



# Temple Mill Primary School

## PSHE Policy

**Policy Scope:** Temple Mill Primary School

**Responsibility:** Local Governing Board

**Date Adopted:** December 2021

**Review Frequency:** 3 yearly

**Review Date:** December 2024

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## Statement of intent

Temple Mill Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the <http://www.templemillprimaryschool.co.uk/> where it, and the PSHE curriculum, will be available to read and download.

## 1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy

## 2. Key roles and responsibilities

2.1. The Local Academy Board has overall responsibility for the implementation of the school's PSHE Policy.

2.2. The Local Academy Board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. The Head of School has overall responsibility for reviewing the PSHE Policy annually.

2.4. The Head of School has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.5. The Head of school will be responsible for the day-to-day implementation and management of the PSHE Policy.

2.6. The PSHE Leader is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

2.9. The school ensures that pupils are also involved in the creation of this policy through regular feedback, suggestion forms and/or class discussions.

### **3. Aims of the PSHE curriculum**

3.1. Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

### **4. Teaching methods and learning style**

4.1. A range of teaching and learning styles are used to teach PSHE.

4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

4.3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

- No crude language.

- No raised voices/shouting.
  - No talking over people.
  - Show respect for another's views, even when disagreeing with them.
  - Keep comments subject-specific, as opposed to personal.
- 4.4. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
- 4.5. All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
- 4.6. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 4.7. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 4.8. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

## **5. Timetabling and cross-curricular teaching**

- 5.1. The school uses direct teaching via timetabled lessons.
- 5.2. PSHE is taught in discrete curriculum time, delivered by class teachers and other staff.
- 5.3. There is an element of PSHE in pastoral care and the school will ensure that staff work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

## **6. Safeguarding, reports of abuse and confidentiality**

- 6.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
- Bullying (including cyberbullying).
  - Physical abuse, e.g. hitting, kicking, hair pulling.
  - Sexual violence, e.g. rape, assault by penetration and sexual assault.
  - Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
  - Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm).

- Sexting

Initiation/hazing type violence and rituals.

6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

6.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.

6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

6.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

6.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

6.8. The school invites external agencies to support the teaching of safeguarding related subjects - they must agree in advance of the session how the external visitor will deal with safeguarding reports.

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- 6.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or

making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

## **7. Tailoring PSHE**

- 7.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- 7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 7.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- 7.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.
- 7.5. The school will deliver relationships and health education as part of its timetabled PSHE programme, having due regard to the school's Primary Relationships and Health Education Policy.

## **8. KS1 and 2 programmes of study**

The PSHE programme of study will cover the following topics:

### **Families and people who care for me**

- 8.1. Pupils will be taught the following:
- The importance of families for children when growing up, as they can provide love, security and stability
  - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

- That others' families within the school or in the wider world may look different from their own, but those differences should be respected, and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security growing up
- That marriage represents a formal and legally recognised commitment between two people which is meant to be lifelong

How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### **Caring friendships**

8.2. Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded
- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

### **Respectful relationships**

8.3. Pupils will be taught the following:

- The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve/support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness

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- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority
- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how these can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

8.4. Pupils will be taught the following:

- That sometimes people behave differently online or pretend to be someone they are not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)
- The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
  - How information and data is shared and used online

### **Being safe**

8.5. Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)
- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact
- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know
- How to recognise and report feeling bad or unsafe around an adult

- How to ask for advice or help for themselves or others, and to persist until heard
- How to report concerns or abuse, and the vocabulary needed to do so
- **[New]** About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.
- Where to get advice, e.g. family, school, other sources

## **Mental wellbeing**

8.6. Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health  
  
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests
- Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

## **Internet safety and harms**

8.7. Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits

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- About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, etc. are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

- How to be a discerning consumer of information online, recognising that information (including that from search engines) is ranked, selected and targeted
- Where and how to report concerns and get support concerning issues online

### **Physical health and fitness**

8.8. Pupils will be taught the following:

- The characteristics and mental/physical benefits of leading an active lifestyle
- The importance of including regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with leading an inactive lifestyle (including obesity)
- How and when to seek support, such as which adults to speak to in school if they have health concerns

### **Healthy eating**

8.9. Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning/preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

### **Drugs, alcohol and tobacco**

8.10. Pupils will be taught the following:

- The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

### **Health and prevention**

8.11. Pupils will be taught the following:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn

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- About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist

About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

- The facts and science relating to allergies, immunisation and vaccination

### **Basic first aid**

8.12. Pupils will be taught the following:

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

### **Changing adolescent body**

8.13. Pupils will be taught the following:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing and key facts concerning the menstrual cycle

### **Economic wellbeing and being a responsible citizen**

8.14. Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules
- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)
- That they belong to various groups and communities such as family and school
- What improves and harms their local, natural and built environments and about some of the ways people look after them
- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources
- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices

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- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people

Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- That universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To know that there are some cultural practices which are against British law and universal human rights, such as FGM
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the UK
- To consider the lives of people living in other places, and people with different values and customs
- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- About enterprise and the skills that make someone 'enterprising'
- To explore and critique how the media present information.

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Please see Appendix A for the PSHE curriculum overview.

## **9. Assessment**

- 9.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 9.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 9.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as discussion, observation, written tasks.

## **10. Monitoring and review**

- 10.1. This policy will be reviewed by the Head of School on an annual basis.
- 10.2. Any changes to this policy will be communicated to all staff and other interested parties.



PSHE - Progression through the PSHE curriculum

APPENDIX A

	Autumn		Spring		Summer	
	Term 1 What do I give to my world and others?	Term 2 How are we different? How are we the same?	Term 3 What are our goals and ambitions for the future?	Term 4 How can I be the best me?	Term 5 Who is important to me?	Term 6 What changes are ahead?
<b>EYFS</b>	Within the EYFS, PSHE is used to support the development of PSED (Personal, Social and Emotional Development) and PD (Physical Development) ensuring children make progress towards and beyond the early learning goals for these areas of learning.					
<b>Year 1</b>	To explain why our class is a happy and safe place to learn.  To give different examples where we make our class a happy and safe place.	To identify ways that we are different and similar to others and why this makes us all special.  To explain what bullying is and how being bullied might make somebody feel.	To identify how we feel when we are successful and how we can celebrate this positively.	To identify a range of ways to keep our body safe and healthy.  To give examples of when being healthy can make us feel happy.	To explain how relationships help us feel safe and good about ourselves. To know how our qualities help these relationships.  To identify behaviours in other people that we appreciate and those that we don't like.	To compare how we are different now to when we were babies and know some of the changes that will happen as we get older.  To know the correct names for penis, testicles, anus, vagina, vulva and give reasons why these are private.

<p><b>Year 2</b></p>	<p>To understand why our behaviour can impact on others in the class.</p> <p>To compare our own and our friends choices can express why some choices are better than others.</p>	<p>To understand that sometimes people are unkind to others that are different and don't conform to gender stereotypes.</p> <p>To explain how it feels to have a friend and be a friend and know why it is okay to be different.</p>	<p>To explain how I played my part in a group and parts other people played to create and end product.</p> <p>To explain how it feels to be part of a group and identify a range of feelings about group work.</p>	<p>To understand why foods and medicines are good for our bodies comparing my ideas with less healthy / unsafe choices.</p> <p>To compare our own and our friends choices and express how it feels to make healthy and safe choices.</p>	<p>To explain why somethings might make us feel uncomfortable in a relationship and compare this with relationships that make us feel safe.</p> <p>To give examples of some different problem solving techniques and explain how we can use these in certain situations.</p>	<p>To know the correct names for penis, testicles, anus, vagina, vulva and explain why they are private. To explain why some types of touch feel OK and others don't.</p> <p>To explain what we like and don't like about being a boy / girl and understand that others might feel differently.</p>
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<p><b>Year 3</b></p>	<p>To understand how our behaviour can affect how others feel and behave.</p> <p>To know why it is important to have rules and how it helps us to learn. To explain why it is important to feel valued.</p>	<p>To describe different conflicts that might happen in family or friendship group and how words can be used in hurtful and kind ways.</p> <p>To explain how being involved in a conflict makes us feel and offer strategies to help solve the situation.</p>	<p>To identify the different ways that help us learn and what we need to do to improve.</p> <p>To be confident and positive when we share our successes with others.</p>	<p>To identify things, people and places that we need to keep safe from and have strategies for keeping ourselves safe and healthy including who to go to for help and how to call the emergency services.</p> <p>To express how being anxious, scared and unwell feels.</p>	<p>To identify how our lives are influenced positively by people we know and also people in other countries.</p> <p>To know how our choices might affect our family, friendships and people around the world who we don't know.</p>	<p>To explain how boys and girls bodies change on the inside / outside as we grow up and why these changes happen so that their bodies can make babies when they grow up.</p> <p>To recognise how I feel about changes happening to me and to suggest ideas to cope with these feelings.</p>
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<p><b>Year 4</b></p>	<p>To explain why being listened to and listening to others is important in my school community.</p> <p>To explain why being democratic is important and can help others to feel valued.</p>	<p>To think of a time when our first impression of someone changed as we get to know them. To explain how bullying might be difficult to spot and what to do about it if we aren't sure.</p> <p>To explain why it is good to accept ourselves and others for who we are.</p>	<p>To plan and set new goals even after disappointment.</p> <p>To explain what it means to be resilient and to have a positive attitude.</p>	<p>To recognise when people are putting us under pressure and can explain ways to resist this when I want to.</p> <p>To identify feelings of anxiety and fear associated with peer pressure.</p>	<p>To recognise how people are feeling when they miss a special person or animal.</p> <p>To identify ways that might help us manage our feelings when missing a special person or animal.</p>	<p>To summarise the changes that happen to boys and girls bodies to prepare them for making a baby when they are older.</p> <p>To explain some of the choices we might make in the future and some of the choices we have no control over. To come up with suggestions about how we might manage our feelings when changes happen.</p>
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Year 5	To compare our life with other people in our country and explain why we have rules, rights and	To understand the differences between direct and indirect types of bullying and can offer a range of	To compare our hopes and dreams with those of young people from different cultures.	To explain how different roles that food and substances can play in people's lives. To also explain	To compare different types of friendships and feelings associated with them.	To explain how boys and girls change during puberty and why looking after ourselves physically and
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	<p>responsibilities to try and make the school and wider community a fair place.</p> <p>To explain how actions of one person can affect another.</p>	<p>strategies to help someone involved in a bullying situation.</p> <p>To explain why racism and other forms of discrimination are unkind.</p>	To reflect on the hopes and dreams of young people from another culture and explain how this makes us feel.	<p>how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>To summarise different ways that I respect and value my body.</p>	<p>To explain how to stay safe when using technology to communicate with my friends, including how to stand up for ourselves, negotiate and to resist peer pressure.</p> <p>To apply strategies to manage our feelings and pressures we may face to use technology in ways that may be risky or cause harm to ourselves or others.</p>	<p>emotionally is important. To summarise the process of conception.</p> <p>To express how we feel about the changes that will happen during puberty and accepting that these may happen at different times to our friends.</p>
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<p><b>Year 6</b></p>	<p>To explain how our choices can have an impact on people in our immediate community and globally.</p> <p>To empathise with others our community and globally and explain how this can influence the choices we make.</p>	<p>To explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>To show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>To identify different ways to work with others to help make the world a better place.</p> <p>To explain what motivates us to make the world a better place.</p>	<p>To explain when substances including alcohol are being used anti socially or being misused and the impact this can have on the individual and others.</p> <p>To identify and apply skills to keep ourselves emotionally healthy and to manage stress and pressure.</p>	<p>To identify when people maybe experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>To explain feelings we might experience if we lose somebody special and when we need to stand up for ourselves and our friends in real and online situations.</p> <p>To offer strategies to help manage these feelings and situations.</p>	<p>To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>To recognise how we feel when we reflect on becoming a teenager and how we feel about the development and birth of a baby.</p>
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