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| 18 | <p>sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse</p> <p>what is meant by someone having a 'habit', or 'addiction' in terms of substance misuse.</p> <p>demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.</p> <p>how pressure to use substances can come from a variety of sources, including people we know.</p> <p>how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents.</p> <p>rules (laws) around supplying or possessing illegal substances, and why they exist.</p> <p>how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache).</p> <p>some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.</p> | <p>To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others</p> <p>To make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism</p> <p>To recognise their personal strengths and how this affects their self-confidence and self-esteem</p> <p>Can show assertiveness through confidence without being aggressive</p> <p>Are emotionally stable and show self-control</p> | <p>Recognise and resist peer pressure.</p> <p>Communicate with others including, talking, listening, negotiating and being assertive.</p> <p>Understand the risks of using modern technologies (such as the internet, computer and video games and mobile phones) and know how to keep safe whilst using them.</p> <p>Establish and negotiate age-appropriate boundaries.</p> | <p>methods of saving for the future.</p> <p>examples of what is meant by 'value for money'.</p> <p>what is meant by 'debt' and 'credit'.</p> <p>skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent</p> <p>meant by the terms 'afford', 'borrow' and 'lend' (in the context of money).</p> | <p>Rights and responsibilities</p> | <p>why listening and respecting others' points of view helps us to get on with others.</p> <p>occasions when we have worked as a team or in a group to achieve something.</p> <p>ways of playing and working with others so that everyone feels happy and is able to do their best.</p> <p>kind ways of letting people know our feelings towards them have changed.</p> | <p>Growing and Changing</p> | <p>Managing Emotions and mental health</p> | <p>Safety</p> |
| | <p>Health and self care</p> | <p>Self-management</p> | <p>Building resilience</p> | <p>Skills for life</p> | <p>Rights and responsibilities</p> | <p>Social Skills</p> | <p>Growing and Changing</p> | <p>Managing Emotions and mental health</p> | <p>Safety</p> |
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the influence that fake news can have on people's opinions, attitudes to others and understanding of the world.

not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'.

what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky

strategies to resist pressure to behave in inappropriate ways.

how we might feel if someone has dared us to do something.

when we might take back our trust if we feel someone no longer deserves it.

how to respond appropriately to others' feelings

when we get upset, angry or frustrated our actions can affect others as well as ourselves.

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| | <p>some ways we can maintain self-esteem in relation to body image</p> <p>some influences on young people to look a particular way, and the impact of these on emotional wellbeing.</p> <p>our thoughts and feelings about how different bodies are portrayed in the media.</p> <p>what is meant by self-esteem.</p> <p>what is meant by body image.</p> | <p>Identify examples of anti-social behaviour</p> <p>Identify their strengths and weaknesses in school</p> <p>Talk about where they had problems but overcame them</p> <p>Identify things that can cause them to be sad/happy /angry/jealous /frightened/excited /embarrassed/proud</p> <p>Can ask friends for help with problems</p> | <p>Understand and manage risk and the consequences of risky behaviour</p> <p>Discriminate between 'safe' and 'unsafe' situations.</p> <p>Understand how the media presents information and the effect of this.</p> <p>Access and use information and services to meet needs.</p> | <p>how to manage our feelings in relation to living independently, and whom we can talk to if we are worried.</p> <p>some of the skills that can help someone to get a job (e.g. interview techniques, communication and teamworking skills).</p> <p>choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements.</p> <p>strengths, skills and qualifications someone might need to do the jobs that interest us.</p> <p>skills for independent living (e.g. safe travel, shopping and meal preparation).</p> | <p>Unicef – our rights United Kingdom</p> <p>All children have the right to grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.</p> | <p>our feelings about other people can change and that this is okay.</p> <p>what might make someone feel that they are in an unhappy or unhealthy friendship or relationship</p> <p>what it means to 'fall out' with friends or family.</p> <p>Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements.</p> | <p>people experience the physical and emotional changes of puberty over different lengths of time</p> <p>during and after puberty, some people enjoy masturbating, and this should be done in private.</p> | <p>Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).</p> <p>how rest and spending time doing things we enjoy can help to make us feel happy</p> <p>some simple ways we can help others to feel better if they are feeling sad or upset.</p> <p>Give simple reasons why it is important that others know how we are feeling.</p> <p>Recognise when we need help with mental health or emotional wellbeing and whom we can speak to.</p> | <p>whom to tell in different situations and what we could say..</p> <p>strategies for saying 'no' to pressure or dares.</p> <p>a 'dare' is and what people might say or do if they are 'daring' us.</p> <p>how others may put us under pressure to do something.</p> <p>degrees of trust' — those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings).</p> |
| | Health and self care | Self-management | Building resilience | Skills for life | Rights and responsibilities | Social Skills | Growing and Changing | Managing Emotions and mental health | Safety |
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| | <p>some of the risks of consuming food and drinks with high sugar or caffeine content.</p> <p>what we mean by a healthy, balanced diet.</p> <p>foods we can eat all the time which are good for us and foods that should only be eaten occasionally.</p> <p>strategies for managing pressures and influences on healthy lifestyle choices</p> <p>challenges that can prevent us from exercising, and suggest ways to overcome them and motivate ourselves</p> | <p>When told a rule that they feel is unfair they are able to discuss this and give reasons why</p> <p>To be able to exert better control over their emotions and understand there are different ways of doing this.</p> <p>To be able to predict potential consequences in response to displayed emotions</p> <p>To be able to identify how inappropriate responses to emotions can create problems and consequences.</p> | <p>Know where to go for help.</p> <p>To try and experience new things</p> <p>Know the difference between right and wrong and choose to do what's right</p> <p>To solve problems</p> <p>Have interests and enjoy doing activities</p> <p>Have close relationships with people of my own age</p> | <p>consequences of losing money or spending more than we have.</p> <p>some ways in which we are encouraged to spend money, including online.</p> <p>what is meant by earning, spending, and saving money.</p> <p>ways that money can be kept safe.</p> <p>ways in which people might acquire money.</p> <p>money we get from cash machines or through 'cashback' in the supermarket etc. is our money</p> <p>what money is and how it is used.</p> | <p>feelings and values in relation to climate change and the environment.</p> <p>how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution).</p> <p>shared responsibilities we all have for taking care of other people, living things and the environment we live in.</p> <p>different ways of showing compassion to other living things (e.g. wildlife, pets).</p> | <p>what is meant by peer pressure and peer influence.</p> <p>how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us</p> <p>what is meant by teasing, hurtful and bullying behaviour.</p> | <p>how emotions may change as we get older and are no longer children.</p> <p>the different stages of reproduction, pregnancy and birth</p> <p>functions of the reproductive organs, including how conception occurs.</p> <p>aspects of personal hygiene that we can take responsibility for, and why this is important during puberty</p> <p>specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings</p> | <p>whom to ask or tell if we are feeling unhappy and/or need help.</p> <p>how we can help others who may be feeling unhappy.</p> <p>Give examples of when we might feel strong emotions.</p> <p>things that others may say or do that could affect how we feel about ourselves.</p> <p>things that we may say or do that could affect how we or others feel about us.</p> <p>Describe some simple strategies we can use to feel and stay happy.</p> | <p>whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.</p> <p>basic rules for using social media, including age restrictions and why they exist.</p> <p>stop and think about the possible consequences for ourselves or others before we post something online.</p> <p>how what we post online might affect ourselves or others</p> <p>practical strategies for keeping safe when using specific digital devices and platforms.</p> <p>respond if we're not sure if someone online is who they say they are.</p> <p>how other people's identity online can be different to what it actually is in real life.</p> |
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| <p>some of the physical and mental health benefits of regular exercise.</p> <p>some of the benefits of being physically active, and possible consequences of inactivity.</p> <p>how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns.</p> <p>what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing.</p> <p>Describe what might happen if we don't take care of our personal hygiene.</p> <p>different ways that people can live a healthy lifestyle.</p> | <p>To be able to identify link between thinking, feeling and acting</p> <p>To be able to recognise and correctly read and label their emotions, and those of others.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine</p> <p>Is aware of personal boundaries and able to respect these</p> <p>To be able to control anger when someone upsets me</p> | <p>Making a difference by helping others, volunteering or through work</p> <p>Solve conflict and challenge constructively</p> <p>Form and maintain positive relationships with peers.</p> <p>Form and maintain positive relationships with family members.</p> <p>Explore how to develop and maintain positive, healthy relationships.</p> | <p>the kind of job we might like to do when we are older and what we expect it to be like.</p> <p>jobs that family members, friends and people in the community may do..</p> <p>there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements.</p> <p>that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments).</p> <p>what is meant by having a 'job'.</p> <p>different types of living arrangement, including adult care, residential care and living independently</p> | <p>how stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination.</p> <p>different cultures and faith groups have the right to practise their customs and beliefs within British law.</p> | <p>what it means to treat others in a kind and fair way.</p> <p>sometimes friendships may end, through choice or circumstances.</p> <p>ways in which friendships might change over time.</p> <p>differences between positive/healthy and negative/unhealthy relationships</p> | <p>responsibilities of being a parent</p> <p>different types and features of committed, long-term relationships.</p> <p>how the needs of babies, children, adults and older people differ.</p> <p>Identify stages of the human life cycle</p> | <p>simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music).</p> <p>what mental health and emotional wellbeing are.</p> <p>Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).</p> <p>when others may be feeling happy or unhappy from their facial expression and body language.</p> | <p>things that we should never share online without checking with a trusted adult first.</p> <p>may be people online who do not have our best interests at heart.</p> <p>ways of keeping safe online, such as using passwords or having adult help to access the internet.</p> <p>some risks of communicating online.</p> |
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| | <p>why 'self-diagnosis' from websites can be inaccurate or potentially harmful.</p> <p>how we know we can trust these people and organisations to give us advice that will help us (e.g. GP, school nurse, NHS, Childline, Young Minds).</p> <p>why it is as important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell.</p> <p>some of the terms that are used to describe when someone is emotionally/mentally unwell.</p> <p>some situations where we might need to ask someone for help with our mental wellbeing (e.g. feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating).</p> | <p>To be able to ignore pupils who are fooling around</p> <p>To be able to concentrate and focus on one activity at a time</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting</p> <p>Identify some ways to feel better if they are feeling not so good.</p> <p>Uses strategies to prevent themselves becoming distracted</p> | <p>Understand that there are different types of relationships.</p> <p>Have a good relationship with my teachers and I trust them</p> <p>Know the rules and the consequences if I don't stick to them</p> <p>Develop an awareness of others, including having the ability to express empathy.</p> | <p>ways of managing emotions in relation to future employment aspirations</p> <p>how our personal strengths, interests and skills may help us in our future lives, choices or employment.</p> <p>some ways in which our current learning will help us in the future.</p> <p>ways we can develop our strengths and skills through practice.</p> | <p>some of our rights to different opportunities in both education and work.</p> <p>everyone has 'human rights' and that the law protects these rights.</p> <p>why stereotyping is unfair.</p> <p>benefits of diversity for our friendships and our community.</p> | <p>positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).</p> <p>our expectations of friendships/relationships (e.g. spending time together, sharing interests</p> <p>how we expect people to behave towards us in friendships and relationships.</p> <p>friends do not always know what is best for each other.</p> <p>ways to manage friendship disagreements restoratively.</p> <p>we might disagree with someone and still be friends.</p> | <p>how part of growing up might be to experience strong feelings about people we like or fancy</p> <p>the difference between 'liking' someone and 'fancying' someone.</p> <p>what it means to like someone.</p> | <p>things we can do which help us to feel good about ourselves.</p> <p>strategies we can use if we are feeling frightened or worried.</p> <p>Identify things we can do to help ourselves when we feel worried or stressed.</p> <p>simple ways to communicate that we are frightened or worried.</p> <p>what being frightened or worried means.</p> | <p>when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.</p> <p>simple strategies for keeping physically safe in situations when we might feel afraid.</p> <p>ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.</p> <p>why it is important to persist with asking for help if our initial requests are not met or understood.</p> |
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| <p>simple hygiene routines that can prevent the spread of germs (bacteria and viruses).</p> <p>things we can do if we are not feeling well.</p> <p>some things we can do to take care of our physical wellbeing and our mental wellbeing.</p> | <p>Learn and socialise well in group situations</p> <p>Identifies rules of a game</p> <p>Are able to settle well into a variety of learning environments and are ready for learning</p> | <p>Often laugh and find things funny</p> <p>Accepts that peers may vary who they play/spend time with</p> <p>Willing to actively participate in new experiences</p> | <p>simple strategies we can use to help us be organised in our learning.</p> <p>difference between a short term target and an aspirational, long term goal.</p> | <p>rights and responsibilities we have in and outside school.</p> <p>what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation</p> | | | | | <p>when someone might need first aid because they are hurt/injured.</p> <p>different responsibilities we may have</p> |
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| 13 | <p>whom to tell if we feel unwell.</p> <p>Describe in simple terms how germs can be spread to others.</p> <p>how we can tell if we are unwell (including possible symptoms).</p> | <p>Can withdraw self from a situation that may cause conflict</p> <p>Show understanding and cooperates with some boundaries</p> | <p>Shows empathy to others through comfort</p> <p>Accepts that peers may vary who they play/spend time with</p> <p>Willing to actively participate in new experiences</p> <p>Shows empathy to others through comfort</p> | <p>our own learning targets or goals.</p> <p>own hopes/aspirations; explain in simple terms how we might achieve them.</p> <p>things we can do for ourselves to help us develop our strengths and those areas where we need help from others.</p> <p>hopes/wishes for our future lives.</p> <p>areas where we need help to develop.</p> <p>some of our own personal strengths and skills</p> | <p>and gender identity).</p> <p>what is meant by rights and responsibilities.</p> <p>some of the similarities, differences and diversity among people of different race, faith and culture.</p> <p>what is meant by having rules in school, at home and in the wider world.</p> <p>similarities and differences between young people of our age.</p> | <p>how we can let friends know that we need their help and support.</p> <p>examples of how we can show support to our friends.</p> <p>occasions when we might need the support of friends.</p> <p>key features of positive friendships/relationships, and how they can make us feel</p> <p>different kinds of friendship and ways in which friendship is important</p> <p>different kinds of friendship and ways in which friendship is important.</p> <p>what having or being a friend means.</p> | <p>why puberty happens.</p> <p>some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).</p> <p>some of the new opportunities and responsibilities we have experienced as we have grown older.</p> <p>different ways we have changed as we have grown older.</p> | <p>to help keep ourselves and others safe.</p> <p>Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves.</p> <p>some situations and behaviours in and out of school, including online, which may not be safe or may entail risk.</p> <p>what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire). Identify some behaviours that might be risky.</p> <p>what is meant by personal safety. Explain what is meant by something being an accident.</p> <p>Range of feelings, where we might feel them in our body, and how they might make us behave.</p> <p>How we might feel, look and sound when we are happy or unhappy.</p> <p>Feelings associated with feeling good about ourselves</p> |
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