

At Humberstone Infant Academy and Humberstone Junior Academy, we believe that pupils need knowledge that will enable them to make informed choices about their health, wellbeing and relationships and to build their self-efficacy to create a happy and successful adult life. PSHE is central to the positive, caring and healthy ethos at Odyssey Trust. Through PSHE provision we aim to:

- Promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society
- Develop pupils' confidence and self esteem
- Prepare pupils to be active citizens
- Encourage pupils to have healthy lifestyles
- Support pupils to develop good relationships
- Create a safe, secure and respectful learning environment for all children

To mirror our School ethos and values, we have followed a question based model to teach PSHE across the school. Below outlines the PSHE coverage for each year group.

### EYFS

<b>Term</b>	<b>Knowledge</b>	<b>Key Vocabulary</b>
<b>Autumn</b>	<ul style="list-style-type: none"> <li>● I know the vocabulary to use to explain my feelings- happy, sad, angry and worried.</li> <li>● I know the names of emotions seen in images</li> <li>● I know the class rules</li> <li>● I know what good hygiene is: handwashing</li> <li>● I know how to be a safe pedestrian</li> <li>● I know what exercise is and why it makes you healthy.</li> </ul>	Feelings Happy Sad Angry Worried Rules Safe Exercise
<b>Spring</b>	<ul style="list-style-type: none"> <li>● I know how to solve problems with friends e.g. if somebody takes my toy</li> <li>● I know the importance of good sleep routines</li> <li>● I know how to look after others including pets; know that a pet needs water, food etc</li> </ul>	Friends Problems Sleep Care
<b>Summer</b>	<ul style="list-style-type: none"> <li>● I know why exercise makes you healthy and know a variety of exercises; running, jumping, dancing.</li> <li>● I know the importance of healthy eating and which foods and drinks are unhealthy</li> <li>● I know how to share and cooperate when working in a group.</li> </ul>	Dancing Running Jumping Sharing Healthy Unhealthy

### Year 1

<b>Unit</b>	<b>Knowledge</b>	<b>Key Vocabulary</b>
<b>Relationships</b> What is the same and different about us?	<ul style="list-style-type: none"> <li>● I know what I like/dislike and are good at</li> <li>● I know what makes me special and how everyone has different strengths</li> <li>● I know how my personal features or qualities are unique to me</li> <li>● I know how I am similar or different to others, and what we have in common</li> <li>● I know that I have needs and wishes, and other people</li> </ul>	Strengths Qualities Same Different Unique Private Penis Scrotum

	<p>do too.</p> <ul style="list-style-type: none"> <li>● I know that what I want might not be the same as what someone else wants.</li> <li>● I know how to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul>	<p>Testicles Vulva Vagina Nipples Breasts</p>
<p><b>Relationships</b> Who is special to us?</p>	<ul style="list-style-type: none"> <li>● I know the different groups I belong to for example family, school, friends, clubs</li> <li>● I know about the different people in my family and those that love and care for me</li> <li>● I know how my family members love and care for me</li> <li>● I know that families are all different but share common features – what is the same and different about them</li> <li>● I know different features of family life, including what families do/enjoy together</li> <li>● I know that it is important to tell someone (such as my teacher) if something about my family makes me feel unhappy or worried</li> </ul>	<p>Family Friends Parents Siblings Grandparents Aunts Uncles Cousins</p>
<p><b>Health and Wellbeing</b> What helps us stay healthy?</p>	<ul style="list-style-type: none"> <li>● I know what being healthy means and who helps me to stay healthy (e.g. parent, dentist, doctor)</li> <li>● I know that things people put into or onto their bodies can affect how they feel</li> <li>● I know how medicines (including vaccinations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>● I know why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>● I know what I can do to take care of myself on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul>	<p>Healthy Medicine Hygiene Germs Doctor Dentist</p>
<p><b>Living in the Wider World</b> What can we do with money?</p>	<ul style="list-style-type: none"> <li>● I know what money is and that it comes in different forms</li> <li>● I know how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>● I know how people make choices about what to do with money, including spending and saving</li> <li>● I know the difference between needs and wants - that people may not always be able to have the things they want</li> <li>● I know how to keep money safe and the different ways of doing this</li> </ul>	<p>Money Coins Notes Bank Saving Earn Borrow</p>
<p><b>Health and Wellbeing</b> Who helps to keep us safe?</p>	<ul style="list-style-type: none"> <li>● I know that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>● I know who can help me in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>● I know how to respond safely to adults I don't know</li> <li>● I know what to do if I feel unsafe or worried for myself or others; and the importance of keeping on asking for support until I am heard</li> <li>● I know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	<p>Safety Emergency Accident</p>

<p><b>Living in the Wider World</b> How can we look after each other and the world?</p>	<ul style="list-style-type: none"> <li>● I know how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work cooperatively</li> <li>● I know the responsibilities I have in and out of the classroom</li> <li>● I know how people and animals need to be looked after and cared for</li> <li>● I know what can harm the local and global environment; how they and others can help care for it</li> <li>● I know how people grow and change and how people's needs change as they grow from young to old</li> <li>● I know how to manage change when moving to a new class/year group</li> </ul>	<p>Behaviour Responsibilities Environment Change</p>
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Year 2

Unit	Knowledge	Key Vocabulary
<p><b>Relationships</b> What makes a good friend?</p>	<ul style="list-style-type: none"> <li>● I know how to make friends with others</li> <li>● I know that most people feel lonely sometimes</li> <li>● I know how to recognise when I feel lonely and what I could do about it</li> <li>● I know how people behave when they are being friendly and what makes a good friend</li> <li>● I know how to resolve arguments that can occur in friendships</li> <li>● I know that I can say "no" if something makes me uncomfortable and that everyone has the right to say "no"</li> <li>● I know how to ask for help if a friendship is making me unhappy</li> </ul>	<p>Friendship Lonely Argument Resolve</p>
<p><b>Relationships</b> What is bullying?</p>	<ul style="list-style-type: none"> <li>● I know how words and actions can affect how people feel</li> <li>● I know that it is not kind to tell people what to do all the time and that I should let others make their own choices</li> <li>● I know that being kind does not mean I have to do something I don't want to</li> <li>● I know consent means to give my permission</li> <li>● I know how to ask for and give/not give consent (permission) regarding physical contact and how to respond if physical contact makes me uncomfortable or unsafe</li> <li>● I know why name-calling, hurtful teasing, bullying and deliberately excluding others (due to their skin colour, religion, size, gender, disability) is unacceptable and how to respond if this happens in different situations</li> <li>● I know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>	<p>Consent Permission Physical contact Unsafe Uncomfortable Bullying</p>
<p><b>Living in the Wider World</b> What jobs do people do?</p>	<ul style="list-style-type: none"> <li>● I know how jobs help people earn money to pay for things they need and want</li> <li>● I know about a range of different jobs, including those done by people they know or people who work in their community</li> <li>● I know how people have different strengths and interests</li> </ul>	<p>Jobs Money Community Strengths Digital devices</p>

	<p>that enable them to do different jobs</p> <ul style="list-style-type: none"> <li>● I know how people use the internet and digital devices in their jobs and everyday life</li> </ul>	
<p><b>Health and Wellbeing</b> What helps us to stay safe?</p>	<ul style="list-style-type: none"> <li>● I know how rules and restrictions help me to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>● I know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove myself from them</li> <li>● I know how to resist pressure to do something that makes me feel unsafe or uncomfortable, including keeping secrets</li> <li>● I know how not everything I see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>● I know how to tell a trusted adult if I am worried for myself or others, worried that something is unsafe or if I come across something that scares or concerns me</li> </ul>	<p>Rules and restrictions Risk Pressure Trust</p>
<p><b>Health and Wellbeing</b> What helps us grow and stay healthy?</p>	<ul style="list-style-type: none"> <li>● I know that different things help my body to be healthy, including food and drink, physical activity, sleep and rest</li> <li>● I know that eating and drinking too much sugar can affect my health, including dental health</li> <li>● I know how to be physically active and how much rest and sleep I should have everyday</li> <li>● I know that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>● I know how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>	<p>Health Physical activity Sugar Sleep Rest</p>
<p><b>Health and Wellbeing</b> How do we recognise our feelings?</p>	<ul style="list-style-type: none"> <li>● I know how to recognise, name and describe a range of feelings</li> <li>● I know what helps me to feel good, or better if not feeling good</li> <li>● I know how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>● I know how feelings can affect people in their bodies and their behaviour</li> <li>● I know ways to manage big feelings and the importance of sharing their feelings with someone I trust</li> <li>● I know how to recognise when I might need help with feelings and how to ask for help when I need it</li> </ul>	<p>Feelings Bereavement Emotions Recognise Support</p>

### Year 3

<b>Unit</b>	<b>Knowledge</b>	<b>Key Vocabulary</b>
<p><b>Relationships</b> How can we be a good friend?</p>	<ul style="list-style-type: none"> <li>● I know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>● I know how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>● I know how to build good friendships, including identifying qualities that contribute to positive friendships</li> </ul>	<p>Support Loneliness Friendships Disputes Resolution Boundaries</p>

	<ul style="list-style-type: none"> <li>● I know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>● I know that healthy friendships include respect, honesty and personal boundaries</li> <li>● I know how to speak up if a friend pressures me or crosses a boundary</li> <li>● I know how to recognise if a friendship is making me unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>	
<b>Health and Wellbeing</b> What keeps us safe?	<ul style="list-style-type: none"> <li>● I know how to recognise hazards that may cause harm or injury and what I should do to reduce risk and keep myself (or others) safe</li> <li>● I know how to help keep my body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilisers</li> <li>● I know that my body belongs to me and should not be hurt or touched without my consent; what to do and who to tell if I feel uncomfortable</li> <li>● I know how to recognise and respond to pressure to do something that makes me feel unsafe or uncomfortable (including online)</li> <li>● I know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>● I know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>● I know what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>	Hazards Risk Protection Consent Pressure Hygiene Accident Emergency services
<b>Relationships</b> What are families like?	<ul style="list-style-type: none"> <li>● I know how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>● I know how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>● I know how people within families should care for each other and the different ways they demonstrate this</li> <li>● I know how to ask for help or advice if family relationships are making me feel unhappy, worried or unsafe</li> <li>● I know that racism is when someone is treated unfairly because of their skin colour/ethnic background</li> </ul>	Family Structures Single parents Same sex parents Step-parents Blended families Foster Adoptive parent Advice Racism
<b>Living in the Wider World</b> What makes a community?	<ul style="list-style-type: none"> <li>● I know how I belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>● I know what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>● I know how the community helps everyone to feel included and value the different contributions that people make</li> <li>● I know how to be respectful towards people who may live differently to me</li> </ul>	Community Diverse Respect

<p><b>Health and Wellbeing</b> Why should we eat well and look after our teeth?</p>	<ul style="list-style-type: none"> <li>● I know the importance of a healthy diet and the benefits of nutritionally rich foods</li> <li>● I know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>● I know how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>● I know how people make choices about what to eat and drink, including who or what influences these</li> <li>● I know how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>	<p>Nutrition Balanced diet Oral hygiene</p>
<p><b>Health and Wellbeing</b> Why should we keep active and sleep well?</p>	<ul style="list-style-type: none"> <li>● I know how regular physical activity benefits bodies and feelings</li> <li>● I know how to be active on a daily and weekly basis and how to balance time online with other activities</li> <li>● I know how to make choices about physical activity including what and who influences decisions</li> <li>● I know how the lack of physical activity can affect health and wellbeing</li> <li>● I know how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>● I know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>	<p>Active Physical activity Mood Routines Wellbeing</p>

Year 4

Unit	Knowledge	Key Vocabulary
<p><b>Health and Wellbeing</b> What strengths, skills and interests do we have?</p>	<ul style="list-style-type: none"> <li>● I know how to recognise personal qualities and individuality</li> <li>● I know how to develop self-worth by identifying positive things about myself and my achievements</li> <li>● I know how my personal attributes, strengths, skills and interests contribute to my self-esteem</li> <li>● I know how to set goals for myself</li> <li>● I know how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>	<p>Self worth Individuality Qualities Strengths Goals Set-backs Growth Mindset Resilience</p>
<p><b>Relationships</b> How do we treat each other with respect?</p>	<ul style="list-style-type: none"> <li>● I know how people's behaviour affects myself and others, including online</li> <li>● I know how to be polite and courteous in different situations and recognise the respectful behaviour I should receive in return</li> <li>● I know about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</li> <li>● I know the rights that children have and why it is important to protect these</li> <li>● I know I can choose whether to give my consent or not</li> <li>● I know that treating someone differently because of their faith, ethnic background, gender (protective</li> </ul>	<p>Respect Privacy Rights Discrimination Exclusion Disrespect Inappropriate behaviour Concerns Consent Racism Homophobia Protected Characteristics</p>

	<p>characteristics) is discrimination and some of the ways people might discriminate</p> <ul style="list-style-type: none"> <li>● I know that racism is negative beliefs about/behaviour towards someone because of their faith, ethnicity or skin colour</li> <li>● I know that everyone should feel included, respected and not discriminated against; how to respond if I witness or experience exclusion, disrespect or discrimination</li> <li>● I know how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) and how to report concerns</li> </ul>	
<p><b>Health and Wellbeing</b> How can we manage our feelings?</p>	<ul style="list-style-type: none"> <li>● I know how everyday things can affect feelings</li> <li>● I know how feelings change over time and can be experienced at different levels of intensity</li> <li>● I know the importance of expressing feelings and how they can be expressed in different ways</li> <li>● I know it is normal to worry and feel down at times and this alone is not a sign of a mental health condition</li> <li>● I know how to respond proportionately to, and manage, feelings in different circumstances</li> <li>● I can recognise that big changes and losses can make me feel lots of different emotions</li> <li>● I can explain that grief is a natural way people react when someone dies or something important changes</li> <li>● I can understand that everyone shows grief in different ways and at different times</li> <li>● I know ways of managing feelings at times of loss, grief and change</li> <li>● I know how to access advice and support to help manage their own or others' feelings</li> </ul>	<p>Feelings Express Grief Loss Advice Mental Health Bereavement</p>
<p><b>Health and Wellbeing</b> How will we change and grow?</p>	<ul style="list-style-type: none"> <li>● I know about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing</li> <li>● I know the average age of the onset of menstruation is 12 however a period can start before this</li> <li>● I know how puberty can affect emotions and feelings</li> <li>● I know how personal hygiene routines change during puberty</li> <li>● I know how to ask for advice and support about growing and changing and puberty</li> </ul>	<p>Puberty Hygiene Changes Period Sanitary products Body odour Pubic hair</p>
<p><b>Living in the Wider World</b> How can our choices make a difference to others and the environment?</p>	<ul style="list-style-type: none"> <li>● I know how people have a shared responsibility to help protect the world around them</li> <li>● I know how everyday choices can affect the environment</li> <li>● I know that what people choose to buy or spend money on can affect others or the environment (E.g fair trade, single use plastics, giving to charity)</li> <li>● I know how to show care and concern for others (people and animals)</li> <li>● I know the skills and vocabulary to share my thoughts, ideas and opinions in discussion about topical issues</li> <li>● I know how to carry out personal responsibilities in a caring and compassionate way</li> <li>●</li> </ul>	<p>Environment Responsibilities Compassion</p>
<p><b>Health and Wellbeing</b> How can we manage</p>	<ul style="list-style-type: none"> <li>● I know how to recognise, predict, assess and manage risk in different situations</li> <li>● I know how to keep safe in the local environment and</li> </ul>	<p>Risk Environment Personal information</p>

risk in different places?	<p>less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</p> <ul style="list-style-type: none"> <li>● I know how people can be influenced by their peers' behaviour and how to manage this</li> <li>● I know how people's online actions can impact on other people</li> <li>● I know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>● I know that no one can share my personal information without my consent</li> <li>● I know how to report concerns, including about inappropriate online content and contact</li> <li>● I know that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>	<p>Online Restrictions Anti-social Law Consent</p>
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## Year 5

Unit	Knowledge	Key Vocabulary
<p><b>Health and Wellbeing</b> What makes up a person's identity?</p>	<ul style="list-style-type: none"> <li>● I know how to recognise and respect similarities and differences between people and what I have in common with others</li> <li>● I know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>● I know the 9 protected characteristics and that it is against the law to discriminate against them</li> <li>● I know how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>● I know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>● I know how to challenge stereotypes and assumptions about others</li> <li>● I know that homophobia and racism are forms of discrimination</li> <li>● I know that homophobic/racist language is unacceptable (e.g. gayboy)</li> </ul>	<p>Similarities Differences Identity Ethnicity Faith Culture Gender Protected Characteristics Discrimination Personal qualities Stereotypes Homophobia Racism</p>
<p><b>Living in the Wider World</b> What decisions can people make with money?</p>	<ul style="list-style-type: none"> <li>● I know how people make decisions about spending and saving money and what influences them</li> <li>● I know how to keep track of money so people know how much they have to spend or save</li> <li>● I know how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>● I know how to recognise what makes something 'value for money' and what this means to them</li> <li>● I know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul>	<p>Spend Save Budget Accounts Loans Value Risks</p>
<p><b>Health and</b></p>	<ul style="list-style-type: none"> <li>● I know how to carry out basic first aid including for burns,</li> </ul>	<p>First aid</p>

<p><b>Wellbeing</b> How can we help in an accident or emergency?</p>	<p>scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p> <ul style="list-style-type: none"> <li>● I know that if someone has experienced a head injury, they should not be moved</li> <li>● I know when it is appropriate to use first aid and the importance of seeking adult help</li> <li>● I know the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>	<p>Emergency Burns Scalds Cuts Bleeds Choking Asthma attack Allergic reaction</p>
<p><b>Relationships</b> How can friends communicate safely?</p>	<ul style="list-style-type: none"> <li>● I know about the different types of relationships people have in their lives</li> <li>● I know how friends and family communicate together; how the internet and social media can be used positively</li> <li>● I know how knowing someone online differs from knowing someone face-to-face</li> <li>● I know that I need think carefully before sharing personal information online</li> <li>● I know how to recognise risk in relation to friendships and keeping safe</li> <li>● I know about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>● I know that people may have different needs and wishes because of their feelings, experiences or situations</li> <li>● I know how to make fair choices when everyone wants something different so that everyone feels heard</li> <li>● I know that controlling behaviour is when someone tries to make another person do things they don't want to do</li> <li>● I know how to explain my boundaries, respect others', and notice when boundaries are unhealthy.</li> <li>● I know that controlling others is not respectful and can harm friendships</li> <li>● I know I can report messages, images, or behaviour that makes me feel unsure or unsafe</li> <li>● I know how to respond if a friendship is making me feel worried, unsafe or uncomfortable</li> <li>● I know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety and that I should keep telling adults until someone listens and helps</li> </ul>	<p>Relationships Communication Content Consent Personal information Risk Advice Pressure Controlling Boundaries Report</p>
<p><b>Health and Wellbeing</b> How can drugs common to everyday life affect health?</p>	<ul style="list-style-type: none"> <li>● I know how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>● I know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>● I know how laws surrounding the use of drugs exist to protect myself and others</li> <li>● I know why people choose to use or not use different drugs</li> <li>● I know some of the risks of nicotine addiction which can also be caused by other nicotine products</li> <li>● I know how people can prevent or reduce the risks associated with them</li> <li>● I know that for some people, drug use can become a habit which is difficult to break</li> <li>● I know how organisations help people to stop smoking and the support available to help people if they have</li> </ul>	<p>Drugs Legal Illegal Restrictions Habit Addiction Alcohol Smoking Nicotine</p>

	<p>concerns about any drug use</p> <ul style="list-style-type: none"> <li>● I know how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>	
<p><b>Living in the Wider World</b> What jobs would we like?</p>	<ul style="list-style-type: none"> <li>● I know that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>● I know that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>● I know about the skills, attributes, qualifications and training needed for different jobs</li> <li>● I know that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>● I know how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>● I know how to question and challenge stereotypes about the types of jobs people can do</li> <li>● I know how I might choose a career/job for myself when I am older, why I would choose it and what might influence my decisions</li> </ul>	<p>Career Voluntary Qualifications Training College Apprenticeships University Stereotypes Influence</p>

## Year 6

<b>Unit</b>	<b>Knowledge</b>	<b>Key Vocabulary</b>
<p><b>Health and Wellbeing</b> How can we keep healthy as we grow?</p>	<ul style="list-style-type: none"> <li>● I know how mental and physical health are linked</li> <li>● I know how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>● I know how to make choices that support a healthy, balanced lifestyle (including dental health, food and drink choices, sun safety, sleep)</li> <li>● I know how to have a positive and sensible attitude towards food and know when to ask for help if I'm worried about my own or someone else's eating</li> <li>● I know that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>● I know how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>● I know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>● I know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>● I know that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>● I know that mental health difficulties can usually be resolved or managed with the right strategies and support</li> <li>● I know that FGM is illegal and goes against human rights; that I should tell someone immediately if I am worried for themselves or someone else</li> </ul>	<p>Mental health Physical health Habits Drugs Illegal Legal Female Genital Mutilation Human rights</p>
<p><b>Living in the Wider</b></p>	<ul style="list-style-type: none"> <li>● I know how the media, including online experiences, can</li> </ul>	<p>Media</p>

<p><b>World</b> How can the media influence people?</p>	<p>affect people's wellbeing – their thoughts, feelings and actions</p> <ul style="list-style-type: none"> <li>● I know that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>● I know that I should never feel pressured or pressure someone into sharing information or images online</li> <li>● I know that it is against the law to share nude or semi nude images of anyone under the age of 18</li> <li>● I know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>● I know how text and images can be manipulated or invented and strategies to recognise this</li> <li>● I know how to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>● I know how to recognise unsafe or suspicious content online and what to do about it</li> <li>● I know how to make decisions about the content I view online or in the media and know if it is appropriate for my age range</li> <li>● I know how to respond to and if necessary, report the information viewed online which is upsetting, frightening or untrue</li> <li>● I know how to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>● I know how to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> <li>● I know it is against the law to discriminate against someone at work based on the protected characteristics</li> </ul>	<p>Opinions Manipulation Reliability Content Report Gambling Risk Protected Characteristics</p>
<p><b>Relationships</b> How do relationships change as we grow?</p>	<ul style="list-style-type: none"> <li>● I know that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>● I know that I must give consent to be part of an intimate relationship</li> <li>● I know that people who are attracted to and love each other can be of any gender, ethnicity or faith and the way couples care for one another</li> <li>● I know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>● I know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>● I know that sexual harassment is any unwanted behaviour that makes someone feel upset, scared, offended or humiliated including online (e.g unwanted touching, unwanted comments about someone's body, unwanted proximity)</li> <li>● I can spot signs that a relationship doesn't feel right, safe or respectful</li> <li>● I can explain what trustworthy behaviour looks like (being honest, kind and consistent)</li> <li>● I can notice when someone's actions or words make them unsafe to trust</li> <li>● I know when and how to ask for help if a boundary is crossed in any relationship.</li> <li>● I know how to balance caring for others with caring for</li> </ul>	<p>Intimate Relationship Attraction Consent Committed Marriage Forced marriage Civil partnership Puberty Boundaries Harassment Reproduction Conceive Protection Sexual intercourse</p>

	<p>myself, and that neglecting my needs is unhealthy.</p> <ul style="list-style-type: none"> <li>● I know how puberty relates to growing from childhood to adulthood</li> <li>● I know about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>● I know that there are ways to prevent a baby being made</li> <li>● I know how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>● I know how friendships may change as I grow and how to manage this</li> <li>● I know how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>	
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Highlighted in yellow - These are the lessons which are not compulsory and you may withdraw your children from