



Sunnyfields Primary PSHE Curriculum map

Three and four year olds	
Communication and language	<p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>
Personal, Social and Emotional Development	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth-brushing.</p>
Physical Development	<p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p>
Understanding the World	<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
Reception	
Communication and language	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p>



Personal, Social and Emotional Development	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>regular physical activity</p> <p>healthy eating</p> <p>tooth brushing</p> <p>sensible amounts of 'screen time'</p> <p>having a good sleep routine</p> <p>being a safe pedestrian</p>
Physical Development	<p>Further develop the skills they need to manage the school day successfully:</p> <p>lining up and queuing</p> <p>mealtimes</p>
Understanding of the world	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>
ELG	
Communication and language	<p>Listening, attention and understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <hr/> <p>Speaking</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>



Personal, Social and Emotional Development	<p>Self – regulation 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>		
	<p>Managing self 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>		
	<p>Building relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others’ needs.</p>		
Physical Development	Negotiate space and obstacles safely, with consideration for themselves and others.		
Understanding of the world	Talk about the lives of people around them and their roles in society.		
Key Stage 1 Year 1	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
Health and wellbeing	<p>Awareness of feelings Children will learn: How to recognise and name different feelings A range of words to describe feelings How to tell how people are feeling</p> <p>Children should: Begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings SG</p>		<p>Keeping safe Children will learn: That household products, including medicines, can be harmful if not used properly SG How medicines can help people stay healthy and that some people need to take medicines every day to stay healthy SG</p> <p>Children should: Know how to keep themselves safe at home</p>
Relationships	<p>All about me Children will learn: What they like/dislike and are good at</p>	<p>My friendships Children will learn: About what makes a good friend</p>	<p>My family Children will learn: To explore different kinds of families</p>



	<p>What makes them special and that everyone has different strengths How their personal features or qualities are unique to them How they are similar or different to others, and what they have in common</p> <p>Children should: Be able to describe their unique qualities and strengths, and the qualities and strengths of others</p>	<p>About different types of friends, including grown-ups SG Simple strategies to resolve conflict between friends That hurtful behaviour is not acceptable and how to report bullying (including cyberbullying) SG The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises SG What 'privacy' means and the importance of respecting others' privacy</p> <p>Children should: Be able to talk about what makes a good friendship Be able to talk about good and not so good feelings SG Be able to talk about how they would resolve conflicts with their friends SG</p>	<p>To identify who can help when families make us feel unhappy or unsafe SG</p> <p>Children should: Know there are different types of families Know which people we can ask for help SG</p> <p>Losing and finding Children will learn: About what happens when things get lost or change</p> <p>Children should: Be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends)</p>
Living in the wider world	<p>Being different - Respectful Relationships Children will learn: More about other people's opinions and views BV About the different groups they belong to (clubs, faith, cultural heritage etc) BV</p> <p>Children should: Be able to talk about the fact that everyone has different opinions and views BV</p>	<p>The environment - Being a responsible citizen Children will learn: What can harm the local and global environment; how they and others can help care for it.</p> <p>Children should: Know some of the things they can do at home and at school to help the environment.</p>	<p>Looking after myself - Being Safe Children will learn: More about road safety and who helps us keep safe SG</p> <p>Children should: Understand the role of the emergency services SG</p>
Key stage 1 Year 2	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
Health and wellbeing	<p>Healthy people Children will learn: To recognise the importance of knowing when to take a break from time online or TV</p>	<p>Keeping safe Children will learn: How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments,</p>	



	<p>That a healthy person has good physical and mental health and wellbeing</p> <p>Children should: Be able to describe the components of a healthy day</p>	<p>including online) and learn what steps they can take to avoid or remove themselves from them SG</p> <p>How to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an emergency; how to dial 999 and what to say SG</p> <p>Children should: Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' SG Know what 'privacy' means SG</p>	
<p>Relationships</p>	<p>About my feelings Children will learn: To recognise that not everyone feels the same at the same time or feels the same about the same things: for example, that someone's big* feelings are not always the same as someone else's big feelings SG About different things they can do to manage their own big feelings, to learn ways they can help calm themselves down and help change their mood when they don't feel good SG To recognise when they need help with feelings, that it is important to ask for help with feelings when they need to do so, and know how to ask for it SG</p> <p>Children should: Be able to describe the difference between feelings that feel *'small' and *'big' to them,</p>	<p>Making and breaking friendships Children will learn: About when friendships break up, or people move away</p> <p>Children should: Understand about the feelings associated with this SG</p> <p>Coping with conflict Children will learn: More about teasing and bullying (including online) SG That there are different types of teasing and bullying, that these are wrong and unacceptable SG The consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities SG</p>	<p>Exploring our families Children will learn: About people who look after them, their family networks, who to go to if they are worried and how to attract their attention SG, Ways that pupils can help these people to look after them To identify their special people (family, friends, carers) and what makes them special and how special people should care for one another SG That babies need care and attention (love) in order to calm them if they are upset</p> <p>Children should: Know that families are important for children growing up because they can give love, security and stability SG Know how to recognise and report feelings of being unsafe or feeling bad about any adult SG</p>



	<p>and know some strategies for managing these SG</p> <p>(*there is no such thing as a feeling too small that a child can't talk about it, so there's no right or wrong about what is considered to be a small or big feeling) SG</p>	<p>Children should:</p> <p>Know why bullying is wrong and how to get help. SG</p> <p>Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say SG</p>	
Living in the wider world		<p>Special days - Being a responsible citizen</p> <p>Children will learn:</p> <p>About a range of festivals BV</p> <p>Children should:</p> <p>Demonstrate this learning through an assembly or display BV</p>	<p>Global food - Being a responsible citizen</p> <p>Children will learn:</p> <p>About where food comes from.</p> <p>Children should:</p> <p>Be able to talk about where food comes from and some of the ethical questions around food supply.</p>
Key stage 2 Year 3	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
Health and wellbeing	<p>Emotions and feelings</p> <p>Children will learn:</p> <p>That mental health and wellbeing is a normal part of daily life, in the same way as physical health, and therefore we must take care of our mental health and wellbeing SG</p> <p>That people's feelings change over time, their feelings may range in intensity and that different people may experience the same feelings with different levels of intensity SG</p> <p>How to talk about their emotions and how to respond appropriately in different situations SG</p> <p>Strategies to manage transitions between classes and key stages</p>	<p>Healthy lifestyles</p> <p>Children will learn:</p> <p>About what constitutes a healthy diet and the risks of eating too much sugar</p> <p>About how to maintain good oral hygiene (including correct brushing and flossing), the importance of regular visits to the dentist and healthy eating</p> <p>About the benefits of regular exercise in daily and weekly routines on physical and mental health and wellbeing</p> <p>Children should:</p> <p>Use their learning to plan a healthy lunchbox</p> <p>Be able to name at least 3 things they can do to look after their teeth</p>	<p>Drug education, smoking and basic first aid</p> <p>Children will learn:</p> <p>To understand the impact of smoking and passive smoking</p> <p>School rules about health and safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient call to 999 if necessary) SG</p> <p>Children should:</p> <p>Know some of the effects of smoking on the body</p> <p>Be able to consider why some people smoke</p> <p>Know the rules and laws to prevent smoking</p>



	<p>Children should:</p> <p>Be able to name different strategies and behaviours to support their mental health and wellbeing (e.g. good quality sleep, exercise, time outdoors, spending time with family and friends, talking about feelings and emotions etc.)</p> <p>Be able to talk about how they respond to different feelings e.g. having strategies to calm themselves down</p> <p>Be able to describe the difference between feelings that feel *'small' and *'big' to them, and know some strategies for managing these SG</p> <p>(*there is no such thing as a feeling too small that a child can't talk about it, so there's no right or wrong about what is considered to be a small or big feeling) SG</p>	<p>be able to describe the (physical and mental) benefits of physical activity</p>	
<p>Relationships</p>	<p>Peer influence/pressure</p> <p>Children will learn:</p> <p>To recognise the importance of self-respect</p> <p>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media SG</p> <p>About critical thinking and decision making SG</p> <p>Children should:</p> <p>Have strategies to deal with peer pressure SG</p>	<p>Safe relationships</p> <p>Children will learn:</p> <p>What constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships SG</p> <p>To recognise appropriate and inappropriate physical contact and understand the need to seek and give permission (consent) in different situations SG</p> <p>What it means to feel safe, and explore and recognise different early warning signs we have that tell us we might not be feeling safe e.g. stress signals such as increased heart rate, sweating, feeling flushed, muscle tension etc. SG</p>	<p>Different families</p> <p>Children will learn:</p> <p>About different types of family structures (e.g. single parent, , foster parents)</p> <p>That positive family life is about caring relationships and giving love, security and stability</p> <p>Children should:</p> <p>Understand that all families are different and have different family members</p> <p>Understand that family life can include conflict or feel unsafe and that there are people outside of families who can offer support.</p>



		<p>Children should:</p> <p>Recognise ways in which a relationship can be unhealthy (including online) and if they feel uncomfortable or have their early warning signs telling them they may not be feeling safe, who to talk to for support SG</p> <p>Understand personal space and unwanted touch and be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) SG</p> <p>Know about their right to keep certain things 'private' SG</p>	
<p>Living in the wider world</p>	<p>Me and my community (Being a responsible citizen)</p> <p>Children will learn:</p> <p>Why and how rules and laws that protect themselves and others are made and enforced, SG</p> <p>Why different rules are needed in different situations and how to take part in making and changing rules BV</p> <p>That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment BV</p> <p>About school and local democracy BV</p> <p>Children should:</p> <p>Show an understanding of the role of a school councillor BV</p>	<p>Where do things come from? (Being a responsible citizen/ Economic Wellbeing)</p> <p>Children will learn:</p> <p>About sources of products and Fairtrade.</p> <p>That people's decisions can affect others and the environment e.g. Fairtrade, buying single-use plastics, giving to charity.</p> <p>Children should:</p> <p>Be able to explain the ethical considerations and environmental impact of buying/products.</p>	<p>Aspirations</p> <p>Children will learn:</p> <p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes That there are a broad range of different jobs/careers and that people can have more than one career/job during their life</p> <p>Children should:</p> <p>Be able to consider their unique skills and attributes</p> <p>Be able to talk about the jobs/careers they are familiar with</p>



	Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices BV		
Key stage 2 Year 4	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
Health and wellbeing	<p>Mental health Children will learn: That mental health and wellbeing is a normal part of daily life, in the same way as physical health About change and loss; including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>Children should: Be able to describe what is meant by mental health and wellbeing understand that events in our lives (such as change and loss) can have an impact on this Be able to identify a number of people, including adults from home and adults from outside the home, and friends, who they might choose to talk to when they have difficult or uncomfortable feelings SG</p>	<p>Healthy lifestyles Children will learn: About what food is healthy and to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet About what good physical health means and how to recognise early signs of physical illness How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed SG</p> <p>Children should: Be able to design a series of healthy menus and compare these with each other and the food offered in school Be able to name some of the early signs of physical illness SG Have some basic knowledge about immunisations and allergies SG Know how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health SG</p>	<p>Growing and changing Children will learn: Some basic facts about puberty SG about strong feelings and mood swings SG</p> <p>Children should: Know about some emotional and physical changes that happen during puberty SG</p> <p>Drug education, alcohol and decision making Children will learn: To understand the effect alcohol has on the body SG To understand the law and risks relating to alcohol SG To understand why people choose to use or not use legal drugs such as alcohol SG</p> <p>Children should: Know what alcohol is and understand the risks and effects to the body SG Understand that drug use can become a habit which can be difficult to break SG</p>
Relationships	<p>Persuasion and pressure Children will learn: About privacy and personal boundaries;</p>	<p>Friendship and inclusion Children will learn: About discrimination and how to challenge it SG</p>	<p>Types of relationships Children will learn: About different types of relationships including friends and families and marriage.</p>



	<p>what is appropriate in friendships and wider relationships (including online) SG That their actions affect themselves and others SG About the concept of 'keeping something confidential or secret' SG When we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' SG</p> <p>Children should: Be able to demonstrate some basic techniques for resisting pressure SG Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they know and also whom they do not know SG</p>	<p>That friendships change over time, including making new friends and having different types of friends Respecting the similarities and differences between people That people feel included within healthy friendships; recognise when others may feel lonely or excluded SG</p> <p>Children should: Be able to talk about and celebrate differences Be able to talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel' SG Have strategies to include children who are feeling lonely or excluded SG</p>	<p>Children should: Understand that there are a variety of relationships</p>
<p>Living in the wider world</p>		<p>Local community – shared responsibilities - Being a responsible citizen Children will learn: To value the different contributions that people and groups make to the community. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices)</p> <p>Children should: Consider the school's contribution to protecting the environment.</p>	<p>Aspirations Children will learn: About career/gender stereotypes in the workplace and that a person's career aspirations should not be limited by them About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades, strengths and qualities, ways in which stereotypical assumptions can deter people from certain jobs)</p> <p>Children should: Be able to challenge stereotypes in the workplace.</p>



Key Stage 2 Year 5	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
Health and wellbeing	<p>Mental health Children will learn: To recognise that anyone can experience mental health difficulties or mental ill health and that it is important to discuss feelings with one of your identified trusted adult SG To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others SG</p> <p>Children should: Be able to challenge the stigma around mental health and wellbeing SG</p>	<p>Healthy lifestyles (Mental Wellbeing, Physical Health and Fitness, Healthy Eating, Health and Prevention) Children will learn: About how their own lifestyle contributes to their health and that habits can have both a positive and negative effect on this About what constitutes a healthy diet; benefits of eating nutritionally rich food and the risks of not eating a healthy diet including obesity and tooth decay About the benefits of good quality sleep on our health including the effects of lack of sleep on the body, feelings, behavior and ability to learn</p> <p>Children should: Be able to identify nutritional information on food and drink labels Keep a weekly diary of their everyday habits relating to their health including food, exercise, sleep and screen time and develop a range of self-care techniques including relaxation</p>	<p>Drug education/Health Education/Being safe Children will learn: About a range of legal (including alcohol, tobacco and energy drinks) and illegal drugs, their risks and effects SG About different beliefs around drug use and drug users (using social norms e.g. very few young people smoke) SG Strategies to resist drug use SG</p> <p>Children should: Understand some basic facts around risks, effects and the law of various legal and illegal drugs SG Be able to challenge myths about drug use and drug users SG Be able to demonstrate assertiveness skills to help resist peer pressure around drug use SG</p> <p>Personal safety Children will learn – That everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child SG BV</p>
Relationships	<p>Self-respect and personal goals Children will learn: To recognise the importance of self-respect and how this affects our thoughts and feelings – everyone should be expected to be treated politely, kindly and with respect by others How to set goals and targets for themselves</p>	<p>Friendships and coping with bullying - Mental Wellbeing Children will learn: About what constitutes a positive healthy friendship (e.g. trust, kindness, shared interests etc.) and that the same principles apply to online friendships Know that friendships have ups and downs</p>	<p>Relationships Children will learn: To recognise that there are different types of relationships (friendships, family, romantic, online) About change, including transitions loss, separation, divorce and bereavement SG</p>



	<p>Children should: Recognise and model respectful behaviour (including online) SG Produce a personal plan with regards to their goals</p> <p>Being left out Children will learn: About respecting differences and similarities between people and recognising what they have in common (e.g. physically, personality, background) BV How it feels to be excluded or discriminated against SG BV</p> <p>Children should: Be able to identify similarities and differences between them and their peers BV</p>	<p>Know the difference between 'knowing someone online' and 'knowing someone face-to-face' and the associated risks) SG About the impact of bullying and to recognise if/when they feel unsafe or uncomfortable within a friendship (online or offline) SG</p> <p>Children should: Know what makes a good friend (on and offline) SG Be able to talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel' SG Have strategies to resolve disputes in friendships Know how to ask for support and from whom e.g. trusted adults who they have identified, if they have a friendship (on or offline) within which they feel unsafe or uncomfortable SG</p>	<p>To recognise shared characteristics of healthy family life – commitment, care, spending time together, support in times of difficulties</p> <p>Children should: Be aware of some of the problems and challenges families/parents can face SG</p>
<p>Living in the wider world</p>	<p>Stereotypes and diversity Children will learn: That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, and disability (see 'protected characteristics' in the Equality Act 2010) BV About stereotypes; how they can negatively influence behaviours and attitudes towards others SG BV</p> <p>Children should:</p>	<p>Working together and aspirations Children will learn: How they can work together to bring about change About some of the skills, including enterprise skills, that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>Children should: listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns SG Work collaboratively towards shared goals to develop strategies SG to resolve disputes and conflict through negotiation</p>	<p>What makes a democracy? Being a responsible citizen Children will learn: About how local democracy works BV</p> <p>Children should: Be able to identify the key elements of a democracy BV</p>



	<p>Understand the law in relation to the Equality Act (2010) BV Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom SG BV Have strategies to challenge these stereotypes SG BV</p>		
<p>Key Stage 2 Year 6</p>	<p><u>Unit 1</u></p>	<p><u>Unit 2</u></p>	<p><u>Unit 3</u></p>
<p>Health and wellbeing</p>		<p>Moving on Children will learn: To recognise their individuality and personal qualities, strengths and achievements and how these contribute to a sense of self-worth and mental health and wellbeing About taking on more personal responsibility, managing setback and reframe unhelpful thinking. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement SG</p> <p>Children should: Have a range of problem-solving strategies and self-care techniques, including relaxation for dealing with emotions, challenges and change, including transition to new schools Recognise that they may experience conflicting emotions, and when they might need to listen to their emotions and find ways to overcome them SG</p>	<p>Puberty and relationships Children will learn: To explore positive and negative ways of communicating in a relationship That there is nothing that they should be afraid to ask about SG</p> <p>Children should: Know that communication and permission seeking are important SG Know when it is appropriate to share personal/private information in a relationship SG</p> <p>Sex Education Children will learn: About the links between puberty and reproduction SG About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for SG</p> <p>Children should:</p>



			<p>Know some basic facts about conception and pregnancy SG</p> <p>Describe the decisions that have to be made before having children (including age of consent) SG</p>
Relationships	<p>Conflict resolution</p> <p>Children will learn:</p> <p>About how to deal with conflicts as they arise</p> <p>How to recognise pressure from others</p> <p>strategies for managing this (including online) SG</p> <p>Children should:</p> <p>Be able to suggest strategies for handling conflict SG</p> <p>Be able to recognise and manage 'dares', including strategies for removing themselves from situations within which they feel unsafe or uncomfortable SG</p> <p>Be able to recognise how "peer acceptance" may be influential in their actions and behaviours SG</p>	<p>Family dynamics</p> <p>Children will learn:</p> <p>About how families behave</p> <p>Children should:</p> <p>Recognise that reaching positive solutions usually involves considering things from different perspectives, negotiation and compromise SG</p>	<p>Relationships</p> <p>Children will learn:</p> <p>That stable caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>That marriage is an example of a stable, loving relationship and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment SG BV</p> <p>That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others SG BV</p> <p>Children should:</p> <p>Appreciate there are different types of love e.g. parental love, partner love, friendship love etc. SG</p> <p>Be aware that marriage is a commitment freely entered into by both people and that no one should enter into it if they don't absolutely want to do so SG BV</p>
Living in the wider world	<p>Protective characteristics and bullying</p> <p>Children will learn:</p> <p>About the 'protected characteristics' within the Equality Act (2010) SG</p>	<p>Democracy and decisions</p> <p>Children will learn:</p> <p>Learn about government and parliament BV</p>	<p>Aspirations, work and career</p> <p>Children will learn:</p> <p>That some jobs are paid more than others and money is one factor which may influence a</p>



	<p>That our behaviour has an effect on others and ourselves SG (including online) and discriminatory behaviours are wrong About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced SG</p> <p>Children should: Understand about bullying and discrimination and the effect of these on others and themselves SG</p> <p>Celebration – supporting each other (Respectful Relationships/Mental Wellbeing) Children will learn: About the people who are responsible for helping them stay healthy and safe, SG Ways that they can help these people, and how showing kindness to these people is a positive expression of thanks and celebration for them. The importance of empathy and compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>Children should: Be able to demonstrate how to show care and compassion to others.</p>	<p>Children should: Be able to explain how our government and parliament function BV</p>	<p>person's job or career choice; that people may choose to do voluntary work which is unpaid To identify the kind of job they might like to do when they are older To recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>Children should: Have an understanding about a variety of different jobs/careers and the possible routes to these Have an understanding that having a job will allow me to achieve certain goals in my life including financial ones.</p>
--	---	--	---