telling someone they trust about</p>	<p>(and being reunited) with a person they are close to.</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</p> <p>Understand and describe some of the things that people are capable of at these different stages.</p> <p>Identify which parts of the human body are private;</p> <p>Explain that a person's genitals help them to make babies when they are grown up;</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Explain what privacy means;</p> <p>Know that you are not allowed to touch someone's private belongings without their permission;</p> <p>Give examples of different types of private information.</p> <p>Identify how inappropriate touch can make someone feel;</p> <p>Understand that there are unsafe secrets and secrets that are nice surprises;</p>
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		<p>1. That for most people the internet is an integral part of life and has many benefits.</p> <p>2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>Physical Health and Mental Wellbeing (Health Education)Internet safety and harms3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>7. Where and how to report concerns and get support with issues online.</p> <p>Understand that people have choices about what they do with their money;</p> <p>Know that money can be saved for a use at a future time;</p> <p>Explain how they might feel when they spend money on different things.</p> <p>Identify what they like about the school environment;</p> <p>Identify any problems with the school environment (e.g. things needing repair);</p>		<p>Describe how food, water and air get into the body and blood.</p> <p>Physical Health and Mental Wellbeing (Health Education)Basic first-aid1. How to make a clear and efficient call to emergency services if necessary.</p> <p>2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>a secret which makes them feel unsafe or uncomfortable.</p>	<p>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p>
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		Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment.				
Metacognition	Planning		Monitoring		Evaluation	
	<i>What resources do I need to carry out my task?</i> <i>Have I done anything like this before?</i> <i>How can I link my learning with my own experiences to help me?</i>		<i>Am I doing well?</i> <i>Do I need any different techniques to improve my learning/task?</i>		<i>Am I able to re-tell stories and link them to other areas of learning?</i> <i>How did I do in my task?</i>	
Year A 3+4 Knowledge	Me and My Relationships <u>As a rule</u> <u>Looking after our special people</u> <u>How can we solve this problem?</u> <u>Friends are special</u> <u>Thunks</u> <u>Dan's dare</u>	Rights and Responsibilities <u>Helping each other to stay safe</u> <u>Recount task</u> <u>Our helpful volunteers</u> <u>Can Harold afford it?</u> <u>Earning money</u> <u>Harold's environment project</u>	Valuing Differences <u>Respect and challenge</u> <u>Family and friends</u> <u>My community</u> <u>Our friends and neighbours</u> <u>Let's celebrate our differences</u> <u>Zeb</u>	Being My Best <u>Derek cooks dinner! (healthy eating)</u> <u>Poorly Harold</u> <u>Body team work</u> <u>For or against?</u> <u>I am fantastic!</u> <u>Top talents</u>	Keeping Myself Safe <u>Safe or unsafe?</u> <u>Danger or risk?</u> <u>The Risk robot</u> <u>Super Searcher</u> <u>Help or harm?</u> <u>Alcohol and cigarettes: the facts</u>	Growing and Changing <u>Relationship tree</u> <u>Body space</u> <u>None of your business!</u> <u>Secret or surprise?</u> <u>My changing body</u> <u>Basic first aid</u>
Skills	<p>Explain why we have rules Explore why rules are different for different age groups, in particular for internet-based activities Suggest appropriate rules for a range of settings Consider the possible consequences of breaking the rules.</p> <p>Identify people who they have a special relationship with Suggest strategies for maintaining a positive relationship with their special people.</p>	<p>Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.</p> <p>Understand the difference between 'fact' and 'opinion' Understand how an event can be perceived from different viewpoints Plan, draft and publish a recount using the appropriate language.</p> <p>Define what a volunteer is Identify people who are volunteers in the school community</p>	<p>Reflect on listening skills Give examples of respectful language Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Recognise that there are many different types of family Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Explain that people living in the UK have different origins</p>	<p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body Explain what is meant by the term 'balanced diet' Give examples what foods might make up a healthy balanced meal.</p> <p>Explain how some infectious illnesses are spread from one person to another Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses</p>	<p>Identify situations which are safe or unsafe Identify people who can help if a situation is unsafe Suggest strategies for keeping safe.</p> <p>Define the words danger and risk and explain the difference between the two Demonstrate strategies for dealing with a risky situation.</p> <p>Identify risk factors in given situations Suggest ways of reducing or managing those risks.</p>	<p>Identify different types of relationships Recognise who they have positive healthy relationships with.</p> <p>Understand what is meant by the term body space (or personal space) Identify when it is appropriate or inappropriate to allow someone into their body space Rehearse strategies for when someone is</p>

	<p>Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Identify qualities of friendship Suggest reasons why friends sometimes fall out Rehearse and use, now or in the future, skills for making up again.</p> <p>Express opinions and listen to those of others Consider others' points of view Practise explaining the thinking behind their ideas and opinions.</p> <p>Explain what a dare is Understand that no-one has the right to force them to do a dare Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare</p>	<p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Understand the terms 'income', 'saving' and 'spending' Recognise that there are times we can buy items we want and times when we need to save for items Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p>Define what is meant by the environment Evaluate and explain different methods of looking after the school environment Devise methods of promoting their priority method.</p>	<p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>Recognise the factors that make people similar to and different from each other Recognise that repeated name calling is a form of bullying Suggest strategies for dealing with name calling (including talking to a trusted adult).</p> <p>Understand and explain some of the reasons why different people are bullied Explore why people have prejudiced views and understand what this is.</p>	<p>Suggest medical and non-medical ways of treating an illness.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) Describe how food, water and air get into the body and blood.</p> <p>Develop skills in discussion and debating an issue Demonstrate their understanding of health and wellbeing issues that are relevant to them Empathise with different view points Make recommendations, based on their research.</p> <p>Identify their achievements and areas of development Recognise that people may say kind things to help us feel good about ourselves Explain why some groups of people are not represented as much on television/in the media</p> <p>Explain some of the different talents and skills that people have and how skills are developed Recognise their own skills and those of other children in the class.</p>	<p>Evaluate the validity of statements relating to online safety Recognise potential risks associated with browsing online Give examples of strategies for safe browsing online.</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p> <p>Identify some key risks from and effects of cigarettes and alcohol Know that most people choose not to smoke cigarettes Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p>	<p>inappropriately in their body space.</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens Recognise and describe appropriate behaviour online as well as offline Identify what constitutes personal information and when it is not appropriate or safe to share this Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret Recognise how different surprises and secrets might make them feel Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Recognise that babies come from the joining of an egg and sperm Explain what happens when an egg doesn't meet a sperm Understand that for girls, periods are a normal part of puberty.</p> <p>Physical Health and Mental Wellbeing (Health Education)Basic first-aid1.</p>
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						How to make a clear and efficient call to emergency services if necessary. Physical Health and Mental Wellbeing (Health Education)Basic first-aid2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Year B 3+4 Knowledge	Me and My Relationships Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings Under pressure	Rights and Responsibilities Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Why pay taxes?	Valuing Differences Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands	Being My Best What makes me ME! Making choices SCARF hotel Harold's Seven Rs My school community (1) Basic first aid	Keeping Myself Safe Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture wise Medicines: check the label	Growing and Changing Moving house My feelings are all over the place! All change! Preparing for changes at puberty (formerly Period positive/preparing for periods) Secret or surprise? Together
Skills	<p>Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.</p> <p>Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.</p> <p>Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend.</p>	<p>Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.</p> <p>Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these.</p>	<p>Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour;</p>	<p>Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p>	<p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.</p> <p>Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.</p> <p>Describe stages of identifying and managing risk;</p>	<p>Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change.</p> <p>Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact</p>

	<p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings.</p> <p>Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state.</p> <p>Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>	<p>Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process.</p> <p>Define the word <i>influence</i>; Recognise that reports in the media can influence the way they think about a topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions.</p> <p>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.</p>	<p>Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</p> <p>Understand and identify stereotypes, including those promoted in the media. Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared.</p> <p>Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p>	<p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</p> <p>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</p> <p>Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community.</p> <p>Physical Health and Mental Wellbeing (Health Education)Basic first-aid1. How to make a clear and efficient call to emergency services if necessary.</p> <p>Physical Health and Mental Wellbeing (Health Education)Basic first-aid2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Suggest people they can ask for help in managing risk. Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p> <p>Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.</p> <p>Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p>	<p>Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.</p> <p>Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens.</p> <p>Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners;</p>
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						Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
Metacognition	Planning		Monitoring		Evaluation	
	<i>What resources do I need to carry out my task?</i> <i>Where do I start and what strategies will I use?</i> <i>What type of resources will I need to complete my learning?</i> <i>Have I got everything I need to complete my task?</i> <i>How can I break down the task into smaller steps to make my learning more manageable?</i>		<i>Do I need any different techniques to improve my understanding of the process?</i> <i>Am I finding this challenging?</i> <i>Do I need to re-read information to make it clearer?</i> <i>Do I need to change my strategy?</i>		<i>Did I use the right strategy?</i> <i>How did the feedback I received help me?</i> <i>For future tasks, would I use another strategy?</i>	
Year A 5+6 Knowledge	Me and My Relationships <u>Collaboration</u> <u>Challenge!</u> <u>Give and take</u> <u>Communication (OPTIONAL)</u> <u>How good a friend are you?</u> <u>Relationship cake recipe</u> <u>Our emotional needs</u> <u>Being assertive</u>	Rights and Responsibilities <u>What's the story?</u> <u>Fact or opinion?</u> <u>Mo makes a difference</u> <u>Rights, respect and duties</u> <u>Spending wisely</u> <u>Lend us a fiver!</u>	Valuing Differences <u>Kind conversations</u> <u>Happy being me</u> <u>The land of the Red People</u> <u>Is it true?</u> <u>Stop, start, stereotypes</u>	Being My Best <u>It all adds up!</u> <u>Different skills</u> <u>My school community (2)</u> <u>Independence and responsibility</u> <u>Star qualities?</u> <u>Basic first aid, including</u> <u>Sepsis Awareness</u>	Keeping Myself Safe <u>Spot bullying</u> <u>Play, like, share</u> <u>Decision dilemmas</u> <u>Ella's diary dilemma</u> <u>Vaping: healthy or unhealthy?</u> <u>Would you risk it?</u>	Growing and Changing <u>How are they feeling?</u> <u>Taking notice of our feelings</u> <u>Dear Ash</u> <u>Growing up and changing bodies</u> <u>Changing bodies and feelings</u> <u>Help! I'm a teenager - get me out of here!</u>
Skills	Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively.	Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing.	Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others.	Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen,	Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied;	Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate

	<p>Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations.</p> <p>Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities.</p> <p>Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.</p> <p>Recognise basic emotional needs, understand that they change according to circumstance;</p> <p>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p>	<p>Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.</p> <p>Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.</p> <p>State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.</p> <p>Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.</p>	<p>Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged.</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p> <p>Recognise that some people can get bullied because of the way they express their gender;</p>	<p>sleep and exercise for the human body and its health.</p> <p>Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.</p> <p>State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.</p> <p>Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.</p> <p>Physical Health and Mental Wellbeing (Health Education)Basic first-aid1. How to make a clear and efficient call to emergency services if necessary.</p> <p>Physical Health and Mental Wellbeing (Health Education)Basic first-aid2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Recognise and describe the difference between online and face-to-face bullying.</p> <p>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it.</p> <p>Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.</p> <p>Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare.</p> <p>Describe some of the health risks caused by vaping; Understand that there are potential health risks of vaping that are not yet fully known; Use critical thinking skills when reading information/media;</p>	<p>vocabulary to describe these; Explain strategies they can use to build resilience. Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.</p> <p>Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad;</p>
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			Give examples of how bullying behaviours can be stopped.		<p>Understand that companies selling vaping products do so to make money;</p> <p>Describe some of the possible outcomes of taking a risk.</p> <p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>	Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Year B 5+6 Knowledge	Me and My Relationships Working Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. together Solve the friendship problem Behave yourself Assertiveness skills (formerly Behave yourself - 2) Don't force me Acting appropriately	Rights and Responsibilities Two sides to every story Fakebook friends What's it worth? Happy shoppers - caring for the environment Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made	Valuing Differences OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes	Being My Best This will be your life! Our recommendations What's the risk? (1) What's thIdentify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. e risk? (2) Basic first aid, including Sepsis Awareness Five Ways to Wellbeing project	Keeping Myself Safe Think before you click! To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal?	Growing and Changing I look great! Media manipulation Pressure online Helpful or unhelpful? Managing change Is this normal? Making babies
Skills	Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this.	Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report;	Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;	Identify aspirational goals; Describe the actions needed to set and achieve Present information they researched on a health and wellbeing issues outlining the key	Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread.	Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect;

<p>Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p> <p>List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry.</p> <p>Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.</p>	<p>Analysing a report also extract the facts from it.</p> <p>Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.</p> <p>Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term <i>interest</i>.</p> <p>Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.</p> <p>L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p>	<p>Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers.</p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship</p>	<p>issues and making suggestions for any improvements concerning those issues.</p> <p>Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe.</p> <p>Physical Health and Mental Wellbeing (Health Education)Basic first-aid 1. How to make a clear and efficient call to emergency services if necessary. Physical Health and Mental Wellbeing (Health Education)Basic first-aid 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p>	<p>Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online.</p> <p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country.</p> <p>Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.</p> <p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol.</p>	<p>Identify qualities that people have, as well as their looks.</p> <p>Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.</p> <p>Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p> <p>Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.</p> <p>Define the word 'puberty' giving examples of some of the physical and</p>
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			<p>(e.g. neighbour, parent/carer, relative).</p> <p>Define what is meant by the term stereotype;</p> <p>Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people.</p>			<p>emotional changes associated with it;</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty;</p> <p>Understand what FGM is and that it is an illegal practice in this country;</p> <p>Know where someone could get support if they were concerned about their own or another person's safety.</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p> <p>Know the legal age of consent and what it means.</p>
Metacognition	Planning		Monitoring		Evaluation	
	<p><i>What resources do I need to carry out my task?</i></p> <p><i>Where do I start and what strategies will I use?</i></p> <p><i>What type of resources and materials will I need to complete my learning?</i></p> <p><i>How can I break down the task into smaller steps?</i></p>		<p><i>Am I finding this challenging?</i></p> <p><i>Is there anything I need to stop and change to improve the understanding of my learning?</i></p> <p><i>Do I need to re-read information to make it clearer?</i></p> <p><i>Do I need to change my strategies?</i></p>		<p><i>Did I use the right strategy?</i></p> <p><i>How did the feedback I received help me?</i></p> <p><i>For future tasks, would I use another strategy?</i></p> <p><i>Did I pace myself appropriately to get the task done?</i></p>	