

Knowledge overview

Pathways			
	M (Jigsaw Scheme of Work)	E / M (Jigsaw Scheme of Work- Following two year groups before SoW)	E
EYFS Autumn 1 Being me in my world	<ul style="list-style-type: none"> Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that being kind is good Know that hands can be used kindly and unkindly Know they have a right to learn and play, safely and happily 	<p>(THIS IS NOT FROM THE JIGSAW SoW)</p> <ul style="list-style-type: none"> Know something that makes me special Know how I am different to my friends. Identify feelings of happiness and sadness Know what kind behaviour is To have an early awareness that they have the right to learn and play, safely and happily 	<ul style="list-style-type: none"> Making choices about things I like To explore emotions and to begin to have an early understanding of happiness and sadness (Begin to) To follow simple class routines To begin to realise that their actions have an effect on the world, so they want to keep repeating them through play and learn activities (eg. Making marks in sand)
EYFS Autumn 2 Celebrating Differences	<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 that they don't have to be 'the same as' to be a friend Know why having friends is important Know some qualities of a positive friendship Know different ways to stand up for myself Know the names of some emotions such as happy, sad, frightened, angry 	<p>(THIS IS NOT FROM THE JIGSAW SoW)</p> <ul style="list-style-type: none"> To show an early awareness of what being proud means. Know what I am good at Know what makes me special Know who lives in my home To have an early awareness that families can be different Know who my friends are Know how to be a good friend To have an early awareness that there is time when I can say no to my friends Know the names of some emotions such as happy, sad, frightened 	<ul style="list-style-type: none"> To encounter the feeling of being Proud (Done through star of the week assemblies / head teachers awards). To have an early awareness of the different people in their class. To have an early awareness of the people in their family
EYFS Spring 1 Dreams and Goals	<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>(THIS IS NOT FROM THE JIGSAW SoW)</p> <ul style="list-style-type: none"> To have an early awareness of trying new challenges as independently as possible Know that I need to keep trying if I don't do something first time To have an early awareness on how to set goals Know kind words To have an early awareness of different jobs they can do when they are older. With adult support know when they have achieved a goal. 	<ul style="list-style-type: none"> Encounter a range of new activities when supported by a familiar adult (both indoor and outdoor) Share and take turns during play and learn/work activities with peers with support To know when they have completed a task. (Begin to) Complete a range of simple classroom jobs (tidying)
EYFS Spring 2 Healthy Me	<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 properly Know how to say No to strangers Know what to do if they get lost 	<p>(THIS IS NOT FROM THE JIGSAW SoW)</p> <ul style="list-style-type: none"> To have an early awareness of some parts of their body To have an early awareness of what being healthy means through exploring healthy foods To have an early awareness of what they need to do to keep healthy To have an early awareness of needing to exercise to stay healthy. To have an early awareness of why sleep is good for them To know how/when to wash their hands properly (still needing some support) To have an early awareness of saying NO to strangers 	<ul style="list-style-type: none"> To explore different facial features (hair, eyes, nose, mouth, ears) Explore a range of fruit and vegetables To be able to make choices about which fruit and vegetables they like. To explore personal care routines through having an early awareness on how / when to wash their hands.
EYFS Summer 1 Relationships (RSE)	<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 how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry 	<p>(THIS IS NOT FROM THE JIGSAW SoW)</p> <ul style="list-style-type: none"> To know who my family are To have an early awareness of what a good friendship is To have an early awareness that unkind words make people sad and kind words make people happy. To have an early awareness of how to keep calm if I get angry To have an early awareness of what will make people angry 	<ul style="list-style-type: none"> To be able to recognise people in my immediate family and celebrate these special relationships (Mum, Dad, Siblings) To know how to sit and watch an adult led activity for a given period of time. To explore emotions and to begin to have an early understanding of angry (<i>revisit- happiness and sadness from autumn term 1</i>)

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<p>EYFS Summer 2 Changing me (RSE)</p>	<p>(THIS IS NOT FROM THE JIGSAW SoW)</p> <ul style="list-style-type: none"> Know the names for some parts of their body Explore the similarities and differences between genders To know how to get help if they need it appropriately To look back at different memories they have from this year 	<p>(THIS IS NOT FROM THE JIGSAW SoW)</p> <ul style="list-style-type: none"> To show an early awareness of some of the names for some parts of their body To show an early awareness of similarities and differences between genders To know who in the class room to go to for support. 	<ul style="list-style-type: none"> To show an early awareness of different body parts (<i>revisit- hair, eyes, nose, mouth, ears from Spring 2</i>) (new parts- head, arms, legs, body) To explore being able to recognise different genders. To explore people who help us in school.
<p>Cycle 1 Autumn 1 Being me in my world</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>(THIS IS NOT FROM THE JIGSAW SoW)</p> <ul style="list-style-type: none"> To take part in doing jobs around the classroom (e.g. handing out snack / washing up / handing out books) To be able to make choices during a structured activity. To show an awareness that their choices have consequences. With support create jobs for the classroom. 	<ul style="list-style-type: none"> (Begin to) Complete a range of simple classroom jobs with support Making choices about things I like and dislike To begin to plan and think ahead about how they will explore or play with objects with visual and adult support (e.g choosing a tower to build out of Duplo Lego using a visual card with an adult)
<p>Cycle 1 Autumn 2 Celebrating Differences</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>(THIS IS NOT FROM THE JIGSAW SoW)</p> <ul style="list-style-type: none"> To identify how I am similar and how I am different to other people. Can identify when someone is unhappy and happy To explore how to be a good friend 	<ul style="list-style-type: none"> To explore their features and the features of others To explore what different relationships (friendships) To explore families and have an early awareness how my family is the same to someone else's (e.g. both have dads)
<p>Cycle 1 Spring1 Dreams and Goals</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>(THIS IS NOT FROM THE JIGSAW SoW)</p> <ul style="list-style-type: none"> To set goals (something they can achieve in a lesson) To know what I need to do to achieve the goal To complete a task with a partner with limited adult support With support know when an activity has been achieved. 	<ul style="list-style-type: none"> To be able to make choices linked to my preferences To complete an activity with adult support With supported participation work with alongside a partner
<p>Cycle 1 Spring 2 Healthy Me</p>	<ul style="list-style-type: none"> Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know how to keep themselves clean and healthy Know that germs cause disease / illness Know that medicines can help them if they feel poorly Know that all household products, including medicines, can be harmful if not used properly Know how to keep safe when crossing the road Know about people who can keep them safe 	<p>(THIS IS NOT FROM THE JIGSAW SoW)</p> <ul style="list-style-type: none"> To be able to sort healthy and unhealthy foods To explore different way of keeping healthy (exercise) With support experience crossing roads safely To know how to keep themselves clean (washing hands / cleaning teeth) To know who to go to when you are poorly and that medicine is good for us. 	<ul style="list-style-type: none"> To explore making a range of simple healthy foods (smoothies / fruit salads) To explore exercise and that it is good for us. To encounter experiences on how to cross a road safely To explore personal care routines through participating in simple hygiene routines (cleaning teeth) (<i>Revisit- washing hands</i>) To explore the doctors and begin to have an early awareness that they help us stay healthy.
<p>Cycle 1 Summer 1 Relationships (RSE)</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>(THIS IS NOT FROM THE JIGSAW SoW)</p> <ul style="list-style-type: none"> To explore that everyone's family is different. To be able to identify difference in two contrasting families. To know how to be a good friend To know how to greet people appropriately. Know who helps us within school 	<ul style="list-style-type: none"> To begin to show an early awareness of the different people in my family (<i>mum, dad, siblings</i>) (new- grandparents) To show an early awareness of what makes a good friend Have an early awareness of how to greet people (high fives, shaking hand, saying hello) Have an early awareness of knowing which people help us in the school (class staff / Lunchtime supervisor)
<p>Cycle 1 Summer 2 Changing me (RSE)</p>	<ul style="list-style-type: none"> Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on 	<p>(THIS IS NOT FROM THE JIGSAW SoW)</p> <ul style="list-style-type: none"> To know the functions of some parts of the body (eyes, nose, mouth and ears) To explore how we grow from a baby to an adult. To know how to get help if they need it appropriately To explore emotions and to begin to have an early understanding of worry. 	<ul style="list-style-type: none"> To show an early awareness of different body parts (<i>Revisit parts of the body from EYFS</i>) (new parts- hands, feet) To explore pictures of us as babies and how we have changed. To explore different ways in order to calm themselves.

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<p>Cycle 2 Autumn 1</p> <p>Being me in my world</p>	<ul style="list-style-type: none"> Identifying hopes and fears for the year ahead 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 	<ul style="list-style-type: none"> Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that being kind is good Know that hands can be used kindly and unkindly Know they have a right to learn and play, safely and happily 	<ul style="list-style-type: none"> To explore how they are special. To explore emotions and to begin to be able to recognise when people are happy and sad. To have an early awareness on how to be kind. To show preference
<p>Cycle 2 Autumn 2</p> <p>Celebrating Differences</p>	<ul style="list-style-type: none"> Know there are stereotypes about boys and girls 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 difference 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 	<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 that they don't have to be 'the same as' to be a friend Know why having friends is important Know some qualities of a positive friendship Know different ways to stand up for myself Know the names of some emotions such as happy, sad, frightened, angry 	<ul style="list-style-type: none"> (To begin) To recognise how their features are different to someone else's (e.g. noticing I have brown hair and their friend has blonde hair) To explore different ways of making friends, through exploring sharing. To explore families and have an early awareness how families can be different. To explore emotions and to begin to have an early understanding of being frightened (<i>revisit- happiness, sadness and angry from autumn 1</i>)
<p>Cycle 2 Spring 1</p> <p>Dreams and Goals</p>	<ul style="list-style-type: none"> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group working looks like Know how to share success with other people 	<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 	<ul style="list-style-type: none"> Explore setting individual goals (Something they can achieve within lesson) To be able to make choices from a given selection To complete an activity with limited adult support To share an activity with a partner with adult support.
<p>Cycle 2 Spring 2</p> <p>Healthy Me</p>	<ul style="list-style-type: none"> Know what their body needs to stay healthy Know what relaxed means 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 	<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 properly Know how to say No to strangers Know what to do if they get lost 	<ul style="list-style-type: none"> To explore healthy foods that give us energy To explore personal care routines through having an early awareness on how to wash my face (<i>revisit washing hands and teeth</i>) To explore what makes them feel relaxed by participating in relaxation activities To explore road safety and have an early awareness on how to cross the road safely with adult support
<p>Cycle 2 Summer 1</p> <p>Relationships (RSE)</p>	<ul style="list-style-type: none"> Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation 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 	<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 how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry 	<ul style="list-style-type: none"> To begin to show an early awareness of the different people in my extended family (<i>revisit- mum, dad, siblings, grandparents</i>) (new-uncle and cousins) To explore characteristics of being a good friend through having an early awareness of sharing. To explore emotions and to begin to have an early understanding of being worried (<i>revisit- happiness, sadness and angry</i>)

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	<ul style="list-style-type: none"> Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is 		
<p>Cycle 2</p> <p>Summer 2</p> <p>Changing me</p> <p>(RSE)</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 Know that learning brings about change 	<p>(THIS IS NOT FROM THE JIGSAW SoW)</p> <ul style="list-style-type: none"> To know the functions of some parts of the body (<i>eyes, nose, mouth and ears</i>). To have an early awareness of what parts of the body are private (Done through the PANTS rule, NSPCC). To know the correct names for private body parts Explore the similarities and differences between genders 	<ul style="list-style-type: none"> To have an early awareness for the functions of some parts of the body (eyes, nose, mouth and ears). To explore the PANTS rule (NSPCC) to develop an early awareness of the name of their private parts (e.g., boys knowing it's called a penis and girls vagina)
<p>Cycle 3</p> <p>Autumn 1</p> <p>Being me in my world</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 	<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 	<ul style="list-style-type: none"> (Begin to) Have an awareness of their classroom rules With supported participation complete a range of jobs around school (e.g., tidy library area, tidy sensory room, help with delivering letters) Make a range of choices beyond their classroom in environment familiar to them (e.g., choices in the playground / sensory room / forest school)
<p>Cycle 3</p> <p>Autumn 2</p> <p>Celebrating Differences</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 	<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 	<ul style="list-style-type: none"> To explore families and have an early awareness of similarities and differences between their family and other families To explore how I am unique. (To begin) To explore sorting good and bad behaviours
<p>Cycle 3</p> <p>Spring 1</p> <p>Dreams and Goals</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 Know how to evaluate their own learning progress and identify how it can be better next time 	<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 	<ul style="list-style-type: none"> Explore setting class goals (Something they can achieve within the lesson) To explore working and playing cooperatively as part of a group with limited adult support. To complete an activity with a partner Know when a goal has been achieved
<p>Cycle 3</p> <p>Spring 2</p> <p>Healthy Me</p>	<ul style="list-style-type: none"> Know how exercise affects their bodies 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 Know a range of strategies to keep themselves safe Know when something feels safe or unsafe Know that their bodies are complex and need taking care of 	<ul style="list-style-type: none"> Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know how to keep themselves clean and healthy Know that germs cause disease / illness Know that medicines can help them if they feel poorly Know that all household products, including medicines, can be harmful if not used properly Know how to keep safe when crossing the road 	<ul style="list-style-type: none"> To explore how to keep healthy through having an early awareness of different types of exercise. To explore the doctors and begin to have an early awareness that medicine makes us feel better. With supported participation know how to cross the road safely To explore personal care routines through having an early awareness on what a healthy morning routine is.

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		<ul style="list-style-type: none"> Know about people who can keep them safe 	
<p>Cycle 3 Summer 1</p> <p>Relationships (RSE)</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 Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own 	<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 	<ul style="list-style-type: none"> To explore the concept of love. To explore being caring To explore friendship, through having an early awareness of taking turns. To know how to greet people appropriately with support
<p>Cycle 3 Summer 2</p> <p>Changing me (RSE)</p>	<ul style="list-style-type: none"> Know that life cycles exist in nature 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 	<ul style="list-style-type: none"> Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on 	<ul style="list-style-type: none"> To have an early awareness for the functions of some parts of the body (legs, and hands) <i>(revisit - eyes, nose, mouth and ears).</i> To explore pictures of us as babies and have an early awareness of how we have changed. To explore the PANTS (NSPCC) and be able to identify their private parts.
<p>Cycle 4 Autumn 1</p> <p>Being me in my world</p>	<ul style="list-style-type: none"> Know how individual attitudes and actions make a difference to a class 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 having a voice and democracy benefits the school community Know that their own actions affect themselves and others Know how groups work together to reach a consensus 	<ul style="list-style-type: none"> Identifying hopes and fears for the year ahead 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 	<ul style="list-style-type: none"> To begin to develop listening skills by taking part in a range of listening activities. (To begin) To have an early awareness of the different rewards that motivate us To explore the class charter and develop an early awareness of their right to an education and the right to play.
<p>Cycle 4 Autumn 2</p> <p>Celebrating Differences</p>	<ul style="list-style-type: none"> Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying 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 	<ul style="list-style-type: none"> Know there are stereotypes about boys and girls 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 difference 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 	<ul style="list-style-type: none"> To explore how we are all unique and that it is OK to be different (To begin) To be able to identify right and wrong behaviours To explore friendship and to begin to be able to recognise kind behaviour <i>(revisit- sharing and turn taking)</i>
<p>Cycle 4 Spring 1</p> <p>Dreams and Goals</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 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 	<ul style="list-style-type: none"> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group working looks like Know how to share success with other people 	<ul style="list-style-type: none"> Explore setting class goals to achieve by the end of the day. To explore making choices as part of a group. Explore sharing success with other people

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	<ul style="list-style-type: none"> • 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>Cycle 4</p> <p>Spring 2</p> <p>Healthy Me</p>	<ul style="list-style-type: none"> • Know how different friendship groups are formed and how they fit into them • 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 • Know ways to resist when people are putting pressure on the • Know what they think is right and wrong 	<ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • 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 given their bodies energy 	<ul style="list-style-type: none"> • To explore what their body need to stay healthy by exploring healthy snacks (Done through cooking) • To explore the doctors and begin to have an early awareness of medicines and the importance to use them safely. • To explore personal care routines through having an early awareness on what a healthy night routine is. • To explore crossing the road safely and begin to show an early awareness of lollipop ladies/men
<p>Cycle 4</p> <p>Summer 1</p> <p>Relationships</p> <p>(RSE)</p>	<ul style="list-style-type: none"> • Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • 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 	<ul style="list-style-type: none"> • Know that everyone’s family is different • Know that families function well when there is trust, respect, care, love and co-operation • 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 	<ul style="list-style-type: none"> • To explore families through having an early awareness of love and caring for each other. • To explore people, they are thankful for (mum, dad, teachers) • To explore friendship, through having an early awareness of how to be kind to each other. <i>(Revisit – recognising kind behaviour, sharing and turn taking)</i>
<p>Cycle 4</p> <p>Summer 2</p> <p>Changing me</p> <p>(RSE)</p>	<ul style="list-style-type: none"> • Know that in animals and human’s lots of changes happen between conception and growing up • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that in nature it is usually the female that carries the baby • 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 change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty 	<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 • Know that learning brings about change 	<ul style="list-style-type: none"> • To explore different life cycles in nature (Butterflies, frog) • To explore being able to identify private parts on both males and females. • To explore the PANTS (NSPCC) and have an early awareness which parts of the body are private.
<p>Cycle 5</p> <p>Autumn 1</p> <p>Being me in my world</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 	<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 	<ul style="list-style-type: none"> • To explore the class charter and develop an early awareness of their right to be listened to <i>(revisit- right to an education and the right to play)</i> • To explore the school values (P-protect, I- inspire, N- nurture, E- embrace and S-succeed) • To explore emotions and to begin to be able to recognise a range of different emotions (happy, sad, angry, worried, frighten) • To begin to develop listening skills by following simple instructions.

Knowledge overview

<p>Cycle 5 Autumn 2</p> <p>Celebrating Differences</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 Know external forms of support in regard to bullying e.g. Child line Know that bullying can be direct and indirect Know how their life is different from the lives of children in the developing world 	<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 	<ul style="list-style-type: none"> To explore families and begin to have an early awareness of the importance of your family. To explore families and explore how everybody's family is different. To explore kindness through using kind words and actions.
<p>Cycle 5 Spring 1</p> <p>Dreams and Goals</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 Know ways that they can support young people in their own culture and abroad 	<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 Know how to evaluate their own learning progress and identify how it can be better next time 	<ul style="list-style-type: none"> Explore setting class goals to achieve by the end of the week. To explore making choices as part of a class. To explore their own hopes and dreams by role playing different jobs within the emergency services (doctors, policeman, fireman ect) (To begin) To show an early awareness on evaluating their work (hard or easy)
<p>Cycle 5 Spring 2</p> <p>Healthy Me</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 Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure Know what makes a healthy lifestyle 	<ul style="list-style-type: none"> Know how exercise affects their bodies 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 Know a range of strategies to keep themselves safe Know when something feels safe or unsafe Know that their bodies are complex and need taking care of 	<ul style="list-style-type: none"> To explore stranger danger through having an early awareness of familiar and unfamiliar people. To explore keeping safe by showing an early awareness on how to stay safe in a kitchen environment. To explore personal care routines through having an early awareness on what I need to do before I do any cooking. To explore crossing the road safely and begin to show an early awareness how to use a pelican crossing
<p>Cycle 5 Summer 1</p> <p>Relationships (RSE)</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 Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends 	<ul style="list-style-type: none"> Know 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 Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own 	<ul style="list-style-type: none"> To explore some of the skills of friendship, through having an early awareness of being a good listener (<i>Revisit – sharing and turn taking</i>) To explore different people, they love and who love them. To explore families and the different roles within a family (e.g., mum and dad to look after children) To begin to explore online safety by having an early awareness by requesting to use a computer or ipad
<p>Cycle 5 Summer 2</p> <p>Changing me (RSE)</p>	<ul style="list-style-type: none"> Know that in animals and human's lots of changes happen between conception and growing up Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops Know that in nature it is usually the female that carries the baby 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 	<ul style="list-style-type: none"> Know that life cycles exist in nature 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 	<ul style="list-style-type: none"> To begin to show an early awareness of being able to sort the different stages of growth (e.g., sorting baby and adult pictures) To explore the PANTS (NSPCC) and have an early awareness of appropriate and inappropriate touch (<i>revisit previous learning from cycle 4</i>) To explore being able to identify changes.

Knowledge overview

	<ul style="list-style-type: none"> Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty 	<ul style="list-style-type: none"> 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>Female Students</p> <ul style="list-style-type: none"> Understand female menstruation and the changes that occur within the body- Females only Actively participate in their personal care around menstruation- Females only
<p>Cycle 6 Autumn 1</p> <p>Being me in my world</p>	<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 	<ul style="list-style-type: none"> Know how individual attitudes and actions make a difference to a class 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 having a voice and democracy benefits the school community Know that their own actions affect themselves and others Know how groups work together to reach a consensus 	<ul style="list-style-type: none"> To begin to explore decision making as a group through voting To explore the class charter and develop an early awareness of their right to be heard and Kept safe (<i>revisit right to an education and the right to play and right to be listened to</i>) To explore the different roles within our school. To begin to develop communication skills by giving an adult or peer a simple instruction.
<p>Cycle 6 Autumn 2</p> <p>Celebrating Differences</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 	<ul style="list-style-type: none"> Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying 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 	<ul style="list-style-type: none"> Demonstrate an early awareness of differences and how these are celebrated To explore inclusivity by developing an early awareness of how to be a kind friend To have an early awareness who to seek help from if they feel sad. To explore friendship and being to have an early awareness on the importance of helping each other.
<p>Cycle 6 Spring 1</p> <p>Dreams and Goals</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 how to work with other people to make the world a better place 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 	<ul style="list-style-type: none"> Know what their own hopes and dreams are Know that hopes and dreams don’t always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to 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 	<ul style="list-style-type: none"> To explore their own hopes and dreams by role playing different jobs (teachers, shop keepers, transport related) (<i>Revisit- doctors, policeman, fireman ect</i>) Explore setting class goals to achieve over a period of time. To explore a range of different charities and their goals.
<p>Cycle 6 Spring 2</p> <p>Healthy Me</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 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 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 	<ul style="list-style-type: none"> Know how different friendship groups are formed and how they fit into them 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 Know ways to resist when people are putting pressure on them Know what they think is right and wrong 	<ul style="list-style-type: none"> To participate in making healthy meals (pasta dishes, health milkshakes, ect) To explore ‘keeping safe’ by showing an early awareness on how to stay safe outside (forest school area) To explore personal care routines through having an early awareness on what I need to do when I am dirty.
<p>Cycle 6 Summer 1</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 	<ul style="list-style-type: none"> Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss 	<ul style="list-style-type: none"> To explore emotions and to begin to have an early understanding of Jealousy (<i>revisit core emotion- happy, sad, and angry</i>) To explore looking back at previous experiences/memories and being able to comment on past relationships.

Knowledge overview

Relationships (RSE)	<ul style="list-style-type: none"> Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and family 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To begin to explore online safety by exploring what their personal information is (name, address and age)
Cycle 6 Summer 2 Changing me (RSE)	<ul style="list-style-type: none"> Know what perception means and that perceptions can be right or wrong Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF Know that becoming a teenager involves various changes and also brings growing responsibility Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class (this target is taken from the Year 6 changing me SoW) 	<ul style="list-style-type: none"> Know that in animals and human's lots of changes happen between conception and growing up Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops Know that in nature it is usually the female that carries the baby 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 change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty 	<ul style="list-style-type: none"> To explore how their body will change as they grow up (To begin) To know the different stages of growth (<i>e.g. baby, toddler, child, teenager, adult</i>) To explore the PANTS (NSPCC) and have an early awareness of that my body belongs to me (no rule) <p>Recap for Female Students</p> <ul style="list-style-type: none"> Understand female menstruation and the changes that occur within the body- Females only Actively participate in their personal care around menstruation- Females only
Cycle 7 Autumn 1 Being me in my world	<p>Big Question: How do I fit into the world I live in?</p> <ul style="list-style-type: none"> Know that identity is affected by a range of factors Understand that identity is affected by a range of factors Understand how peer pressure operates within groups Understand how I present myself online Understand what can influence my behaviour online Know how to maintain positive on and offline relationships 	<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 	<ul style="list-style-type: none"> To explore setting personal goals To begin to develop communication skills by having an early awareness of working within a group and make choices within this. To explore class rules by develop an awareness of how they benefit the class.
Cycle 7 Autumn 2 Celebrating Differences	<p>Big Question: How do I fit into the world I live in?</p> <ul style="list-style-type: none"> I understand what prejudice and discrimination are I can challenge prejudice and discrimination assertively I understand that positive and negative discrimination can take different forms and how it can affect people's lives I can challenge my own and others' attitudes and values, and accept difference in others I understand what stereotyping means and its potential impact I can define stereotyping and explain why it is unhelpful I know what the Equality Act is and can give some examples of protected characteristics I know some ways the Equality Act protects against prejudice and discrimination I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours I know what bystanders are and their impact on bullying I understand how respect has an impact on relationships 	<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 Know external forms of support in regards to bullying e.g. Child line Know that bullying can be direct and indirect Know how their life is different from the lives of children in the developing world 	<ul style="list-style-type: none"> To develop an early awareness of why we should be inclusive To explore and develop an awareness of different cultures (focusing on the Indian culture) To explore some of the skills of friendship, through having an early awareness of kind words.
Cycle 7 Spring 1 Dreams and Goals	<p>Big Question: Do we need to feel 'the same as' to belong?</p> <ul style="list-style-type: none"> I know what my dreams and goals are and can recognise that these may change over time I can identify some of the skills that may benefit my future, including employment I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour I can explain how responsible choices enable me to move towards my dreams and goals 	<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 	<ul style="list-style-type: none"> To explore money and develop an early understanding that some jobs earn more money. To explore a range of different jobs developing an awareness of things that interest them. To develop communication skills by being able to clearly make wants and needs understood in a range of environments within school. Encounter completing a range of simple household tasks (e.g., folding clothes, hoovering)

Knowledge overview

	<ul style="list-style-type: none"> I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals I can demonstrate how to respond to a situation requiring first aid I understand that the choices I make affect my relationships, health and future 	<ul style="list-style-type: none"> Know ways that they can support young people in their own culture and abroad 	
<p>Cycle 7</p> <p>Spring 2</p> <p>Healthy Me</p>	<p>Big Question: To what extent am I responsible for my mental and physical health?</p> <ul style="list-style-type: none"> I can explain ways to help myself when I feel stressed I understand how physical activity can help combat stress I recognise when I feel stressed and the triggers associated with this I understand how health can be affected by emotions and know a range of ways to keep myself well and happy I know about different substances and the effects they have on the body and why some people use them I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind I understand the role of vaccinations and can explain differing views on this 	<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 Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure Know what makes a healthy lifestyle 	<ul style="list-style-type: none"> (To begin) To show an early awareness in knowing how to get help in an emergency (role play) To explore stranger danger through being able to identify familiar and unfamiliar people. Having an early awareness that unfamiliar people could be dangerous. To develop an awareness of a healthy lifestyle by exploring the importance of exercise To explore keeping safe by showing an early awareness on how to stay safe outside (schools' allotment)
<p>Cycle 7</p> <p>Summer 1</p> <p>Relationships</p> <p>(RSE)</p>	<p>Big Question: What can make a relationship healthy or unhealthy?</p> <ul style="list-style-type: none"> I can identify characteristics and benefits of positive, strong, supportive, relationships I understand what expectations might be of having a romantic/attraction relationship I understand what is meant by consent I can identify the supportive relationships in my life I know that relationships change and suggest how to manage this I can identify why people sometimes fall out I can suggest ways to manage conflict within my friendship group I can recognise when to use assertiveness in some of my relationships I can understand the personal and legal consequences of sexting I can understand what it meant by consent 	<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 Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends 	<ul style="list-style-type: none"> To explore knowing too much screen time isn't healthy by developing an understanding of knowing when my time is finished on a computer or ipad. To explore using a range of different technology in everyday life. To develop understanding of my personality by exploring the different things that I enjoy.
<p>Cycle 7</p> <p>Summer 2</p> <p>Changing me</p> <p>(RSE)</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 	<ul style="list-style-type: none"> Know that in animals and human's lots of changes happen between conception and growing up Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops Know that in nature it is usually the female that carries the baby 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 change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty 	<ul style="list-style-type: none"> To explore looking after babies and show an early awareness that a baby needs love and care. To develop an understanding of puberty, through an early understanding of the (outside) changes that happen to both male and female bodies. To explore the PANTS (NSPCC) and a developing awareness on their private parts and the importance of keeping them private. <p>Recap for Female Students</p> <ul style="list-style-type: none"> Understand female menstruation and the changes that occur within the body- Females only To know their personal care around menstruation
<p>Cycle 8</p> <p>Autumn 1</p> <p>Being me in my world</p>	<p>Big Question: Can I choose how I fit into the world?</p> <ul style="list-style-type: none"> I know that identities are complex and can change over time I can appreciate the similarities, differences and diversity of people's identities I can understand about collective and individual identities and cultural diversity I understand the influence family has on self-identity I can define what stereotypes are 	<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 	<ul style="list-style-type: none"> To develop and understanding of rewards and consequences by exploring different rewards that motivate them. To explore the children's universal rights and have an early awareness of their rights (to play, to learn and to be kept safe) To explore emotions showing a developing understanding of worries and fear.

Knowledge overview

	<ul style="list-style-type: none"> I understand that first impressions can lead to judgements that may be misinformed I understand that there is a range of beliefs within any community, and I can recognise the beliefs I hold as important to me I can appreciate that people's faiths and beliefs can affect their personal identity I understand how to identify influences and differences and use these positively in my relationships 	<ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process 	
<p>Cycle 8 Autumn 2</p> <p>Celebrating Differences</p>	<p>Big Question: How different are we really?</p> <ul style="list-style-type: none"> I can recognise the challenges faced by individuals when trying to make positive change I can give examples of individuals who have made a positive contribution despite prejudice and discrimination. I can describe what inequality means in the UK I can give examples of social injustice I can define what is and what is not bullying I can give examples of LGBT bullying I can describe the steps that can be taken to challenge LGBT bullying I can make a positive contribution to my community I recognise that the choices I make will have an impact on my ability to develop my self-confidence and integrity I understand how respect and equality, or the lack of these, affects relationships 	<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 	<ul style="list-style-type: none"> Have developing understanding on how to make a positive contribution to the community (whole school). To explore and develop an awareness of different cultures (focusing on the American culture) To show and developing awareness of bullying, through being able to sort good and bad behaviours
<p>Cycle 8 Spring 1</p> <p>Dreams and Goals</p>	<p>Big Question: Can the choices I make now influence my future?</p> <ul style="list-style-type: none"> I know what some of my long-term goals are, how I can achieve them, and how my short- and medium-term goals might help me do that. I can identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals. I understand some of the positive and negative roles that money can play in society I can describe how my activity online can be both positive and negative I can explain why it is important to keep track of spending I can explain why it is important to keep track of spending I understand the variations in income across the world I understand that choices I make now can affect my future I know that gambling can become addictive and tell you some of the warning signs 	<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 how to work with other people to make the world a better place 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 	<ul style="list-style-type: none"> To develop an awareness of completing several steps in order to achieve a task/goal. To explore making positive changes, through looking after the school environment (school allotment) To explore making a positive changes, through working with other people to look after the school environment (allotment) Encounter completing a range of simple cleaning job, showing an early awareness that household products can be harmful.
<p>Cycle 8 Spring 2</p> <p>Healthy Me</p>	<p>Big Question: Can I become more responsible for my health and happiness?</p> <ul style="list-style-type: none"> I can describe the actions that can be taken to support good physical health I can list some factors that help ensure good health in the longer term I can list the factors that can impact negatively on dental health I can describe the steps that can be taken to keep teeth and gums healthy. I understand how health can be affected by emotions and know a range of ways to keep myself well and happy I can recognise when I feel stressed and the triggers associated with this I know about different substances and the effects they have on the body and why some people use them I understand what the law says about substance use and possession I can describe some of the links between substances and exploitation of young people I understand the role of medicines and can explain differing views on this. 	<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 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 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 	<ul style="list-style-type: none"> To develop an awareness of a healthy lifestyle by exploring the importance of a healthy diet To explore keeping safe by showing an early awareness on how to stay safe outside (Accessing the local shops/park) To develop an understanding of the importance of good oral hygiene by exploring the dentist and cleaning teeth.

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<p>Cycle 8 Summer 1 Relationships (RSE)</p>	<p>Big Question: Because I'm worth it... or am I?</p> <ul style="list-style-type: none"> I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised I understand that social media can both positively and negatively affect how I feel about myself I understand that relationships can cause strong feelings and emotions I understand the features of positive and stable relationships I understand that all relationships have positive and less positive aspects I can define what is meant by personal space and how this varies across my relationships both online and offline I can discuss how personal space differs across different cultures I understand what is meant by control, power balance and coercion in a relationship I understand how to use social media appropriately, safely and legally I can give examples of how personal safety can be compromised online 	<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' Know how to use technology safely and positively to communicate with their friends and family 	<ul style="list-style-type: none"> To explore mental health by showing an early awareness on how I can relax when I am worried or stressed. To explore Online safety, by being able to access games and apps I am interested in safely. To explore the different positive relationships that they have in their lives and being able to identify who these people are.
<p>Cycle 8 Summer 2 Changing me (RSE)</p>	<p>Big Question: How do I feel about becoming an adult?</p> <ul style="list-style-type: none"> I can understand the changes that happen during puberty I understand that practices such as female genital mutilation and breast ironing are forms of abuse I know where to access help if I am worried or concerned about puberty or abuse I know how a baby is conceived naturally I know that there are other ways a baby can be conceived, e.g. IVFI understand how a baby develops inside the uterus and is born I know there are different types of committed stable relationships and that some people may choose to have children or not I can make links between positive, healthy family relationships and effective parenting I can identify some of the roles and responsibilities of being a parent I know that the media can have a positive or negative impact on a person's self-esteem or body image I know where to go for help if I am worried about my body image or self-esteem I know some ways to support myself and others during times of change 	<ul style="list-style-type: none"> Know what perception means and that perceptions can be right or wrong Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF Know that becoming a teenager involves various changes and also brings growing responsibility 	<ul style="list-style-type: none"> To explore responsibility through, doing jobs around the school (e.g., cleaning ipads) To develop an understanding of puberty, through an early understanding of the (outside) changes that happen to our bodies To explore different ways to look after themselves during puberty. To develop an understanding on babies, through having an early awareness of the things required to look after a baby <p>Recap for Female Students</p> <ul style="list-style-type: none"> Understand female menstruation and the changes that occur within the body- Females only To know their personal care around menstruation
<p>Cycle 9 Autumn 1 Being me in my world</p>	<p>Big Question: To what extent does the world I live in affect my identity?</p> <ul style="list-style-type: none"> I understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue I can explain peer approval and how it can cause problems I can describe what grooming is and give examples I know that I can accept or reject influences I can suggest links between risky behaviour choices and the influence of social groups I can identify differences between myself and others in my social groups I can explain how differences can be a source of conflict or a reason to celebrate I can explain the links between having a positive self-identity and healthy intimate relationships I understand what consent means for me within my peer and intimate social groups I know how to report abusive or coercive behaviour 	<p>Big Question: How do I fit into the world I live in?</p> <ul style="list-style-type: none"> Know that identity is affected by a range of factors Understand that identity is affected by a range of factors Understand how peer pressure operates within groups Understand how I present myself online Understand what can influence my behaviour online Know how to maintain positive on and offline relationships 	<ul style="list-style-type: none"> To explore positive relationship between the different people in the class and how to maintain this through implementing a range of previously taught strategies (e.g., sharing, turn taking, kind words) To explore their self-identity, through being able to identify different things about themselves. To explore consent, through taking part in a range of sensory activities and communicating yes or no to them.

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<p>Cycle 9 Autumn 2 Celebrating Differences</p>	<p>Big Question: Is being different a good thing?</p> <ul style="list-style-type: none"> I can give examples of different types of prejudice and discrimination I can explain how the Equality Act has protected characteristics and why these are important I can distinguish between ‘banter’ and sexist, LGBT-phobic and racist language I know where to report bullying I understand the legal consequences of bullying and hate crime. I can explain why some people can display sexist and ageist behaviour I understand the complexities associated with gender identity I can challenge my own and others’ attitudes towards difference in relation to sexism, ageism and gender identity. I can identify positive and negative language and can recognise my own language style. I understand that there are different types of bullying (verbal, physical, online) I know what to do if I encounter bullying I can give examples of workplace bullying I understand about protected characteristics and how everyone has the responsibility to challenge discrimination I understand that there are some inequalities in the world 	<p>Big Question: How do I fit into the world I live in?</p> <ul style="list-style-type: none"> I understand what prejudice and discrimination are I can challenge prejudice and discrimination assertively I understand that positive and negative discrimination can take different forms and how it can affect people’s lives I can challenge my own and others’ attitudes and values, and accept difference in others I understand what stereotyping means and its potential impact I can define stereotyping and explain why it is unhelpful I know what the Equality Act is and can give some examples of protected characteristics I know some ways the Equality Act protects against prejudice and discrimination I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours I know what bystanders are and their impact on bullying I understand how respect has an impact on relationships 	<ul style="list-style-type: none"> To explore and develop an awareness of different cultures (focusing on the Asian culture) To explore equality, through having an early understanding that we are all equal. (To begin) to develop an early understanding on stereotypes through exploring gender equality.
<p>Cycle 9 Spring 1 Dreams and Goals</p>	<p>Big Question: Who do I dream of becoming?</p> <ul style="list-style-type: none"> I can identify my personal strengths I can identify some health goals I would like to achieve I can produce a SMART plan and know how to apply it to support my life and learning I am able to accept helpful feedback and reject unhelpful criticism I know the difference between mental health and mental ill-health I can consider factors that can contribute to a person’s mental ill health I know how to access support if I am worried about a mental health issue I can understand how media manipulation can be involved in a person’s mental ill-health I can understand how and why some media is manipulated I can consider how self-esteem can be affected by the media positively and negatively I know where to access help if worried about a mental health concern 	<p>Big Question: Do we need to feel ‘the same as’ to belong</p> <ul style="list-style-type: none"> I know what my dreams and goals are and can recognise that these may change over time I can identify some of the skills that may benefit my future, including employment I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour I can explain how responsible choices enable me to move towards my dreams and goals I can give an example of when an irresponsible or unsafe choice could affect a person’s dreams and goals I can demonstrate how to respond to a situation requiring first aid I understand that the choices I make affect my relationships, health and future 	<ul style="list-style-type: none"> To have an early awareness of the goals I have been set by an adult that I need to achieve (Pupil profile targets – linked to EHCP). To have an early awareness of whether I have achieved my goals / task. To begin to develop an awareness of being able to identify when I have done well in a task / piece of work. To explore different skills that may benefit them with future jobs. E.g. if exploring working in a shop- explore money activities, sorting activities ect. To explore how to get help in an emergency and perform basic first aid.
<p>Cycle 9 Spring 2 Healthy Me</p>	<p>Big Question: How can substances impact on wellbeing?</p> <ul style="list-style-type: none"> I know that the majority of people my age make healthy lifestyle choices I understand that there are misperceptions about the health choices of people my age I understand the physical and emotional effects of alcohol and how it can affect decision-making I know what the law says about alcohol I understand the physical and emotional effects of certain substances and how they can affect decision-making I know some facts about drug classification and what the law says about possession and supply of drugs I know about the recovery position and how to contact emergency services I know what to do in an emergency situation involving substances 	<p>Big Question: To what extent am I responsible for my mental and physical health?</p> <ul style="list-style-type: none"> I can explain ways to help myself when I feel stressed I understand how physical activity can help combat stress I recognise when I feel stressed and the triggers associated with this I understand how health can be affected by emotions and know a range of ways to keep myself well and happy I know about different substances and the effects they have on the body and why some people use them I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind I understand the role of vaccinations and can explain differing views on this 	<ul style="list-style-type: none"> To develop an awareness of a healthy lifestyle by exploring the how-to sooth / relax myself when I feel stressed. To develop an awareness of a healthy lifestyle by exploring the importance of sleep To explore emotions and have a developing awareness of a range of things I like and know these make me happy.

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	<ul style="list-style-type: none"> I understand some of the physiological and psychological effects of substance misuse and the impact of illegal substances on society and individuals 		
<p>Cycle 9 Summer 1 Relationships (RSE)</p>	<p>Big Question: Can relationships ever be equal?</p> <ul style="list-style-type: none"> I understand the features of positive, stable, intimate relationships I can recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship I understand that I have a choice in many situations, including when I want to say no I know and can use some assertiveness skills to help me manage a range of circumstances I understand that consent is a vital feature of a sexual relationship I know about sex and the law I can challenge stereotypical ideas of 'ideal' males and females I understand that pornography and some media images give a false impression of sex and sexual relationships I know about sex and the law as applied to online and social media I know about the different contraception methods available I know that contraception is important for sexual health as well as preventing a pregnancy I know that communication and negotiation about contraception use is important I understand that information and facts are vital in making an informed choice about contraception if and when needed I know how to access advice and information about sexual health I understand that there are consequences if I choose to have unprotected sex I know about different sexually transmitted infections I know about sexual health clinics and how to access help and support if I have unprotected sex 	<p>Big Question: What can make a relationship healthy or unhealthy?</p> <ul style="list-style-type: none"> I can identify characteristics and benefits of positive, strong, supportive, relationships I understand what expectations might be of having a romantic/attraction relationship I understand that is meant by consent I can identify the supportive relationships in my life I know that relationships change and suggest how to manage this I can identify why people sometimes fall out I can suggest ways to manage conflict within my friendship group I can recognise when to use assertiveness in some of my relationships I can understand the personal and legal consequences of sexting I can understand what it meant by consent 	<ul style="list-style-type: none"> To explore relationships and develop awareness of the characteristics of a committed, stable relationship that is positive (e.g. someone that helps me / someone that cares for me) To explore Consent through the NSPCC PANTS rule. To explore love and have to begin to be able to identify the different people they love
<p>Cycle 9 Summer 2 Changing me (RSE)</p>	<p>Big Question: What factors can make an intimate relationship happy and healthy?</p> <ul style="list-style-type: none"> I know different types of close, intimate relationships that people can have I know what happens physically when individuals experience physical attraction I 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 I understand the positive aspects of having a girlfriend or boyfriend I can describe some of the behaviours you would expect to find in a healthy romantic relationship I can understand the range of feelings associated with attraction I know where to get information to safely explore feelings about sexuality I know that pornographic images do not reflect reality I know how pornography can impact on expectations and self-image I can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex I know what the law says in relation to sex and alcohol I can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol 	<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 	<ul style="list-style-type: none"> To develop an understanding of puberty, through an early understanding of the (outside) changes that happen to our bodies, for both males and females. To explore how to look after our bodies during puberty and have an early awareness of the importance of looking after themselves. To explore self-esteem through, an awareness of knowing the different things they are good at. <p>Recap for Female Students</p> <ul style="list-style-type: none"> Understand female menstruation and the changes that occur within the body- Females only To know their personal care around menstruation

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<p>Cycle 10 Autumn 1 Being me in my world</p>	<p>Big Question: Is managing my online and offline world within my control?</p> <ul style="list-style-type: none"> I can list the freedoms I enjoy in society I can describe what personal freedom means to me I can describe my understanding of safety I can identify potential risks to my safety I can describe the stages of grief I know where to appropriately get help and support with loss and bereavement issues I can discern which online sources or support in regards to loss/ grief are helpful or not I recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness-building I understand the impact social media has on culture and identity I recognise how online data is used both positively and negatively I can compare social media usage across different societies I can identify potential threats to online safety I understand “netiquette” and legislation relating to online safety I can state decision-making process regarding what you post online 	<p>Big Question: Can I choose how I fit into the world?</p> <ul style="list-style-type: none"> I know that identities are complex and can change over time I can appreciate the similarities, differences and diversity of people’s identities I can understand about collective and individual identities and cultural diversity I understand the influence family has on self-identity I can define what stereotypes are I understand that first impressions can lead to judgements that may be misinformed I understand that that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me I can appreciate that people’s faiths and beliefs can affect their personal identity I understand how to identify influences and differences and use these positively in my relationships 	<ul style="list-style-type: none"> To explore their self-identity, through being able to identify different things about themselves and how they are different to other people within the class. To explore the range of beliefs within the class and to show an early awareness which one is important to me. To explore the children rights, through developing an understanding they have a freedom to what they believe in.
<p>Cycle 10 Autumn 2 Celebrating Differences</p>	<p>Big Question: Does difference result in inequality?</p> <ul style="list-style-type: none"> I can define what equality is I can give examples of disabilities including hidden disabilities I can give some consequences of not adhering to the Equality Act I can give examples of job roles that are exempt from the Equality Act I can give examples of how to promote equality I know what is expected of me and what I can expect in the workplace I can discuss a range of individuals that make up society I can explain the benefits of multi-cultural societies I can appreciate the differing views and opinions of individuals I can explain some of the physical and mental consequences of unequal treatment of individuals I can identify the misuse of power in relationships I can give examples of the physical and mental consequences of misuse of power in relationships I can list sources of support for individuals experiencing ill-treatment by others I can identify individuals and groups that may experience inequality I can list some organisations that campaign for greater equality I can describe how some groups and individuals’ campaign for equality 	<p>Big Question: How different are we really?</p> <ul style="list-style-type: none"> I can recognise the challenges faced by individuals when trying to make positive change I can give examples of individuals who have made a positive contribution despite prejudice and discrimination. I can describe what inequality means in the UK I can give examples of social injustice I can define what is and what is not bullying I can give examples of LGBT bullying I can describe the steps that can be taken to challenge LGBT bullying I can make a positive contribution to my community I recognise that the choices I make will have an impact on my ability to develop my self-confidence and integrity I understand how respect and equality, or the lack of these, affects relationships 	<ul style="list-style-type: none"> To explore and develop an awareness of different cultures (focusing on the African culture) To explore equality, through having an early understanding of what is fair and not fair. To make positive contributions to the surround area of the school (e.g., litter picking around the school, helping out in café near the school) To explore bullying through, having an awareness of knowing how to seek help
<p>Cycle 10 Spring 1 Dreams and Goals</p>	<p>Big Question: Is success only possible when physical and emotional needs are in balance?</p> <ul style="list-style-type: none"> I can describe the relationships in my life that will support me in reaching my goals I can assess how I can respect and nurture the important relationships in my life I can define what resilience is and identify both my areas of strength and where I need to keep working I can identify the connections between physical health and achieving my goals I can understand the impact that poor mental health can have on my goals I can consider some steps I could take to ensure my health supports me with my goals 	<p>Big Question: Can the choices I make now influence my future?</p> <ul style="list-style-type: none"> I know what some of my long-term goals are, how I can achieve them, and how my short- and medium-term goals might help me do that. I can identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals. I understand some of the positive and negative roles that money can play in society I can describe how my activity online can be both positive and negative I can explain why it is important to keep track of spending I understand the variations in income across the world I understand that choices I make now can affect my future I know that gambling can become addictive and tell you some of the warning signs 	<ul style="list-style-type: none"> To explore money and have an early awareness that this is earned through doing jobs. To explore different careers and jobs that interest me, developing an early awareness of skills I need to do these jobs. Make journeys within the local community using a variety of modes To have an early awareness of the long-term goals I have been set by an adult and to know I need to try and achieve them (EHCP targets).

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	<ul style="list-style-type: none"> • I understand the issues that may impact on me and my future success, including social media • I understand the importance of balance in all aspects of my life (work, social life, family, etc.) I can identify realistic and unrealistic goals • I can describe how balance supports mental and physical health • I can identify what I can do to create more balance in my life • I can explain the importance of connections in relation to healthy relationships • I can identify the wide range of goals individuals have • I can understand a range of health goals that are priorities for some people • I can explain how helping a stranger can impact positively on people 		
<p>Cycle 10 Spring 2 Healthy Me</p>	<p>Big Question: When it comes to health, to what extent am I in control?</p> <ul style="list-style-type: none"> • I understand the range of factors that affect my physical and mental health • I can use new (health-related) information to inform my lifestyle choices • I understand there is a wide range of actions that I can use to enhance and protect my health • I appreciate how complex my body is and that it needs to be looked after well, now and in the future • I am aware of the potential risks associated with a range of substances including prescribed and over-the-counter drugs • I know about some mental health disorders • I understand the positive impact that community action and volunteering can have on mental health • I can discuss common threats to health, including cardio-vascular disease and cancer and diabetes • I can identify the steps that can be taken to help prevent lifestyle-related ill-health • I have knowledge of future health challenges to society including: epidemics, pandemics, antibiotic resistance • I understand the availability and limitations of advanced medical techniques including: stem cell therapy, organ donation 	<p>Big Question: Can I become more responsible for my health and happiness?</p> <ul style="list-style-type: none"> • I can describe the actions that can be taken to support good physical health • I can list some factors that help ensure good health in the longer term • I can list the factors that can impact negatively on dental health • I can describe the steps that can be taken to keep teeth and gums healthy. • I understand how health can be affected by emotions and know a range of ways to keep myself well and happy • I can recognise when I feel stressed and the triggers associated with this • I know about different substances and the effects they have on the body and why some people use them • I understand what the law says about substance use and possession • I can describe some of the links between substances and exploitation of young people • I understand the role of medicines and can explain differing views on this. 	<ul style="list-style-type: none"> • To develop an awareness of a healthy lifestyle by exploring a range of things I can do to help my health • To explore mental health by showing an early awareness on a range of things that make me happy and how this makes me feel better. • To explore Hospitals, doctors and nurses and begin to have an early awareness of medicines and where we go to get them when we are poorly. • To explore the dentist and the things that can impact their dental health negatively.
<p>Cycle 10 Summer 1 Relationships (RSE)</p>	<p>Big Question: Is love all you need?</p> <ul style="list-style-type: none"> • I can identify types of long-term relationships, including legal status • I can identify the important elements in long-term relationships • I can discuss what is required to sustain healthy long-term relationships • I know appropriate vocabulary associated with long-term relationships • I can differentiate the elements present in different types of long-term relationships • I understand the relationship life-cycle • I understand the choices I have in my relationships, including; ending a range of relationships, physical and non-physical relationship choices • I can explain how a range of relationships can be ended including romantic relationships • I understand the consequences of ending relationships including: bullying, revenge pornography, depression, the grief process and how to manage this • I can list sources of help and support for when relationships end including bereavement and divorce, family separation • I understand the benefits of healthy relationships • I can discuss the physical and mental benefits of connectedness 	<p>Big Question: Because I'm worth it... or am I?</p> <ul style="list-style-type: none"> • I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised • I understand that social media can both positively and negatively affect how I feel about myself • I understand that relationships can cause strong feelings and emotions • I understand the features of positive and stable relationships • I understand that all relationships have positive and less positive aspects • I can define what is meant by personal space and how this varies across my relationships both online and offline • I can discuss how personal space differs across different cultures • I understand what is meant by control, power balance and coercion in a relationship • I understand how to use social media appropriately, safely and legally • I can give examples of how personal safety can be compromised online 	<ul style="list-style-type: none"> • To explore relationships and develop an early awareness of the characteristics of a positive and negative relationship (e.g., being able to sort positive and negative behaviours) • To explore Online safety, by being able to safely use a search engine to find what they want and navigate a website • To explore the wide range of relationships they have and begin to develop an early awareness of how they differ. (e.g. compare how they are with a parent to how they act with a teacher)

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	<ul style="list-style-type: none"> • I can assess the impact healthy relationships can have on children • I can evaluate my own role in a range of relationships • I can critically evaluate the role of love in relationships • I can list strategies to cope with difficult relationships • I can critically evaluate the truth or otherwise of a relationship e.g. via social media, “fake news” etc. • I can explain why rumour mongering might give a false impression of a relationship • I can discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography • I can list the health benefits that positive relationships can provide • I understand the physical and mental impact of unhealthy relationships • I can discuss the patterns associated with abusive relationships including exploitation and abuse in teenage relationships • I understand how coercion can feature in a range of relationships • I can describe examples of legislation associated with coercion, exploitation and abuse in relationships • I know the support available when relationships are unsafe 		
<p>Cycle 10 Summer 2 Changing me (RSE)</p>	<p>Big Question: How can change affect mental health?</p> <ul style="list-style-type: none"> • I know that my mental health can be affected by different situations and experiences • I know about some common mental health issues • I can challenge stigma about mental health issues • I know where to access support if I am worried about my mental health • I know that change can trigger a range of emotional responses • I know that some changes can be more difficult to manage than others • I know that going through change can develop resilience • I know that sleep is important for psychological and physical reasons • I know that sleep is important for my mental health I know that sleep is important for learning • I understand what resilience means • I understand how resilience can be developed • I can reflect on the changes that my body and brain have undergone since starting puberty • I can consider the changes yet to come and how to manage these • I know where to access support if I am worried about an aspect of change in my life 	<p>Big Question: How do I feel about becoming an adult?</p> <ul style="list-style-type: none"> • I can understand the changes that happen during puberty • I understand that practices such as female genital mutilation and breast ironing are forms of abuse • I know where to access help if I am worried or concerned about puberty or abuse • I know how a baby is conceived naturally • I know that there are other ways a baby can be conceived, e.g. IVF I understand how a baby develops inside the uterus and is born • I know there are different types of committed stable relationships and that some people may choose to have children or not • I can make links between positive, healthy family relationships and effective parenting • I can identify some of the roles and responsibilities of being a parent • I know that the media can have a positive or negative impact on a person’s self-esteem or body image • I know where to go for help if I am worried about my body image or self-esteem • I know some ways to support myself and others during times of change 	<ul style="list-style-type: none"> • To explore self-esteem through, exploring compliments and being able to communicate this to a friend. • To have an early awareness of the changes that happen during puberty. • To explore the roles and responsibilities of parents/carers <p>Recap for Female Students</p> <ul style="list-style-type: none"> • Understand female menstruation and the changes that occur within the body- Females only • To know their personal care around menstruation

Knowledge overview

<p>Cycle 11 Autumn 1 Being me in my world</p>	<p>Big Question: Are we in the adult world at 16?</p> <ul style="list-style-type: none"> I can state what 'being an adult' means to me I can give some examples of legislation that affects me at 16 I can give examples of legislation that relates to sex and relationships I know about the legal status of different relationships e.g marriage, civil partnership, co-habitation I can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this I can give examples of legislation around the possession and supply of drugs, tobacco and other substances I can explain the legal consequences of breaching the Equality Act I can assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control I can give examples of legislation in reference to online activity I can assess the impact of illegal online activity and misuse of technology on a range of people I can explain why pornography is legislated against and the potential consequences of viewing pornography I know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help I can apply this knowledge to a range of scenarios where emergency aid may be needed 	<p>Big Question: To what extent does the world I live in affect my identity?</p> <ul style="list-style-type: none"> I understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue I can explain peer approval and how it can cause problems I can describe what grooming is and give examples I know that I can accept or reject influences I can suggest links between risky behaviour choices and the influence of social groups I can identify differences between myself and others in my social groups I can explain how differences can be a source of conflict or a reason to celebrate I can explain the links between having a positive self-identity and healthy intimate relationships I understand what consent means for me within my peer and intimate social groups I know how to report abusive or coercive behaviour 	<ul style="list-style-type: none"> To explore the children rights, through developing an understanding that I have the right to be listen too. To explore consent, through taking part in a range of different types of activities and communicating whether they want to join in or not. To explore how my identity is the same and different when comparing myself to other people within my class.
<p>Cycle 11 Autumn 2 Celebrating Differences</p>		<p>Big Question: Is being different a good thing?</p> <ul style="list-style-type: none"> I can give examples of different types of prejudice and discrimination I can explain how the Equality Act has protected characteristics and why these are important I can distinguish between 'banter' and sexist, LGBT-phobic and racist language I know where to report bullying I understand the legal consequences of bullying and hate crime. I can explain why some people can display sexist and ageist behaviour I understand the complexities associated with gender identity I can challenge my own and others' attitudes towards difference in relation to sexism, ageism and gender identity. I can identify positive and negative language and can recognise my own language style. I understand that there are different types of bullying (verbal, physical, online) I know what to do if I encounter bullying I can give examples of workplace bullying I understand about protected characteristics and how everyone has the responsibility to challenge discrimination I understand that there are some inequalities in the world 	<ul style="list-style-type: none"> To make positive contributions to their local community (e.g., litter picking at the local park) To explore bullying through, having an awareness of knowing how to seek help in a range of different settings To explore families and gain an early awareness that people can have different types of families (e.g., two mums, two dads, mum and dad, ect)

Knowledge overview

<p>Cycle 11</p> <p>Spring 1</p> <p>Dreams and Goals</p>	<p>Big Question: Can I rely on myself to achieve my goals or do I need luck or destiny?</p> <ul style="list-style-type: none"> I know of some ways to help me manage any anxiety I may feel now and, in the future. I know of some ways to help me manage when I feel overwhelmed I know where I can access further information and support I know the links between sleep, physical and mental health and learning I can identify my financial goals and whether these are realistic in the short or longer term I can tell you the skills and attributes I have or need to develop in order to aim for my financial goals I am able to budget and understand the possible consequences of debt and sources of support for people in debt or have a gambling problem I understand the risks associated with gambling as an answer to debt or financial pressures I can identify what my dream job might be I can tell you if my dream job differs from the expectations of my family or friends and if so, how I can manage this to maintain positive relationships I can explain why I may need to change my skill-set as my career develops I can tell you what my dreams and goals are in relation to long- term intimate commitments including my choice to raise a family or not I can tell you about the choices available to me in terms of different legal arrangements in a relationship status e.g marriage, civil partnership and the difference between them I can explain the challenges and opportunities of becoming a parent I can identify key skills of successful parenting I can reflect on an appropriate time to start a family and the positive conditions within my relationships and lifestyle that I believe are essential to raising children successfully e.g. financial stability, support networks etc. I can identify some possible barriers to some of my dreams and goals I can identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met 	<p>Big Question: Who do I dream of becoming?</p> <ul style="list-style-type: none"> I can identify my personal strengths I can identify some health goals I would like to achieve I can produce a SMART plan and know how to apply it to support my life and learning I am able to accept helpful feedback and reject unhelpful criticism I know the difference between mental health and mental ill-health I can consider factors that can contribute to a person's mental ill health I know how to access support if I am worried about a mental health issue I can understand how media manipulation can be involved in a person's mental ill-health I can understand how and why some media is manipulated I can consider how self-esteem can be affected by the media positively and negatively I know where to access help if worried about a mental health concern 	<ul style="list-style-type: none"> (Begin to) To identify and develop skills required to enhance my employability (e.g.- If they would like to work in a shop. Explore handling money and role playing this) To explore planning journeys within the local community using a variety of modes To explore what their dream job maybe.
<p>Cycle 11</p> <p>Spring 2</p> <p>Healthy Me</p>	<p>Big Question: Should relationships, sex and sexual health be discussed more openly?</p> <ul style="list-style-type: none"> I know some ways to help me manage anxiety and stress I know some ways to relax I can explain the links between sleep and physical/ mental health I am aware of the steps I can take to keep healthy including self-examination I understand the preventative steps that can be taken to reduce the chance of contracting STIs I have knowledge of the treatment available for STIs I understand the influences that inform decision making with regard to sexual relationships. I know some strategies to help manage sexual pressure I understand what consent is in relation to sexual relationships I understand the choices available in relation to contraception and pregnancy 	<p>Big Question: How can substances impact on wellbeing?</p> <ul style="list-style-type: none"> I know that the majority of people my age make healthy lifestyle choices I understand that there are misperceptions about the health choices of people my age I understand the physical and emotional effects of alcohol and how it can affect decision-making I know what the law says about alcohol I understand the physical and emotional effects of certain substances and how they can affect decision-making I know some facts about drug classification and what the law says about possession and supply of drugs I know about the recovery position and how to contact emergency services I know what to do in an emergency situation involving substances I understand some of the physiological and psychological effects of substance misuse and the impact of illegal substances on society and individuals 	<ul style="list-style-type: none"> To begin to know how to prepare a variety of drinks and snacks and how to follow basic safety rules in order to stay safe. To explore emotions, through gaining an early awareness of anxiety and developing strategies to manage this. To explore personal safety routines (road safety / safety in the community / safety in the work place) To explore Hospitals, doctors and nurses and begin to have an early awareness of how to get help in an emergency (Know to ring 999)

Knowledge overview

	<ul style="list-style-type: none"> I know key facts about fertility and pregnancy I understand the range of risks to physical and mental health associated with unhealthy sexual relationship I know some things I can do to avoid high risk situations in relation to sex 		
<p>Cycle 11 Summer 1 Relationships (RSE)</p>	<p>Big Question: Is it possible to stay true to yourself and be in healthy relationship</p> <ul style="list-style-type: none"> I know that an intimate relationship can move through different stages and how behaviour may change according to the stage I can give examples of how the media can sometimes portray unrealistic expectations of sex and relationships I can tell you some of positive and negative connotations of sex and where these might come from I can tell you about my own sexual relationships checklist and what I can do to protect my sexual and reproductive health now, and in the future I can explain there is a spectrum of gender and sexuality I know that sexuality is different from gender diversity I know that for some people, gender identity and sexuality is fluid and for others it is fixed I know that LGBT+ people are protected by law I understand that 'coming out' can be challenging for some LGBT+ people and it is up to them to choose the right time for this I understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented I know that being LGBT+ is different for each individual and there is no 'normal' way of being or expressing being LGBT+ I can recognise when there is an imbalance of power within an intimate relationship I can suggest strategies for managing relationships that are imbalanced, including ending them if appropriate I know how to recognise illegal behaviour within an intimate relationship, how and where to report it I can explain why honour-based violence and forced marriage is unacceptable and illegal I can give examples of honour-based violence I know what FGM and breast ironing is, and why it is illegal I can give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal I know how to report honour-based crimes or hate crime against LGBTQ+ people 	<p>Big Question: Can relationships ever be equal?</p> <ul style="list-style-type: none"> I understand the features of positive, stable, intimate relationships I can recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship I understand that I have a choice in many situations, including when I want to say no I know and can use some assertiveness skills to help me manage a range of circumstances I understand that consent is a vital feature of a sexual relationship I know about sex and the law I can challenge stereotypical ideas of 'ideal' males and females I understand that pornography and some media images give a false impression of sex and sexual relationships I know about sex and the law as applied to online and social media I know about the different contraception methods available I know that contraception is important for sexual health as well as preventing a pregnancy I know that communication and negotiation about contraception use is important I understand that information and facts are vital in making an informed choice about contraception if and when needed I know how to access advice and information about sexual health I understand that there are consequences if I choose to have unprotected sex I know about different sexually transmitted infections I know about sexual health clinics and how to access help and support if I have unprotected sex 	<ul style="list-style-type: none"> To explore relationships and develop an early awareness that their are different types of loving relationships (done through families) To explore relationships and begin to develop an early awareness of how to maintain a healthy, happy relationship including marriages. To explore the PANTS (NSPCC) and develop awareness of appropriate and inappropriate touch
<p>Cycle 11 Summer 2 Changing me (RSE)</p>	<p>Big Question: Can all change be positive in some way?</p> <ul style="list-style-type: none"> I can identify some of the changes in society that will affect me I can discuss the emotional impact societal change can have on young people I can assess the role of media, including social media on social change I can recognise the range of changes I have experienced in my life I can identify the feelings associated with change both positive and negative I can list changes I have made that I am proud of I understand the type of decision-maker I am I can discuss the impact of the range of changes families can experience and their impact on children and their parents/family 	<p>Big Question: What factors can make an intimate relationship happy and healthy?</p> <ul style="list-style-type: none"> I know different types of close, intimate relationships that people can have I know what happens physically when individuals experience physical attraction I 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 I understand the positive aspects of having a girlfriend or boyfriend I can describe some of the behaviours you would expect to find in a healthy romantic relationship I can understand the range of feelings associated with attraction 	<ul style="list-style-type: none"> (To begin) to know the different changes that are happening to their body and have an early awareness who to go to if they are worried about anything. Demonstrate an understanding of hygiene routines and cleanliness and begin to understand the importance for these To begin to know that change is okay and recognise the next steps Recap for Female Students Understand female menstruation and the changes that occur within the body- Females only To know their personal care around menstruation

Knowledge overview

- I can identify the change that some people may experience in relation to sexual identity and gender
- I can understand the spectrum (or galaxy) of sexuality and gender including appropriate vocabulary
- I can discuss the reality and myths surrounding sexual identity and gender
- I can describe where to find help and support around sexual identity and gender
- I can discuss gender and stereotypes in relation to a range of romantic relationships
- I can identify and understand the legislation relating to a range of relationships
- I understand the risks associated with exploring sexual identity
- I can reflect on physical changes experienced so far
- I understand the relationship between physical change, self-esteem and emotional change
- I understand the impact of family change and how it can affect future relationships
- I can list sources of help and support in relation to changes young people may have difficulty with

- I know where to get information to safely explore feelings about sexuality
- I know that pornographic images do not reflect reality
- I know how pornography can impact on expectations and self-image
- I can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex
- I know what the law says in relation to sex and alcohol I can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol

Green text within this knowledge map highlights knowledge that can be taught during this topic area for our learners working at a higher level within in a class.