



Christ Church
CE Primary School

PSHE and RSE

Progression of Skills Document

Subject Leader: Clare Thomson

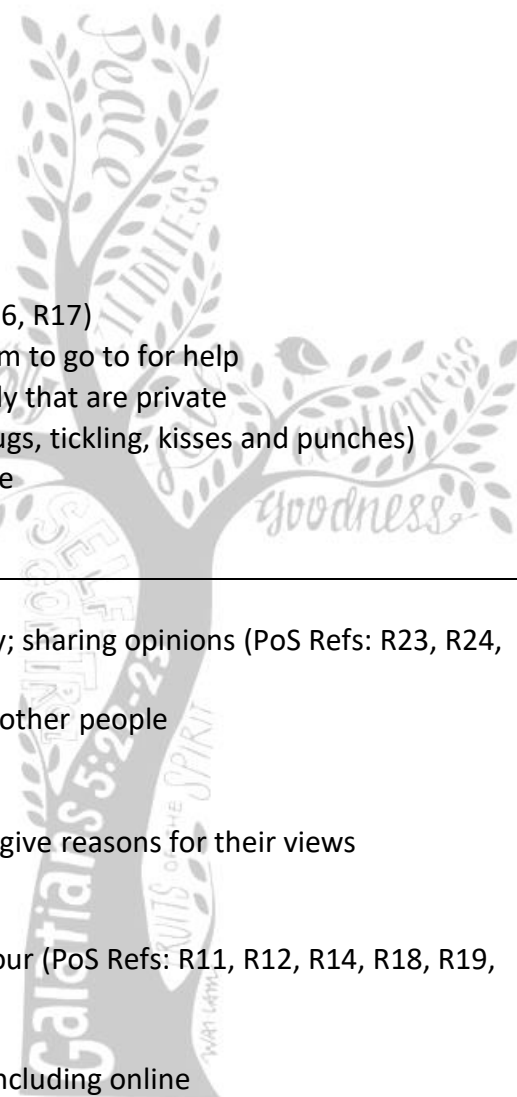
Vibrant Stimulating Caring



Autumn Term – Year A 2020/2021

Knowledge and Skills

<p align="center">Holly Class Year 1</p>	<p>Respecting ourselves and others How behaviour affects others; being polite and respectful (PoS Refs: R21, R22)</p> <ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns <p>Safe relationships Recognising privacy; staying safe; seeking permission (PoS Refs: R10, R13, R15, R16, R17)</p> <ul style="list-style-type: none"> • about situations when someone’s body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission
<p align="center">Rowan Class Year 2</p>	<p>Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions (PoS Refs: R23, R24, R25)</p> <ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views <p>Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour (PoS Refs: R11, R12, R14, R18, R19, R20)</p> <ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied



	<ul style="list-style-type: none"> • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use
Hawthorn Class Year 3 and 4	<p>Families and friendships What makes a family; features of family life (PoS Refs: R1, R6, R7, R8, R9)</p> <ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe <p>Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite (PoS Refs: R30, R31)</p> <ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society
Topic: Romans	
Oak Class Year 5 and 6	<p>Families and friendships Managing friendships and peer influence (PoS Refs: R14, R15, R16, R17, R18, R26)</p> <ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships
Topic: World War 2	

- that friendships can change over time and the benefits of having new and different types of friends
- how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable
- when and how to seek support in relation to friendships

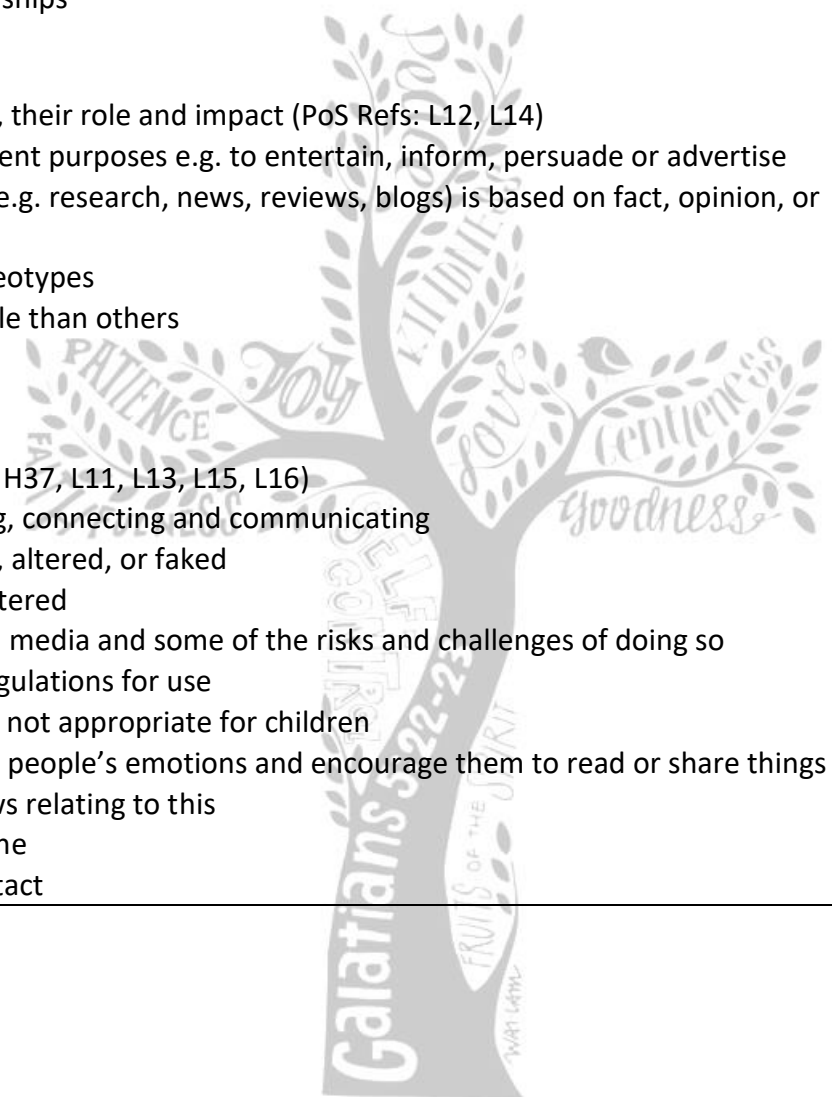
Media literacy and Digital resilience

How information online is targeted; different media types, their role and impact (PoS Refs: L12, L14)

- to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise
- basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased
- that some media and online content promote stereotypes
- how to assess which search results are more reliable than others
- to recognise unsafe or suspicious content online
- how devices store and share information

Evaluating media sources; sharing things online (PoS Refs: H37, L11, L13, L15, L16)

- about the benefits of safe internet use e.g. learning, connecting and communicating
- how and why images online might be manipulated, altered, or faked
- how to recognise when images might have been altered
- why people choose to communicate through social media and some of the risks and challenges of doing so
- that social media sites have age restrictions and regulations for use
- the reasons why some media and online content is not appropriate for children
- how online content can be designed to manipulate people's emotions and encourage them to read or share things
- about sharing things online, including rules and laws relating to this
- how to recognise what is appropriate to share online
- how to report inappropriate online content or contact



Spring Term – Year A 2020/2021

Knowledge and Skills

<p align="center">Holly Class Year 1</p>	<p>Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety (PoS Refs: H1, H2, H3, H5, H8, H9, H10)</p> <ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun
<p align="center">Topic: Food Glorious Food Carnforth – My Town</p>	
<p align="center">Rowan Class Year 2</p>	<p>Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help (PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20)</p> <ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings
<p align="center">Topic: Food Glorious Food Carnforth – My Town</p>	
<p align="center">Hawthorn Class Year 3 and 4</p>	<p>Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour (PoS Refs: R19, R22, R24, R30)</p> <ul style="list-style-type: none"> • what is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved
<p align="center">Topic: Volcanoes</p>	

	<ul style="list-style-type: none"> • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour
<p>Oak Class Year 5 and 6</p>	<p>Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies (PoS Refs: H8, H9, H10, H12)</p>
<p>Topic: Magnificent Mayans</p>	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online (PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24)</p> <ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change

- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online

Summer Term – Year A 2020/2021

Knowledge and Skills

<p>Holly Class Year 1</p>	<p>Media literacy and Digital resilience Using the internet and digital devices; communicating online (PoS Refs: L7, L8)</p> <ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online
<p>Topic: Playgrounds</p>	<p>Keeping safe How rules and age restrictions help us; keeping safe online (PoS Refs: H28, H34)</p> <ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared
<p>Rowan Class Year 2</p>	<p>Media literacy and Digital resilience The internet in everyday life; online content and information (PoS Refs: L8, L9)</p> <ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true
<p>Topic: Playgrounds</p>	<p>Keeping safe How rules and age restrictions help us; keeping safe online (PoS Refs: H28, H34)</p> <ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared

<p>Hawthorn Class Year 3 and 4</p>	<p>Growing and changing – Year 3 Personal strengths and achievements; managing and reframing setbacks (PoS Refs: H27, H28, H29)</p> <ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person’s identity • how to identify their own personal strengths and interests and what they’re proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
<p>Topic: Invasion and Settlements</p>	<p>Growing and changing – Year 4 Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty (PoS Refs: H30, H31, H32, H34)</p> <ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty <p>Media literacy and Digital resilience How the internet is used; assessing information online (PoS Refs: L11, L12)</p> <ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication

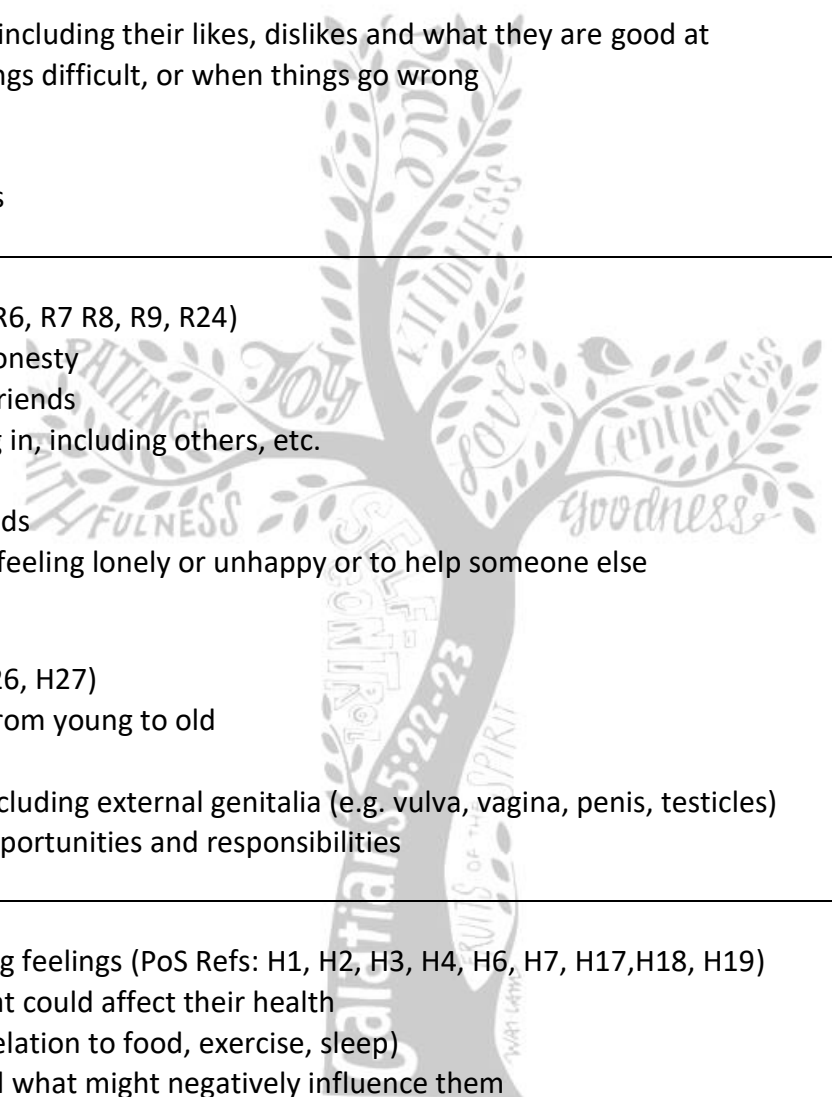
<p>Oak Class Year 5 and 6</p>	<p>Keeping safe Part 1 Keeping safe in different situations, including responding in emergencies, first aid and FGM (PoS Refs: H38, H43, H44, H45)</p> <ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM <p>Keeping safe Part 2 (Year 6) Drug use and the law; drug use and the media (PoS Refs: H37, H42, H46, H47, H48, H49, H50)</p> <ul style="list-style-type: none"> • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions
<p>Topic: Raging Rivers</p>	

Autumn Term – Year B 2021/2022

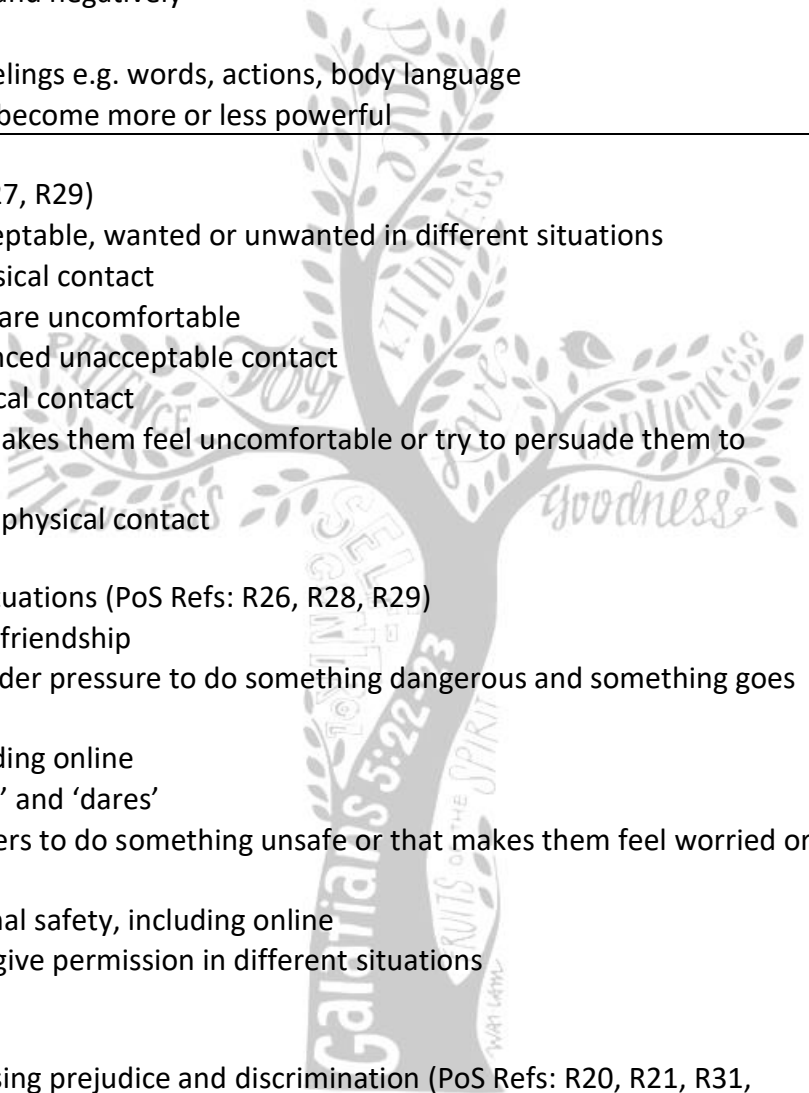
Knowledge and Skills

<p>Holly Class Year 1</p>	<p>Families and friendships Roles of different people; families; feeling cared for (PoS Refs: R1, R2, R3, R4, R5)</p> <ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children’s lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family
<p>Topic: Intrepid Explorers</p>	

	<p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong (PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24)</p> <ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave
<p>Rowan Class Year 2</p>	<p>Families and friendships Making friends; feeling lonely and getting help (PoS Refs: R6, R7 R8, R9, R24)</p> <ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
<p>Topic: Intrepid Explorers</p>	<p>Growing and changing Growing older; naming body parts (PoS Refs: H20, H25, H26, H27)</p> <ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities
<p>Hawthorn Class Year 3 and 4</p>	<p>Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings (PoS Refs: H1, H2, H3, H4, H6, H7, H17,H18, H19)</p> <ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle
<p>Topic: Awesome Egyptians</p>	



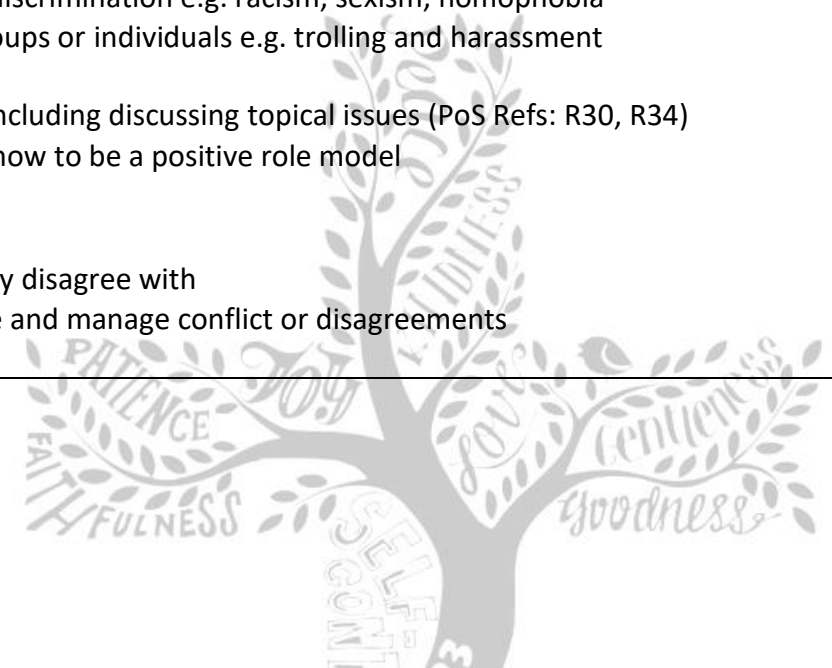
	<ul style="list-style-type: none"> • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful
<p>Oak Class Year 5 and 6</p>	<p>Safe relationships Physical contact and feeling safe (PoS Refs: R9, R25, R26, R27, R29)</p> <ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person’s mind and body when they are uncomfortable • that it is never someone’s fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact
<p>Topic: The Age of Change</p>	<p>Recognising and managing pressure; consent in different situations (PoS Refs: R26, R28, R29)</p> <ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online ‘challenges’ and ‘dares’ • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations <p>Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination (PoS Refs: R20, R21, R31, R33)</p> <ul style="list-style-type: none"> • to recognise that everyone should be treated equally



- why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- what discrimination means and different types of discrimination e.g. racism, sexism, homophobia
- to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment

Expressing opinions and respecting other points of view, including discussing topical issues (PoS Refs: R30, R34)

- about the link between values and behaviour and how to be a positive role model
- how to discuss issues respectfully
- how to listen to and respect other points of view
- how to constructively challenge points of view they disagree with
- ways to participate effectively in discussions online and manage conflict or disagreements



Spring Term – Year B 2021/2022

Knowledge and Skills

<p>Holly Class Year 1</p>	<p>Belonging to a community What rules are; caring for others' needs; looking after the environment (PoS Refs: L1, L2, L3)</p>
<p>Topic: Castles, Kings and Queens</p>	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling
<p>Rowan Class Year 2</p>	<p>Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community (PoS Refs: L2, L4, L5, L6)</p>
<p>Topic: Castles, Kings and Queens</p>	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included

	<ul style="list-style-type: none"> to recognise that they are all equal, and ways in which they are the same and different to others in their community
<p>Hawthorn Class Year 3 and 4</p>	<p>Belonging to a community What makes a community; shared responsibilities (PoS Refs: L4, L6, L7)</p> <ul style="list-style-type: none"> the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them
<p>Topic: Sticks and Stones</p>	<p>Money and Work Different jobs and skills; job stereotypes; setting personal goals (PoS Refs: L25, L26, L27, L30)</p> <ul style="list-style-type: none"> about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby
<p>Oak Class Year 5 and 6</p>	<p>Belonging to a community Protecting the environment; compassion towards others (PoS Refs: L4, L5, L19)</p> <ul style="list-style-type: none"> about how resources are allocated and the effect this has on individuals, communities and the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment
<p>Topic: Bring me Sunshine</p>	<p>Valuing diversity; challenging discrimination and stereotypes (PoS Refs: L8, L9, L10, R21)</p> <ul style="list-style-type: none"> what prejudice means to differentiate between prejudice and discrimination how to recognise acts of discrimination strategies to safely respond to and challenge discrimination

	<ul style="list-style-type: none"> • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this <p>Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes (PoS Refs: L27, L28, L29, L31, L32)</p> <ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people’s career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training
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Summer Term – Year B 2021/2022

Knowledge and Skills

Holly Class Year 1	<p>Money and Work Strengths and interests; jobs in the community (PoS Refs: L14, L16, L17)</p> <ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do
Topic: We do like to be beside the seaside	
Rowan Class Year 2	<p>Money and Work What money is; needs and wants; looking after money (PoS Refs: L10, L11, L12, L13, L15)</p> <ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do
Topic: We do like to be beside the seaside	

	<ul style="list-style-type: none"> • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants
<p>Hawthorn Class Year 3 and 4</p>	<p>Keeping safe Risks and hazards; safety in the local environment and unfamiliar places (PoS Refs: H38, H39, H41)</p> <ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
<p>Topic: Off to the Lakes How does your Garden Grow?</p>	<p>Medicines and household products; drugs common to everyday life (PoS Refs: H10, H38, H40, H46)</p> <ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice
<p>Oak Class Year 5 and 6</p>	<p>Growing and changing Year 5 Personal identity; recognising individuality and different qualities; mental wellbeing (PoS Refs: H16, H25, H26, H27)</p> <ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing
<p>Topic: The Greeks</p>	

Growing and changing Year 6

Human reproduction and birth; increasing independence; managing transitions (PoS Refs: H24, H33, H35, H36)

- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school
- practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb

