



EYFS- PSHE Whole School Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE unit	<ul style="list-style-type: none"> - Becoming more outgoing with unfamiliar people, in the safe context of their setting -Increasingly follow rules -Similarities & differences between each other and our families -Building friendships -Playing with one or more other children 	<ul style="list-style-type: none"> -Expressing our feelings -Building constructive and respectful relationships -Developing the ability to see ourselves as a valuable individual 	<ul style="list-style-type: none"> -Considering the feelings of others -Identifying and moderating our own feelings socially and emotionally 	<ul style="list-style-type: none"> -Thinking about the perspectives of others 	<ul style="list-style-type: none"> -Managing our own needs 	<ul style="list-style-type: none"> -Showing resilience and perseverance in the face of challenge
Skills	<p><u>Self-Regulation ELG</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self ELG</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Building Relationships ELG</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> -Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. 					



Year 1 - PSHE Whole School Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	It's Good to be Me	It's Good to be Me	There's no place like home	There's no place like home	A Toy's story	A Toy's story
PSHE unit	Me and my Relationships Naming a variety of different feelings and explaining how these might make us behave. Understanding different ways of dealing with 'not so good' feelings. Knowing when we need help and who to go to for help. Understanding classroom rules and why they are important.	Valuing Difference Saying ways in which people are similar as well as different. Discussing why things sometimes seem unfair, even if they are not.	Keeping Myself Safe Understand what we can do if we have strong, but not so good feelings, to help us stay safe (e.g. sad - talk to someone). Discuss examples of how to keep ourselves healthy. Understand when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)	Rights and Responsibilities Give some examples of how to look after ourselves and our environment - at school or at home. Understand some ways that we look after money.	Being my Best Name and discuss different ideas of what we can do if we find something difficult. Understand why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	Growing and Changing Identify an adult we can talk to at both home and school. If we need help. Talk about some things we can do now that we couldn't do when we were a toddler. Explain what some of our body parts do.
DfE Statutory Guidance Categories: Relationships Education (Primary)	<ul style="list-style-type: none"> - Families and people who care for me (FPC) - Caring friendships (CF) - Respectful relationships (RR) - Online relationships (OR) - Being safe (BS) - Mental Wellbeing (MW) - Internet safety and harms (ISH) - Physical health and fitness (PHF) - Healthy eating (HE) - Drugs, alcohol and tobacco (DAT) 					



	<ul style="list-style-type: none"> - Health and prevention (HP) - Basic first aid (BFA) - Changing adolescent body (CAB) 	
Skills	<p>I can name different feelings and how they might make me behave</p> <p>I can suggest ways of dealing with 'not so good' feelings and how to help others.</p> <p>I can recognise when I need help and who to ask.</p> <p>I can listen to others and wait my turn to speak.</p> <p>I can tell you which trusted adults at home and school keep me safe.</p> <p>I can say ways in which people are similar as well as different.</p> <p>I can say why things sometimes seem unfair, even if they are not to me.</p> <p>I can talk about what bullying is.</p> <p>I can say ways to show kindness towards others.</p> <p>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)</p> <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe</p> <p>I can say 'no' to unwanted touch and ask for help from a trusted adult.</p> <p>I can say when medicines can be helpful or might be harmful.</p> <p>I can tell you how to stay safe around medicine.</p> <p>I can wash my hands correctly.</p> <p>I can name ways to look after my home and school.</p> <p>I can look after a special person or thing.</p> <p>I can tell you some things that money is spent on</p> <p>I can get help if someone has hurt themselves.</p>	<p>I can choose a healthy meal with different food groups.</p> <p>I can be persistent when learning a new skill.</p> <p>I can name a few different ideas of what I can do if I find something difficult.</p> <p>I can help my friends when they fall out.</p> <p>I can explain why praise helps me to keep trying.</p> <p>I can tell you some things that babies need.</p> <p>I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.</p> <p>I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</p> <p>I can name the body parts girls and boys have that are the same and which body parts are different.</p> <p>I can name the adults I can talk to at home and school if I need help.</p>



Year 2 - PSHE Whole School Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	Bright lights, Bright City	Bright lights, Bright City	Dazzling Dinosaurs	Dazzling Dinosaurs	Voyages of Columbus	Voyages of Columbus
PSHE unit	<p>Me and my Relationships</p> <p>Discuss some ways that we can get help, if we think that we being bullied and what we can do if someone teases us. Suggest rules that will help to keep us happy and friendly and what will help us keep to these rules.</p> <p>Explain some classroom rules we have made together.</p> <p>Share lots of ideas about being what makes a good friend and how we can try to be a good friend.</p> <p>Learn to express our feelings in a safe, controlled way.</p>	<p>Valuing Difference</p> <p>Understand how we can help ourselves if we feel like we are being left out.</p> <p>Share few examples of good listening skills and explain why listening skills help to understand a different point of view.</p>	<p>Keeping Myself Safe</p> <p>Share examples of safe and unsafe secrets and can think of safe people who can help if something feels wrong.</p> <p>Give other examples of touches that are ok or not ok (even if they haven't happened to us) and identify a safe person to tell if we have 'not OK' about something.</p> <p>Explain that medicines can be helpful or harmful, and say some examples of how they can be used safely.</p>	<p>Rights and Responsibilities</p> <p>Cooperation and self-regulation- Give examples of when we have used some of these ideas to help me when we are not settled.</p>	<p>Being my Best</p> <p>Name different parts of my body that are <i>inside</i> us and help to turn food into energy. To know what we need to get energy. Explain how setting a goal or goals will help us to achieve what we want to be able to do.</p>	<p>Growing and Changing</p> <p>Understand who helps us grow (people who look after us) and what things we can now do ourselves that we couldn't when we were younger.</p> <p>Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>Share how to give feedback to someone.</p>



<p>DfE Statutory Guidance Categories: Relationships Education (Primary)</p>	<ul style="list-style-type: none"> - Families and people who care for me (FPC) - Caring friendships (CF) - Respectful relationships (RR) - Online relationships (OR) - Being safe (BS) - Mental Wellbeing (MW) - Internet safety and harms (ISH) - Physical health and fitness (PHF) - Healthy eating (HE) - Drugs, alcohol and tobacco (DAT) - Health and prevention (HP) - Basic first aid (BFA) - Changing adolescent body (CAB) 	
<p>Skills</p>	<p>I understand we have different ways to express our feelings. I can express my feelings in a safe, controlled way. I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can tell someone how they are making me feel. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. I can be respectful of those who are different to me. I can describe how someone can change someone's feelings. I can tell you why it is important to show good listening to people who think differently to me. I can name and suggest strategies to someone who feels left out. I can be kind and use kind words to my friends. I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely. I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. I can say what I do and don't like and who to ask for help. I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p>	<p>I can make choices that help me play and work well with others. I can use some strategies when I feel upset or angry. I can ask for help from a trusted adult. I can name some ways I can look after my environment. I can make choices with money. I can explain what happens when I learn something new. I can explain how setting a goal or goals will help me to achieve what I want to be able to do. I can explain how hand hygiene stops virus' and germs from spreading. I can give examples of what I can do and give to my body to stay healthy. I can name different parts of my body that are inside me and help to turn food into energy. I can give support to a friend. I can describe feelings of loss and suggest what someone can do if a friend moves away. I can describe the stages of growth I have been through and what I look forward to in my future. I can name the human private parts that are used to make a baby. I can talk about keeping private parts private.</p>



	I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.	
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Year 3 - PSHE Whole School Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	Greece Now and Then	Greece Now and Then	Settlements, Travel and Trade	Settlements, Travel and Trade	Raging Rivers, Fantastic Pharaohs	Raging Rivers, Fantastic Pharaohs
PSHE unit	<p>Me and my Relationships</p> <p>To accept the views of others and understand that we don't always agree with each other. Give lots of ideas about what we do to be a good friend and say some different ideas for how we make up with a friend if we've fallen out.</p>	<p>Valuing Difference</p> <p>Give examples of different community groups and what is good about having different groups. Talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p>Keeping Myself Safe</p> <p>To say what we could do to make a situation less risky or not risky at all.</p> <p>Discuss why medicines can be helpful or harmful.</p> <p>Explain what it means to keep out personal details safe online. Explain why information we see online might not always be true.</p>	<p>Rights and Responsibilities</p> <p>Say some ways of checking whether something is a fact or just an opinion.</p> <p>Say how we can help the people who help us, and how we can do this. Give an example of this.</p>	<p>Being my Best</p> <p>Give a few examples of things that we can take responsibility for in relation to my healthy and give an example of something that we've done which shows this. Explain and give an example of a skill or talent that we've developed and the goal-setting that we've already done (or plan to do) in order to improve it.</p>	<p>Growing and Changing</p> <p>Name a few things that make a positive relationship and some things that make a negative relationship. Discuss what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. Identify when someone hasn't been invited into our body space and show how we can be assertive in asking them to leave it if we feel uncomfortable.</p>



<p>DfE Statutory Guidance Categories: Relationships Education (Primary)</p>	<ul style="list-style-type: none"> - Families and people who care for me (FPC) - Caring friendships (CF) - Respectful relationships (RR) - Online relationships (OR) - Being safe (BS) - Mental Wellbeing (MW) - Internet safety and harms (ISH) - Physical health and fitness (PHF) - Healthy eating (HE) - Drugs, alcohol and tobacco (DAT) - Health and prevention (HP) - Basic first aid (BFA) - Changing adolescent body (CAB) 	
<p>Skills</p>	<p>I can communicate my feelings and use this to try to manage my emotions. I can collaborate with a team to achieve a goal. I can accept I may not always agree with others. I can listen and share my opinions respectfully. I can say why friends may fall out and how they can make up. I know how to look after my friends and stay friends. I can give examples of different types of family. I respect these differences. I can give examples of different community groups and what is good about having different groups. I can use respectful language and communication skills when discussing with others. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. I can suggest ways to deal with bullying and prejudice. I can say what I could do to make a situation less risky or not risky at all. I can demonstrate strategies for dealing with a risky situation I can identify some key risks from and effects of cigarettes and alcohol. I can give examples of strategies for safe browsing online. I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.</p>	<p>I can identify people who help me in different ways. I can spot 'facts' and 'opinions' to help me share ideas. I can make a plan. I can choose a method. I can identify different times and reasons to spend money. I can give examples of how people earn money. I can choose foods that make a balanced meal. I can explain how washing hands can prevent infections spreading. I can describe how food, water and air get into the body and blood. I can set goals and make a plan to develop a new skill. I can explain what body space is and how it feels when someone is too close to me. I can tell you some of the different relationships I have. I can tell you what qualities a healthy positive relationship has. I can describe how a girls and boys body will change when it reaches puberty. I can tell you what happens to a woman's body when the sperm does not meet the egg.</p>



Year 4 - PSHE Whole School Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	The Roman Empire	The Roman Empire	The Tudors	The Tudors	Invaders and Settlers	Invaders and Settlers
PSHE unit	<p>Me and my Relationships</p> <p>Give examples of how we can tell a person is feeling worried just by their body language. Discuss what we could do if someone was upsetting us or if we were being bullied. Explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>Valuing Difference</p> <p>Explain ways that people are different, including religious or cultural differences. Explain why it's important to challenge stereotypes that might be applied to us or others.</p>	<p>Keeping Myself Safe</p> <p>Discuss examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. Discuss risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. Give examples of positive and negative influences, including things that could influence us when we are making decisions.</p>	<p>Rights and Responsibilities</p> <p>Explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. Discuss how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. Give examples of these decisions and how they might relate to us.</p>	<p>Being my Best</p> <p>Give examples of different things that we do already that help to keep us healthy. Share different examples of some of the things that we do already to help look after our environment.</p>	<p>Growing and Changing</p> <p>Label some parts of the body that only boys have and only girls have. List some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). Discuss why people get married.</p>



<p>DfE Statutory Guidance Categories: Relationships Education (Primary)</p>	<ul style="list-style-type: none"> - Families and people who care for me (FPC) - Caring friendships (CF) - Respectful relationships (RR) - Online relationships (OR) - Being safe (BS) - Mental Wellbeing (MW) - Internet safety and harms (ISH) - Physical health and fitness (PHF) - Healthy eating (HE) - Drugs, alcohol and tobacco (DAT) - Health and prevention (HP) - Basic first aid (BFA) - Changing adolescent body (CAB) 	
<p>Skills</p>	<p>I can talk about how feelings change and be different for others. I can read different emotions by a person's body language. I can say 'no' in a calm and controlled way. I can name some qualities or strategies that help team work. I am aware of others and their needs when working together I can say what to do if I am, or a friend is, hurt or bullied by another person. I can recognise the qualities of a healthy relationship. I can say how differences sometimes cause conflict but can also be something to celebrate. I can begin to manage conflict by using negotiation and compromise. I can suggest strategies for dealing with someone who is behaving aggressively. I can demonstrate ways of showing respect to others' differences. I can explain why it's important to challenge stereotypes that might be applied to me or others. I can demonstrate strategies for dealing with a risky situation I can give examples of people or things that might influence me to take risks and make decisions. I can give reasons for why most people choose not to smoke, or drink too much alcohol. I can explain what might happen if people take unsafe or inappropriate risks. I can identify images that are safe or unsafe to share online.</p>	<p>I can name some responsibilities and rights that I have. I can share ideas and make decisions that affect others. I can give my own opinion based on facts, opinions and other influences. I can give examples of how I can support others as a bystander. I can explain how others have a financial responsibility to their families and community. I can give examples of choices and decisions with money that will affect me. I can say how being unique makes everyone special, different and valuable. I can give examples of choices I make and the choices others make for me. I can plan a healthy, balanced meal. I can give examples of the ways people can look after their physical and mental wellbeing. I can give different examples of some of the things that I do already to help look after my environment. I can describe how change can make a person feel (both negative and positive). I can explain why young people can have mixed up feelings when they go through puberty. I can explain why puberty happens. I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes. I can explain why some people choose to get married, have a civil ceremony or live together.</p>



Year 5 - PSHE Whole School Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	Mayan Civilisation	Mayan Civilisation	Earth and Beyond	Earth and Beyond	The Vikings	The Vikings
PSHE unit	<p>Me and my Relationships</p> <p>Give a range of examples of our emotional needs and explain why they are important. Explain why these qualities are important. Give examples of how to stand up for ourselves (be assertive) and say when we might need to use assertiveness skills.</p>	<p>Valuing Difference</p> <p>Give examples of different faiths and cultures and positive things about having these differences. Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>Keeping Myself Safe</p> <p>Share examples of things that might influence a person to take risks online. Explain that we have a choice. Say the percentage of people aged 11-15 years old that smoke in the UK (3%) and give reasons why some people think it's a lot more than this.</p>	<p>Rights and Responsibilities</p> <p>Share examples of some of the rights and related responsibilities we have as we grow older, at home and school. Give real examples of each that relate to us. Share some different examples of things that we are responsible for to keep ourselves healthy. Explain that local councils have to make decisions about how money is spent on things we need in the community. Give an examples of some of the things they have to allocate money for.</p>	<p>Being my Best</p> <p>Share when we have had increased independence and how that has also helped us to show responsibility. Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>Growing and Changing</p> <p>Explain what resilience is and how it can be developed. List ways that we can prepare for changes (e.g. to get the facts, talk to someone). Be able to identify when we need help and can identify trusted adults in our lives who can help us.</p>



<p>DfE Statutory Guidance Categories: Relationships Education (Primary)</p>	<ul style="list-style-type: none"> - Families and people who care for me (FPC) - Caring friendships (CF) - Respectful relationships (RR) - Online relationships (OR) - Being safe (BS) - Mental Wellbeing (MW) - Internet safety and harms (ISH) - Physical health and fitness (PHF) - Healthy eating (HE) - Drugs, alcohol and tobacco (DAT) - Health and prevention (HP) - Basic first aid (BFA) - Changing adolescent body (CAB) 	
<p>Skills</p>	<p>I can be assertive to keep myself happy, healthy and safe. I can use strategies to resolve arguments or disagreements. I can reflect on my behaviour, attitudes and qualities. I am aware of the warning signs that a relationship could be unhealthy or unsafe. I can manage my emotional needs and any risks to them. I can respond to emotions according to the situation and person. I can give examples of different faiths and cultures and positive things about having these differences. I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. I can empathise with people who have been, and currently are, subjected to injustice, including through racism. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) I can reflect on how individual/group actions can impact on others in a positive or negative way. I can suggest what someone should do when faced with a risky situation. I can protect my personal information online. I can recognise disrespectful behaviour online.</p>	<p>I can develop ideas and opinions based on a current issue. I can present these with a group. I can identify how the responsibilities of others impact me and my community. I can give examples of barriers that can stop others following their responsibilities. I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me. I can suggest ways to spend and save money responsibly. I can explain some things about finance and money. I can name a person who deals with money in my community. I can explain how one organ functions and how it contributes to the health of my body. I can explain how choices relating to smoking and drinking can affect a person's health. I can think of ways to improve a skill and the strategies that will help me do this. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. I can give examples of how I am independent and manage my own success. I can begin to manage challenging emotions by building my resilience. I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.</p>



	<p>I can identify the risks in a specific situation (including emotional risks).</p> <p>I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke.</p> <p>I can support someone who is being bullied.</p>	<p>I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.</p> <p>I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.</p> <p>I can give examples of feelings and emotions people have at times of change.</p>
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Year 6 - PSHE Whole School Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	The Victorians	The Victorians	WW2	WW2	Pollution solution	Pollution solution
PSHE unit	<p>Me and my Relationships</p> <p>Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. Share examples of negotiation and compromise. Explain what inappropriate touch is and give example.</p>	<p>Valuing Difference</p> <p>Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>	<p>Keeping Myself Safe</p> <p>Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. Discuss some ways of making sure that we keep ourselves safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. Explain why some people believe that more young people drink alcohol than</p>	<p>Rights and Responsibilities</p> <p>Discuss why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. Explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. Discuss the advantages and disadvantages of different ways of saving money.</p>	<p>Being my Best</p> <p>Talk about how we can overcome problems and challenges on the way to achieving our goals. Give examples of an emotional risk and a physical risk.</p>	<p>Growing and Changing</p> <p>Share examples of a secret that should be shared with a trusted adult. Talk about some emotional changes associated with 'puberty' and how people may feel when their bodies change. Give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>



			actually do (misperceive the norm).			
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Skills	<p>I can work through challenges I have with my friends with respect, assertiveness and understanding.</p> <p>I can give examples of negotiation and compromise. I can use these skills in practical situations.</p> <p>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p> <p>I can use assertive behaviours to keep myself safe from peer influence or pressure.</p> <p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>I can show respect to others by using verbal and non-verbal communication.</p> <p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p>			<p>I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.</p> <p>I can discuss the reasons why people post online and the positive and negative effects relating to social media.</p> <p>I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.</p> <p>I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.</p> <p>I can suggest ways that I can help my environment.</p> <p>I can give examples of why we need a democratic society and how laws keep us safe.</p> <p>I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.</p> <p>I can set goals so that I can achieve an aspiration.</p> <p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p>		



<p>I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</p> <p>I can use safe, respectful and responsible behaviours and strategies when using social media.</p> <p>I can give examples of how to safely share images online.</p> <p>I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not.</p> <p>I can begin to make decisions independently and responsibly.</p> <p>I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.</p>	<p>I can identify risk factors in a given situation</p> <p>I can assess the level of risk and explain how a risk can be reduced.</p> <p>I can name some of the feelings and emotions people have during change.</p> <p>I can give examples of how someone could cope with or get support during puberty.</p> <p>I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.</p> <p>I can explain how to stay safe when sharing images and information online.</p> <p>I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.</p>
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