



Curriculum Overview

	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
EYES	Health & Self Care	<ul style="list-style-type: none"> Use physical expression of feelings to release stress. Develop own likes and dislikes in food and drink. Clearly communicate wet or soiled nappy. Helps with dressing/undressing and care routines. 		<ul style="list-style-type: none"> Name and identify different parts of the body. Communicate when hungry, full up or tired. Takes practical action to reduce risk. Wash and dry hands effectively. 		<ul style="list-style-type: none"> Describes a range of different food textures and tastes. Initiate and describe playful actions or movements. Shows understanding of how to transport and store equipment safely. 	
	Making Relationships	<ul style="list-style-type: none"> Explores environment. Interacts with others. Asserts own ideas and preferences. 		<ul style="list-style-type: none"> Builds relationship with special people. Shows empathy and concern for others. Seeks out companionship with adults and children. 		<ul style="list-style-type: none"> Develops particular friendships. Proactive in seeking adult support. Take steps to resolve conflicts with other children. 	
	Sense of Self	<ul style="list-style-type: none"> Responds to own name. Understands own voice and actions causes an effect on others. Shows growing self-confidence. 		<ul style="list-style-type: none"> Aware and interested in own and others' physical characteristics. Knows name, preferences and interests. Gradually learning that actions have consequences. 		<ul style="list-style-type: none"> Shows confidence and self-esteem through being outgoing towards people. Sensitive to others' messages of appreciation or criticism. Clear idea about what they want to do in their play and how to go about it. 	
	Understanding Emotions	<ul style="list-style-type: none"> Communicates a range of emotions. Expresses feelings strongly. Uses familiar adult to share feelings such as excitement. 		<ul style="list-style-type: none"> Expresses positive feelings such as joy and affection and negative feelings such as anger and frustration. Responds to the feelings of others, showing concern and offering comfort. Participates more in collective cooperation. 		<ul style="list-style-type: none"> Expresses a wide range of feelings in interactions with others. Understands expectations may vary depending on different events. Manage feelings more and tolerate situations in which personal wishes can not be met. 	
Year 1	Topic/Focus	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Key knowledge	<p>Article 42 – every child should know their rights.</p> <p>Consequences – something that happens as a result of making bad choices.</p> <p>Personal feature – what makes them unique</p>	<p>Bullying – repeatedly inflicting harm on another person.</p> <p>Confide – to tell someone an important piece of information</p> <p>Unique – being the only one of its kind</p>	<p>Success – achieving well/completing a target</p>	<p>Healthy – in a good condition</p> <p>Unhealthy – harmful to health</p> <p>Hygiene – Brushing hair, brushing teeth, washing their bodies, washing their clothes.</p> <p>Germ – Tiny organisms. So small you need to use a microscope to see them.</p> <p>How to reduce passing of germs - Cover your nose and mouth when sneezing. Discard the tissue. Always wash your hands.</p>	<p>Different types of families – single, same sex parents, opposite sex parents, grandparents, foster, adoption.</p> <p>Family – people who are related</p> <p>Culture – somebodies background or what they follow</p> <p>Backgrounds – where somebody came from e.g. where they live</p>	<p>Vocabulary for body parts – penis, testicles, anus, vagina and vulva.</p> <p>Private parts – should be covered by clothes (Not ok to expose)</p>



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				Road safety - Danger from traffic. Staying safe on the road. Looking left and right two times before crossing the road.		
Key skills	<p>Understand the rights and responsibilities of as a member of class.</p> <p>Know that personal views are valued.</p> <p>Recognise choices and understand the consequences.</p> <p>Understand rights and responsibilities within Learning Charter.</p> <p>Say something positive about being in class.</p> <p>Explain why class is a happy and safe place to learn.</p>	<p>Explain some similarities and differences to other people in class and why it makes people special.</p> <p>Explain what bullying is and how it might make people feel.</p> <p>Identify people to talk to if feeling unhappy or being bullied.</p> <p>Understand differences make everyone special and unique.</p>	<p>Set simple goals and work out how to achieve it.</p> <p>Explain feelings of success and how this can be positively celebrated.</p> <p>State why an internal treasure chest is an important place to store positive feelings.</p> <p>Understand how to work well with a partner.</p> <p>Identify how it feels when faced with a new challenge.</p> <p>Identify obstacles which make it difficult to achieve new challenges and work out how to overcome them.</p>	<p>Understand the difference between being healthy and unhealthy.</p> <p>Explain why the body is amazing.</p> <p>Identify ways to keep safe and healthy.</p> <p>Understand how to keep clean and healthy, and how germs cause disease/illness.</p> <p>Understand that medicines can help when poorly and how to use them safely.</p> <p>Know how to cross the road safely.</p> <p>Recognise when frightened and know who to ask for help.</p> <p>Recognise how being healthy helps to feel happy.</p>	<p>Identify members of family and understand there are lots of different types of families.</p> <p>Name people who are special.</p> <p>Identify what a good friend means.</p> <p>Explain how relationships with special people feel.</p> <p>Explain how personal qualities can help relationships.</p> <p>Know who is there to help in school community.</p> <p>Give opinion on likes/dislikes of people.</p> <p>Give examples of behaviour in other people that is appreciated and disliked.</p> <p>Recognise which forms of physical contact are acceptable and unacceptable.</p> <p>Understand when help is needed and how to ask for it.</p>	<p>Understand life cycles of animals and humans.</p> <p>Compare changes and body now from being a baby.</p> <p>Explain some changes which will happen growing up.</p> <p>Use the correct names for parts of the body and give reasons why they are private.</p> <p>Explain why some changes experienced might feel different to others.</p> <p>Understand that every time something new is learnt, changes are made.</p> <p>Understand that changes to be body are ok and will happen whether it is wanted or not.</p> <p>Respect body and understand which parts are private.</p>
Year 2	<p>Topic/Focus Being Me In My World</p> <p>Key knowledge Article 12 – respect children’s views Article 13 – sharing thoughts freely</p>	<p>Celebrating Difference</p> <p>Article 2 – discrimination Forms of teasing – name calling - what they look like, physical appearance, what they wear etc</p>	<p>Dreams and Goals</p> <p>Teamwork – allowing all members of the group to join in</p>	<p>Healthy Me</p> <p>Healthy – in a good condition Unhealthy – harmful to health</p>	<p>Relationships</p> <p>Friendship – familiar and liking of each other’s mind. People who are friend talk to each other and spend time together.</p>	<p>Changing Me</p> <p>Vocabulary for body parts – penis, testicles, anus, vagina and vulva. When to ask permission – to take something from</p>



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		<p>Forms of bullying – hitting, name calling, leaving people out – always happens</p> <p>Similarities between people - hair colours, skin colour, if they wear glasses, what country they're from, where they live.</p> <p>Differences between people – hair colours, skin colour, if they wear glasses, what country they're from, where they live.</p>	<p>Cooperatively – to work together to achieve something</p> <p>How to prevent arguments – don't shout/raise voice, let the other person finish before talking etc.</p> <p>Lonely – sad from being apart from other people.</p> <p>Unhappy – Not cheerful/sad.</p> <p>Comfortable – something someone is happy/feels ok with.</p> <p>Uncomfortable – something that someone isn't happy/feel ok with.</p>		<p>Negotiation – coming to an agreement through discussion.</p>	<p>someone, to touch someone etc.</p> <p>Acceptable physical contact – is where someone feels ok with the physical contact with someone – different for everyone – some people don't like hugs.</p> <p>Unacceptable physical contact – physical contact with someone where it does not make someone feel happy/comfortable.</p>
Key skills	<p>Identify hopes and fears for the year.</p> <p>Understand the rights and responsibilities of as a member of class.</p> <p>Listen to others and contribute my own ideas about rewards and consequences.</p> <p>Recognise choices made and understand the consequences.</p> <p>Understand how following the learning charter will help everyone learn.</p> <p>Understand the rights and responsibilities of as a member of class.</p> <p>Recognise when feeling worried and know who to ask for help.</p> <p>Explain that some things make a class a safe and fair place.</p> <p>Discuss how personal behaviour can impact on other people in class.</p> <p>Compare personal and friends' choices and express why some choices are better than others.</p>	<p>Name some differences and similarities between people in class.</p> <p>Explain that sometimes people get bullied because they are different.</p> <p>Give a reason why a friend is special.</p> <p>Explain how it feels to have a friend and be a friend.</p> <p>Explain why it is ok to be different from friends.</p>	<p>Recognise role in a group and the parts played to create an end product.</p> <p>Explain how teamwork skills complement each other.</p> <p>Identify how it feels to work in a group.</p> <p>State how it felt to be part of a group.</p>	<p>Verbalise things that are put in or on bodies to keep them healthy.</p> <p>Explain why foods and medicines are good for the body comparing it with less healthy/unsafe choices.</p> <p>Compare own and friends' choices and express how it feels to make healthy and safe choices.</p>	<p>Verbalise things that are comfortable and uncomfortable about personal relationships.</p> <p>Explain why some things feel uncomfortable in a relationship and compare this with relations that feel safe and special.</p> <p>Explain ways that might help to solve problems in personal relationships.</p> <p>Give examples of some different problem-solving techniques and explain how to use them in certain situations.</p>	<p>Explain differences from a baby and changes that will happen growing up.</p> <p>Use correct terms to describe parts of the body and explain why they are private.</p> <p>Explain why some types of touches feel OK and others don't.</p> <p>Vocabulary – penis, testicles, anus, vagina and vulva.</p> <p>Explain what is liked about being boy/girl and getting older.</p> <p>Recognise that others may feel different.</p>
Topic/Focus	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me



Curriculum Overview

Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Key knowledge	<p>Cooperatively – to work together to achieve something</p> <p>Self-awareness - the ability to accurately recognise one's own emotions, thought, and values and how they influence behaviour.</p> <p>Empathy – empathy is the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.</p> <p>Article 28 – access to education</p> <p>Article 12 – respect for children's views</p> <p>Article 2 – no discrimination</p>	<p>How actions affect someone – your actions can change somebody's feelings (being kind = will make somebody happy etc.)</p> <p>Negative situation – something that makes you unhappy.</p> <p>Positive health relationship – makes you happier</p> <p>Problem-solving</p> <p>Conflict</p> <p>Compliments</p>	<p>Respect – act in a way that shows care about others' feelings and well-being.</p> <p>Frustration</p>	<p>Feelings – happy, sad, angry, confused, upset, anxious, frustration.</p> <p>Anxious</p> <p>Positive experiences – experiences new things, taking part in things you enjoy.</p> <p>Care – food, shelter, clothes, teach, nurture.</p>	<p>Article 42 – every child should know their rights.</p> <p>Relationships – friends, parent, brother, sister grandparent (step), husband, wife</p> <p>Family: Group of people made up by partners, children, partners, aunts, uncles, cousins and grandparents.</p> <p>Who could you speak to if you were unhappy or not safe?</p> <p>Teacher, friend, family, police, doctor.</p>	<p>LGBT+ - break down of family types to avoid misconceptions/stereotypes.</p> <p>Different types of family: single parents, same sex, opposite sex, foster, adopt, grandparents, step-parents and blended families.</p>
Key skills	<p>Recognise worth and identify positive things and personal achievements.</p> <p>Recognise how it feels to be happy, scared or sad and identify if others are feeling these emotions.</p> <p>Name some responsible choices made in school.</p> <p>Verbalise who to go to when help is needed.</p> <p>Explain how personal behaviour can affect how others feel and have.</p> <p>Give examples of how to work/play well with others.</p> <p>Explain why it is important to have rules and how that helps everyone in class learn.</p> <p>Understand personal behaviour brings rewards and consequences.</p> <p>Work cooperatively in a group.</p> <p>Explain why it is important to feel valued.</p>	<p>Verbalise about a conflict witnessed or involved with.</p> <p>Know what it means to witness bullying and know that witnesses can make situations better or worse based on what they do.</p> <p>Understand that differences and conflicts sometimes happen among family members.</p> <p>Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways.</p> <p>Explain how being involved in conflict feels and offer strategies to help the situation.</p> <p>Understand that everybody's family is</p>	<p>Identify a dream/ambition important to you.</p> <p>Explain the different ways that help to learn and how to improve.</p> <p>Discuss what was done well and why this feels good.</p> <p>Share successes with others positively and confidently.</p> <p>Explain how feelings can be stored in internal treasure chest and why this is important.</p> <p>Respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability).</p> <p>Manage feelings of frustration that may arise when obstacles occur.</p>	<p>Identify things, people and places needed to keep safe from.</p> <p>Explain strategies for keeping safe and healthy, including who to go to for help.</p> <p>Express how being anxious/scared and unwell feels.</p> <p>Understand how exercise affects the body and know why heart and lungs are important organs.</p> <p>Explain that the amount of calories, fat and sugar put into a body will affect health.</p> <p>Identify feelings towards drugs.</p> <p>Understand how complex bodies are and how</p>	<p>Identify the roles and responsibilities of each member of families and reflect on the expectations for males and females.</p> <p>Identify and put into practise some skills of friendship e.g. taking turns, being a good listener.</p> <p>Give examples of things appreciated in friends and family, also things appreciated in people unknown e.g. those from other countries.</p> <p>Explain how life is positively influenced by others (known and not known).</p> <p>Verbalise how you depend on others and how people depend on you.</p>	<p>Understand that in animals and humans lots of changes happen between conception and growing up and usually it is the female who has the baby.</p> <p>Understand how babies grow and develop in the mother's uterus.</p> <p>Understand what a baby needs to live and grow.</p> <p>Explain how boys' and girls' bodies change on the inside/outside during the growing up process and say why these changes are necessary so bodies can make babies when they grow.</p> <p>Recognise feelings towards changes happening and suggest ideas to cope with the feelings.</p>

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Curriculum Overview

Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
		different and important to them. Give and receive compliments and know how this feels.	Evaluate personal learning process and identify how it can be better next time.	important it is to take care of it. Respect body and appreciate what it does for every person.	Explain why personal choices might affect family and people around the world. Understand how needs and rights are shared around the world and identify how lives may be different. Know who to ask for help when worried or concerned about anything online. Empathise with children whose lives are different and appreciate what can be learnt from them.	Identify stereotypical ideas about parenting and family roles. Express feelings when ideas are challenged.
Topic/Focus	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key knowledge	UNCRC – United Nations Conventions on the rights of a child Rights of the child e.g. right to be heard – Speak to – teacher, doctor and police. (Need to know some of them) Democracy – voting for leaders Article 13 – sharing thoughts freely	Discrimination – being treated unfairly by someone from a different group Bullying – is unwanted/aggressive behaviour that takes place over an extended period of time	Resilient – ability to bounce back after a setback Responsibilities – something you oversee. Positive – positive means things are good Polite – being respectful towards other people Courteous – being considerate towards other people's feelings	Anxiety – a feeling of worry and/or an ease Peer pressure – pressured influence from peers to do something Feelings in peer pressure situations – embarrassment, shame, inadequacy and guilty) Secret – knowledge hidden/kept from others Keeping a secret – not telling somebody something – can be good and bad e.g. birthday party Not keeping a secret – telling somebody some information that was a secret	Jealousy - feeling envy of someone else or their belongings Negotiate – talk, settle on. Compromise – make a deal, consider everyone's opinion Respected – it is how you treat/are treated by someone Confidence – feeling of belief in yourself	Vocabulary – sperm, egg/ovum, penis, testicles, vagina/vulva, womb/uterus, ovaries, sexual intercourse, fertilise, conception, puberty Privacy – something or things you do not want/don't have to be shared with others
Key skills	Understand my attitudes and actions make a difference to the class team. Know how good it feels to be included in a group and understand how it feels to be excluded. Take a role in a group and contribute to the overall outcome.	Understand that sometimes assumptions are made based on what people look like. Discuss first impressions and how they can change.	Explain how it feels to have hopes and dreams. Know that sometimes things can go wrong and explain why it is good to try again.	Recognise how different friendship groups are formed. Understand there are people who take on roles as leaders or followers in a	Discuss ways to show love towards special people and animals. Recognise how people are feeling when they miss a special person or animal.	Label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that personal characteristics come from

Year 4



Curriculum Overview

Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
		<p>Understand how rewards and consequences motivate people's behaviour. <u>Explain why being listened to and listening to others is important.</u> Understand how groups come together to make decisions. Understand how democracy works through Ribbon Parliament. <u>Explain why being democratic is important and can help everyone feel valued.</u></p>	<p>Question why assumptions are made based on looks. <u>Explain why bullying might be difficult to spot and what to do if not sure.</u> Explain why witnesses sometimes join in with bullying and don't tell. <u>Explain why it is good to accept oneself and others for who they are.</u> Identify special and unique personal features.</p>	<p>Know how to cope with disappointment and how to help others cope with theirs. <u>Plan and set new goals even after disappointment.</u> Know how to work out the steps to take to achieve a goal and do this successfully as part of a group. Explain what it means to be resilient and have a positive attitude. Share success of a group and know how to store this success experience in internal treasure chest.</p>	<p>group and know the role to take. Explain how to say no if someone tried to make me do something bad/wrong. Recognise when people are putting on pressure and explain how to resist. Identify feelings of anxiety and fear associated with peer pressure. Understand the facts about alcohol and its effect on health, particularly the liver, and also some of the reasons some people drink alcohol.</p>	<p>Give ways that might help manage feelings when missing a special person or animal. Recognise situations which can cause jealousy in relationships. Recognise how friendships change, know how to make new friends and how to manage when falling out with friends. Understand what is meant by having a boyfriend/girlfriend and that it is a special relationship for when older. Understand there is no need to feel pressurised into having a boyfriend/girlfriend. Know how to stand up for oneself and how to negotiate and compromise. Understand how to love and be loved.</p>
Topic/Focus	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key knowledge	<p>Article 13 – sharing thoughts freely Article 15 – join and set up groups to work together Democracy – voting for leaders</p>	<p>Article 2 – all children have rights no matter where they're from Racism – treating someone different because of their race, ethnicity, nationality or colour Discrimination – unfair treatment based on race, gender, age or sexual orientation</p>	<p>Cultures – different beliefs, religions e.g. Christianity, Islam)</p>	<p>Emergency – a situation in which there is risk to life, health, property or a person</p>	<p>Acquaintances – somebody that you know but isn't a friend. Social media – Facebook, Instagram, Tiktok Snapchat and Whatapp. Internet – it is a way of accessing information and sharing things with people all over the world Dangers are – information is accessible by a lot of people, don't always know who you are talking to, information is not all correct. Benefits are – can find information easily, can</p>	<p>Puberty – when a child's body changes and develops as they become adults IVF – a procedure to help people with fertility problems</p>

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Year 5



Curriculum Overview

Guidance Areas	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
					sharing information quickly. Communicate by – email, instant message (WhatsApp, Facebook)	
Key skills	<p>Face new challenges positively.</p> <p>Identify hopes for school year.</p> <p>Understand rights and responsibilities as a citizen of our country.</p> <p>Compare life with other people in the country and explain why we have rules, rights and responsibilities to try and make the school and wider community a fair place.</p> <p>Explain how the actions of one person can affect another.</p> <p>Discuss why being part of a community is positive.</p> <p>Contribute to the group and understand how to function best as a whole.</p> <p>Understand how democracy and having a voice benefits the school community and how to participate in this.</p>	<p>Understand that cultural differences sometimes cause conflict.</p> <p>Aware of personal attitudes towards people from different races.</p> <p>Appreciate the value of happiness regardless of material wealth.</p> <p>Give examples of bullying behaviours including direct and indirect types and explain how this might make people feel.</p> <p>Offer a range of strategies to help oneself and others if they become involved in bullying.</p> <p>Explain why racism and other forms of discrimination are unkind.</p> <p>Discuss why it is important to respect everyone's cultures.</p>	<p>Discuss personal dreams and goals.</p> <p>Compare personal hopes and dreams with those of young people from different cultures.</p> <p>Appreciate the opportunities that learning, and education give and understand how this will help to build one's future.</p> <p>Reflect on hopes and dreams of young people from another culture and explain how it feels.</p> <p>Appreciate contributions made by people in different jobs.</p> <p>Encourage peers to support young people here and abroad to meet their aspirations and suggest ways to do this e.g. sponsors.</p>	<p>Give reasons why people may worry about how they look and describe healthy and unhealthy ways people use food and substances in their lives.</p> <p>Explain how people develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>Summarise different ways to respect and value others' bodies.</p> <p>Know the risks of smoking and explain how tobacco affects the lungs, liver and heart.</p> <p>Make an informed decision about whether to choose to drink alcohol or smoke and know how to resist pressure.</p> <p>Practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</p> <p>Reflect on own body image and know how important it is that this is positive and accept and respect who I am.</p> <p>Respect and value one's body.</p>	<p>Understand that belonging to an online community can have positive and negative consequences.</p> <p>Know how to build own self-esteem.</p> <p>Recognise when an online community or game feels safe/unsafe or helpful/unhelpful.</p> <p>Identify things to do to reduce screen time, so health isn't affected.</p> <p>Discuss different types of friendships and ways these might change.</p> <p>Explain how to stay safe when using technology to communicate with friends, including how to stand up for oneself, negotiate and to resist peer pressure.</p> <p>Apply strategies to manage feelings and the pressures faced to use technology in ways that may be risky or cause harm to oneself or others.</p>	<p>Explain how boys and girls change during puberty and why looking after oneself physically and emotionally is important.</p> <p>Summarise the process of conception.</p> <p>Express feelings about changes that happen during puberty.</p> <p>Accept changes might happen at different times to friends.</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>Understand that sometimes people need IVF to help them have a baby.</p> <p>Identify what is exciting when moving to the next class.</p>
Topic/Focus	Being Me In My World	Celebrating Difference	Anxiety		Relationships	Changing Me



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Key knowledge	<p>Local – Murton, Seahm</p> <p>Global – around the world</p> <p>Empathise – understand emotions and feelings of another person</p>	<p>Conflict – a struggle/different between people</p>	<p>Anxiety – a feeling of unease, such as worry or fear – it is an understand reaction in children to change or a stressful event.</p> <p>Stress – a feeling of being uncomfortable about something happening.</p>		<p>Emotions – ashamed, depressed, grief</p> <p>Confide in – information that you tell someone. Display trust by telling secrets.</p>	<p>Relationships – girlfriend, boyfriend, same sex, opposite sex.</p> <p>Committed relationship – when somebody is joined to one person and only that person</p> <p>Not committed relationship – a relationship that is casual and could end at any time (e.g. friends)</p> <p>Marriage – where two people are legally joined together.</p> <p>Civil partnership - a legal relationship which can be registered by two people (same and opposite sex) Gives a relationship legal representation.</p> <p>Life cycle – the changes that you go through as you grow – baby, child, teenager, adult, elderly person.</p> <p>Changes you see as you grow up - Body may start to change, muscle tissue forms, taller, develop, puberty.</p>
Key skills	<p>Identify goals for the year and understand personal fears and worries about the future and how to express them.</p> <p>Know that there are universal rights for all children but for many, these rights are not met.</p> <p>Understand personal wants and needs and compare with children in different communities.</p> <p>Understand that personal actions affect oneself and others; care about their feelings and try to empathise with them.</p>	<p>Understand there are different perceptions about what normal means.</p> <p>Aware of personal attitudes towards people who are different.</p> <p>Explain some of the ways in which one person or a group can have power over another.</p> <p>Discuss a range of strategies for managing personal feelings in bullying situations and for problem-</p>	<p>Understand that stress and anxiety is linked and is not always a negative emotion to feel.</p> <p>Explain a range of methods to use as a coping strategy.</p>		<p>Understand that people can get problems with their mental health and it is nothing to be ashamed of.</p> <p>Aware of how to take care of personal mental health (as well as others).</p> <p>Identify when people may be experiencing feelings associated with loss.</p> <p>Recognise when people are trying to gain power or control.</p>	<p>Aware of own self-image and how body image fits into that.</p> <p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after oneself physically and emotionally.</p> <p>Identify the main steps by which a baby develops through contraception, pregnancy and birth.</p> <p>Describe how a baby is born.</p>



Curriculum Overview

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	<p>Explain how personal choices have an impact on people in local community and globally.</p> <p>Empathise with others (locally and globally) and explain how this can influence personal choices.</p> <p>Contribute to the group and understand how it functions best as a whole.</p>	<p>solving for when part of one.</p> <p>Explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>Show empathy with people in situations where their difference is a source of conflict or celebration.</p>			<p>Explain the feelings experienced when losing someone special.</p> <p>Stand up for oneself or friends (real or online situations).</p> <p>Judge whether something online is safe and helpful.</p> <p>Resist pressure to do something online that might hurt oneself or others.</p> <p>Use technology safely and positively to communicate with friends and family.</p>	<p>Recognise feelings towards becoming a teenager and the development and birth of a baby.</p> <p>Understand that respect for one another is essential in a boyfriend/girlfriend relationship.</p> <p>Express feelings about personal self-image and challenge negativity.</p> <p>Prepare strategies to emotionally prepare for transition into secondary school.</p>