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Rationale	<p>The aim of our PSHE curriculum at Baden-Powell is to inform and mentor our children and support their personal development so they can move with confidence from childhood through adolescence into adulthood. We enable them to understand and respect who they are; empower them with a voice; and equip them for life and learning. We follow the SCARF scheme which takes a values-based and 'growth mindset' approach, promoting positive behaviour and relationships, positive physical and mental health and wellbeing as well as resilience and achievement. It also covers the five British Values and offers SMSC (Spiritual, Moral, Social, Cultural) development opportunities for our children. The knowledge and skills that we have chosen to include in our PSHE curriculum derive directly from the objectives set out in the National Curriculum (2014), and are in line with CLP guidance for PSHE. Our school's approach to Relationships, Sex and Health Education (RSHE) follows that of the Church of England Education Office which is faith-sensitive and inclusive and where the outcomes are aligned with our school values of Respect, Resilience, Aspiration, Compassion and Friendship. Lastly, we aim to highlight three substantive concepts which we consider to be integral to the subject of P.S.H.E. – safety, communication and diversity. We weave these ideas throughout our topics to further increase the relevance and real-world application of the learning the children encounter.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Being My Best	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Respect	Growing & Changing
	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   
Year 4	Being My Best	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Respect	Growing & Changing
	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   
Year 5	Being My Best	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Respect	Growing & Changing
	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   
Year 6	Being My Best	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Respect	Growing & Changing
	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   	Substantive concepts:   

3 substantive concepts	
Safety	
Communicating	
Diversity	

**P.S.H.E. Progression**

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P.S.H.E. Progression		
Autumn 1	Autumn 2	Spring 1
Being My Best	Me & My Relationships	Valuing Difference
<b>Key Knowledge</b> A healthy, balanced diet is a series of meals which have all the nutrients that our bodies need in the right quantities. Simple hygiene routines can help to reduce the risk of spreading of infectious illnesses. I am responsible for developing my talents and skills.	<b>Key Knowledge</b> There are reasons why we have rules—to stay safe. There are strategies for maintaining a positive relationship with their special people. Qualities of friendship may include kindness, compassion and respect.	<b>Key Knowledge</b> People can belong to different communities There are similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Repeated name calling is a form of bullying;
<b>Other Knowledge</b> A poor, unhealthy diet is made up when not choosing carefully from all the food groups Obesity & tooth decay are risks to the body when you eat unhealthily. Some infectious illnesses are spread from one person to another People may say kind things to help us feel good about ourselves . Some groups of people are not represented as much on television/in the media. Working together in a collaborative manner can help everyone to achieve success: The brain sends and receives messages through the nerves. The names of the major internal body parts are: heart, blood, lungs, stomach, small and large intestines, liver, brain Food, water and air get into the body and blood by respiration and digestion People have different talents and skills.	<b>Other Knowledge</b> Rules are different for different age groups, e.g. for internet-based activities. The appropriateness of rules depends on the context / settings. There are different consequences for breaking the rules. There are people with whom I have a special relationship It is important to have strategies for resolving given conflict situations now and in the future. There are reasons why friends sometimes fall out. It is important to express my own opinions but also to listen to and consider those of others. I could be asked to explain the thinking behind my ideas and opinions. A dare can be fun but can be unsafe No-one has the right to force me to do a dare. There are strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.	<b>Other Knowledge</b> Please and thank you are examples of respectful language: It is ok to challenge another's viewpoint, respectfully. There are many different types of family: 'Adoption' 'fostering' and 'same-sex relationships' are all ways to have a family There are benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. People living in the UK have different origins: There are qualities that people from a diverse range of backgrounds need in order to get on together Personality and likes are some of the factors that make people similar to and different from each other: Strategies for dealing with name calling can include talking to a trusted adult Popularity and low self-esteem are some of the reasons why different people are bullied: People can have prejudiced views
<b>Key Skills</b> Choose foods that make a balanced meal. Explain how washing hands can prevent infections spreading. Describe how food, water and air get into the body and blood. Set goals and make a plan to develop a new skill.	<b>Key Skills</b> Communicate my feelings and use this to try to manage my emotions. Accept I may not always agree with others. Listen and share my opinions respectfully. Explain why friends may fall out and how they can make up. Look after my friends and stay friends.	<b>Key Skills</b> Identify different types of family and respect these differences. Identify different community groups. Explain what is good about having different community groups. Use respectful language and communication skills when discussing with others. Describe how respect and tolerance have helped our classroom be a happier, safer place. Name and use the different qualities needed for people from a diverse range of backgrounds to get on together. Suggest ways to deal with bullying and prejudice.
<b>Key Vocabulary</b> balanced diet—a series of meals which have all the nutrients that our bodies need in the right quantities. healthy—possessing or enjoying good health proteins—a key part of a healthy diet, supporting growth and repair carbohydrates—a key part of a healthy diet, providing energy dairy—a food group where milk is the key ingredient obesity—a condition of being extremely overweight tooth decay—when teeth deteriorate infectious—a disease or illness which can spread and cause further infection / disease hygiene—a way to keep clean and healthy media—a way of communicating to many people collaborative—when you co-operate with other people nerves—cord-like structures which connect the brain to parts of the body talent—a natural ability to do something well	<b>Key Vocabulary</b> Rules - Rules are a set of instructions and consequences that are established to help individuals, and whole communities, live and work together harmoniously Safety - Keeping yourself and others away from danger or harm. Misinformation - When someone shares something that isn't true, but they don't know it's wrong. Disinformation - When someone shares something that isn't true on purpose to trick people. Friendship - A special bond between people who like and care about each other. Making up - Saying sorry and being friends again after a disagreement. Falling out - When friends argue and stop getting along for a while. Compromise - To come to an agreement where everyone is happy Conflict - A disagreement or argument between people. Opinion / Point of view - What someone thinks or believes about something. Strategies - A plan of action to help achieve a goal Qualities - the distinguishing features or quality of something Apologise - To say sorry Respectful - Being kind and showing that you care about other people's feelings and ideas. Courteous - Being polite and using good manners. Challenging - Asking questions or thinking differently in a fair and respectful way. Dare - Something that someone asks you to do that might be hard, unusual, silly or unsafe Persuade - Trying to help someone see things your way or agree with you.	<b>Key Vocabulary</b> Respect: Treating people, animals and things kindly and fairly. Cooperation: Working together and helping each other to get something done. Listening Skills: Paying attention to what someone is saying, looking at them and thinking about their words. Courtesy: Being polite and using kind words like 'please' and 'thank you.' Manners: The way we behave to show kindness and respect Family: People who love and care for each other. Families can look different for everyone. Adoption: When a child becomes part of a new family who will love and care for them forever. Fostering: When a family looks after a child for a while because they cannot live with their own family. Same-Sex Couple: Two grown-ups of the same gender who love each other and may live together as a family. Blended Family: A family where parents have children from other relationships and all live together. Belonging: Feeling happy and safe because you are part of a group or family. Community: A group of people who live in the same place or share something in common. Similarities: Things that are the same between people or objects. Differences: Things that are not the same between people or objects. Identify: To find out or say what something is. Name Calling: Using unkind words to hurt someone's feelings. Bullying: When someone keeps being unkind or hurting another person on purpose. Online Bullying / Cyber Bullying: Bullying that happens on the internet. Upstander: A person who helps someone being bullied by speaking up or getting help. Bystander: A person who sees bullying happen but does not do anything about it. Prejudice: Judging someone before you know them, often unfairly. Race: big groups people belong to because of where their families come from in the world. Colour: the shade of someone's skin, like light, dark or in between. Gender: tells us whether someone is a boy, a girl or another way they feel about themselves. Trolling: saying mean things online to upset someone on purpose.
Cross curricular links		

**P.S.H.E. - Progression**

P.S.H.E. - Progression		
Spring 2	Summer 1	Summer 2
Keeping Safe	Rights & Respect	Growing & Changing
<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
Under Review	Under Review	Under Review
<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>

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			Autumn 1	Autumn 2	Spring 1
			Being My Best	Me & My Relationships	Valuing Difference
			<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
			Everyone is unique in different ways The body gets energy from food, water and oxygen and that exercise and sleep are important to our health; There are ways in which they can contribute to the care of the environment (using some or all of the seven Rs);	Successful qualities of teamwork and collaboration include listening and working together. There are times when they might need to say 'no' to a friend and describe appropriate assertive strategies for saying 'no' to a friend. There are different strategies to respond to being bullied.	Conflict or differences can be managed through negotiation and compromise. There are strategies for dealing with someone who is behaving aggressively. People have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances)
			<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
			There are times when they will make the same choices as their friends and times when they will choose differently Some choices they make for themselves and some choices others make for them: There are different ways people can support the school community: People have different qualities and attributes and these can help them to support the school community.	A 'positive, healthy relationship' is one that makes people happy and feel good Other people have qualities I can admire. 'Good' and 'not so good' feelings can affect our physical state. Different words can express the intensity of feelings. You can feel a wide range of feelings. Different people can have different feelings in the same situation. Feelings can be linked to physical state. Pressure to behave in an unhealthy, unacceptable or risky way might come from lots of different places such as peer groups or even family members.	Some of the ways that people are different to each other include differences of race, gender and religion. There are consequences of aggressive behaviour. There are ways of showing respect to others' differences. Stereotypes can be promoted in the media. They have the right to protect their personal body space. Others' non-verbal signals can indicate how they feel when people are close to their body space. There are people they can talk to if they feel uncomfortable with other people's actions towards them.
			<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
Year 4			Say how being unique makes everyone special, different and valuable. Give examples of choices I make and the choices others make for me. Plan a healthy, balanced meal. I can give examples of the ways people can look after their physical and mental wellbeing. Give different examples of some of the things that I do already to help look after my environment.	Describe appropriate assertive strategies for saying 'no' to a friend in a calm and controlled way. Describe how feelings change and can be different for others. Identify different emotions by a person's body language. Identify some qualities or strategies that help teamwork, including showing an awareness of the needs of others. Explain what to do if I am, or a friend is, hurt or bullied by another person. Recognise the qualities of a healthy relationship.	Explain how differences sometimes cause conflict but can also be something to celebrate. Manage some conflict by using negotiation and compromise. List strategies for dealing with someone who is behaving aggressively. Challenge stereotypes that might be applied to me or others.
			<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
			<b>Attributes</b> —a quality or feature of a person's character <b>Community</b> —a group of people living in the same place or having a particular characteristic in common <b>Unique</b> —being the only one of its kind: unlike anything else <b>Environment</b> —the surroundings or conditions in which a person, animal, or plant lives <b>Talents</b> —something a person is really good at <b>Personality</b> —characteristics or qualities that form an individual's character <b>Appearance</b> —the way someone or something looks <b>Value</b> <b>Mutual Respect</b> —treating other people with dignity and recognising their value <b>Environmental Sustainability</b> —the ability for the planet's natural environment to survive and thrive <b>Benefits</b> —an advantage or profit gained from something	<b>Collaboration</b> : Working together with others to get something done. <b>Teamwork</b> : Helping each other and sharing ideas to reach a goal as a group. <b>Positive, Healthy Relationship</b> : A friendship or connection where people are kind, caring, and treat each other well. <b>Respect</b> : Treating people how you want to be treated and listening to others. <b>Responsibilities</b> : Things you are expected to do or take care of. <b>Qualities</b> : The good things about someone, like being kind or helpful. <b>Excluded</b> : Left out or not allowed to join in. <b>Assertive</b> : Speaking up for yourself in a calm and respectful way. <b>Aggressive</b> : Acting in a way that is mean, loud, or hurtful to others. <b>Negotiate</b> : Talking and listening to find a fair solution that works for everyone. <b>Friendly</b> : Being kind, caring, and easy to talk to. <b>Rude</b> : Saying or doing things that hurt others' feelings or show bad manners. <b>Face-to-face</b> : Talking to someone in person, not through a screen or phone. <b>Compromise</b> : Everyone gives a little to find a solution that works for the group. <b>Physical Effects</b> : Changes in your body, like feeling tired, shaky, or having a fast heartbeat. <b>Unkind</b> : Not being nice: saying or doing things that hurt someone. <b>Tease</b> : Making fun of someone in a way that might upset them. <b>Bully</b> : Someone who keeps being mean or hurting others on purpose. <b>Pressure</b> : Feeling pushed to do something, even if you don't want to. <b>Independent</b> : Doing things by yourself and making your own choices.	<b>Negotiation</b> : Talking and listening to each other to find a way that works for everyone. <b>Compromise</b> : When two people give up a little of what they want so they can agree on something together. <b>Aggressive</b> : Acting in a way that is mean, forceful, or trying to hurt someone. <b>Apologise</b> : Saying 'sorry' when you have done something wrong or upset someone. <b>Similarities</b> : Things that are the same between people or objects. <b>Responsibilities</b> : Jobs or tasks you need to do and take care of. <b>Respect</b> : Treating people kindly and valuing their feelings, ideas, and space. <b>Stereotypes</b> : An idea that says all people in a group are the same, even though they are not. <b>Sharing</b> : Letting someone else use or have something that belongs to you. <b>Acquaintance</b> : Someone you know a little, but they are not a close friend. <b>Body Space</b> : The area around your body that feels comfortable and safe. <b>Invade</b> : To go into someone's space or place without asking.
cross curricular links					

P.S.H.E. - Progression

			Spring 2	Summer 1	Summer 2
			Keeping Safe	Rights & Respect	Growing & Changing
			<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
Year 4			Under Review	Under Review	Under Review
			<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
			<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
			<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>

**P.S.H.E. Progression**

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P.S.H.E. Progression		
Autumn 1	Autumn 2	Spring 1
Being My Best	Me & My Relationships	Valuing Difference
<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
<b>Being independent and showing responsibility are important. What makes people attractive is not just how people look but also how they behave. The way people are portrayed in the media isn't always an accurate reflection of them in real life.</b>	<b>Negotiation and compromise are strategies used to help solve a disagreement. Certain behaviours can make a relationship unhealthy; People have basic emotional needs which can change according to circumstance.</b>	<b>Key qualities of friendship include honesty, kindness and listening to each other. There are benefits of living in a diverse society. Discrimination is not right or fair.</b>
<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
Some harmful effects of smoking and drinking alcohol can be lung and liver damage food, water and oxygen, sleep and exercise are good for the human body and its health. Some people see smoking as the norm but this is a misconception. The digestive, nervous, respiratory and circulatory system are important to our health. The four systems are inter-related. The heart is responsible for pumping blood around the body. Everyone has strengths and talents. Some areas need improvement and their strategies for achieving those improvements. Parents, trusted adults, and close family and friends are responsible for helping them stay healthy and safe.	Collaboration means to work with others. There are different ways to work collaboratively. There are strategies for resolving difficult issues or situations. It is important to respond to a wide range of feelings in others in a certain way. Reflecting on their own friendship qualities can help you be a better friend. There are people they could talk to if they needed help. Situations have risk factors. It is important to consider outcomes of risk taking, including emotional risks. There are characteristics of passive, aggressive and assertive behaviours.	Some ways of making a friendship last can be trusting each other, being compassionate and compromising. Friendships sometimes end. Active listening skills include keeping eye contact and asking questions. Respectfulness is important when responding to others. It is important to show empathy towards people who have been, and currently are, subjected to injustice, including racism. Discriminatory behaviour can be challenged in different ways. There are different groups that make up my school, my wider community and other parts of the UK. It is important to have mutual respect for different faiths and beliefs. Some people can get bullied because of the way they express their gender. There are ways that bullying behaviours can be stopped.
<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
<b>Explain how one organ functions and how it contributes to the health of my body. Explain how choices relating to smoking and drinking can affect a person's health. Think of ways to improve a skill and the strategies that will help me do this. Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. Give examples of how I am independent and manage my own success.</b>	<b>Be assertive to keep myself happy, healthy and safe. Use strategies to resolve arguments or disagreements. Reflect on my behaviour, attitudes and qualities. Show awareness of the warning signs that a relationship could be unhealthy or unsafe. Manage my emotional needs and any risks to them. Respond to emotions according to the situation and person.</b>	<b>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Empathise with people who have been, and currently are, subjected to injustice, including through racism. Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. Give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) Reflect on how individual/group actions can impact on others in a positive or negative way.</b>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>
<b>Harmful</b> —causing or likely to cause harm <b>Alcohol</b> —a chemical substance which is fallible and present in drinks such as beer and wine. <b>Oxygen</b> —a chemical element found in the air which is essential to life. <b>Misperception</b> —a wrong or inaccurate understanding. <b>Function</b> —an action that is natural or purposeful. <b>Inter-related</b> —things that relate or connect to one another. <b>Portrayed</b> —something which is described or shown in a certain way. <b>Celebrity</b> —a famous person or well known person.	<b>Collaborate:</b> To work together with others to get something done. <b>Negotiation:</b> Talking with someone to find a fair way to solve a problem or make a decision. <b>Compromise:</b> When two people give up a little of what they want to agree on something. <b>Conflict:</b> A disagreement or argument between people. <b>Resolution:</b> Finding a way to solve a problem or fix a disagreement. <b>Sensitive:</b> Caring about other people's feelings and noticing when someone is upset. <b>Insensitive:</b> Not thinking about how others feel, or saying things that might hurt someone. <b>Emotions:</b> Feelings like happiness, sadness, anger, or fear. <b>Emotional Needs:</b> Things we need to feel safe, loved, and understood. <b>Assertive:</b> Speaking up for yourself in a kind and confident way. <b>Aggressive:</b> Acting in a way that is mean, loud, or hurtful to others. <b>Passive:</b> Not speaking up even when something is wrong or unfair. <b>Unhealthy Relationship:</b> A friendship or relationship that makes you feel sad, scared, or not respected. <b>Verbal Abuse:</b> Saying mean or hurtful things to someone. <b>Physical Abuse:</b> Hurting someone's body on purpose. <b>Sexual Abuse:</b> When someone touches you or makes you do things with your body that are wrong or make you feel scared or uncomfortable. <b>Uncomfortable Touching:</b> Any touch that makes you feel upset, scared, or unsure. <b>Unsafe:</b> When something or someone makes you feel scared or in danger.	<b>Friendship:</b> A special relationship where people care about and support each other. <b>Listening Skills:</b> Ways to show you are listening, like looking at the speaker and not interrupting. <b>Respect:</b> Treating people kindly and valuing their feelings, ideas and differences. <b>Excluded:</b> Left out of a group or activity on purpose. <b>Discrimination:</b> Treating someone unfairly because of who they are or what they look like. <b>Prejudice:</b> Having an unfair opinion about someone before you know them. <b>Diverse:</b> Made up of different kinds of people, ideas, or things. <b>Metaphor:</b> A way of describing something by saying it is something else (e.g., 'He is a shining star'). <b>Multi-Cultural Society:</b> A community where people from many different cultures live together. <b>Self-Esteem:</b> How much you value and feel good about yourself. <b>Fake News:</b> Stories that are made up and shared to trick people. <b>Misinformation:</b> Wrong or false information that people share by mistake. <b>Disinformation:</b> False information shared on purpose to mislead people. <b>Online Bullying:</b> Being mean or hurtful to someone using the internet or messages. <b>Biological Sex:</b> The body you are born with, usually male or female. <b>Sexual Orientation:</b> Who someone loves or feels attracted to. <b>Gender Identity:</b> How a person feels inside about being male, female, or something else. <b>Gender Expression:</b> How a person shows their gender through clothes, hair, or behaviour. <b>Verbal Abuse:</b> Using words to hurt or upset someone. <b>Physical Abuse:</b> Hurting someone's body on purpose.
cross curricular links		

**P.S.H.E. - Progression**

P.S.H.E. - Progression		
Spring 2	Summer 1	Summer 2
Keeping Myself Safe	Rights & Respect	Growing & Changing
<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
<b>Under Review</b>	<b>Under Review</b>	<b>Under Review</b>
<b>Other Knowledge</b>	<b>Other Knowledge</b>	<b>Other Knowledge</b>
<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<b>Key Vocabulary</b>

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Autumn 1		Autumn 2		Spring 1	
Being My Best		Me & My Relationships		Valuing Difference	
<b>Key Knowledge</b>		<b>Key Knowledge</b>		<b>Key Knowledge</b>	
The outcomes of risk-taking in a given situation can vary from serious to mild and can involve physical and emotional injury Ways to overcome problems and challenges include being patient, asking for help and trying a different way. An emotional risk could be something that upsets you and a physical risk is something that causes you injury		There are certain challenges that arise from friendships Some types of touch are against the law It is important to recognise peer influence and pressure		There are benefits of different types of relationship. Prejudice is an unfair and unreasonable opinion or feeling formed without enough thought or knowledge. It is important to challenge stereotypes.	
<b>Other Knowledge</b>		<b>Other Knowledge</b>		<b>Other Knowledge</b>	
People have aspirational goals and that actions need to be set to achieve these. The five ways to wellbeing are: to connect, be healthy, take notice, keep learning and be active. The five ways to wellbeing contribute to a healthy lifestyle and there are various ways to implement them There can be risk factors in a given situation: A risk can be reduced: by thinking before they act There are risks related to growing up and explain the need to be aware of these:		Strategies for dealing with such challenges include being respectful and assertive. It is important to recognise and empathise with patterns of behaviour in peer-group dynamics. There are strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. Using some assertive behaviours, through role-play, can help to resist peer influence and pressure. People show their commitment to each other in different ways A person can marry at 18 Everyone has the right to be free to choose who and whether to marry. Some types of physical contact can produce strong negative feelings.		Discriminatory behaviour can result from disrespect of people's differences There are strategies for dealing with bullying, as a bystander. Some positive attributes of their peers can include honesty and kindness All people are unique but that we have far more in common with each other than what is different about us. A bystander can respond to someone being rude, offensive or bullying someone else. There are ways of offering support to someone who has been bullied. There are ways of showing respect to others, using verbal and non-verbal communication. There is a difference between a friend and an acquaintance. Stereotype means a very easy and simple idea or opinion of a person, group or thing The media can sometimes reinforce gender stereotypes.	
<b>Key Skills</b>		<b>Key Skills</b>		<b>Key Skills</b>	
Explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing. Set goals so that I can achieve an aspiration. Tell you how I can overcome problems and challenges on the way to achieving my goals. Identify risk factors in a given situation. Assess the level of risk and explain how a risk can be reduced.		Work through challenges I have with my friends with respect, assertiveness and understanding. Explain what negotiation and compromise look like. Apply the skills of negotiation and compromise. Suggest ways of getting help if someone experiences inappropriate or illegal touch. Use assertive behaviours to keep myself safe from peer influence or pressure. Explain what bystanders do when someone is being bullied.		Explain the difference between a passive bystander and an active bystander Identify how active bystanders can help in bullying situations. Show respect to others by using verbal and non-verbal communication. Reflect on why some people show prejudiced behaviour and sometimes bully for this reason. Describe how empathy can help people to be more tolerant and understanding of those who are different from them.	
<b>Key Vocabulary</b>		<b>Key Vocabulary</b>		<b>Key Vocabulary</b>	
<b>Implementation</b> —to start using a plan or system <b>Achievement</b> —a result gained by effort <b>Contribute</b> —to give something e.g money/time/ideas <b>Success</b> —to have a good or favourable result: do well. <b>Media</b> —the means of distributing information to large numbers of people <b>Relevant</b> —related to what is being discussed or is presently important <b>Risk</b> —a chance of getting hurt or losing something <b>Social norms</b> —beliefs and actions that are seen as acceptable within society <b>Consequences</b> —something that follows naturally from a person's action, inaction, or poor decision <b>Benefits</b> —an advantage or profit gained from something. <b>Cooperation</b> —working together to reach the same goal <b>Enterprise</b> —a plan or project that is risky, bold, or difficult to carry out <b>Documentary</b> —a film, which shows real events or provides information about a particular subject.		<b>Collaboration</b> : Working together with others to get something done. <b>Teamwork</b> : Helping each other and sharing ideas to reach a goal. <b>Dispute</b> : a disagreement or an argument. <b>Mutual</b> : feelings or actions experienced or done by each of two or more parties (or people) towards each other. <b>Concession</b> : a thing that is granted, especially in response to demands. <b>Balanced friendship</b> : A friendship where both people are kind, listen, and care about each other equally. <b>Respectful</b> : Being kind, polite, and thinking about other people's feelings. <b>Assertive</b> : Speaking up for yourself in a calm and kind way. <b>Assertiveness</b> : The skill of saying what you think or feel without being mean or rude. <b>Resolution</b> : Finding a way to solve a problem or fix a disagreement. <b>Marriage</b> : When two people decide to spend their lives together and make a special promise. <b>Civil Partnership</b> : A legal way for two people to show they are committed to each other, like marriage. <b>Forced Marriage</b> : When someone is made to marry without giving consent. This is illegal. <b>Arranged marriage</b> : When parents arrange the marriage but the 2 people involved have a choice whether to go through with it.		<b>Witness</b> : Someone who sees something happen, like an event or an accident. <b>Bystander</b> : A person who is nearby when something happens but does not get involved. <b>Upstander</b> : Someone who speaks up or helps when they see something wrong happening. <b>Unique</b> : Being one of a kind. Everyone is special in their own way. <b>Confidence</b> : Believing in yourself and your abilities. <b>Self-esteem</b> : How much you value and like yourself. <b>Empathy</b> : Understanding how someone else feels and caring about them. <b>Diversity</b> : Having lots of different kinds of people, ideas, and cultures. <b>Biological sex</b> : Whether someone is male or female based on their body parts. <b>Sexual orientation</b> : Who someone loves or is attracted to. <b>Gender expression</b> : How a person shows their gender through clothes, hair and actions. <b>Gender identity</b> : How a person feels inside about being a boy, girl or something else. <b>Stereotype</b> : A simple idea about a group of people that is often not true. <b>Patterning</b> : Repeating things in a certain order or design. <b>Point of view</b> : The way someone sees or thinks about something. <b>Cultural norms</b> : The usual ways people in a culture behave or believe. <b>Body language</b> : Using movements and facial expressions to show feelings. <b>Identity</b> : Who you are, including your name, beliefs, and personality. <b>Prejudice</b> : Judging someone before you know them, often unfairly. <b>Tolerance</b> : Accepting and respecting people who are different from you. <b>Acquaintance</b> : Someone you know but not very well. <b>Gender stereotype</b> : A belief that boys and girls should act in certain ways. <b>Media influence</b> : How TV, social media, and magazines affect what we think and do. <b>Assumption</b> : Thinking something is true without checking first.	
cross-curricular links					

**P.S.H.E. - Progression**

Spring 2		Summer 1		Summer 2	
Keeping Safe		Rights & Respect		Growing & Changing	
<b>Key Knowledge</b>		<b>Key Knowledge</b>		<b>Key Knowledge</b>	
Under Review		Under Review		Under Review	
<b>Other Knowledge</b>		<b>Other Knowledge</b>		<b>Other Knowledge</b>	
<b>Key Skills</b>		<b>Key Skills</b>		<b>Key Skills</b>	
<b>Key Vocabulary</b>		<b>Key Vocabulary</b>		<b>Key Vocabulary</b>	