

Home Farm Primary School – Relationships Education

In 2018, the DfE published a draft set of guidelines for their Relationships and Sex Education Policy that would become statutory in 2019.

At Home Farm we traditionally taught relationships within our Personal Social and Health Education (PSHE) lessons. With the new guidelines putting emphasis on being safe, having positive and proactive relationships and a greater emphasis in the online safety and decision making of children, we have merged our PSHE and 'relationships' education together. We will refer to this as Relationships Education but will also include all the existing elements from our effective PSHE curriculum.

We will continue to put a strong emphasis (in lessons and across our curriculum, particularly in Science, PE and English) in: growing and changing, healthy lifestyles, keeping safe (online and personally), making positive contributions to society, medicine and drugs, feelings and relationships.

At Home Farm we strongly feel that, beyond the academic curriculum, we have a duty to teach and encourage our pupils to become well rounded, resilient and strong minded young adults, ready for their next challenges in life and our RSC curriculum shows the skills to do this.

Spring 2019

Year 1

Growing and Changing	Healthy Lifestyle	Keeping Safe	Positive Contribution	Medicines and Drugs	Feelings	Relationships
<ul style="list-style-type: none"> •that humans produce babies that grow into children and then into adults. •about some of the things that children can do for themselves that babies cannot. •about what animals and babies need to grow. •to identify some of the people who have helped them to grow and what these people did to help them. •that we all have memories about being younger; these memories are special to us and our families. •how it feels to do something for the first time. •to celebrate their achievements. •that there are lots of things to learn as they grow up. •that they will need effort, practice and help to learn these skills. 	<ul style="list-style-type: none"> •about how healthy people look and feel. •what messages healthy people might give us. •about the things that healthy people do to keep healthy. •about what activities could make up a healthy day. •about what they can do to keep themselves healthy and some choices they can make. •about people who help them to stay healthy and what they might do. •about the importance of sun protection. •about ways that they can take care of themselves in the sun. •about the importance of exercise for physical and emotional health. •about what exercise they can do for good health. 	<ul style="list-style-type: none"> •to say who they are and where they live. •safety rules to stop them from getting lost. •safe ways of getting help when lost, including •managing their feelings; •how to identify safe people in their community and ask them for help. •about possible dangers of household equipment. •about rules and ways of keeping safe around household equipment. •about possible dangers they might encounter during their outdoor activities and rules for keeping safe around these. •some key questions to ask themselves to help stay safe. •about how to identify safe places and people. •that they have a right not to be afraid or hurt. •about people who might threaten their safety and strategies for staying safe. 	<ul style="list-style-type: none"> •that all humans have needs; what some of these needs are. •that all animals have needs; what some of these needs are . •that all animals should be treated with respect. •that pets need to be cared for. •about how they can take responsibility for caring for pets. •that wild animals have needs. •that humans have a responsibility to ensure the wellbeing of wild animals and about how they can help. •about how the needs of domestic and wild animals differ. •about how humans can be responsible for the care of wild animals. •about how human development affects animal habitats. •about human responsibilities •towards other species and their habitats. •about how living things and the environment are interconnected. 	<ul style="list-style-type: none"> •about medicines that people might need when they are ill. •about who is a safe person to give medicines. •about different kinds of medicines e.g.liquids, sprays, creams, drops. •about where medicines come from. •that all medicines have drugs in them and this makes them dangerous and not to take anyone else's medicine. •that some people need to take medicines regularly to stay well. •what to say to a grown up if someone you know needs their medication. •about places in and around the home where people put medicines and other dangerous substances. •about how to keep safe around medicines and household substances. •about strategies for dealing with persuasion to taste, touch or take something because someone tells them to. •about how we know we are getting better. •a vocabulary for 'feeling better'. 	<ul style="list-style-type: none"> •about some of the things that help people to feel good about their days. •to identify what makes them feel good about their days. •about some of the things that might make people feel not so good about their days. •a vocabulary of 'not so good' feelings. •about what they can do to make themselves feel better when they are feeling 'not so good'. •about how it might feel to be scared or uneasy. •about what they could do if they were feeling scared or uneasy. •that all feelings are ok, but not all behaviours are ok. •a vocabulary of angry feelings •some appropriate strategies for managing angry feelings. •a vocabulary for feeling good. •to recognise what they are good at. 	<ul style="list-style-type: none"> •that there are physical attributes and feelings that they all share. •that we are alike in many ways but that each of us is unique and special. •to view difference and diversity positively. •about how it might feel to be left out. •we have a right not to be afraid or hurt. •that difference is not an excuse for bullying. •about the value of being a friend and having friends. •about what friends do with and for each other. •skills for getting on with each other: cooperating as part of a group. •about ways that we can show care and support for others. •how to recognise how other people •know what makes a good friend •know how to build good relationships that are based on positive emotions

Year 2

Growing and Changing	Healthy Lifestyle	Keeping Safe	Positive Contribution	Medicines and Drugs	Feelings	Relationships
<ul style="list-style-type: none"> •that as they get older they can do more things for themselves. •to be positive about their achievements and capabilities. •that as they are growing to greater independence they will need a greater range of skills; what some of these skills are. •who can help them to develop their skills and what their own responsibilities are. •about ways that they can take greater •responsibility for looking after themselves and keeping themselves safe as they get bigger and older. •about the process of growing from young to old. •about some of the changes that take place •from babyhood to adulthood. •about how people's needs change at each •stage of growth. •to identify how their needs 	<ul style="list-style-type: none"> •about the importance of a balanced diet in health and vitality levels. •that foods cannot be labelled as 'good' or 'bad'. •about the role of a balanced diet in health and vitality levels. •that the recommended intake for fruit and vegetables is five portions a day; that there are many different ways of achieving •this recommendation. •that there are ways in which they can make simple choices that improve their health and well-being. •about when they can make choices for themselves and when they need adult support. •where they can find information about keeping healthy. •that there are a range of aspects to keeping healthy including, food, hygiene, relationships, exercise and rest. •why hygiene is important. •how to carry out different hygiene routines •to keep their bodies clean. •about what they might need to do more •often and less often in their healthy day. 	<ul style="list-style-type: none"> •about people, places and things that could be unsafe. •the difference between hazards which they themselves cause and hazards that are caused by others. •how to keep safe in different places and situations. •key safety rules which can be applied in a range of situations. •about ways that their 'special people' help to keep them safe. •about ways that they can make the job of keeping themselves safe easier for their special people. •about the people in their community who help to keep them safe. •about ways that they can make the job of keeping themselves safe easier for these people. •to recognise dangers associated with road use. •skills for crossing the road safely. •about what being 'in charge' entails. •about who is in charge in different situations. •• about how they can be in charge 	<ul style="list-style-type: none"> •what a community is. •about belonging to their school community (class and school). •about the wider communities to which they belong home/family and local community. •about how life in a small island community may be different/similar to their own. •about how different things may be important to different communities. •about what it might be like to live in a large city community. •how individuals can have a positive impact on their community. •how growing plants can improve the environment for people and animals. •that local councillors are elected to represent the views of the community and should listen to the views of the people who elect them •to work together and use the school's decision making processes (for example, class council/ school council), to grow fruit and vegetables in the school grounds. •that people who live in different places and communities are connected to each other. •to respect diversity. 	<ul style="list-style-type: none"> •about substances that are safe/unsafe to go into their bodies, where they go and some of the effects they might have. •about when and why people have injections. •about safety rules with finding syringes. •about who are safe people to give injections. •about who helps to keep them healthy and safe from harmful things going into their bodies. •about what they can do to help these people and that their contribution is the most important. •how to get a grown up to stop and listen. •about how they can help to make themselves better when they are ill. •about 'feeling better' medicine'; that how you feel about yourself is •important to health. 	<ul style="list-style-type: none"> •about some ways to manage feelings of excitement. •a vocabulary to describe feelings of excitement. •some words to describe feelings of disappointment. •about some ways that people manage feelings of disappointment. •how it might feel to lose something. •some strategies for managing feelings of loss. •that an ability to manage a range of feelings is important when working towards a goal. •ways of managing feelings of failure and frustration in order to persevere and stay motivated. •to think about and be sensitive to the feelings of others. •to begin to see things from other people's points of view. •about the effect of people's behaviour (e.g. boasting) on other people's feelings. •about why people boast and strategies for managing these feelings. 	<ul style="list-style-type: none"> •about networks of special people. •that other people's networks may be different to their own. •that there are different types of family. •to reflect on how their family is special and how family members care for each other. •about their networks of friends. •the skills of making friends. •that people do not have to like/do everything that their friends like/ do to be friends. •how it might feel to quarrel with a friend and ways to manage these feelings. •strategies for staying friends/ repairing friendships(e.g. not being bossy/unkind, helping each other, sharing and taking turns, saying sorry, recognising how other people are feeling). •to recognise and be able to empathise with how others are feeling. •how to help others to feel valued and appreciated. •to know how to talk about family relationships that upset them.

Year 3

Growing and Changing	Healthy Lifestyle	Keeping Safe	Positive Contribution	Medicines and Drugs	Feelings	Relationships
<ul style="list-style-type: none"> •to recognise ways in which they have changed over the past year. •to reflect positively on their own growth and change. •that there are two kinds of changes – physical and emotional- and that learning to manage these is an important skill in growing up healthily and happily. •about how we grow year by year. •that with this physical growth comes development in our capabilities. •about how new responsibilities come as you grow and grow up. •how their responsibilities have changed as they have grown. •what responsibilities they now have. 	<ul style="list-style-type: none"> •about daily routines which keep their bodies healthy. •about why people need to eat. •to judge combinations of foods which contribute to a balanced diet; including the frequency with which they are eaten. •about different 'food groups'. •why fruit is important for a healthy diet. •that there are a range of fruits to choose from. •about where the foods that they eat come from and how they grow. •that they have connections with other places in the world. •about what healthy teeth are like. •About how advertising companies try to persuade us to buy their products (toothpaste). •about what keeps their teeth strong and healthy. •about how they can take responsibility 	<ul style="list-style-type: none"> •to recognise the difference between feeling 'safe' and 'unsafe'. •about the importance of recognising feelings of uncertainty and fear and finding a trusted person to help. •know about the potential dangers of fire. •know the 'keeping safe with fire' rules. •to distinguish between accepting responsibility for others and keeping themselves safe. •to identify risks in the school day. •the skills to keep safe in school. •the skills to keep themselves safe when they are out and about, alone and with friends. •to look ahead and identify situations which might arise when they are out and about. •skills for dealing with these situations. •about how they behave when they are feeling bored, excited, frightened, upset and angry and ways in which this might affect their ability to keep themselves safe. •about some of the statistics for accidents involving children in the home. •positive ways of minimising risks and recognising when they feel unsafe and how to report this. 	<ul style="list-style-type: none"> •about some of the ways in which human development affects the environment. •about how their local environment is changing. •about different influences that can affect environmental choices. •about the ways in which damage to the environment can be repaired. •about some ways that they can help to improve their local environment. •about the ecology of their school environment. •how we all have a role to play in caring for the plants and animals in our school grounds. •to develop their role as members of the school community. •about the importance of consultation and listening to other people's views. •to recognise that there might be conflicting views and a need to compromise when making decisions. •that global and local environmental issues are often connected (About the importance of Antarctica to world climate or instance). •that there are laws and treaties to protect/ preserve the environment. •about how people can work together to solve environmental issues. •about current environmental issues in the media involving animals. 	<ul style="list-style-type: none"> •about how our bodies tell us that they are ill. •about who can help to make them better. •about what causes illnesses- bacteria and viruses- and how they are spread. •about prescription medicines and where they come from. •about some pharmacy medicines and what they are used for. •about the role of a doctor in diagnosing ailments and prescribing medicines. •about their responsibilities, including helping a doctor to accurately diagnose an illness and in taking medicine safely. •about where drugs are stored and used in school. •about school rules relating to medicines and drugs. •about the immune system as the body's way of fighting back. •about the part that they can play in making themselves better. •to categorise what helps them to feel better into: things I can do, things that other people can do, things my body can do. 	<ul style="list-style-type: none"> •a vocabulary for feeling happy. •to identify what makes them feel happy. •about how it feels to be sad. •about how people might behave when they are feeling sad. •ways that they can help when others are feeling sad. •managing feelings of not being as good as others. •that being able to manage negative emotions positively can help you to achieve what you want. •that feelings (for example, jealousy) can be hidden and why people might hide their feelings. •that hidden feelings can build up and what the effects of these feelings might be. •ways of recognising angry feelings. •some positive strategies for managing angry feelings. •about what 'confident' looks and feels like. 	<ul style="list-style-type: none"> •Know the characteristics of a healthy family life; commitment to each other and importance of spending time together. •about how networks grow and change with time. •to manage feelings surrounding new people joining their networks. •about what it means to 'care for' people/ pets in our networks. •that some people have disabilities and may need special care. •about how they might help. •to empathise with others. •that we are meeting new people all the time. •how to make friends and make people feel welcome in their networks. •that an important skill in resolving relationship disputes is being able to see things from someone else's point of view. •know that people behave differently online than in person and how to be resilient toward this. •marriage represents a formal and legal recognised commitment between 2 people, intended to be lifelong.

Year 4

Growing and Changing	Healthy Lifestyle	Keeping Safe	Positive Contribution	Medicines and Drugs	Feelings	Relationships inc Online
<ul style="list-style-type: none"> •about the stages in life from pregnancy to old age. •about changes in growth at each stage. •to recognise and challenge stereotyping on the basis of age. •that memories are an important part of people's lives. •how we can show respect for things that are special to others. •about how people change and become grown up. •stages at which people learn to be responsible for different things, for example to manage money. •• reflect upon what they want to be when they are grown up and how they hope to see themselves. 	<ul style="list-style-type: none"> •that there are a range of aspects to keeping healthy including physical and emotional aspects •about how to keep their bodies 'in balance'. •about how they can take responsibility for keeping themselves healthy and who can help them. •about some of the effects of exercise on the body. •about some of the choices they can make to keep physically active. •about what keeps the brain healthy. •how to keep themselves clean and healthy. •that germs and viruses can make us ill and ways to prevent their spread. •what a healthy school is. •• evaluate how healthy their school is. 	<ul style="list-style-type: none"> •what 'risk' means. •to assess simple risks on a scale ranging from low risk- high risk. •ways of minimising risks. •to assess the risks to personal safety associated with the places they visit. •about factors which increase/reduce the risk. •about safety rules to help in dangerous places/situations. •strategies for dealing with dangerous / frightening situations. •about risks in the locality. •to assess the skills they have/ need to acquire / practise to stay safe in their locality. •about what causes road accidents. •safety precautions and skills needed to keep safe on the roads. •to identify people who they can trust to help them to keep safe. •To identify when family relationships make them feel unsafe and how to seek support or advice from others; this includes online approaches and interaction. •• understand the concept of privacy and how to control your own data. 	<ul style="list-style-type: none"> •about how and why people seek to manage and sustain the environment. •that their choices affect others and the environment. •about ways of conserving natural resources and recycling. •about how animals can become endangered or extinct due to hunting. •about why animals are hunted. •that there might be conflicting views surrounding moral issues and that it is important to see things from other viewpoints when forming an opinion. •about long and short term consequences relating to habitat loss /environmental damage and how such damage can be prevented. •about conservation of wild animals and their habitats. •about organisations that work to protect animals such as The World Wildlife Fund for Nature. •about how they can play a part in conserving wildlife. •about how all living things are connected and interdependent. •to research a current local / national / international environmental issue in the media. •about ways that people can use the political process to make a difference in environmental issues. •to work as part of a group in planting trees in the school/local environment. 	<ul style="list-style-type: none"> •to identify examples of the different categories of drugs, including drugs that are medicines, illegal drugs and socially acceptable drugs. •about how to keep safe around all kinds of drugs. •that there is usually more than one risk attached to a situation. •about how the body deals with overloading and dangerous substances. •about keeping safe with medicines, including taking the correct dose. •that there are choices that can be made in any situation involving risk. •that risk taking may have both positive and negative outcomes and to predict these outcomes. •the facts about smoking: its effects on the body and the risks involved. •about the reasons why people smoke. •about where to find reliable sources of information to make an informed choice. •to recognise persuaders by what they say and do. •• strategies for dealing with situations where they might be persuaded to touch, taste, smoke or sniff unknown / dangerous substances. 	<ul style="list-style-type: none"> •about the difference between feelings and moods. •about the way that different moods affect them and others. •what they can do for themselves if they are in a bad mood and how they can help others. •how it might feel to be separated from someone /something we care about. •that there are many ways to manage the same feeling. •strategies for managing feelings of loss and separation. •about who can help them to manage uncomfortable feelings. •that people are different- in the way that they see things, do things and in what they are good at. •to feel good about and value themselves and who they are. •about what it means to have hope and why hope is important. •that when people are feeling negative about something, it sometimes helps to look at/think about things in a different way. •• the importance of self-respect and links to their own happiness. 	<ul style="list-style-type: none"> •that a bully is someone who makes him/herself feel better by making someone else feel worse. •how easy it is to slip into bullying behaviour, to recognise our motivation for doing this and stop. •about the danger of stereotyping people as 'bullies' because of their physical characteristics or stereotype. •strategies for dealing with bullying behaviour. •that there is no acceptable reason for bullying. •to deal positively with their fears and distress surrounding bullying. •to recognise critical moments. •strategies to protect themselves from being bullied physically or mentally: e.g. walk tall, have confidence, communication skills, assertiveness. •that people pretend to be someone else online and how to spot or protect themselves from this; knowing how information is shared online.

Year 5

Growing and Changing	Healthy Lifestyle	Keeping Safe	Positive Contribution	Medicines and Drugs	Feelings	Relationships inc Online
<ul style="list-style-type: none"> • about the main physical and emotional changes at puberty for both boys and girls. • why changes at puberty occur at different rates. • skills and strategies for managing changes at puberty. • to deal positively with questions they have about puberty. • about sources of reliable and accurate information for puberty issues. • that there are a range of places to get help and support for puberty issues. • the skills to access this range of support. • about the kinds of things that grown-ups are responsible for and the kinds of things that children are responsible for. • about ways in which they can become more responsible as they grow up. 	<ul style="list-style-type: none"> • to assess their prior knowledge about keeping healthy. • to identify and prioritise what they need to know in order to stay healthy. • where to find reliable information about making healthy choices. • about food in the media, including how advertisements persuade us to eat their products. • to recognise the techniques of persuasion and develop strategies for managing these influences. • how to evaluate their eating patterns. • how to make changes to improve their health. • know what happens to the food inside them. • about the functions of different foods. • about the body's defence systems for keeping them healthy, including the immune system. • about what they can do to help their inner and outer defence systems. • to summarise and present their knowledge and understanding about healthy lifestyles. 	<ul style="list-style-type: none"> • to identify a wide range of potential dangers in their community. • about how they have learned to respond to a range of risks and hazards by mastering safety skills. • that a 'critical moment' is the moment when a 'possible' accident/unsafe situation turns into a 'real' accident/situation. • to accurately identify 'critical moments' in safety situations. • to manage critical moments confidently. • what 'being in charge of themselves' means. • about situations where they can be in charge of themselves and where they might need to ask for help and who they would ask. • to recognise how it might feel to be in danger. • a range of strategies for managing feelings and coping in dangerous situations • skills to help them to feel confident and behave confidently. • about situations when they might lose confidence. • strategies to regain confidence. • about the skills they might need in emergency situations. • know how and when to ask for help. 	<ul style="list-style-type: none"> • about the difference between needs and wants. • about basic human needs and the link between basic needs and basic rights. • that we all have basic human rights and that there are particular rights for children. • that rights come with responsibilities. • what action to take to ensure that rights are upheld in the school community. • about human rights issues in the media. • to empathise with the experiences of other people and describe situations from other points of view. • to debate human rights issues. • about the work of organisations that campaign for human rights. • about basic rights that the law confers on animals. • about human responsibility to uphold animal rights. • about the work of organisations that campaign for animal rights. 	<ul style="list-style-type: none"> • to assess levels of risk. • about the difference between long and short term risk. • to predict the alternative outcomes of different decisions. • strategies for managing and minimising different risks. • facts about alcohol; its effects on the body and risks to health (including that alcohol can affect people differently). • to use the 'fast forward' technique to predict possible outcomes of different situations. • to assess the risks in using alcohol. • about strategies for keeping themselves and others safe with alcohol. • to identify the persuasion techniques used by the media. • about the importance of knowing the facts from reliable sources. • about how it feels to be persuaded. • about coping strategies which could help them to resist pressure and persuasion. 	<ul style="list-style-type: none"> • about a range of moods and feelings and how they affect behaviour. • about mood swings and how to manage these. • a vocabulary for very strong feelings. • how strong feelings may cause people to act in a way that they would not usually act. • that different people may feel differently and react in different ways to the same situation. • to understand behaviour by thinking about what other people might be thinking/feeling. • that people sometimes feel the need to spend time alone. • where they could go if they were feeling like this. • about feelings that people might encounter whilst working to achieve a goal. • about skills, qualities and strategies which help people to overcome difficulties in order to achieve a goal. • about how making and achieving targets can make you feel good. • to set simple targets for themselves. • to break a long term ambition into smaller, achievable goals. 	<ul style="list-style-type: none"> • rules for getting on with others; that different relationships might have different rules. • rules and laws which help communities to keep good relationships and the way these are set up. • skills for getting to know new people • what is meant by 'stereotyping' and 'discrimination'. • about why it is important to examine and challenge stereotypical attitudes • how discrimination and bullying can escalate. • about the prerequisites for conflict resolution and problem solving techniques: how to stay focussed on the 'problem' rather than attacking the person. • to use language assertively when resolving conflict. • to know that they can earn and give respect equally. • recognise how and who to trust (in person and online) judging on how they make them feel. • know that online and face to face relationships have equal rules and the same principles.

Year 6

Growing and Changing	Healthy Lifestyle	Keeping Safe	Positive Contribution	Medicines and Drugs	Feelings	Relationships inc Online
<ul style="list-style-type: none"> •about ways that people may in appearance, personality and relationships as they grow and grow up and ways that they may stay the same. •a vocabulary of feelings associated with change. •to the assess risks in trying to grow up too soon. •about letting the growing up process take its course and what this means. •about the responsibilities of parenthood and the problems for girls and boys of becoming very young parents. •to deepen their understanding of what it means to be responsible and to take on responsibilities. 	<ul style="list-style-type: none"> •about criteria for evaluating healthy lifestyles. •that there are a range of ways of living a healthy lifestyle; to recognise and show respect for diversity in their communities. •the skills to evaluate and reflect upon healthy lifestyles, including their own. •to evaluate their own healthy lifestyles and set goals to improve their own health. •that developing a healthy lifestyle now is an investment for their future health and recognising the importance of their own contribution. •the difference between eating a 'balanced diet' and 'dieting'. •about stereotyping in the media surrounding body image and diets. •to recognise and challenge stereotyping. •about body types which influence the main characteristics of how our bodies look. •that it is possible to be healthy and attractive whatever body type you are and that you cannot turn one type into another by dieting. •about the link between emotions and health. 	<ul style="list-style-type: none"> •to judge 'responsible' and 'not so responsible' outcomes. •to apply skills of decision making. •how strong emotions can affect ability to judge situations accurately and how to manage these emotions positively. •about the importance to keeping safe of finding out facts and weighing up conflicting reports. •to be able to identify reliable sources of information. •about the main accidents affecting children of their age and how risks can be minimised. •the skills needed to minimise the risk of accidents. •about what causes accidents. •about how seemingly safe situations can get out of hand and the skills of predicting and coping with this. •to recognise the language of persuasion. •strategies to resist negative pressure and persuasion, including managing feelings. •to judge what to do to stay safe in a range of circumstances. •skills for staying safe in a range of circumstances. 	<ul style="list-style-type: none"> •to reflect on moral issues –global distribution of wealth, fairness and greed- and understand other people's experiences. •about the work of the Fair Trade foundation. •about how values underpin belief and action. •that different people may hold different values to them and therefore have different viewpoints. •to contribute their views and opinions to a debate. •to take account of human rights in making judgements about moral issues. •about how the media present information on current moral issues. •to form, express and evaluate opinions on moral issues. •about stories in the media which illustrate local, national or international cooperation. •about some of the challenges to achieving cooperation and ways to overcome these. •about how and why laws are made in a democracy. •about the role of Parliament and MPs. •that there are different levels of government including local and national. 	<ul style="list-style-type: none"> •about how people's perception of risk changes as they grow up. •that the level of a 'risk' can be different for different people. •about the difference between risks and hazards and long and short term harm. •about why rules are made and why they might be broken. •about the risks and consequences of breaking rules. •strategies to help themselves to keep the rules. •about the difference between long and short term harm. •about the reasons why young people start to smoke. •about dependency and addiction. •about the problems associated with giving up smoking. •about the impact of alcohol on behaviour. •to weigh up risks of different decisions in a given situation. •that alcohol affects one's ability to recognise a 'critical moment'. •to critically assess how the media presents 	<ul style="list-style-type: none"> •that sometimes people have conflicting feelings surrounding an issue or situation. •some strategies for managing conflicting feelings. •that people can be responsible for their own emotional states. •about some of the things that people can do to keep their emotional states 'in balance'. •that there are different ways to communicate feelings. •ways of telling how someone else is feeling. •that change is part of everyone's life experience. •a vocabulary of feelings for change. •some strategies for managing change. •about feelings that children may have about moving to secondary school. •have strategies for managing their feelings about moving to secondary school. •that preparation can help individuals to cope more effectively with change. •about some preparations that they can make for starting secondary school. •to reflect on and celebrate what they have achieved in KS2. 	<ul style="list-style-type: none"> •about the personal skills of leadership. •the qualities of an effective leader. •to know the importance of permission seeking and giving in friendships. •strategies for resisting persuasion from special friends or from a larger friendship group. •a vocabulary of feelings to deal with being left out of a group and strategies for dealing with these feelings. •the importance of 'image' and being part of the 'group', the influence of the media and especially advertising. •about the impact of group image and the pressure to conform which this can cause. •about their preferred styles of conflict resolution. •about the skills needed for active listening and effective communication •to put their conflict management skills into practice. •about ways of building strong relationships with people within networks •about tensions which may arise within networks and positive ways of resolving these tensions.

Growing and Changing	Healthy Lifestyle	Keeping Safe	Positive Contribution	Medicines and Drugs	Feelings	Relationships inc Online
	<ul style="list-style-type: none"> •ways of recognising 'low moods'. •some strategies for managing emotional states and keeping a healthy mind. •about the importance of exercise for having a healthy heart now and as an investment for the future. •about the effects of exercise on the body physically and emotionally. 	<ul style="list-style-type: none"> • know how to respond to and avoid situations that make them feel unsafe. 		<ul style="list-style-type: none"> information. •about what skills may help in situations involving drugs. 		<ul style="list-style-type: none"> •know when and who to trust and not to trust both face to face and online.