

		PSHE Curriculum – Year 5 and 6– Cycle B (Learning based on Year 5 – to be adapted accordingly for Year 6s) Link to online Jigsaw materials Link to Assemblies and themes Outline 2021-22 Links to Significant events SMSC and Safeguarding 2021-2022 PSHE Learning Intention Social and Emotional Development Learning Intention Non- Negotiables				
		<ul style="list-style-type: none"> Each session will be adapted to be relevant to the current needs of the class Alert any new parents to the content of “Changing Me” and the school’s approach as outlined in the school’s Relationships and Sex Education policy. The Jigsaw Charter – We take turns to speak. WE use kind positive words. We listen to each other. WE have the right to pass. WE only use names when giving compliments or being positive. We respect each other’s’ privacy (confidentiality). (See Intro to Jigsaw) <ul style="list-style-type: none"> The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. (see emotional literacy mapping document) 				
	Autumn		Spring		Summer	
Resources	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals (can be extended into a whole school entrepreneurial event/garden party)	Healthy Me	Relationships	Changing Me (including Sex Education) Be aware – some children are to be taken out of any lessons that go beyond the science Y1/2 curriculum Year 5/6 may need to be taught their aspects separately (*)
	Jigsaw Charter, Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jez, paper bricks, Head teacher, Jigsaw Jerrie Cat. PowerPoint montage:, UNCRC Article cards, UNCRC Rights/Responsibilities resource sheet Jigsaw Jez, post-its, small sponge/tennis balls, Reward PowerPoint slide, Jigsaw Jez, Jigsaw Jez’s bag, Post-Its, Clip of London Riots 2011 (for use if time), Piece 3 flipchart - Rights/Responsibilities, School Learning Charter, flipchart, timer, Lyrics song sheet Song ‘Together as One’, newspaper, sticky tape, recording equipment (optional), scenario cards, flipchart and pens,	Jigsaw Chime, ‘Calm Me’ script, Culture wheel template, Jigsaw Journals, Culture PowerPoint pictures, Timer, Scenario cards, Jigsaw Jerrie Cat. Abdul and Atira picture, Abdul and Atira fact cards, Ribbon template, Jigsaw Jez, PowerPoint scenario picture: Carol, Different coloured post-its (2 colours), Example Snakes and Ladders game, A3 board game grids, Scenario strip templates, Snake and ladder templates, Glue sticks, Sources of support (sourced by teacher), Happiness continuum cards- one set per group, Jigsaw Journals, BBC Learning Clip 13599 Fact sheets, Culture wheel templates, Flip chart paper/chunky pens, Children’s own culture wheels (produced earlier in the unit	Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jez,– adult life/ jobs, and professions, Dream cloud template, Jigsaw Jerrie Cat. Job charades cards, Jobs and Salaries cards, Internet/library books, My Ideal Job resource sheet, Child pictures, Mary factsheet, Video clip (optional), Dream spiral template, Bag of items Optional: Teacher-sourced video clip, Project planning sheet, Jigsaw Song: ‘For Me’,	Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jez, Smoking quiz sheets and answers Image of the Tobacco Industry’s Poster Child, (Teacher to source- can be easily found from the internet), Optional: Teacher sourced images from the media e.g. celebrities who smoke , Optional: Children’s access to the internet, Jigsaw Jerrie Cat. Alcohol puzzle pieces, PowerPoint slide: Anti-social behaviour definition, Gregg and Lottie’s story, Recovery position PowerPoint, Optional: Teacher could source an appropriate video from the internet that shows the stage of the recovery position, Storyboard template, Emergency situation cards, PowerPoint slide: Body image definition, Teacher to source ‘Photo-shopped images of celebrities; before and after). Easily obtained online. Ensure male and female pictures are included., Message game cards, Timer, Top Tips PowerPoint slide, ‘Food is...’ sorting cards, Teacher to source a range of food adverts e.g. from online sources or from magazines, White card, Debate cards (if being used),	Jigsaw Jez, Jigsaw Chime, ‘Calm Me’ script, Mini- whiteboards and pens or paper and pens, Paper and pens, Jigsaw Jerrie Cat. Labels for the online safety game (Safe, Unsafe, I’m not sure), PowerPoint slide: Different online communities, Flipchart and pens, PowerPoint slide ‘How many gamers?’, PowerPoint slide ‘Mia’s story’, Game cards, Mini whiteboards and pens/or paper and pens, Countdown timer (can be easily sourced online), PowerPoint slide: Mason’s story, PowerPoint slide: ‘Are you having too much screen time?’, Screen time solutions resource, Screen time log (optional), PowerPoint of text messages, PowerPoint slide of ‘Clare’, PowerPoint slide ‘Staying Safe and happy online’, Paper and pens for poster designs,	Resources link to Year 5s – for Year 6 resources click this link Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jez, Self-image cards, Emoji face classroom labels, Airbrushed images (teacher sourced), PowerPoint slide ‘Self-image prompts’, Frame card template, Jigsaw Jerrie Cat, PowerPoint slides of male and female bodies, Animation: The Female Reproductive System, Menstruation Card Match, A range of sanitary products, The Great Growing Up Adventure resource sheet, A set of Menstruation Worries cards If available: some examples of published information leaflets about puberty, Jigsaw Jez’s Private Post Box (teacher to make), Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slide: Male organs, Boys ‘n’ Puberty Quiz - either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet or PowerPoint presentation, If available: some examples of published information leaflets about puberty, Animations: The Female Reproductive System and The Male Reproductive System, Having A Baby, Diamond 9 cards, PowerPoint slides: A Baby in the Womb, The Truth About Conception and Pregnancy card sort – statements, true/false cards, explanation cards, Jigsaw Song sheet: ‘A New Day’, Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jez, Selection of pages from teen magazines, Flip chart paper, Paper or card for card designs, Spinning top template, Circle of Change template,
Vocabulary	Education, Appreciation, Opportunities, Goals, Motivation, Vision, Hopes, Challenge, Rights, Responsibilities, Citizen, Denied, Empathise, Refugee, Persecution, Conflict, Asylum, Migrant, Rights, Wealth, Poverty, Responsibilities, Prejudice, Citizen, Privilege, Deprive, Rewards, Consequences, Choices, Learning Charter, Cooperation, Collaboration	Culture, Conflict, Difference, Similarity, Belong, Culture wheel, Racism, Colour, Race, Discrimination, Culture, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem-solving, Bullying, Indirect, Direct, Cyber bullying, Texting, Happiness, Difference, Culture, Similarity, Continuum, Developing world, Racism, Discrimination, Direct and indirect bullying, Culture, Celebration, Artefacts, Display, Presentation	Dream, Hope, Goal, Feeling, Achievement, Money, Grown up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Culture, Sponsorship, Communication, Support, Rallying, Sponsorship, Team work, Cooperation, Difference	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison Eating problem, Eating disorder, Respect, Pressure, Debate, Opinion, Fact, Choices, Healthy lifestyle, Motivation	Characteristics, Personal qualities, Attributes, Self-esteem, Responsibility/Being responsible, Age-limit, Social network, Community, Online, Off line, Responsibility, Rights, Risky, Violence, Appropriate, Grooming Trolled, Gambling/ betting, Trustworthy, Devices, Screen time, Social, Off line, Mental health, Physical health, Personal information, safe,	Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation, Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Ovary/ Ovaries, Vagina, Oestrogen, Vulva, Womb/Uterus, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones, Relationships, Conception, Making love, Sexual intercourse, Fallopian tube, Fertilisation, Pregnancy, Embryo, Umbilical cord, Contraception, Fertility treatment (IVF), Teenager, Milestone, Perceptions, Responsibilities, Change, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious

Lesson 1	<p>My Year Ahead Year 5: To be able to face new challenges positively and know how to set personal goals Year 6: To identify my goals for this year, understand my fears and worries about the future and know how to express them. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5: I can face new challenges positively and know how to set personal goals. I know what I value most about my school and can identify my hopes for this school year Year 6: I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I feel welcome and valued and know how to make others feel the same</p>	<p>Different Cultures Year 5/6: To understand that cultural differences sometimes cause conflict. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I understand that cultural differences sometimes cause conflict. I am aware of my own culture.</p>	<p>When I grow up – my dream lifestyle Year 5/6: To understand that I will need money to help me achieve some of my dreams. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5: I understand that I will need money to help me achieve some of my dreams. I can identify what I would like my life to be like when I am grown up</p>	<p>Smoking Year 5/6: To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5: I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</p>	<p>Recognising Me Year 5/6: To build an accurate picture of who I am as a person in terms of my characteristics and personal qualities Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5: I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self-esteem</p>	<p>Self and Body image Year 5/6: To be aware of own self-image and how own perception of body image fits into that. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: To be aware of own self-image and how body image fits into that. I know how to develop my own self esteem.</p>
Lesson 2	<p>Being a citizen of my country Year 5/6: I understand my rights and responsibilities as a citizen of my country Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I understand my rights and responsibilities as a citizen of my country. I can empathise with people in this country whose lives are different to my own.</p>	<p>Year 5/6: To understand what racism is Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I understand what racism is. I am aware of my attitude towards people from different races Year 6:</p>	<p>Investigate jobs and careers Year 5/6: To know about a range of jobs carried out by people I know and have explored how much people earn in different jobs Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. I appreciate the contributions made by people in different jobs.</p>	<p>Alcohol Year 5/6: I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p>	<p>Safety with online communities Year 5/6: To understand that belonging to an online community can have positive and negative consequences Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5: I understand that belonging to an online community can have positive and negative consequences. I can recognise when an online community feels unsafe or uncomfortable.</p>	<p>*Puberty for girls Year 5: To explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally *Puberty Year 6: I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5: I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally. I understand that puberty is a natural process that happens to everybody and that it will be ok for me Year 6: I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty.</p>
Lesson 3	<p>Responsibilities Year 5/6: I understand my rights and responsibilities as a citizen of my country and as a member of my school. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I understand my rights and responsibilities as a citizen of my country and as a member of my school. I can empathise with people in this country whose lives are different to my own</p>	<p>Rumours and name-calling Year 5/6: To understand how rumour-spreading and name-calling can be bullying behaviours. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I understand how rumour-spreading and name-calling can be bullying behaviours. I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I’m part of one</p>	<p>My Dream Job Year 5/6: To identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p>	<p>Emergency Aid Year 5/6: To know how to put into practice basic emergency aid procedures (including recovery position) and how to get help in emergency situations Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. I know how to keep myself calm in emergencies</p>	<p>Being in an online community Year 5/6: To understand there are rights and responsibilities in an online community or social network. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I understand there are rights and responsibilities in an online community or social network. I can recognise when an online community is helpful or unhelpful to me.</p>	<p>*Puberty for Boys Year 5: To describe how boys’ and girls’ bodies change during puberty. *Babies – conception to birth (Assessment opportunity) Year 6: To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5: I can describe how boys’ and girls’ bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty. Year 6: I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I can recognise how I feel when I reflect on the development and birth of a baby.</p>

Lesson 4	<p>Rewards and Consequences Year 5/6: To be able to make choices about my own behaviour because I understand how rewards and consequences feel. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand that my actions affect me and others.</p>	<p>Types of bullying Year 5/6: To explain the difference between direct and indirect types of bullying. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I can explain the difference between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p>	<p>Dreams and goals of other young people in other cultures Year 5/6: To describe the dreams and goals of young people in a culture different to mine. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I can describe the dreams and goals of young people in a culture different to mine. I can reflect on how these relate to my own.</p>	<p>Body Image Year 5/6: To understand how the media, social media and celebrity culture promotes certain body types. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5: I understand how the media, social media and celebrity culture promotes certain body types. I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p>	<p>Online gaming Year 5/6: To know there are rights and responsibilities when playing a game online. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I know there are rights and responsibilities when playing a game online. I can recognise when an online game is becoming unhelpful or unsafe.</p>	<p>*Conception Year 5: To understand conception and that this is how babies are usually made *Boyfriends and girlfriends Year 6: To understand how being physically attracted to someone changes the nature of the relationship. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5: I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby. I appreciate how amazing it is that human bodies can reproduce in these ways Year 6: I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</p>
Lesson 5	<p>Our Learning Charter Year 5/6: To understand how an individual's behaviour can impact on a group. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I understand how an individual's behaviour can impact on a group. I can contribute to the group and understand how we can function best as a whole.</p>	<p>Does money matter Year 5/6: To compare my life with people in the developing world. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I can compare my life with people in the developing world. I can appreciate the value of happiness regardless of material wealth</p>	<p>How can we support each other? Year 5/6: To understand that communicating with someone in a different culture means we can learn from each other. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Charity fundraising Outcomes: Year 5/6: I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. I appreciate the similarities and differences in aspirations between myself and young people in a different culture</p>	<p>My Relationship with Food Year 5/6: To know the different roles food can play in people's lives and explain how people can develop eating problems (disorders) relating to body image pressures Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body</p>	<p>My relationship with technology (screen time) Year 5/6: To recognise when I am spending too much time using devices (screen time). Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I can recognise when I am spending too much time using devices (screen time). I can identify things I can do to reduce screen time, so my health isn't affected.</p>	<p>*Looking Ahead Year 5: To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) *Real self-Ideal self Year 6: To be aware of the importance of a positive self-esteem and what I can do to develop it Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5: I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). I am confident that I can cope with the changes that growing up will bring. Year 6: I am aware of the importance of a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative 'body-talk'</p>
Lesson 6	<p>Owning Our Learning Charter (Assessment opportunity) Year 5: To understand how democracy and having a voice benefits the school community and know how to participate in this. Year 6: I understand how democracy and having a voice benefits the school community. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5: I understand how democracy and having a voice benefits the school community and know how to participate in this. I understand why our school community benefits from a Learning Charter and can help others to follow it Year 6: I understand how democracy and having a voice benefits the school community and know how to participate in this. I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself</p>	<p>Celebrating differences across the world (Assessment opportunity) Year 5/6: To understand a different culture from my own. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I can understand a different culture from my own. I respect my own and other people's cultures.</p>	<p>Rallying support (Assessment opportunity) Year 5/6: To encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship. I understand why I am motivated to make a positive contribution to supporting others.</p>	<p>Healthy Me (Assessment opportunity) Year 5/6: To know what makes a healthy lifestyle including healthy eating and the choices needed to be healthy and happy. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. I am motivated to keep myself healthy and happy</p>	<p>Relationships and technology (Assessment opportunity) Year 5/6: To explain how to stay safe when using technology to communicate with my friends. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5/6: I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</p>	<p>Looking Ahead 2 (Assessment opportunity) Year 5: To identify what I am looking forward to when I move to my next class. Year 6: To identify what I am looking forward to and what worries me about the transition to secondary school Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 5: I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this. Year 6: I can identify what I am looking forward to and what worries me about the transition to secondary school. I know how to prepare myself emotionally for the changes next year.</p>

Assessment			Assessment Criteria						
Y5/6			Working Towards	I can give some examples of people in my country who have different lives to mine. I can tell you why being part of a community is positive and why it is important that the community is a fair one	I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel. I can tell you why it is important to respect my own and other people’s cultures.	I can tell you about my dreams and goals and also some that young people from different cultures might have. I can tell you how I feel about my dreams and goals.	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. I can tell you why my body is good the way it is.	I can tell you about different types of friendship and ways these might change. I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends. I can tell you why some feelings might lead to someone using technology to harm myself or others.	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. I know that I will change during puberty and I can tell you how I feel about that.
Y6			Working at ARE	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. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	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. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	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 smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	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. 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.	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. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.
			Working beyond AGE	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. I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/ or from a community context.	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. 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.	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. 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.	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. I respect and value my body and health, and can consider the part this plays in maintaining my self-confidence.	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. I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.	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. 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.
			Working						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. I can tell you some things that will change for me and how I feel about this.
			beyondWorking at ARE						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 for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others. To describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not. 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.
Curricular Links									