

PICKHURST ACADEMY – PSHE (&RSHE) PROGRESSION MAP

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

<u>P</u> roud	<u>I</u> nquisitive	<u>C</u> onfident	<u>K</u> ind	<u>H</u> ealthy	<u>U</u> nderstanding	<u>R</u> espectful	<u>S</u> uccessful	<u>T</u> rustworthy
---------------	---------------------	-------------------	--------------	-----------------	-----------------------	--------------------	--------------------	---------------------

CULTURAL CAPITAL

Pickhurst Academy is committed to ensuring all of our pupils are equipped with the knowledge and cultural capital they need to succeed in life.

Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We ensure that we are introducing them to the best that has been thought and said, and it is our mission to engender an appreciation of human creativity and achievement. We want all of our pupils to leave Pickhurst, by the end of KS2, with aspirational goals for their future, without any limitations.

We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu (1986). We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

KNOWLEDGE (what we know)	SKILLS (what we do)	APPRECIATION (what we value)	ASPIRATION (who we want to be)
-----------------------------	------------------------	---------------------------------	-----------------------------------

INTENT	IMPLEMENTATION	IMPACT
The PSHE curriculum at Pickhurst Academy provides values-based, progressive content that promotes positive behaviour, mental health, wellbeing, resilience and achievement. Research shows that there is a link between a pupil's wellbeing and positive mental health and academic achievement. Therefore, in order for our children to learn and be well, they need to have good mental health, resilience and the ability to keep themselves safe.	PSHE is taught both in discrete weekly sessions from Year 3 to Year 6 including our ARP. However, we are so passionate about the vital role that PSHE plays in supporting our pupils, our school ethos and culture is intrinsically linked to key PSHE principles. We ensure that taught content is fully aligned to the PSHE Association Framework in order to provide our children with a comprehensive and externally ratified coverage. SCARF (Coram Education) Our PSHE coverage uses SCARF as starting point to build upon. The programme aligns fully with	Our curriculum ensures that all our children become engaged, active and responsible citizens who recognise and value their contribution to society. They gain a perspective of themselves as both local and global citizens. Our school values and PSHE programme are vital in promoting happiness and well-being so that our children can excel in all aspects of school life and indeed life in general. Through our curriculum, we believe we are preparing our children for the next stage in their education as well as preparing them ultimately for the adult world.

Through our PSHE curriculum, we aim to equip children with these attributes and the skills to implement them in different contexts. At Pickhurst Academy, we believe personal, social, health and economic (PSHE) education is a vital and important part of our children's education. The staff work collaboratively and as role models to help our children develop into confident, happy, successful and resilient young people. Throughout, we aim to equip our children with a sound understanding of risk and with the knowledge and skills to make safe and informed decisions. We want our children to acquire and develop knowledge and understanding of the world around them in order to help them develop as young citizen. In an ever-changing world, it is important that the children are aware, to an appropriate level, of different elements that will affect their world and the people in it. They need to learn how to deal with these so that they have good physical and mental health. PSHE plays an important role in promoting Spiritual, Moral, Social and Cultural (SMSC) Education, incorporating British Values, which is implicit in the school ethos and is planned into all aspects of the curriculum.	Pickhurst Academy's ethos of promoting wellbeing and an understanding of mental health and therefore provides a strong foundation for our curriculum. The curriculum is broken down into six strands; 1. Me and my relationships 2. Valuing difference 3. Keeping myself safe 4. Rights and responsibilities 5. Being my best 6. Growing and changing Our ARP follows the same units. The lesson content is differentiated based on cognitive ability and the needs of the children. Children explore these strands year-on-year, building a toolkit of strategies and knowledge which they apply in scenario-based lessons, giving them the opportunity to ask questions and practise the skills in a safe and caring environment. From September 2020, Relationship Education will be a compulsory subject in all primary schools. At Pickhurst Academy, we already have the building blocks in place, as promoting respectful relationships, focusing on families and friendships is already an integral part of our curriculum, as is understanding how to be healthy.	It is evident when walking through the school that the development of the whole child is central to the work that we do – children are well-cared for and the development of personal, social, emotional and health needs is a strength. Children at Pickhurst Academy are able to talk confidently about how to keep themselves safe both in and around school as well as online. They care for each other, accept differences and support their peers in a way that demonstrates that their core values match those of the school's and staff. As children progress through the school, their ability to articulate their feelings and Early Warning Signs develops. Children at Pickhurst Academy are reflective and articulate when discussing their emotions. Using scenarios within their learning means that children can apply transferrable skills, preparing them to meet unknown situations with confidence. Where additional support is required to develop any area within a child's personal, social, emotional or health needs, intervention is swift and effective.
---	---	--

	KS2			
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Me and my Relationships	• Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people. • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. • Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.	• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend. • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. • Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state. • Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information. • Give examples of strategies to respond to being bullied, including what people can do and	• Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively. • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations. • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities. • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help. • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills. • Recognise basic emotional needs, understand that they change according to circumstance; • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. • Understand that online communication can be	• Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this. • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task. • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for

		say; •Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.	misinterpreted; •Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. •Describe ways in which people show their commitment to each other; •Know the ages at which a person can marry, depending on whether their parents agree. •Recognise that some types of physical contact can produce strong negative feelings; •Know that some inappropriate touch is also illegal. •Identify strategies for keeping personal information safe online; •Describe safe and respectful behaviours when using communication technology.
Valuing Differences	•Recognise that there are many different types of family; •Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' •Define the term 'community'; •Identify the different communities that they belong to; •Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. •Reflect on listening skills; •Give examples of respectful language; •Give examples of how to challenge another's viewpoint, respectfully. •Explain that people living in the	•Define the terms 'negotiation' and 'compromise'; •Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. •Understand that they have the right to protect their personal body space; •Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; •Suggest people they can talk to if they feel uncomfortable with other people's actions towards	•Define some key qualities of friendship; •Describe ways of making a friendship last; •Explain why friendships sometimes end. •Rehearse active listening skills: •Demonstrate respectfulness in responding to others; •Respond appropriately to others. •Recognise some of the feelings associated with feeling excluded or 'left out'; •Give examples of ways in which people behave when they discriminate against others who are different from them; •Understand the importance of	•Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; •Suggest strategies for dealing with bullying, as a bystander; •Describe positive attributes of their peers. •Know that all people are unique but that we have far more in common with each other than what is different about us; •Consider how a bystander can respond to someone being rude, offensive or bullying someone else;

	UK have different origins; •Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; •Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together. •Recognise the factors that make people similar to and different from each other; •Recognise that repeated name calling is a form of bullying; •Suggest strategies for dealing with name calling (including talking to a trusted adult).	them. •Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); •Give examples of features of these different types of relationships, including how they influence what is shared. •List some of the ways that people are different to each other (including differences of race, gender, religion); •Recognise potential consequences of aggressive behaviour; •Suggest strategies for dealing with someone who is behaving aggressively. •List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); •Define the word respect and demonstrate ways of showing respect to others' differences. •Understand and identify stereotypes, including those promoted in the media.	respecting others, even when they are different from themselves. •Identify and describe the different groups that make up their school/wider community/other parts of the UK; •Describe the benefits of living in a diverse society; •Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. •Understand that the information we see online either text or images, is not always true or accurate; •Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; •Understand and explain the difference sex, gender identity, gender expression and sexual orientation. •Identify the consequences of positive and negative behaviour on themselves and others; •Give examples of how individual/group actions can impact on others in a positive or negative way.	•Demonstrate ways of offering support to someone who has been bullied. •Demonstrate ways of showing respect to others, using verbal and non-verbal communication. •Understand and explain the term prejudice; •Identify and describe the different groups that make up their school/wider community/other parts of the UK; •Describe the benefits of living in a diverse society; •Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. •Explain the difference between a friend and an acquaintance; •Describe qualities of a strong, positive friendship; •Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). •Define what is meant by the term stereotype; •Recognise how the media can sometimes reinforce gender stereotypes; •Recognise that people fall into a wide range of what is seen as normal; •Challenge stereotypical gender portrayals of people.
--	--	--	---	---

Keeping Myself Safe	• Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs. • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it	• Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent. • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares. • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that	• Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision; • Describe some of the possible outcomes of taking a risk. • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying. • Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare. • Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation. • Reflect on what information they share offline and online; • Recognise that people aren't always who they say they are online; • Know how to protect personal information online. • Understand some of the complexities of categorising drugs;	• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread. • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology. • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online. • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country.
----------------------------	--	--	--	---

	is not appropriate or safe to share this; •Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.	not all people drink alcohol (Social Norms theory). •Describe stages of identifying and managing risk; •Suggest people they can ask for help in managing risk.	•Know that all medicines are drugs but not all drugs are medicines; •Understand ways in which medicines can be helpful or harmful and used safely or unsafely. •Understand the actual norms around smoking and the reasons for common misperceptions of these. •Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; •Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.	•Understand some of the basic laws in relation to drugs; •Explain why there are laws relating to drugs in this country. •Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; •Describe some of the effects and risks of drinking alcohol.
Rights and Responsibilities	•Define what a volunteer is; •Identify people who are volunteers in the school community; •Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. •Identify key people who are responsible for them to stay safe and healthy; •Suggest ways they can help these people. •Understand the difference between 'fact' and 'opinion'; •Understand how an event can be perceived from different viewpoints; •Plan, draft and publish a recount using the appropriate language. •Understand the terms 'income',	•Explain how different people in the school and local community help them stay healthy and safe; •Define what is meant by 'being responsible'; •Describe the various responsibilities of those who help them stay healthy and safe; •Suggest ways they can help the people who keep them healthy and safe. •Understand that humans have rights and also responsibilities; •Identify some rights and also responsibilities that come with these. •Understand the reason we have rules; •Suggest and engage with ways	•Identify, write and discuss issues currently in the media concerning health and wellbeing; •Express their opinions on an issue concerning health and wellbeing; •Make recommendations on an issue concerning health and wellbeing. •Understand the difference between a fact and an opinion; •Understand what biased reporting is and the need to think critically about things we read. •Define the differences between responsibilities, rights and duties; •Discuss what can make them difficult to follow; •Identify the impact on individuals and the wider	•Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; •Describe the language and techniques that make up a biased report; •Analyse a report also extract the facts from it. •Know the legal age (and reason behind these) for having a social media account; •Understand why people don't tell the truth and often post only the good bits about themselves, online; •Recognise that people's lives are much more balanced in real life, with positives and negatives. •Explain some benefits of saving

	'saving' and 'spending'; •Recognise that there are times we can buy items we want and times when we need to save for them; •Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) •Explain that people earn their income through their jobs; •Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	that they can contribute to the decision making process in school (e.g. through pupil voice/school council); •Recognise that everyone can make a difference within a democratic process. •Define the word influence; •Recognise that reports in the media can influence the way they think about an topic; •Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. •Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; •Recognise that they can play a role in influencing outcomes of situations by their actions. •Define the terms 'income' and 'expenditure'; •List some of the items and services of expenditure in the school and in the home; •Prioritise items of expenditure in the home from most essential to least essential. •Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; •Understand how a payslip is laid out showing both pay and deductions; •Prioritise public services from most essential to least essential.	community if responsibilities are not carried out. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value. • State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product. • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. • Explain some of the areas that local councils have responsibility for; • Understand that local Councillors are elected to represent their local community.	money; •Describe the different ways money can be saved, outlining the pros and cons of each method; •Describe the costs that go into producing an item; •Suggest sale prices for a variety of items, taking into account a range of factors; •Explain what is meant by the term interest. •Recognise and explain that different jobs have different levels of pay and the factors that influence this; •Explain the different types of tax (income tax and VAT) which help to fund public services; •Evaluate the different public services and compare their value. •Explain what we mean by the terms voluntary, community and pressure (action) group; •Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. •Explain what is meant by living in an environmentally sustainable way; •Suggest actions that could be taken to live in a more environmentally sustainable way. • Why and how rules and laws that protect them and others are made and enforced, • Why different rules are needed in different situations
--	---	--	---	---

				and how to take part in making and changing rules. • Begin to understand the way in which democracy in Britain works. •
Being my Best	• Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media. • Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); • Describe how food, water and air get into the body and blood.	• Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios.	• Know two harmful effects each of smoking/drinking alcohol. • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements. • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community. • Identify people who are responsible for helping them stay healthy and safe;	• Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. • Identify aspirational goals; • Describe the actions needed to set and achieve these. • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Identify risk factors in a given situation (involving alcohol); • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;

		• Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community.	• Identify ways that they can help these people. • Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have.	• Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
Growing and Changing	• Identify different types of relationships; • Recognise who they have positive healthy relationships with. • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm;	• Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change. • Name some positive and negative feelings; • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practising how to compromise. • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways they can cope better with periods. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises	• Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience. • Identify people who can be trusted; • Describe strategies for dealing with situations in which they would feel uncomfortable. • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like. • Know the correct words for the external organs; • Discuss some of the myths associated with puberty. • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. • Recognise how our body feels	• Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change. • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. • Understand the risks of sharing images online and how these are hard to control, once shared;

	•Understand that for girls, periods are a normal part of puberty.	and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe. •Recognise that marriage includes same sex and opposite sex partners; •Know the legal age for marriage in England or Scotland; •Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.	when we're relaxed; •List some of the ways our body feels when it is nervous or sad; •Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. •Explain the difference between a safe and an unsafe secret; •Identify situations where someone might need to break a confidence in order to keep someone safe. •Recognise that some people can get bullied because of the way they express their gender; •Give examples of how bullying behaviours can be stopped.	•Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; •Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. •Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; •Suggest strategies that would help someone who felt challenged by the changes in puberty; •Understand what FGM is and that it is an illegal practice in this country; •Know where someone could get support if they were concerned about their own or another person's safety. •Explain the difference between a safe and an unsafe secret; •Identify situations where someone might need to break a confidence in order to keep someone safe.
--	---	--	--	---