



PSHE

Progression of knowledge, skills and understanding: Key Stage 2

This will be taught on a two-year cycle, year A and B. Children will access each unit twice during the key stage. The growing and changing unit will be covered in both year A and year B and taught in single year groups.

Theme	Class 3 (Coram Y3 units)	Class 4 (Coram Y4 units)	Class 5 (Coram Y6 units)
Year A & B	<p>Define racism. (<i>Racism is when people are treated unfairly because of their skin colour or background. It causes great harm to people.</i>)</p> <p>Know ways to be an <u>upstander</u> to racism.</p> <ul style="list-style-type: none"> • Simple definition of racism learned. • What is racism book: What is racism, Why do people look different, How can we stop racism. (Use kind words; If you see racism speak up and say 'that's not right; report racism to a teacher or adult; include others.) • Lesson 6 – Being anti-racist in our actions (discrimination): https://www.antiracism.education/ks1-resources/lesson-6-being-anti-racist-in-our-actions • Upstander to racism song: https://www.youtube.com/watch?v=ddinvnj7PWg <p>Zones of Regulation: Lessons 1, 4, 12 part 1 and 13 5 ways of wellbeing. School values</p>	<p>Define racism. (<i>Racism is when people are treated unfairly because of their skin colour or background. It is a kind of discrimination, and it causes great harm to people.</i>)</p> <p>Know some ways people can be racist.</p> <ul style="list-style-type: none"> • Definition of racism learned/reviewed. • Lesson 8 – myth busting: https://www.antiracism.education/ks1-resources/lesson-8-myth-busting-anti-racism • Lesson 8 – myth busting: https://www.antiracism.education/ks1-resources/lesson-8-myth-busting-anti-racism • What is racism book: What is racism, Why do people look different, Why are people racist, Is it ok to talk about racism, How can we stop racism. <p>Zones of Regulation: Lessons 1, 4, 12 part 1 and 13 5 ways of wellbeing. School values</p>	<p>Define racism. (<i>Racism is when people are treated unfairly because of their skin colour or background. It is a kind of discrimination, and it causes great harm to people.</i>)</p> <p>Know the impact racism has on others.</p> <ul style="list-style-type: none"> • Definition of racism learned/reviewed. • Review What is racism book. • Racism in Football – Hear My Story Newsround https://www.youtube.com/watch?v=u2oolGd8uAk • Lesson 2 – Being anti-racist/non racist: https://www.antiracism.education/ks2-resources/lesson-2-defining-anti-racism <p>Zones of Regulation: Lessons 1, 4, 12 part 1 and 13 5 ways of wellbeing. School values</p>

<p>Me and My Relationships</p> <p>Year A</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● 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. ● Identify people who they have a special relationship with; ● Suggest strategies for maintaining a positive relationship with their special people. ● Rehearse and demonstrate simple strategies for resolving given conflict situations. ● Define and demonstrate cooperation and collaboration; ● Identify the different skills that people can bring to a group task; ● Demonstrate how working together in a collaborative manner can help everyone to achieve success. ● Identify qualities of friendship; ● Suggest reasons why friends sometimes fall out; ● Rehearse and use, now or in the future, skills for making up again. ● Express opinions and listen to those of others; ● Consider others' points of view; ● Practice explaining the thinking behind their ideas and opinions. ● 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 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate strategies for working on a collaborative task; ● Define successful qualities of teamwork and collaboration. ● Explain what we mean by a 'positive, healthy relationship'; ● Describe some of the qualities that they admire in others. ● 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. ● 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. ● 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. ● 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; ● To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate a collaborative approach to a task; ● Describe and implement the skills needed to do this. ● Explain what is meant by the terms 'negotiation' and 'compromise'; ● Suggest positive strategies for negotiating and compromising within a collaborative task; ● Demonstrate positive strategies for negotiating and compromising within a collaborative task. ● 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. ● Describe the consequences of reacting to others in a positive or negative way; ● Suggest ways that people can respond more positively to others. ● 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. ● List some assertive behaviours;
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	<p>unsafe by someone asking them to do a dare.</p>		<ul style="list-style-type: none"> ● Recognise peer influence and pressure; ● Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. ● Describe ways in which people show their commitment to each other; ● Know the ages at which a person can marry or have a civil partnership. ● Understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership. ● Recognise that some types of physical contact can produce strong negative feelings; ● Know that some inappropriate touch is also illegal.
<p>Valuing Difference</p> <p>Year B</p>	<ul style="list-style-type: none"> ● Reflect on listening skills; ● Give examples of respectful language; ● Give examples of how to challenge another's viewpoint, respectfully. ● Recognise that there are many different types of family; ● Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' ● Define the term 'community'; ● Identify the different communities that they belong to; ● Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Define the terms 'negotiation' and 'compromise'; ● Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. ● List some of the ways that people are different to each other (including differences of race, gender, religion); ● Recognise potential consequences of aggressive behaviour; ● Suggest strategies for dealing with someone who is behaving aggressively; ● Understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; ● Suggest strategies for dealing with bullying, as a bystander; ● Describe positive attributes of their peers. ● 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.

	<ul style="list-style-type: none"> ● Explain that people living in the UK have different origins; ● 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. ● 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). ● Understand and explain some of the reasons why different people are bullied; ● Explore why people have prejudiced views and understand what this is. 	<ul style="list-style-type: none"> ● Understand they should not share images of other people online without their permission. ● List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); ● Define the word respect and demonstrate ways of showing respect to others' differences. ● 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. ● 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. 	<ul style="list-style-type: none"> ● Demonstrate ways of showing respect to others, using verbal and non-verbal communication. ● Understand and explain the term prejudice and discrimination; ● 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. ● Explain the difference between a friend and an acquaintance; ● Describe qualities of a strong, positive friendship; ● Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). ● Define what is meant by the term stereotype; ● Recognise how the media (including digital platforms) 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>Keeping safe</p> <p>Year A</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Identify situations which are safe or unsafe; ● Identify people who can help if a situation is unsafe; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; ● Identify situations which are either dangerous, risky or hazardous; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;

	<ul style="list-style-type: none"> ● Suggest strategies for keeping safe. ● Define the words danger and risk and explain the difference between the two; ● Demonstrate strategies for dealing with a risky situation. ● Identify risk factors in given situations; ● Suggest ways of reducing or managing those risks. ● Evaluate the validity of statements relating to online safety; ● Recognise potential risks associated with browsing online; ● Give examples of strategies for safe browsing online; ● To think about screen usage and understand that online gaming can be addictive. ● Understand that medicines are drugs and suggest ways that they can be helpful or harmful. ● Identify some key risks from and effects of cigarettes and alcohol; ● Know that most people choose not to smoke cigarettes; (Social Norms message) ● Define the word 'drug' and understand that nicotine and alcohol are both drugs. 	<ul style="list-style-type: none"> ● Suggest simple strategies for managing risk. ● Define what is meant by the word 'dare'; ● Identify from given scenarios which are dares and which are not; ● Suggest strategies for managing dares. ● Describe stages of identifying and managing risk; ● 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. ● 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. ● 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). ● Understand some of the key risks and effects of smoking and drinking alcohol; ● Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). ● Identify strategies for keeping personal information safe online; ● Describe safe behaviours when using communication technology; 	<ul style="list-style-type: none"> ● Understand and describe the ease with which something posted online can spread; ● Understand that once something is posted online it is very hard to remove; <p>Understand that sometimes people spread fake information, misinformation and disinformation, and to begin to think critically about how to respond to this.</p> <ul style="list-style-type: none"> ● 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; ● Understand that once something is posted online and shared there is no way to delete it permanently; ● Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online. <ul style="list-style-type: none"> ● 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.
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<p>Rights and Respect</p> <p>Year B</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Identify key people who are responsible for them to stay safe and healthy; ● Suggest ways they can help these people. ● 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. ● Define what a volunteer is; ● Identify people who are volunteers in the school community; ● Recognise some of the reasons why people volunteer, including mental 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● 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. ● Understand that humans have rights and also need to respect the rights of other; ● Identify some rights and also need to respect the rights of others that come with these rights. ● Understand the reason we have rules; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; ● Describe the language and techniques that make up a biased report; ● Analyse a report also extract the facts from it. ● 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;

	<p>health and wellbeing benefits to those who volunteer.</p> <ul style="list-style-type: none"> ● 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 them; ● Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); ● Understand the financial risks related to online gaming. ● Explain that people earn their income through their jobs; ● Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.). ● 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. 	<ul style="list-style-type: none"> ● 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; ● Understand the risks relating to online gaming and that gaming can become addictive. ● Define the word influence; ● Recognise that reports in the media can influence the way they think about an topic; ● Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. ● 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. ● 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. ● Understand some of the ways that various national and international environmental organisations work to help take care of the environment; ● Understand and explain the value of this work. 	<ul style="list-style-type: none"> ● Recognise that people's lives are much more balanced in real life, with positives and negatives. ● 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 interest; ● Understand financial risks of online gaming; ● Understand the importance of developing digital resilience. ● Recognise and explain that different jobs have different levels of pay and the factors that influence this; ● Explain the different types of tax (income tax and VAT) which help to fund public services; ● Evaluate the different public services and compare their value. ● 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. ● Why and how rules and laws that protect them and others are made and enforced;
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<p>Being My Best Year A</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● 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. ● 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; ● Suggest medical and non-medical ways of treating an illness. ● Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); ● Describe how food, water and air get into the body and blood. ● Develop skills in discussion and debating an issue; ● Demonstrate their understanding of health and wellbeing issues that are relevant to them; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● 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; ● Understand that making healthy choices around food is important for their wellbeing ● 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); ● Understand the importance of a healthy relationship with food ● Understand the importance of good quality sleep and take practical steps for improving sleep. ● Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Identify aspirational goals; ● Describe the actions needed to set and achieve these. ● Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. ● Develop a holistic approach to healthy eating. ● Identify risk factors in a given situation (involving alcohol) (including online); ● Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; ● Know where to go for advice and support when they feel worried or concerned about something online. ● Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. ● Identify risk factors in a given situation;

	<ul style="list-style-type: none"> ● Empathise with different viewpoints; ● Make recommendations, based on their research. ● 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. ● 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. 	<ul style="list-style-type: none"> ● Suggest ways the Seven Rs recycling methods can be applied to different scenarios. ● 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. ● See link to external resources for further information 	<ul style="list-style-type: none"> ● Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; ● Recognise that some situations can be made less risky e.g. only sharing information with someone you trust. ● See link to external resources for further information ● 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>Growing and Changing</p> <p>Year A and B</p>	<p>YEAR 3:</p> <ul style="list-style-type: none"> ● Identify different types of relationships; ● Recognise who they have positive healthy relationships with. ● 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 inappropriately in their body space. ● 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; 	<p>YEAR 4</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● 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. ● Name some positive and negative feelings; ● Suggest reasons why young people sometimes fall out with their parents; ● Take part in a role play practising how to compromise. ● 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>YEAR 6:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Understand that fame can be short-lived; ● Recognise that photos can be changed to match society's view of perfect; ● Identify qualities that people have, as well as their looks; ● Understand the importance of avoiding putting pressure on others to share information and images online. ● 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;

	<ul style="list-style-type: none"> ● 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; ● Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted adult before communicating with others; ● Understand that they should not share images of others without their permission; ● Think carefully before sharing any information about themselves; ● Understand that once something is posted online it is very hard to remove or delete it. ● 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. ● 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. ● See link to external resources for further information 	<ul style="list-style-type: none"> ● 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 periods are a normal part of puberty for girls; ● Identify some of the ways they can cope better with periods. ● 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. ● Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will; ● Recognise that marriage or civil partnership includes same sex and opposite sex partners; ● Know the legal age for marriage or civil partnership in England or Scotland; ● Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. <p>Vocabulary: puberty, penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation, hormones, pubic hair, clitoris, labia, breasts, sanitary pads, tampons, marriage, civil partnership,</p>	<ul style="list-style-type: none"> ● Challenge stereotypical gender portrayals of people. ● 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. ● 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. <ul style="list-style-type: none"> ● Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; ● Understand that a healthy attitude towards food can really support growth and puberty changes; ● Suggest strategies that would help someone who felt challenged by the changes in puberty; ● Understand what FGM is and that it is an illegal practice in this country; ● Know where someone could get support if they were concerned
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Vocabulary: penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation

about their own or another person's safety.

- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

Vocabulary: puberty, penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation, hormones, pubic hair, clitoris, labia, breasts, sanitary towels, tampons, menstrual cup, marriage, civil partnership, anus, semen, stereotypes, biological sex, gender identity, gender expression, sexual orientation, forced/arranged marriage, female genital mutilation, illegal drugs, cannabis, reproduction, wet dreams, erection, sexual intercourse, conception, orgasm, implantation, embryo, labour, caesarean, adoption, surrogacy, IVF, consensual, condom

<p>Growing and Changing</p> <p>Additional unit as the growing and changing unit will be taught in year groups rather than class groups. This will also be taught in YEAR A and Year B of the cycle.</p>	<p>YEAR 5</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Use a range of words and phrases to describe the intensity of different feelings; ● Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; ● Explain strategies they can use to build resilience. ● Identify people who can be trusted; ● Describe strategies for dealing with situations in which they would feel uncomfortable. ● 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. ● 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. ● Recognise how our body feels when we're relaxed; ● List some of the ways our body feels when it is nervous or sad; ● Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. <p>Vocabulary: puberty, penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation, hormones, pubic hair, clitoris, labia, breasts, sanitary towels, tampons, menstrual cup, marriage, civil partnership, anus, semen, stereotypes, biological sex, gender identity, gender expression, sexual orientation</p>
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