

St Mark's All-Through Curriculum Map for PSHRE (KS1 – 3)

	Autumn		Spring		Summer	
	<p>PSHRE learning begins in Year R at St Mark's. The EYFS statutory framework areas of Personal, Social and Emotional development, and Understanding the World, have close links to the PSHRE education Programme of Study. Learning and development opportunities for these areas, as well as Communication and language, are interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction and reflective discussion to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHRE elements of education. Teachers will use the six puzzle units and weave them into their planning.</p>					
Year R	<p>Being Me In My World</p> <p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good • Know they have a right to learn and play, safely and happily <p><u>Children will learn to:</u></p> <p>Talk about something positive that they like about being in their class.</p> <p>Say how they help make their class a happy and safe place.</p>	<p>Celebrating Difference</p> <p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important <p>Know some qualities of a positive friendship</p>	<p>Dreams and Goals</p> <p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal <p><u>Children will learn to:</u></p> <p>Talk about a challenge and what they did well.</p> <p>Say why a challenge made me feel good about myself.</p>	<p>Healthy Me</p> <p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands and brush their teeth properly • Know what to do if they get lost • Know how to say No to strangers <p><u>Children will learn to:</u></p> <p>Talk about something amazing about how their body works and something</p>	<p>Relationships</p> <p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship. • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know some strategies to calm when feeling angry • Know some reasons why others get angry <p><u>Children will learn to:</u></p> <p>Name some people who are special to them and talk about ways they help them stay safe and feel special.</p>	<p>Changing Me</p> <p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know the names and functions of some parts of the body (Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried (respecting my body) • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on. <p><u>Children will learn to:</u></p> <p>Talk about some ways that they have changed since being a baby.</p>



		<p><u>Children will learn to:</u></p> <p>Talk about one thing that makes them different from their friends and one thing that they have in common.</p> <p>Talk about ways that they could be kind to other people in their class.</p>		<p>they need to do to keep it safe and healthy.</p> <p>Know that their body is special and they need to take care of it.</p>	<p>Talk about why they like some people.</p> <p>Know who they might go to for help if they need it.</p>	<p>Know the main body parts that make boys and girls different.</p> <p>Know some of the correct names for these and that they are private.</p> <p>Talk about some things that will change for them and how they feel about this.</p>
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Year 1

Year 1	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<p>Core Knowledge:</p> <ul style="list-style-type: none"> Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom. <p><u>Children will learn to:</u> Explain how they help make the class a happy and safe place. Explain why their class is a happy and safe place to learn. Explain why they have a right to learn in a happy and safe class.</p>	<p>Core Knowledge:</p> <ul style="list-style-type: none"> Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different <p><u>Children will learn to:</u> Explain ways that they are different and similar to other people in the class, and why this makes them all special. Explain why being unique and special is important. Explain what bullying is and how being bullied might make somebody feel.</p>	<p>Core Knowledge:</p> <ul style="list-style-type: none"> Know how to set simple goals Know how to achieve a goal Know how to work well with a partner Know that tackling a challenge can stretch their learning 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 <p><u>Children will learn to:</u> Explain how they feel when they are successful and how this can be celebrated positively. Explain what helps them succeed in a learning challenge</p>	<p>Core Knowledge:</p> <ul style="list-style-type: none"> Know the difference between being healthy and unhealthy Know some ways to keep healthy (link to science curriculum) Know how to make healthy lifestyle choices Know how to keep themselves clean and healthy Know that germs cause disease / illness Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road Know about people who can keep them safe. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> Know that everyone's family is different. Know that there are lots of different types of families. Know that families are founded on belonging, love and care. Know how to make a friend. Know the characteristics of healthy and safe friends. Know that physical contact can be used as a greeting. Know about the different people in the school community and how they help. Know who to ask for help in the school community. <p><u>Children will learn to:</u></p>	<p>Core Knowledge:</p> <ul style="list-style-type: none"> Know that animals including humans have a life cycle. Know that changes happen when we grow up. Know that people grow up at different rates and that is normal. Know the names of male and female private body parts. Know that there are correct names for private body parts and nicknames, and when to use them. Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. Know who to ask for help if they are worried or frightened.



	<p>Give different examples where they or others make the class happy and safe. Explain how everyone in the class has responsibilities to make the class happy and safe</p>	<p>Explain why bullying might happen and offer strategies to help the person who is being bullied.</p>	<p>and explain how this made them feel. Explain why it is important to store positive feelings in an 'internal treasure chest' and how this can help them with their future learning.</p>	<p><u>Children will learn to:</u> Explain many ways that their body is amazing and how the different things they do keep them safe and healthy. Suggest how their bodies might come to harm if they make unhealthy choices. Give examples where being healthy can help them feel happy. Explain how healthy choices affect the way they feel about themselves and help to make them happy.</p>	<p>Explain why they have relationships with some people and how these relationships help them feel safe and good about themselves. Explain how their own qualities help these relationships. Give examples of behaviour in other people that they appreciate and behaviours that they don't like. Explain how other people's behaviour can make them feel about themselves and whether they feel safe or not. Explain how their behaviour affects others.</p>	<ul style="list-style-type: none"> • Know that learning brings about change. <p><u>Children will learn to:</u> Compare how they are now to when they were a baby and explain some of the changes that will happen as they get older. Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. Explain when it might be appropriate to talk about these, and when it is not. Explain why some changes they might experience might feel better than others. Suggest things that might change for them in the future and what sort of feelings they might experience if/when these changes happen. Offer some ideas about how they could manage feelings that are worrying or sad.</p>
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Year 2

	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 2	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Identifying hopes and fears for the year ahead. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know there are stereotypes about boys and girls. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know what their body needs to stay healthy. • Know what relaxed means. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know that everyone's family is different. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know that life cycles exist in nature.



	<ul style="list-style-type: none"> • Understand the rights and responsibilities of class members. • Know that it is important to listen to other people. • Understand that their own views are valuable. • Know about rewards and consequences and that these stem from choices. • Know that positive choices impact positively on self-learning and the learning of others. <p><u>Children will learn to:</u> Explain why their behaviour can impact other people in the class. Justify the choices they make to help keep the class and school a safe and fair place. Compare their own and their friends' choices and can express why some choices are better than others. Give evidence as to why their own and their friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</p>	<ul style="list-style-type: none"> • Know that it is OK not to conform to gender stereotypes. • Know it is good to be yourself. • Know that sometimes people get bullied because of differences. • Know the difference between right and wrong and the role that choice has to play in this. • Know that friends can be different and still be friends. • Know where to get help if being bullied. • Know the difference between a one-off incident and bullying. <p><u>Children will learn to:</u> Explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes. Justify why gender stereotypes are not always fair. Explain why differences can make some people bully other people. Explain how it feels to have a friend and be a friend. Explain why it is ok to be different from my friends. Offer strategies that allow them to stand up for themselves and their friends.</p>	<ul style="list-style-type: none"> • Know that it is important to persevere. • Know how to recognise what working together well looks like. • Know what good group working looks like. • Know how to share success with other people. <p><u>Children will learn to:</u> Explain the part they played in a group and the parts other people played to create an end product. Explain how their skills complement each other. Analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't. Explain how it felt to be part of a group and can identify a range of feelings about group work. Identify a range of feelings about working in a group. Analyse their feelings and those of others and can explain how they could improve their group skills next time.</p>	<ul style="list-style-type: none"> • Know what makes them feel relaxed / stressed. • Know how medicines work in their bodies. • Know that it is important to use medicines safely. • Know how to make some healthy snacks. • Know why healthy snacks are good for their bodies. • Know which foods give their bodies energy. (new knowledge linked to science curriculum) <p><u>Children will learn to:</u> Explain why foods and medicines are good for their bodies and compare their ideas with less healthy/unsafe choices. Justify choices about food and medicines and explain healthy and safe ways in which they are good for their body. Compare their own and their friends' choices and can express how it feels to make healthy and safe choices. Give evidence as to why their own and their friends' choices are healthy / less healthy. Evaluate how it feels to make healthy and less healthy choices.</p>	<ul style="list-style-type: none"> • Know that families function well when there is trust, respect, care, love and cooperation. • Know that there are lots of forms of physical contact within a family. • Know how to stay stop if someone is hurting them. • Know some reasons why friends have conflicts. • Know that friendships have ups and downs and sometimes change with time. • Know how to use the Mending Friendships or Solve-it-together problem-solving methods. • Know there are good secrets and worry secrets and why it is important to share worry secrets. • Know what trust is. <p><u>Children will learn to:</u> Explain why some things might make them feel uncomfortable in a relationship and compare this with relationships that make them feel safe and special. Justify how and why some things might make them feel comfortable or uncomfortable in relationships. Give examples of some different problem-solving techniques and explain how they might use them in certain situations in their relationships.</p>	<ul style="list-style-type: none"> • Know that aging is a natural process including old-age. • Know that some changes are out of an individual's control. • Know how their bodies have changed from when they were a baby and that they will continue to change as they age. • Know the physical differences between male and female bodies. • Know the correct names for private body parts. • 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. <p><u>Children will learn to:</u> Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. Explain why some types of touches feel OK and others don't. Explain the various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour;</p>
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					Appraise how effective different problem-solving solutions might be when solving problems in their relationships.	they can talk about the physical differences with respect and understand how to protect their own and others' privacy. Explain how they feel about being a boy/girl and getting older and talk about the feelings they have about it. Explain why other people may feel differently to them and give some examples.
Year 3						
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3	<p>Core Knowledge:</p> <ul style="list-style-type: none"> Understand that they are important. Know what a personal goal is. Understanding what a challenge is. 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. Know that the school has a shared set of values. <p>Children will learn to:</p>	<p>Core Knowledge:</p> <ul style="list-style-type: none"> Know why families are important. Know that everybody's family is different. Know that sometimes family members don't get along and some reasons for this. Know that conflict is a normal part of relationships. 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 some words are used in hurtful ways and that this can have consequences. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> Know about specific people who have overcome difficult challenges to achieve success. Know what dreams and ambitions are important to them. Know how they can best overcome learning challenges. Know that they are responsible for their own learning. Know what their own strengths are as a learner. Know what an obstacle is and how they can hinder achievement. Know how to take steps to overcome obstacles. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> Know how exercise affects their bodies (PE - Healthy Participation). Know why their hearts and lungs are such important organs. 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 (including online - link to computing curriculum). Know a range of strategies to keep themselves safe. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> Know that different family members carry out different roles or have different responsibilities within the family. Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. Know some of the skills of friendship, e.g. taking turns, being a good listener. Know some strategies for keeping themselves safe online (link to computing curriculum). Know how some of the actions and work of people around the world help and influence my life. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> Know that in animals and humans lots of changes happen between conception and growing up. Know that in nature it is usually the female that carries the baby. Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops. Know that babies need love and care from their parents/carers. Know some of the changes that happen between being a baby and a child. Know that the male and female body needs to



	<p>Name some of the responsible choices they make in school. Say who they can go to for help if they need it. Give examples of how to work/play well with others.</p> <p>Explain how their behaviour can affect how others feel and behave.</p> <p>Evaluate the different choices that they or others might make in school and explain what the consequences might be. They can link these choices to the need for rules, rights and responsibilities.</p> <p>Explain why it is important to have rules and how that helps them and others in class learn.</p> <p>Explain why it is important to feel valued.</p> <p>Express and respond appropriately to others' feelings and explain why they may be feeling that way. Offer help to myself and others to feel valued.</p>	<p><u>Children will learn to:</u> Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>Explain their involvement within conflict situations, how this affected other people's feelings and why this made the situations better or worse.</p> <p>Explain the effect this had on relationships.</p> <p>Explain how being involved with a conflict makes them feel and can offer strategies to help the situation. e.g. Solve It Together or ask for help.</p> <p>Explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. Suggest ways that they might act in these situations.</p>	<ul style="list-style-type: none"> • Know how to evaluate their own learning progress and identify how it can be better next time. <p><u>Children will learn to:</u> Explain the different ways that help them learn and what they need to do to improve. Analyse their learning strengths and use this to design clear steps to help them improve.</p> <p>Be confident and positive when sharing their successes with others.</p> <p>Confidently discuss their successes and difficulties with others.</p> <p>Analyse these feelings and explain how they can assist them in the future.</p>	<ul style="list-style-type: none"> • Know when something feels safe or unsafe. • Know that their bodies are complex and need taking care of. <p><u>Children will learn to:</u> Identify things, people and places that they need to keep safe from, and can give some strategies for keeping themselves safe and healthy. Judge the levels of risk involved in different situations and can select and describe suitable strategies for keeping safe and healthy, including knowing how to seek help and from whom.</p> <p>Express and respond appropriately to feelings of anxiety or fear or when they feel unwell.</p>	<ul style="list-style-type: none"> • Know that they and all children have rights (UNCRC). • Know the lives of children around the world can be different from their own. <p><u>Children will learn to:</u> Explain how their life is influenced positively by people they know and also by people from other countries. Explain some of the rights and responsibilities that they and others have in their family, friendships and as global citizens.</p> <p>Explain why their choices might affect their family, friendships and people around the world who they don't know.</p> <p>Express a sense of the responsibility they have for each other because of these connections</p>	<p>change at puberty so their bodies can make babies when they are adults.</p> <ul style="list-style-type: none"> • Know some of the outside body changes that happen during puberty. • Know some of the changes on the inside that happen during puberty <p><u>Children will learn to:</u> Understand and explain the changes that take place inside/outside boys' and girls' bodies during the growing up process. Explain how each of the changes helps to prepare their bodies for making babies when they grow up. Express how they feel about these changes happening to them and can weigh up the positives and the negatives, and understand how to manage these feelings.</p>
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Year 4

	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>Year 4</p>	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know how individual attitudes and actions make a difference to a class. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know that sometimes people make assumptions about a person because of the way they look or act. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know what their own hopes and dreams are. • Know that hopes and dreams don't always come true. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know how different friendship groups are formed and how they fit into them. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know some reasons why people feel jealousy. • Know that jealousy can be damaging to relationships. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know that personal characteristics are inherited from birth parents and this is



	<ul style="list-style-type: none"> • Know about the different roles in the school community. • Know their place in the school community. • Know what democracy is (applied to pupil voice in school). • Know that their own actions affect themselves and others. • Know how groups work together to reach a consensus. • Know that having a voice and democracy benefits the school community. <p><u>Children will learn to:</u> Explain why being listened to and listening to others is important in the school community. Problem solve the different solutions to help a team/ class/ school be more democratic. Explain why being democratic is important and can help me and others feel valued. Justify why being in a democracy helps people feel valued and is fair.</p>	<ul style="list-style-type: none"> • Know there are influences that can affect how we judge a person or situation. • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying (link to computing curriculum). • Know what to do if they think bullying is, or might be taking place. • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone. • Know that first impressions can change. <p><u>Children will learn to:</u> Talk about a time when their first impression of someone changed as they got to know them. Explain how first impressions can be misleading. Explain why bullying might be difficult to spot and what to do about it if they are not sure. Appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. Explain why it is good to accept themselves and others for who they are. Explain how they form opinions about themselves and other people and what</p>	<ul style="list-style-type: none"> • Know that reflecting on positive and happy experiences can help them to counteract disappointment. • Know how to make a new plan and set new goals even if they have been disappointed. • Know how to work out the steps they need to take to achieve a goal. • Know how to work as part of a successful group. • Know how to share in the success of a group. <p><u>Children will learn to:</u> Deal with disappointment by analysing what went wrong and use these experiences to make new plans to avoid similar obstacles. Explain what it means to be resilient and have a positive attitude. Explain why being resilient /having a positive attitude contributes to having a greater chance of success.</p>	<ul style="list-style-type: none"> • Know which friends they value most. • Know that there are leaders and followers in groups. • Know that they can take on different roles according to the situation. • Know the facts about smoking and its effects on health. • Know some of the reasons some people start to smoke. • Know the facts about alcohol and its effects on health, particularly the liver. • Know some of the reasons some people drink alcohol. (science curriculum links) • Know ways to resist when people are putting pressure on them (peer pressure).. • Know what they think is right and wrong (assertiveness). <p><u>Children will learn to:</u> Recognise when people are putting them under pressure and can explain ways to resist this when they want to. Problem solve and identify a variety of strategies in different situations where they may experience peer pressure. Identify feelings of anxiety and fear associated with peer pressure and manage</p>	<ul style="list-style-type: none"> • Know that loss is a normal part of relationships. • Know that negative feelings are a normal part of loss. • Know that memories can support us when we lose a special person or animal. • Know that change is a natural part of relationships/ friendship. • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe. <p><u>Children will learn to:</u> Give reasons why people may experience a range of feelings associated with personal loss. Offer and evaluate solutions to help manage personal loss.</p>	<p>brought about by an ovum joining with a sperm.</p> <ul style="list-style-type: none"> • Know that babies are made by a sperm joining with an ovum. • Know the names of the different internal and external body parts that are needed to make a baby (links to science curriculum). • Know how the female and male body change at puberty. • Know that personal hygiene is important during puberty and as an adult. • Know that change is a normal part of life and that some cannot be controlled and have to be accepted. • Know that change can bring about a range of different emotions. <p><u>Children will learn to:</u> Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. Give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this. Explain some of the choices they might make in the future and some of the choices that they will have no control over.</p>
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		might influence them about that.		these to help make safe and healthy choices.		Consider and prioritise these choices / changes they would like to make when older and plan the approaches they will use to tackle these changes. Explain why some changes they face are out of their control and evaluate how positive feelings management can help them.
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Year 5

	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know how to face new challenges positively. • Understand how to set personal goals. • Understand the rights and responsibilities associated with being a citizen in the wider community and their country. • Know how an individual's behaviour can affect a group and the consequences of this. • Understand how democracy and having a voice benefits the school community. • Understand how to contribute towards the democratic process. <p>Children will learn to: Compare their life with other people in Britain and explain</p>	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know what culture means • Know that differences in culture can sometimes be a source of conflict. • Know what racism is and why it is unacceptable. • Know that rumour spreading is a form of bullying on and offline (link to computing curriculum). • Know external forms of support in regard to bullying e.g. Childline. • Know that bullying can be direct and indirect. • Know how their life is different from the lives of children in the developing world. <p>Children will learn to:</p>	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know that they will need money to help them to achieve some of their dreams. • Know about a range of jobs that are carried out by people I know. • Know that different jobs pay more money than others. • Know the types of job they might like to do when they are older. • Know that young people from different cultures may have different dreams and goals. • Know that communicating with someone from a different culture means that they can learn from them and vice versa. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know the health risks of smoking. • Know how smoking tobacco affects the lungs, liver and heart. • Know some of the risks linked to misusing alcohol, including antisocial behaviour. • 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 (links to computing). • Know the different roles food can play in people's 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know that a personality is made up of many different characteristics, qualities and attributes. • Know that belonging to an online community can have positive and negative consequences (online grooming). • 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. (Links to computing curriculum) 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> • Know what perception means and that perceptions can be right or wrong (influence of media and online on body image). • 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. (Science Curriculum Links). • Know that some people need help to conceive and might use IVF. • Know that becoming a teenager involves various



<ul style="list-style-type: none"> • Know how to set goals for the year ahead. • Understand what fears and worries are. • 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. • Understand that their own choices result in different consequences and rewards. • Understand how democracy and having a voice benefits the school community. • Understand how to contribute towards the democratic process. <p><u>Children will learn to:</u></p> <p>Explain how the choices they make can have an impact on people in their immediate community and globally. Compare and contrast their own wants and needs with others in their immediate community and some from global communities. Infer some universal rights and responsibilities that we all share. Explain why empathising with others is important when considering the choices that</p>	<ul style="list-style-type: none"> • Know that there are different perceptions of 'being normal' and where these might come from. • Know that being different could affect someone's life. • Know that power can play a part in a bullying or conflict situation. • Know that people can hold power over others individually or in a group. • Know why some people choose to bully others. • Know that people with disabilities can lead amazing lives. • Know that difference can be a source of celebration as well as conflict. <p><u>Children will learn to:</u></p> <p>Explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration. Show empathy with people in situations where their difference is a source of conflict or a cause for celebration. Express their own attitudes towards people who are different and empathise with their circumstances.</p>	<ul style="list-style-type: none"> • Know their own learning strengths. • Know how to set realistic and challenging goals. • Know what the learning steps are they need to take to achieve their goal. • 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. • Know what their classmates like and admire about them. <p><u>Children will learn to:</u></p> <p>Explain different ways to work with others to help make the world a better place. Analyse and justify why their group chose an activity and how this contributes to making the world a better place. Explain what motivates them personally to make the world a better place. Explain and evidence why they chose an act of kindness/charity based on the experiences and needs of those people affected.</p>	<ul style="list-style-type: none"> • Know how to take responsibility for their own health. • Know how to make choices that benefit their own health and well-being. • Know about different types of drugs and their uses. • Know how these different types of drugs can affect people's bodies, especially their liver and heart (science curriculum). • 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 (including county lines and gang culture). • Know what it means to be emotionally well. • Know that stress can be triggered by a range of things. • Know that being stressed can cause drug and alcohol misuse. <p><u>Children will learn to:</u></p> <p>Explain different ways in which people in our society use substances including alcohol as part of their lifestyle and evaluate the health risks between</p>	<ul style="list-style-type: none"> • Know that it is important to take care of their own mental health. • Know ways that they can take care of their own mental health. • Know the stages of grief and that there are different types of loss that cause people to grieve. • Know that sometimes people can try to gain power or control them. • Know some of the dangers of being 'online' (link to computing curriculum). • Know how to use technology safely and positively to communicate with their friends and family (link to computing curriculum). <p><u>Children will learn to:</u></p> <p>Explain why people may experience a range of feelings associated with loss. Analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online. Explain the feelings they might experience if they lose somebody special. Consider ways of standing up for themselves and their friends when others are using controlling behaviour, and judge between those likely to</p>	<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 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. • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school. <p><u>Children will learn to:</u></p> <p>Explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth. Recognise how they feel when reflecting on becoming a teenager and how they feel about the development and birth of a baby. Reflect on how this experience might feel from the point of view of a parent and express their own</p>
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	they and others make. Develop their own thoughts and ideas around personal, local and global communities.			responsible use, anti-social use and misuse. Identify and apply skills to keep emotionally healthy and to manage stress and pressure. Reflect on the links between mental/emotional health and alcohol and substances. Consider what their attitude to these may be when they are older.	be effective and those that may aggravate the problem. Appraise the effectiveness of different strategies to help them manage their feelings.	thoughts and feelings about it.
Year 7						
Year 7	Being Me in In My World Big Question: How do I fit into the world I live in?	Celebrating Difference Big Question: Do we need to feel 'the same as' to belong?	Dreams & Goals Big Question: Can my choices affect my dreams and goals?	Healthy Me Big Question: To what extent am I responsible for my mental and physical health?	Relationships Big Question: What can make a relationship healthy or unhealthy?	Changing Me Big Question: How do I feel about becoming an adult?
	Core Knowledge: -Understand that identity is affected by a range of factors. -Understand how peer pressure operates within groups (Year 6R). -Recognise how they present themselves online. -Understand what can influence their behaviour online (Year 6R). -Understand how to maintain a positive on and offline relationship.	Core Knowledge: -Describe what prejudice and discrimination is (Year 6CD). - Know what the Equality Act is and can give some examples of protected characteristics (Year 6 CD). -Understand what bullying is and what it is not and some of the motivations behind bullying behaviours. -Understand what bystanders are and their impact on bullying.	Core Knowledge: -Identify my dreams and goals and recognise that these may change over time (Year 6DG). -Identify some of the skills that may benefit their future, including employment. -Use their experiences, including mistakes and setbacks, to make appropriate changes to their plans and behaviour. -Explain how responsible choices enable them to move	Core Knowledge: -Understand how health can be affected by emotions and know a range of ways to keep myself well and happy. -Recognise when they feel stressed and the triggers associated with this. -Understand how physical activity can help combat stress (Year 6HM). -Explain ways to help themselves when they feel stressed.	Core Knowledge: -Identify characteristics and benefits of positive, strong, supportive, relationships. -Understand what expectations might be of having a romantic/attraction relationship. -Understand what is meant by consent. -Identify the supportive relationships in their life.	Core Knowledge: -Understand the changes that happen during puberty (Year 6 CM). -Understand that practices such as female genital mutilation and breast ironing are forms of abuse. -Know where to access help if they are worried or concerned about puberty or abuse. -Know how a baby is conceived naturally.



	<p>Link to 7.1 Computing Unit – Collaborating Online Respectfully.</p> <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> -Know that they are a unique individual, and they can think about themselves on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.). -Identify what influences their lives. -Achieve an appropriate level of independence from others while maintaining positive relationships with them. -Understand how online identity can affect what others think and feel about them. -Understand that what they say and do online can have consequences for them and others. 	<ul style="list-style-type: none"> -Explain some ways the Equality Act protects against prejudice and discrimination. -Challenge their own and others’ attitudes and values, and accept differences in others. -Understand the wide range of roles in society and the variety of individuals that operate within them. -Understand what stereotyping means and its potential impact. - Know that they can challenge prejudice and discrimination assertively. -Understand that positive and negative discrimination can take different forms and how it can affect people’s lives. -Understand how respect has an impact on relationships. <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> -Identify what is important for them and what they expect from themselves, considering the beliefs and expectations that others (e.g. friends, family, school staff) have of them. -Know how they can challenge prejudice and discrimination assertively. -See the world from other people’s points of view and take account of their 	<p>towards their dreams and goals.</p> <ul style="list-style-type: none"> -Give an example of when an irresponsible or unsafe choice could affect a person’s dreams and goals. -Demonstrate how to respond to a situation requiring first aid. -Understand that the choices they make affect their relationships, health and future. <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> -Set goals and challenges for themselves, set criteria for success and celebrate when they achieve them. -Know how to bring about change in themselves and others. -Anticipate and plan to work around or overcome potential obstacles. -Identify barriers to achieving a goal and identify how they are going to overcome them. -Understand that an irresponsible or unsafe choice could affect their dreams and goals. -Take responsibility for their life, believe that they can influence what happens to them and make wise choices. 	<ul style="list-style-type: none"> -Know about different substances and the effects they have on the body and why some people use them. -Understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on their body and mind (Year 6HM). -Understand the role of vaccinations and can explain differing views on this. <p>-Summarise some key things they can do to sustain their wellbeing.</p> <p>Link to Year 7 Science Summer Term – How does our body work (Biology) – Smoking and vaping. Link to Year 8 Science 8.1 – Why do we get sick and how do we get better? (Biology) Vaccinations.</p> <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> -Describe techniques they can use to manage emotions. -Understand that how they express their feelings can have a significant impact both on other people and on what happens to them. -Know what makes them feel good and know how to enjoy themselves in ways that are 	<ul style="list-style-type: none"> -Know that relationships change and suggest how to manage this. -Identify why people sometimes fall out. -Suggest ways to manage conflict within their friendship group (Year 5R). -Understand that discernment is an important skill when being a consumer of media. -Recognise when to use assertiveness in some of their relationships. -Understand the personal and legal consequences of sexting. -Summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is. <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> -Understand/recognise the range of positive qualities people bring to relationships. -Understand why respect for the other person’s wishes is important in relationships. -Understand/recognise the characteristics of some of the supportive relationships in their life. -Recognise that their emotions and feelings can change regularly. -Identify emotions that can be associated with falling out. 	<ul style="list-style-type: none"> -Know that there are other ways a baby can be conceived, e.g. IVF (Year 5 CM). -Understand how a baby develops inside the uterus and is born. -Know there are different types of committed stable relationships and that some people may choose to have children or not. -Make links between positive, healthy family relationships and effective parenting. -Identify some of the roles and responsibilities of being a parent. -Know that the media can have a positive or negative impact on a person’s self-esteem or body image. -Know where to go for help if they are worried about their body image or self-esteem. -Know some of the changes in my brain during puberty. -Understand some of the emotional changes during puberty. -Know where to access support if they are worried about adolescence. <p>Link to Year 7 Science Spring Term (Biology) – How does life reproduce?</p> <p>Social and Emotional Skills:</p>
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		<p>intentions, preferences and beliefs.</p> <ul style="list-style-type: none"> -Know that they have a choice in how they allow others to influence them. -Know that they are a unique individual, and they can think about themselves and others on many different levels (e.g. physical characteristics, personality, attainment, attitudes, values, etc.). -Understand the impact of bullying, prejudice and discrimination on those involved and can think through how this can be alleviated. -Take others' thoughts and feelings into account in how they manage their relationships. -Know where and how to get help if they are on the receiving end of bullying, prejudice or discrimination (local and national sources of help). -Empathise with people who face prejudice and discrimination and suggest ways to tackle this positively. -Know how it feels to be included and excluded. 		<ul style="list-style-type: none"> not damaging to them and others. -Explain why everyone needs to take responsibility for their health. -Recognise that decisions about their health depend on having access to accurate information. -Express emotions and empathise with others. 	<ul style="list-style-type: none"> -Understand discernment and how it is important in relationships. -Suggest skills which will keep their relationships happy and healthy. -Apply assertiveness to relationships when appropriate. -Explain their understanding of respect and authenticity. 	<ul style="list-style-type: none"> -Express how they feel about the changes that happen during puberty, and that people develop at different rates, and what to do if they are concerned. -Express different feelings and choices that people may have and make about conception, pregnancy and having a baby. -Appreciate that a baby comes with responsibilities. -Understand that stable intimate relationships can be linked to happiness. -Understand how self-image is linked to self-esteem. -Know some ways to support themselves and others during times of change. -Stay positive and apply strategies to boost their own self-esteem.
Year 8						
Year 8	Being Me in In My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me



	<p>Big Question:</p> <p>Can I choose how I fit into the world?</p>	<p>Big Question:</p> <p>How different are we really?</p>	<p>Big Question:</p> <p>Can the choices I make now influence the future?</p> <p>Financial Focus</p>	<p>Big Question:</p> <p>Can I become more responsible for my health and happiness?</p>	<p>Big Question:</p> <p>Because I'm worth it...or am I?</p>	<p>Big Question:</p> <p>What factors can make an intimate relationship happy and healthy?</p>
	<p>Core Knowledge:</p> <ul style="list-style-type: none"> -Appreciate that identities are complex and can change over time. -Appreciate the similarities, differences and diversity of people's identities. -Understand about collective and individual identities and cultural diversity -Understand the influence family has on self- identity. -Define what stereotypes are. -Understand that first impressions can lead to judgements that may be misinformed. -Understand that there are a range of beliefs within any community and they can recognise the beliefs they hold as important to them. -Appreciate that people's faiths and beliefs can affect their personal identity. -Understand how to identify influences and differences and use these positively in my relationships. <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> -Understand that faith, families, communities and cultures influence identity 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> -Recognise the challenges faced by individuals when trying to make positive change. -Give examples of individuals who have made a positive contribution despite prejudice and discrimination. -Give examples of social injustice in the UK. -Describe what inequality means in the UK. -Define what is and what is not bullying. -Give examples of LGBT bullying. -Describe the steps that can be taken to challenge LGBT bullying. -Understand how respect and equality, or the lack of these, affects relationships. -Know they can make a difference (self-efficacy). -Make a positive contribution to their community. -Recognise that the choices they make will impact on their ability to develop their self-confidence and integrity. <p>Social and Emotional Skills:</p>	<p>Core Knowledge:</p> <ul style="list-style-type: none"> -Know what some of their long- term goals are, how they can achieve them, and how their short- and medium-term goals might help them do that. -Identify the careers that interest them and the skills they need to develop and how these can be linked to short-term and long-term goals. -Understand some of the positive and negative roles that money can play in society. -Describe how their activity online can be both positive and negative. -Explain why it is important to keep track of spending. -Understand the variations in income across the world. -Understand that choices they make now can affect their future. -Know that gambling can become addictive and know some of the warning signs. <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> -Identify areas where they may need to expand their 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> -Describe the actions that can be taken to support good physical health. -List some factors that help ensure good health in the longer term. -List the factors that can impact negatively on dental health -Describe the steps that can be taken to keep teeth and gums healthy. -Understand how health can be affected by emotions and know a range of ways to keep themselves well and happy. -Recognise when they feel stressed and the triggers associated with this. -Know about different substances and the effects they have on the body and why some people use them. -Understand what the law says about substance use and possession. -Describe some of the links between substances and exploitation of young people. -Understand the role of medicines and can explain differing views on this. -Summarise some key things they can do to sustain their 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> -Understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised. -Understand that social media can both positively and negatively affect how they feel about themselves. -Understand that relationships can cause strong feelings and emotions. -Understand the features of positive and stable relationships. -Understand that all relationships have positive and less positive aspects. -Define what is meant by personal space and how this varies across their relationships both online and offline. -Discuss how personal space differs across different cultures. -Understand what is meant by control, power balance and coercion in a relationship. -Understand how to use social media appropriately, safely and legally. -Give examples of how personal safety can be compromised online. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> -Know different types of close, intimate relationships that people can have. -Know what happens physically when individuals experience physical attraction. -Know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children. -Understand the positive aspects of having a girlfriend or boyfriend. -Describe some of the behaviours you would expect to find in a healthy romantic relationship. -Understand the range of feelings associated with attraction. -Know where to get information to safely explore feelings about sexuality. -Know that pornographic images do not reflect reality. -Know how pornography can impact on expectations and self-image. -Can list some risks associated with drinking too much alcohol, including



	<p>and can start to identify the influences in their life.</p> <ul style="list-style-type: none"> -Make sense of what has happened in their life and understand the influences from their own history and how they have shaped their self-identity, including those they have chosen to reject. -Listen actively to other people. -Identify what is important for them and what they expect from themselves, considering the beliefs and expectations of, for example, their family. -Understand that they can make accurate and inaccurate assumptions about their own and others' identities. -Understand that they can make choices about the influences they accept as part of their personal identity. -See the world from other people's points of view and understand their beliefs. -Respect people's right to hold their own views and beliefs. -Know they have choices in how they respond to the expectations of others. 	<ul style="list-style-type: none"> -Describe the positive feelings that result from doing something positive. -Give examples of the benefits of living in a multicultural society. -Challenge prejudice and discrimination. -Understand and explain the emotional impact of LGBT bullying on both victim and perpetrator. -Recognise the benefits of helping others. -Understand that taking positive action can support mental wellbeing. -Take positive action to challenge bullying, prejudice and discrimination. -Believe that they can influence what happens to them and can make informed choices. 	<p>skills and how they might do this.</p> <ul style="list-style-type: none"> -Understand that people have different relationships with money. -Understand that money can be a divisive element in relationships and communities. -Form their own opinions on moral issues around money. -Identify the steps they can take to protect their online identity and avoid anything that can negatively impact their future aspirations. -Understand that money can be a divisive element in relationships and communities. -Make reasoned judgements about spending. -Reflect on the effect money can have on emotional and mental health, including their own. -Understand that money can be a divisive element in relationships and communities and can be a reason why people gamble. 	<p>health and happiness in the face of stress.</p> <ul style="list-style-type: none"> -Show they understand how and when the influence of others could be harmful to their health and happiness. <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> -Understand their responsibility for their health. -State some links between dental health and physical and emotional health. -Understand that how they express their feelings can have a significant impact both on other people and on what happens to them. -Know some things they can do to help manage my emotions and reduce stress. -Know what makes them feel good and know how to enjoy themselves in ways that are not damaging to themselves and others. -Be aware of some steps that can be taken to avoid engaging in high risk behaviour in relation to substance use. -Recognise that decisions about their health depend on having access to accurate information. -Recognise and manage stressful situations. 	<ul style="list-style-type: none"> -Summarise the differences between a healthy, positive relationship and a coercive one. <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> -Know some things they can do to manage the impact of how social media makes them feel about themselves. -Understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised. -Understand etiquette and manners in relation to privacy both online and offline. -Know some steps that can be taken if their personal space, privacy or both are being threatened. -Know what a good relationship looks like and how to protect themselves from an unhealthy relationship. -Understand some of the emotional risks associated with inappropriate use of social media. -Know what to do if they're worried about their online or offline safety. -Empathise with people experiencing negative or difficult relationships. 	<p>unprotected sex, non-consensual sex.</p> <ul style="list-style-type: none"> -Know what the law says in relation to sex and alcohol. -Discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol. -Summarise behaviours and attitudes that could make a relationship healthy or unhealthy. -Explain some risks associated with pornography or alcohol use in relation to relationships. <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> -Know that intimate relationships do not have to involve sex. -Know some of the things that might happen emotionally when individuals experience physical attraction. -Know some of the positive behaviours people exhibit in healthy intimate relationships. -Identify what you would seek in a boyfriend/girlfriend relationship. -Compare and contrast the key features of healthy and unhealthy romantic relationships. -Recognise that attraction towards others takes many forms and can change over time to help manage them. -Recognise the role of pornography in society.
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