

	Year B (2022/23)
Year 1	
Autumn	<p>Rules:</p> <ul style="list-style-type: none"> • About what rules are, why they are needed, and why different rules are needed for different situations. <p>Families and Friends:</p> <ul style="list-style-type: none"> • identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them. • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us. • Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences. • Identify simple qualities of friendship; • Suggest simple strategies for making up. • • Explain the difference between a secret and a nice surprise; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Understand and learn the PANTS rules; <p>Safe Relationships:</p> <ul style="list-style-type: none"> • Anti Bullying Week • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • About how people may feel if they experience hurtful behaviour or bullying. • To know the difference between teasing and bullying; • How to ask for help if a friendship is making them feel unhappy. • Recognise how a person's behaviour (including their own) can affect other people • Recognise and explain what is fair and unfair, kind and unkind;

	<ul style="list-style-type: none"> • About how to treat themselves and others with respect; how to be polite and courteous. <p>Online Safety:</p> <p>Children can:</p> <ul style="list-style-type: none"> • Agree and use sensible rules to keep me safe when they use technology • Explain why it's important to be kind and polite • Use links to websites to find information • Tell a trusted adult what they want to use a device for • Tell a trusted adult when something worrying or unexpected happens when they are using a device
Spring	<p>Belonging to a community:</p> <ul style="list-style-type: none"> • Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others. • Identify what they like about the school environment; • Recognise who cares for and looks after the school environment. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. <p>Money and work</p> <ul style="list-style-type: none"> • Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). <p>Online safety:</p> <ul style="list-style-type: none"> • Know what their personal information is and keep it private • Know that something put online can be seen by others

	<ul style="list-style-type: none"> • Use different technologies, with a trusted adult, to communicate responsibly with others • Be careful about the icons clicked or tap when using technology devices
Summer	<p>Physical Health and Mental well being:</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Recognise the importance of fruit and vegetables in their daily diet; • Recognise the importance of regular hygiene routines; • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety and responsibility about medicines and their use. • Basic First Aid <p>Growing changing and our emotions</p> <ul style="list-style-type: none"> • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Identify a range of feelings; • Identify how feelings might make us behave: • Recognise the range of feelings that are associated with loss. • Recognise that learning a new skill requires practice and the opportunity to fail, safely; <p>About growing and changing from young to old and how people's needs change.</p>

	<ul style="list-style-type: none"> • Online Safety: • Tell you similarities and differences between people • Know what to say and how they feel when someone says something nice • Select from a list of apps, games and websites that a trusted adult gives me • Use devices for the time allowed and say what they like
Kingfisher Class Y2/3	
Autumn	<p>Rules:</p> <ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • How to listen to other people and play and work cooperatively. • About what rules are, why they are needed, and why different rules are needed for different situations. <p>Friends and Family:</p> <ul style="list-style-type: none"> • About how people make friends and what makes a good friendship. • Simple strategies to resolve arguments between friends positively. • Identify people who are special to them and why • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour. • Recognise and describe acts of kindness and unkindness; <p>Safe Relationships:</p> <ul style="list-style-type: none"> • Anti Bullying week • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.

	<ul style="list-style-type: none"> • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Understand and describe strategies for dealing with bullying: • Explain the difference between bullying and isolated unkind behaviour; • Identify special people in the school and community who can help to keep them safe; • Know how to ask for help. <p>Online Safety:</p> <ul style="list-style-type: none"> • I agree and use sensible rules to keep me safe when I use technology • I talk about why it is important to be kind and polite online and in real life • I know that not all information online is true • Before I use a device, I talk to a trusted adult about how I will keep myself safe • I tell a trusted adult when something worrying or unexpected happens when I am using a device
Spring	<p>Belonging to a community</p> <ul style="list-style-type: none"> • Recognise that they all have a responsibility for helping to look after the school environment. <p>Online safety:</p> <ul style="list-style-type: none"> • I explain why I need to keep my passwords and personal information private • I know that not everyone is who they say they are online • I identify some possible risks to devices • Before I use a device, I talk to a trusted adult about how I will keep myself safe • I tell a trusted adult when something worrying or unexpected happens when I am using a device

	<ul style="list-style-type: none"> • <p>Respecting Ourselves and others:</p> <ul style="list-style-type: none"> • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. • Demonstrate simple ways of giving positive feedback to others. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Recognise and explain how a person's behaviour can affect other people. • Explain, and be able to use, strategies for dealing with impulsive behaviour. • To recognise the ways in which we are all unique. • To recognise the ways in which they are the same and different to others. • To understand how it feels to be part of a group; • To understand how it feels to be left out from a group; • <p>Money and Work:</p> <ul style="list-style-type: none"> • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Recognise that money can be spent on items which are essential or non-essential;
Summer	<p>Physical Health and Mental Health:</p> <ul style="list-style-type: none"> • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand and give examples of things they can choose themselves and things that others choose for them • To understand the importance of good dental hygiene;

- Understand that the body gets energy from food, water and oxygen;
- Recognise that exercise and sleep are important to health

Keeping Safe:

- Identify situations in which they would feel safe or unsafe;
- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
- Understand that medicines can sometimes make people feel better when they're ill;
- Explain simple issues of safety and responsibility about medicines and their use.
- About what is meant by first aid; basic techniques for dealing with common injuries.

Changing and growing:

- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
- Understand and describe some of the things that people are capable of at these different stages.
- Identify which parts of the human body are private;
- Explain what privacy means;
- Know that you are not allowed to touch someone's private belongings without their permission;
- Identify how inappropriate touch can make someone feel;
- Understand that there are unsafe secrets and secrets that are nice surprises;
- Recognise that some touches are not fun and can hurt or be upsetting;

Online Safety:

- I identify similarities and differences between people
- I know and people I see in the media/online
- I tell you how I feel when someone says something nice or not nice to me I describe the things
- I enjoy about age appropriate apps, games and websites I am guided to use
- I take a break when I have been using a device for too long

	<ul style="list-style-type: none"> I do a range of other activities when I am not using devices 	
Kite Class Y3/4		
	2023/24	2022/23
Autumn	<p>Year 3</p> <p>Families and Friends:</p> <ul style="list-style-type: none"> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; <p>Belonging to a community:</p> <ul style="list-style-type: none"> To recognise reasons for rules and laws; consequences of not adhering to rules and laws. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. 	<p>Year 4</p> <p>Families and Friends:</p> <ul style="list-style-type: none"> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Recognise that there are times when they might need to say 'no' to a friend; Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); <p>Belonging to a Community</p> <ul style="list-style-type: none"> Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). Understand some of the ways that various national and international environmental organisations work to help take care of the environment;

	<ul style="list-style-type: none"> • Explain whose responsibility it is to look after the local environment; About the relationship between rights and responsibilities. • About the different groups that make up their community; what living in a community means. • To value the different contributions that people and groups make to the community. <p>Safe relationships:</p> <ul style="list-style-type: none"> • Anti Bullying Week • 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. • Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. • Identify key people who are responsible for them to stay safe and healthy; • How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. <p>Online Safety:</p> <ul style="list-style-type: none"> • I contribute to shared rules and use them to make good choices when I use technology • I describe the ways that people get bullied when they use different technologies and consider what I post 	<ul style="list-style-type: none"> • To value the different contributions that people and groups make to the community. • Define what a volunteer is; <p>Safe Relationships:</p> <ul style="list-style-type: none"> • Anti Bullying week • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different people in the school and local community help them stay healthy and safe; • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Give examples of strategies to respond to being bullied, including what people can do and say; • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
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	<ul style="list-style-type: none"> • I think about whether I can use images that I find online in my own work • I use search tools to find appropriate information and decide whether I can trust it • I use the safety features of apps, games and websites as well as reporting 	<p>Online Safety:</p> <ul style="list-style-type: none"> • I contribute to shared rules and use them to make good choices when I use technology • I comment positively and respectfully when I use different technologies • I explain how to check who owns photos, text and clipart • I identify key words to use when searching safely online and think about the reliability of information I find • I use a range of strategies to protect myself and my friends from harm online, including reporting
Spring	<p>Respecting Ourselves and others:</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs; The conventions of courtesy and manners. • Rehearse and demonstrate simple strategies for resolving given conflict situations. • About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. • Identify qualities of friendship; Suggest reasons why friends sometimes fall out; and skills for making up. 	<p>Respecting Ourselves and Others:</p> <ul style="list-style-type: none"> • Define successful qualities of teamwork and collaboration. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. • Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Define the terms 'negotiation' and 'compromise';

	<p>Digital media and Literacy:</p> <ul style="list-style-type: none"> • Identify different types of relationships; Recognise who they have positive healthy relationships with. • How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. <p>Online Safety:</p> <ul style="list-style-type: none"> • I use a secure password and explain why they are important • I protect my personal information when I do different things online • I participate safely and responsibly in a secure online community • I ask a trusted adult before downloading <p>Money and work:</p> <ul style="list-style-type: none"> • To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. • That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. 	<ul style="list-style-type: none"> • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <p>Online Safety:</p> <ul style="list-style-type: none"> • I know that anything I share online will stay there to be seen and used by others • I make safe choices when using technology to communicate responsibly with others • I explain why I need to ask a trusted adult before downloading files and games from the internet <p>Money and Work</p> <ul style="list-style-type: none"> • To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. • 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; • Understand that humans have rights and also responsibilities;
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<p>Summer</p>	<p>Physical Health & Well being:</p> <ul style="list-style-type: none"> • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. • About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. • To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. <p>Keeping safe:</p> <ul style="list-style-type: none"> • Identify risk factors in given situations; Suggest ways of reducing or managing those risks. • How to recognise and report feelings of being unsafe or feeling bad about any adult • About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. • About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. 	<p>Physical Health and Mental Well Being</p> <ul style="list-style-type: none"> • About the elements of a balanced, healthy lifestyle. • About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. • 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. • 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. <p>Keeping safe:</p> <ul style="list-style-type: none"> • Identify situations which are either dangerous, risky or hazardous; • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk. • Understand that medicines are drugs; • Explain safety issues for medicine use;
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	<ul style="list-style-type: none"> • How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. • About what is meant by first aid; basic techniques for dealing with common injuries. • How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. <p>Online Safety:</p> <ul style="list-style-type: none"> • I identify images which have been digitally altered • I explain how I feel when someone responds to something I have shared online • I use age appropriate apps, games and websites from a list I have agreed with others • I make good choices about when and why I use devices I identify adverts online, including those within Google searches <p>Growing and changing:</p> <p>Year 3</p> <p>Body Space</p> <ul style="list-style-type: none"> • Understand what is meant by the term body space (or personal space); 	<ul style="list-style-type: none"> • 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 not all people drink alcohol (Social Norms theory). <p>Online Safety:</p> <ul style="list-style-type: none"> • I explain how digitally altered images in the media make me feel • I use appropriate strategies to deal with comments online I choose apps, games and websites that are appropriate for my age and explain my reasons to friends • I tell my friends about the sensible choices I make about when and why I use device • I ignore or close adverts that appear on my device and explain my reasons <p>Growing and changing:</p> <p>Year 3</p> <p>Body Space</p> <ul style="list-style-type: none"> • 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;
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	<ul style="list-style-type: none"> Identify when it is appropriate or inappropriate to allow someone into their body space; <p>Year 4</p> <p>All Change:</p> <ul style="list-style-type: none"> Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. <p>My feelings are all over the place:</p> <ul style="list-style-type: none"> Understand how the onset of puberty can have emotional as well as physical impact <p>Preparing for changes at puberty:</p> <ul style="list-style-type: none"> Know the key facts of the menstrual cycle; 	<p>Year 4</p> <p>All Change:</p> <ul style="list-style-type: none"> Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. <p>My feelings are all over the place:</p> <ul style="list-style-type: none"> Understand how the onset of puberty can have emotional as well as physical impact <p>Preparing for changes at puberty:</p> <ul style="list-style-type: none"> Know the key facts of the menstrual cycle;
Harrier Class Y5/6		
	2023/24	2022/23
Autumn	<p>Year 5</p> <p>Online Safety:</p> <ul style="list-style-type: none"> I contribute to shared rules and use them to support myself and others when we use technology I always communicate kindly and respectfully and can describe the impact where this does not happen 	<p>Year 6</p> <p>Rules:</p> <ul style="list-style-type: none"> To understand about democracy in Britain – elections To understand how laws are made <p>Families and Friends:</p>

	<ul style="list-style-type: none"> • I know which online resources I can download and use I use a search engine to find and evaluate different types of information • I explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to a trusted adult 	<ul style="list-style-type: none"> • 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; • Understand that everyone has the right to be free to choose who and whether to marry. • 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. • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; <p>Safe Relationships</p> <ul style="list-style-type: none"> • Anti Bullying Week • 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. • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Recognise and empathise with patterns of behaviour in peer-group dynamics;
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		<ul style="list-style-type: none"> • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. • Recognise peer influence and pressure; • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal. • Identify risk factors in a given situation; <p>Online Safety:</p> <ul style="list-style-type: none"> • I contribute to shared rules and use them to support myself and others when we use technology • I always communicate kindly and respectfully and work with others to help everyone enjoy their use of technology • I acknowledge the sources of information that I find online • I talk about the way search results are selected and ranked and check the reliability of websites I visit • I support my friends to protect themselves and make good choices online, including reporting
<ul style="list-style-type: none"> • Spring 	<ul style="list-style-type: none"> • Online Safety: • I use a secure password and safe screen name when I am using an online tool • I explain the risks of sharing too much about myself online • I compare my online and face-to face relationships 	<p>Belonging to a Community:</p> <ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Challenge stereotypical gender portrayals of people. • Recognise how the media can sometimes reinforce gender stereotypes;

	<ul style="list-style-type: none">• I explain why I need to protect my computer or device from harm	<ul style="list-style-type: none">• 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;• 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; <p>Respecting ourselves:</p> <ul style="list-style-type: none">• Describe the consequences of reacting to others in a positive or negative way;• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.• To understand the skills needed to collaborate• Explain what is meant by the terms 'negotiation' and 'compromise';• Demonstrate positive strategies for negotiating and compromising within a collaborative task. <p>Online safety:</p> <ul style="list-style-type: none">• I consider terms and conditions and adjust privacy settings to maintain control of my personal information
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		<ul style="list-style-type: none"> • I check the information about me online and know that some of it can be uploaded by others • I explain how to communicate safely and responsibly with people I only know online • I protect my computer or device from harm on the internet <p>Money and Work:</p> <ul style="list-style-type: none"> • Explain some benefits of saving money; • Describe the different ways money can be saved, outlining the pros and cons of each method; • 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; • Identify aspirational goals; <p>Describe the actions needed to set and achieve these.</p>
Summer	<p>Online Safety:</p> <ul style="list-style-type: none"> • I know the reasons why images are altered • I recognise that online friendships affect my feelings • I select age-appropriate apps, games and websites and encourage my friends to do the same • I evaluate my own and others' choices when using games and devices I identify the intended audience for an advert 	<p>Physical Health and Well Being:</p> <ul style="list-style-type: none"> • Understand how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;

		<ul style="list-style-type: none">• How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. <p>Keeping Safe:</p> <ul style="list-style-type: none">• 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.• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.• Explain how drugs can be categorised into different groups depending on their medical and legal context;• 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;• Understand the risks of sharing images online and how these are hard to control, once shared; <p>Online Safety:</p> <ul style="list-style-type: none">• I explain how images in the media affect how we feel about ourselves
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- I explain how online friendships affect our feelings I select age-appropriate apps, games and websites and explain the potential risks of making different choices
- I support my friends in evaluating their use of games and devices and make good choices for myself
- I explain how my data is used to target adverts towards me

Changing and growing

Y6

Is it normal?

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;

Making Babies:

- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

Growing up and changing bodies

- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.

- How puberty impacts relationships,
- Understanding the importance of hygiene,
- Contraception in terms of staying healthy,
- Dealing with Social Media

Y5

Growing and Changing:

Growing up and changing bodies (naming body parts)

- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.