

# SMSC & PSHE



## The Inspire Multi Academy Trust (South West)



# SUBJECT ON A PAGE

# pshe and smsc

AT THE INSPIRE MULTI ACADEMY TRUST WE BELIEVE PSHE PREPARES CHILDREN FOR SUCCESS IN THEIR ONGOING EDUCATION, LATER CAREERS, AND FOR LIFE IN MODERN BRITAIN.



## Intent



Equip children with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society.



Teach children to understand how they are developing personally and socially and to better understand the feelings of others.



Teach children to become healthy, independent and responsible members of society.



Equip children with a sound understanding of risk, with the knowledge and skills necessary to make safe and informed choices.



Ensure children are aware of their rights and responsibilities in society to prepare them for the wider world.

## Implementation

### CONSISTENT APPROACH



We follow the Jigsaw scheme of learning for PSHE. This begins in Foundation and continues through to Year 6, ensuring a consistent approach. Lessons are adapted when required to tailor learning to our children. All classes have a Jigsaw 'friend', which can be used to support children during discussions as a talk prompt. The scheme outlines six key topics and these allow children to develop a strong understanding of our identified key concepts. Each of the six topics have two learning intentions - one linked to PSHE (shown in purple in the planning), and the other linked to developing social skills and emotional literacy (shown in green in the planning). Our provision of PSHE promotes opportunities to link British Values and Social, Moral, Spiritual and Cultural (SMSC) responsibilities. There are many cross-curricular links with other subjects, for example Computing (E-safety), Science (recycling) and PE (leading healthy active lives).. We want to inform, equip and inspire children to be active citizens.

### STRONG FOUNDATIONS

In the Early Years, children learn about themselves, the world around them and about how to interact with others as part of the programme, and this learning follows the objectives in the following strands of the EYFS Framework:

- Understanding the World
- Personal, Social & Emotional Development
- Communication & Language



Lessons follow the structure set out in the scheme **Jigsaw Charter** - Sharing of lesson ground rules.  
**Calm Me** - Mindfulness activity using the chime to focus children.  
**Interest Me** - The main teaching part of the lesson.  
**Help Me Learn** - Independent, paired or group activities.  
**Let's Think** - Reflecting on the learning.  
 Children also make use of the Jigsaw mascot (**Jennie**) to use as talk prompts during class circle times.

### TEACHING OF RSHE

Although RSE is non-statutory in KS1 and KS2, we believe that children learning about their bodies is an essential part of PSHE. We believe that learning scientific names for body parts and learning about safe and unsafe touching is an important part of safeguarding. We follow the Jigsaw Changing Me unit in which children learn (in age-appropriate ways) about how their bodies change, and how babies grow and develop. In KS2 children in Year 4 learn that babies are made when a sperm joins an ovum, and from Year 5 children learn about conception. This progression in learning about changes in their own bodies, and about how babies develop is age-appropriate.

### DEVELOPING EMOTIONAL LITERACY

Throughout PSHE lessons staff and children use appropriate language, and this vocabulary is identified in the Jigsaw progression documents. Each Jigsaw topic allows opportunities for children to develop their emotional literacy in age-appropriate ways.

### READING IN PSHE

Books are shared in PSHE to develop empathy, provoke thought, and to learn. Storybooks can be accessed from our PSHE Library.



Being Me In My World



Celebrating Difference



Dreams & Goals



Healthy Me



Relationships



Changing Me





# The Inspire Multi Academy Trust

## SMSC & PSHE Progression

### Term 1: Being Me in My World

**Early Years:** In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children’s rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Feeling special and safe</b>  <b>Being part of a class</b>  <b>Rights and responsibilities</b>  <b>Rewards and feeling proud</b>  <b>Consequences</b>  <b>Owning the Learning Charter</b></p> <p>I can name some people who are special to me. I can tell you ways they help me stay safe and feel special.</p> <p>I can tell you why I like some people and who I might go to for help if I need it.</p> <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p><b>Hopes and fears for the year</b>  <b>Rights and responsibilities</b>  <b>Rewards and consequences</b>  <b>Safe and fair learning environment</b>  <b>Valuing contributions</b>  <b>Choices</b>  <b>Recognising feelings</b></p> <p>I can tell you some things that make my class a safe and fair place.</p> <p>I can say how I feel about my class and why I like it being safe and fair.</p> <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p> <p>I can justify the choices I make to help keep my class and school a safe and fair place.</p>	<p><b>Setting personal goals</b>  <b>Self-identity and worth</b>  <b>Positivity in challenges</b>  <b>Rules, rights and responsibilities</b>  <b>Rewards and consequences</b>  <b>Responsible choices</b>  <b>Seeing things from others' perspectives</b></p> <p>I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.</p> <p>I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I</p>	<p><b>Being part of a class team</b>  <b>Being a school citizen</b>  <b>Rights, responsibilities and democracy (school council)</b>  <b>Rewards and consequences</b>  <b>Group decision-making</b>  <b>Having a voice</b>  <b>What motivates behaviour</b></p> <p>I can tell you why my school is a community and some of the different roles people have in it.</p> <p>I can say how it feels to be part of a positive school community and to be listened to.</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p> <p>I can problem-solve and offer different solutions to help my</p>	<p><b>Planning the forthcoming year</b>  <b>Being a citizen</b>  <b>Rights and responsibilities</b>  <b>Rewards and consequences</b>  <b>How behaviour affects groups</b>  <b>Democracy, having a voice, participating</b></p> <p>I can give some examples of people in my country who have different lives to mine.</p> <p>I can tell you why being part of a community is positive and why it is important that the community is a fair one.</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect</p>	<p><b>Identifying goals for the year</b>  <b>Global citizenship</b>  <b>Children's universal rights</b>  <b>Feeling welcome and valued</b>  <b>Choices, consequences and rewards</b>  <b>Group dynamics</b>  <b>Democracy, having a voice</b>  <b>Anti-social behaviour</b>  <b>Role-modelling</b></p> <p>I can tell you how some of my choices affect others locally and globally.</p> <p>I can tell you how I try to make others feel valued by understanding their feelings and doing something positive.</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>

I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.	I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.	<p>can explain why it is important to feel valued.</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can give you some examples of how to work/play well with others.</p> <p>I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it.</p>	<p>team/ class/ school be more democratic.</p> <p>I can justify why being in a democracy helps people feel valued and is fair.</p>	<p>another and can give examples of this from school and a wider community context.</p> <p>I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community.</p> <p>I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context</p>	<p>I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share.</p> <p>I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities</p>
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## Term 2: Celebrating Difference

**Early Years:** In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Similarities and differences</b>  <b>Understanding bullying and knowing how to deal with it</b>  <b>Making new friends</b>  <b>Celebrating the differences in everyone</b></p> <p>I can tell you something positive that I like about being in my class.</p> <p>I can say how I help make my class a happy and safe place.</p>	<p><b>Assumptions and stereotypes about gender</b>  <b>Understanding bullying</b>  <b>Standing up for self and others</b>  <b>Making new friends</b>  <b>Gender diversity</b>  <b>Celebrating difference and remaining friends</b></p> <p>I can name some differences and similarities between me and other people in my class.</p>	<p><b>Families and their differences</b>  <b>Family conflict and how to manage it (child-centred)</b>  <b>Witnessing bullying and how to solve it</b>  <b>Recognising how words can be hurtful</b>  <b>Giving and receiving compliments</b></p> <p>I can explain how the role of a witness in a conflict situation can be helpful/unhelpful depending on their actions. I can suggest</p>	<p><b>Challenging assumptions</b>  <b>Judging by appearance</b>  <b>Accepting self and others</b>  <b>Understanding influences</b>  <b>Understanding bullying</b>  <b>Problem-solving</b>  <b>Identifying how special and unique everyone is</b>  <b>First impression</b></p> <p>I can tell you about my first impressions of someone. I can give a reason why sometimes people don't tell about a bullying situation.</p>	<p><b>Cultural differences and how they can cause conflict</b>  <b>Racism</b>  <b>Rumours and name-calling</b>  <b>Types of bullying</b>  <b>Material wealth and happiness</b>  <b>Enjoying and respecting other cultures</b></p> <p>I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel.</p>	<p><b>Perceptions of normality</b>  <b>Understanding disability</b>  <b>Power struggles</b>  <b>Understanding bullying</b>  <b>Inclusion/exclusion</b>  <b>Differences as conflict, difference as celebration</b>  <b>Empathy</b></p> <p>I can tell you some ways that difference can be a source of conflict in people's lives.</p> <p>I can say how I feel about people experiencing conflict</p>

<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p> <p>I can explain why I have a right to learn in a happy and safe class</p>	<p>I can give a reason why a friend is special to me.</p> <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p> <p>I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people.</p> <p>I can offer strategies that allow me to stand up for myself and my friends.</p>	<p>ways that I might act in these situations.</p> <p>I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how a conflict that I have seen or been involved with made me feel.</p> <p>I can tell you about a conflict that I have witnessed or been involved with.</p>	<p>I can say why it is good to try to get to know someone before making judgements about them.</p> <p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p> <p>I can explain how first impressions can be misleading. I can appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation.</p> <p>I can explain how I form opinions about myself and other people and what might influence me about that.</p>	<p>I can tell you why it is important to respect my own and other people's cultures.</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p> <p>I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation.</p> <p>I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/ discrimination and why respect is an important value.</p>	<p>in their lives because they are different.</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> <p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</p> <p>I can express my own attitudes towards people who are different and empathise with their circumstances</p>
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**Term 3: Dreams & Goals**

**Early Years:** In this Puzzle (unit), the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with

being able to have the job they want. They also talk about achieving goals and the feelings linked to this.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Setting goals</b>  <b>Identifying successes and achievement</b>  <b>Learning styles</b>  <b>Working well and celebrating achievement with a partner</b>  <b>Tackling new challenges</b>  <b>Identifying and overcoming obstacles</b>  <b>Feelings of success</b></p> <p>I can tell you about a challenge and what I did well.</p> <p>I can say why a challenge made me feel good about myself.</p> <p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p> <p>I can explain what helped me to succeed in a learning challenge and explain how this made me feel.</p> <p>I can explain why it is important to store positive feelings in my internal treasure chest and how this</p>	<p><b>Achieving realistic goals</b>  <b>Perseverance</b>  <b>Learning strengths</b>  <b>Learning with others</b>  <b>Group co-operation</b>  <b>Contributing to and sharing success</b></p> <p>I can tell you what I did to help my group create an end product.</p> <p>I can say how I felt about working in a group.</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p> <p>I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.</p> <p>I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</p>	<p><b>Difficult challenges and achieving success</b>  <b>Dreams and ambitions</b>  <b>New challenges</b>  <b>Motivation and enthusiasm</b>  <b>Recognising and trying to overcome obstacles</b>  <b>Evaluating learning processes</b>  <b>Managing feelings</b>  <b>Simple budgeting</b></p> <p>I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.</p> <p>I can analyse my learning strengths and use this to design clear steps to help me improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p>	<p><b>Hopes and dreams</b>  <b>Overcoming disappointment</b>  <b>Creating new, realistic dreams</b>  <b>Achieving goals</b>  <b>Working in a group</b>  <b>Celebrating contributions</b>  <b>Resilience</b>  <b>Positive attitudes</b></p> <p>I know that sometimes things can go wrong and can tell you why it is good to try again.</p> <p>I know how it feels to be disappointed and can tell you ways to stay positive.</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p> <p>I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles.</p> <p>I can explain why being resilient /having a positive attitude contributes to having greater chance of success.</p>	<p><b>Future dreams</b>  <b>The importance of money</b>  <b>Jobs and careers</b>  <b>Dream job and how to get there</b>  <b>Goals in different cultures</b>  <b>Supporting others (charity)</b>  <b>Motivation</b></p> <p>I can tell you about my dreams and goals and also some that young people from different cultures might have.</p> <p>I can tell you how I feel about my dreams and goals.</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</p> <p>I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</p>	<p><b>Personal learning goals, in and out of school</b>  <b>Success criteria</b>  <b>Emotions in success</b>  <b>Making a difference in the world</b>  <b>Motivation</b>  <b>Recognising achievements</b>  <b>Compliments</b></p> <p>I can tell you about something I can do with others that makes the world a better place.</p> <p>I can tell you how making the world a better place makes me feel.</p> <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p> <p>I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p> <p>I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.</p>

can help me in my future learning.		<p>I am happy to talk about what I did well and say why it makes me feel good.</p> <p>I can tell you something I did well in a learning challenge and something I want to get better at</p>			
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**Term 4: Healthy Me**

**Early Years:** In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss ‘stranger danger’ and what they should do if approached by someone they don’t know.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Keeping myself healthy</b>  <b>Healthier lifestyle choices</b>  <b>Keeping clean</b>  <b>Being safe</b>  <b>Medicine safety/safety with household items</b>  <b>Road safety</b>  <b>Linking health and happiness</b></p> <p>I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy.</p> <p>I know that my body is special and I need to take care of it.</p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p>	<p><b>Motivation</b>  <b>Healthier choices</b>  <b>Relaxation</b>  <b>Healthy eating and nutrition</b>  <b>Healthier snacks and sharing food</b></p> <p>I can tell you some things I can put in or on my body to keep it healthy.</p> <p>I can say how I feel about being healthy.</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p> <p>I can justify my choices about food and medicines</p>	<p><b>Exercise</b>  <b>Fitness challenges</b>  <b>Food labelling and healthy swaps</b>  <b>Attitudes towards drugs</b>  <b>Keeping safe and why it's important online and off line scenarios</b>  <b>Respect for myself and others</b>  <b>Healthy and safe choices</b></p> <p>I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.</p> <p>I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.</p>	<p><b>Healthier friendships</b>  <b>Group dynamics</b>  <b>Smoking</b>  <b>Alcohol</b>  <b>Assertiveness</b>  <b>Peer pressure</b>  <b>Celebrating inner strength</b></p> <p>I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me.</p> <p>I can say how it feels when someone else is pushing me to do something.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>I can problem-solve and identify a variety of strategies</p>	<p><b>Smoking, including vaping</b>  <b>Alcohol</b>  <b>Alcohol and anti-social behaviour</b>  <b>Emergency aid</b>  <b>Body image</b>  <b>Relationships with food</b>  <b>Healthy choices</b>  <b>Motivation and behaviour</b></p> <p>I can give some reasons why people may worry about how they look, and I can describe healthy and unhealthy ways that people use food and substances in their lives.</p> <p>I can tell you why my body is good the way it is.</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how</p>	<p><b>Taking personal responsibility</b>  <b>How substances affect the body</b>  <b>Exploitation, including 'county lines' and gang culture</b>  <b>Emotional and mental health</b>  <b>Managing stress</b></p> <p>I can tell you how substance misuse has an unhealthy impact on the body and mind.</p> <p>I can tell you how I try to keep myself emotionally healthy.</p> <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally</p>

<p>I can give examples of when being healthy can help me feel happy.</p> <p>I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy. I can suggest how my body might come to harm if I make unhealthy choices.</p> <p>I can explain how healthy choices affect the way I feel about myself and help to make me happy</p>	<p>and explain healthy and safe ways in which they can be good for my body.</p> <p>I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices</p>	<p>I can express how being anxious/ scared and unwell feels.</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>I know how to tell someone if I feel scared/unwell.</p> <p>I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell.</p>	<p>in different situations where I may experience peer pressure.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.</p>	<p>smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p> <p>I can evaluate the different roles food and substances can play in people's lives. I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse.</p> <p>I respect and value my body and health, and can consider the part this plays in maintaining my self confidence</p>	<p>healthy and to manage stress and pressure.</p> <p>I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.</p> <p>I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older</p>
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## Term 5: Relationships

**Early Years:** Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Belonging to a family</b></p> <p><b>Making friends/being a good friend</b></p> <p><b>Physical contact preferences</b></p> <p><b>People who help us</b></p> <p><b>Qualities as a friend and person</b></p> <p><b>Self-acknowledgement</b></p> <p><b>Being a good friend to myself</b></p> <p><b>Celebrating special relationships.</b></p>	<p><b>Different types of family</b></p> <p><b>Physical contact boundaries</b></p> <p><b>Friendship and conflict</b></p> <p><b>Secrets</b></p> <p><b>Trust and appreciation</b></p> <p><b>Expressing appreciation for special relationships</b></p> <p>When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some</p>	<p><b>Family roles and responsibilities</b></p> <p><b>Friendship and negotiation</b></p> <p><b>Keeping safe online and who to go to for help</b></p> <p><b>Being a global citizen</b></p> <p><b>Being aware of how my choices affect others</b></p> <p><b>Awareness of how other children have different lives</b></p> <p><b>Expressing appreciation for family and friends</b></p>	<p><b>Jealousy</b></p> <p><b>Love and loss</b></p> <p><b>Memories of loved ones</b></p> <p><b>Getting on and Falling Out</b></p> <p><b>Girlfriends and boyfriends</b></p> <p><b>Showing appreciation to people and animals</b></p> <p>I can tell you some different ways that I can show love for special people and animals.</p>	<p><b>Self recognition and self-worth</b></p> <p><b>Building self-esteem</b></p> <p><b>Safer online communities</b></p> <p><b>Rights and responsibilities online</b></p> <p><b>Online gaming and gambling</b></p> <p><b>Reducing screen time</b></p> <p><b>Dangers of online grooming</b></p> <p><b>SMART internet safety rules</b></p> <p>I can tell you about different types of friendship and ways</p>	<p><b>Mental health</b></p> <p><b>Identifying mental health worries and sources of support</b></p> <p><b>Love and loss</b></p> <p><b>Managing feelings</b></p> <p><b>Power and control</b></p> <p><b>Assertiveness</b></p> <p><b>Technology safety</b></p> <p><b>Take responsibility with technology use</b></p> <p>I can say how people might feel if they lose someone special to them. I can also</p>

<p>I can talk about one thing that makes me different from my friends and one thing that we have in common.</p> <p>I can tell you ways that I could be kind to other people in my class.</p> <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p> <p>I can explain why being unique and special is important.</p> <p>I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.</p>	<p>things that might make me feel uncomfortable.</p> <p>I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>I can justify how and why some things might make me feel comfortable or uncomfortable in relationships.</p> <p>I can appraise how effective different problem-solving solutions might be when solving problems in my relationships</p>	<p>I can express a sense of the responsibility we have for each other because of these connections.</p> <p>I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can tell you how I depend on other people and how other people depend on me.</p> <p>I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries</p>	<p>I can tell you how it might feel to miss a special person or animal.</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p> <p>I can give reasons why people may experience a range of feelings associated with personal loss.</p> <p>I can offer and evaluate solutions to help manage personal loss</p>	<p>these might change. I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends.</p> <p>I can tell you why some feelings might lead to someone using technology to harm me or others.</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> <p>I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this.</p> <p>I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to</p>	<p>give some examples of when people might try to control or gain power over others.</p> <p>I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p> <p>I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.</p> <p>I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that</p>
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				use technology in risky or harmful ways	may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings.
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**Term 6**

**Early Years:** Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Life cycles – animal and human</b>  <b>Changes in me Changes since being a baby</b>  <b>Differences between female and male bodies (correct terminology)</b>  <b>Linking growing and learning</b>  <b>Coping with change</b>  <b>Transition</b></p> <p>I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private.</p>	<p><b>Life cycles in nature</b>  <b>Growing from young to old</b>  <b>Increasing independence</b>  <b>Differences in female and male bodies (correct terminology)</b>  <b>Assertiveness</b>  <b>Preparing for transition</b></p> <p>I can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I can use the correct names and give reasons why they are private.</p> <p>I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older.</p>	<p><b>How babies grow</b>  <b>Understanding a baby’s needs</b>  <b>Outside body changes</b>  <b>Inside body changes</b>  <b>Family stereotypes</b>  <b>Challenging my ideas</b>  <b>Preparing for transition</b></p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.</p> <p>I can describe fully the changes that take place inside/ outside boys' and girls' bodies during the growing up process and can</p>	<p><b>Being unique</b>  <b>Having a baby</b>  <b>Girls and puberty</b>  <b>Confidence in change</b>  <b>Accepting change</b>  <b>Preparing for transition</b>  <b>Environmental change</b></p> <p><b>I can tell you that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation).</b></p> <p>I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these.</p> <p>I can summarise the changes that happen to boys' and girls'</p>	<p><b>Self- and body image</b>  <b>Influence of online and media on body image</b>  <b>Puberty for girls</b>  <b>Puberty for boys</b>  <b>Conception (including IVF)</b>  <b>Growing responsibility</b>  <b>Coping with change</b>  <b>Preparing for transition</b></p> <p>I can identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too.</p> <p>I know that I will change during puberty and I can tell you how I feel about that.</p>	<p><b>Self-image</b>  <b>Body image</b>  <b>Puberty and feelings</b>  <b>Conception to birth</b>  <b>Reflections about change</b>  <b>Physical attraction</b>  <b>Respect and consent</b>  <b>Boyfriends/girlfriends</b>  <b>Sexting</b>  <b>Transition</b></p> <p>I can identify the main stages by which a baby develops through conception, pregnancy and birth.</p> <p>I can tell you some words that describe my feelings about becoming a teenager and how I feel about conception, pregnancy and birth of a baby.</p>

<p>I can tell you some things that will change for me and how I feel about this.</p> <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names.</p> <p>I can explain why some changes I might experience might feel better than others.</p> <p>I can use the correct terms and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not.</p> <p>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.</p>	<p>I can use the correct terms and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p> <p>I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy.</p> <p>I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples</p>	<p>explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p> <p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I can tell you something I like and something that worries me about the idea of growing up.</p> <p>I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies.</p>	<p>bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p> <p>I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this.</p> <p>I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p> <p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process.</p> <p>I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p> <p>I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.</p> <p>I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it.</p>
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***Please turn over for an example planning unit for the Inspire SMSC Curriculum.***

