

Mental Health and Wellbeing			
Foundation Stage 1			
	Outcomes	Vocabulary	One Life
- Pupils begin to identify “happy” and “sad” feelings	-I can understand gradually how others might feel. -I can develop appropriate ways of being assertive. -I can talk about my feelings using words like happy, sad, angry or worried.	Happy, sad, angry, worried Smile, laugh, cry, tears, hot, cold	Taught throughout the year. Autumn 1: Self-Identity & Self-awareness + Caring Friendships
Foundation Stage 2			
Learning intention	Outcomes	vocabulary	Autumn 2: Response System
- Pupils learn about how their feelings might affect their body	-I can express my feelings and consider the feelings of others. -I can show resilience and perseverance in the face of challenge -I can identify and moderate my own feelings socially and emotionally	As FSI Control, help, comfort, express, show	Spring 1: Bouncing Back + Bouncing back in friendships. Spring 2: Self-compassion + Compassion for others Summer 1: Power of Now + Respectful relationships Summer 2: Balancing doing and being
Year 1- Feelings			
Learning intention	Outcomes	Vocabulary	One Life
- Pupils learn about different types of feelings - Pupils learn about managing different feelings - Pupils learn about change or loss and how this can feel	- I can name different feelings (including emotions that make us feel good and not-so good) - I recognise that people may feel differently about the same situation - I can identify how different emotions look and feel in the body - I recognise that some feelings can be stronger than others - I can describe some ways of managing different feelings - I know when to ask for help - I can give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)	Feelings, upset, worries, excited, happy, scared, sad	Taught throughout the year. Autumn 1: Self-Identity & Self-awareness + Caring Friendships Autumn 2: Response System Spring 1: Bouncing Back + Bouncing back in friendships. Spring 2: Self-compassion + Compassion for others Summer 1: Power of Now + Respectful relationships

	<ul style="list-style-type: none"> - I can describe how people might feel when there is a change or loss - I recognise what they can do to help themselves or someone else who may be feeling unhappy 		Summer 2: Balancing doing and being
Year 2 – Friendship			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn about the importance of special people in their lives - Pupils learn about making friends and who can help with friendships (on and offline) - Pupils learn about solving problems that might arise with friendships (on and offline) 	<ul style="list-style-type: none"> - I can identify people who are special to them and explain why - I understand what makes a good friend - I can demonstrate how they show someone they care - I understand how people might feel if they are left out or excluded from friendships - I recognise when someone needs a friend and know some ways to approach making friends - I know who they can talk to if they are worried about friendships - I can identify some ways that friendships can go wrong - I can describe some ways to sort out friendship problems - I recognise that difficulties within friendships can usually be resolved 	<p>Friendship, friend, worried, care, social, resolved, argument</p>	<p>Taught throughout the year.</p> <p>Autumn 1: Self-Identity & Self-awareness + Caring Friendships</p> <p>Autumn 2: Response System</p> <p>Spring 1: Bouncing Back + Bouncing back in friendships.</p> <p>Spring 2: Self-compassion + Compassion for others</p> <p>Summer 1: Power of Now + Respectful relationships</p> <p>Summer 2: Balancing doing and being</p>
Year 3 – Strengths and Challenges			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn about celebrating achievements and setting personal goal - Pupils learn about dealing with putdowns - Pupils learn about positive ways to deal with set-backs 	<ul style="list-style-type: none"> - I can explain how it feels to be challenged, try something new or difficult - I can plan the steps required to help achieve a goal or challenge - I can celebrate their own and others' skills, strengths and attributes - I can explain what is meant by a put-up or putdown and how this can affect people - I can demonstrate a range of strategies for dealing with put-downs - I recognise what is special about Themselves - I can describe how it feels when there are set-backs - I know some positive ways to manage set-backs and how to ask for help or support 	<p>Friendship, self-care, personal goals, goal, social, special, resilience, achievement</p>	<p>Taught throughout the year.</p> <p>Autumn 1: Self-Identity & Self-awareness + Caring Friendships</p> <p>Autumn 2: Response System</p> <p>Spring 1: Bouncing Back + Bouncing back in friendships.</p> <p>Spring 2: Self-compassion + Compassion for others</p> <p>Summer 1: Power of Now + Respectful relationships</p>

	- I recognise that everyone has set-backs at times, and that these cannot always be controlled		Summer 2: Balancing doing and being
Year 4 -			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> -I understand that having a positive attitude is good for our mental health. -I can recognise and manage helpful and unhelpful thoughts effectively. -I understand that some changes can be difficult but that there are things we can do to cope. 	<ul style="list-style-type: none"> -I can explain what having a positive attitude means. -I know lots of things I can do to increase my levels of happiness. -I understand how having a positive attitude can make a difference to our lives. -I can identify helpful and unhelpful thoughts. -I understand the effect these thoughts have on the way we feel. -I have strategies to cope with unhelpful thoughts. -I can name some big changes that happen in people's lives. -I understand how these big changes can make us feel. -I can name some strategies to help deal with difficult feelings. 	Positive, negative, helpful, unhelpful, mental health, feelings, emotions	<p>Taught throughout the year.</p> <p>Autumn 1: Self-Identity & Self-awareness + Caring Friendships</p> <p>Autumn 2: Response System</p> <p>Spring 1: Bouncing Back + Bouncing back in friendships.</p> <p>Spring 2: Self-compassion + Compassion for others</p> <p>Summer 1: Power of Now + Respectful relationships</p> <p>Summer 2: Balancing doing and being</p>
Year 5- Dealing with Feelings			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn about a wide range of emotions and feelings and how these are experienced in the body - Pupils learn about times of change and how this can make people feel - Pupils learn about the feelings associated with 	<ul style="list-style-type: none"> - I name and describe a wide range and intensity of emotions and feelings - I understand how the same feeling can be expressed differently - I recognise how emotions can be expressed appropriately in different situations - I identify situations when someone may feel conflicting emotions due to change - I can identify ways of positively coping with times of change - I recognise that change will affect everyone at some time in their life - I recognise that at times of loss, there is a period of grief that people go through 	Emotions, bereavements, transition, death, grief, change, loss, support	<p>Taught throughout the year.</p> <p>Autumn 1: Self-Identity & Self-awareness + Caring Friendships</p> <p>Autumn 2: Response System</p> <p>Spring 1: Bouncing Back + Bouncing back in friendships.</p> <p>Spring 2: Self-compassion + Compassion for others</p>

loss, grief and bereavement	<ul style="list-style-type: none"> - I understand there are a range of feelings that accompany bereavement and know that these are necessary and important I know some ways of expressing feelings related to grief 		<p>Summer 1: Power of Now + Respectful relationships</p> <p>Summer 2: Balancing doing and being</p>
Year 6- Healthy Minds			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn what mental health is - Pupils learn about what can affect mental health and some ways of dealing with this. - Pupils learn about some everyday ways to look after mental health 	<ul style="list-style-type: none"> - I know that mental health is about emotions, moods and feelings - how we think, feel and behave - I can recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent - I know what mental health help, advice and support is available - I recognise what can affect a person's mental health - I know some ways of dealing with stress and how people can get help and support - I understand that anyone can be affected by mental ill health - I know some everyday ways of looking after mental health - I can explain why looking after - mental health is as important as looking after physical health - I understand that some things that support mental health will also support physical health 	Emotions, mental health, stress, anxiety, depression, support, advice, negative, positive.	<p>Taught throughout the year.</p> <p>Autumn 1: Self-Identity & Self-awareness + Caring Friendships</p> <p>Autumn 2: Response System</p> <p>Spring 1: Bouncing Back + Bouncing back in friendships.</p> <p>Spring 2: Self-compassion + Compassion for others</p> <p>Summer 1: Power of Now + Respectful relationships</p> <p>Summer 2: Balancing doing and being</p>

Physical Health and Wellbeing			
Foundation Stage 1			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils will learn about movements that their body can make 	<ul style="list-style-type: none"> -Continue to develop movement. Balancing, skipping, standing on one leg, climbing up and down stairs, and using large muscle movements. 	Hop, skip, jump, balance, legs,	<p>Taught throughout the year.</p> <p>Autumn 1: Healthy Eating</p>

	-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Country, food, dress, buildings, same, different	Autumn 2: Body image + Boundaries + consent + privacy
Foundation stage 2			
Learning intention	Outcomes	Vocabulary	Spring 1: Self-care
- Pupils will learn why it is important to keep themselves clean	-Manage their own needs. -Personal hygiene -Revise and refine the fundamental movement skills they have already acquired	Wash, soap, germs, clean, Toilet,	Spring 2: Stereotypes Summer 2: Physical Fitness Health and Prevention
Year 1- Fun Times			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn about food that is associated with special times, in different cultures - Pupils learn about active playground games from around the world - Pupils learn about sun-safety 	<ul style="list-style-type: none"> - I know about some of the food and drinks associated with different celebrations and customs - I can identify what makes their home lives similar or different to others, including the food they eat - I understand why food eaten on special days may be different from everyday foods can describe how to play different active playground games - I can recognise how active playground games make them feel - I can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at know about some of the effects of too much sun on the body - I can describe what people can do to protect their bodies from being damaged by the sun - I know what they will need and who to ask for help if they going out in strong sun 	Healthy, sun, burn, positive, cultures, feelings, sun cream, negative celebration, active, exercise	Taught throughout the year. Autumn 1: Healthy Eating Autumn 2: Body image + Boundaries + consent + privacy Spring 1: Self-care Spring 2: Stereotypes Summer 2: Physical Fitness Health and Prevention
Year 2 – What keeps me healthy?			
Learning intention	Outcomes	Vocabulary	One Life
- Pupils learn about eating well	<ul style="list-style-type: none"> - I know what a healthy diet looks like - I can identify who helps them make choices about the food they eat 	Healthy, professionals, GP/doctor, balanced,	Taught throughout the year. Autumn 1: Healthy Eating

<ul style="list-style-type: none"> - Pupils learn about the importance of physical activity, sleep and rest. - Pupils learn about how germs are spread, how we can prevent them spreading and people who help us to stay healthy. 	<ul style="list-style-type: none"> - I know the benefits of a healthy diet (including oral health) - I can describe some ways of being physically active throughout the day. - I can explain why it is important to rest and get enough sleep, as well as be active - I understand that an hour a day of physical activity is important for good mental and physical health - I know about the roles of people who help me to stay healthy (including vaccinations) - I can describe everyday routines to help take care of their bodies, including oral health - I understand how basic hygiene routines can stop the spread of disease 	disease, vaccines, nurse, sleep routine, hygiene, routine, exercise, oral health.	<p>Autumn 2: Body image + Boundaries + consent + privacy</p> <p>Spring 1: Self-care</p> <p>Spring 2: Stereotypes</p> <p>Summer 2: Physical Fitness Health and Prevention</p>
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Year 3 – What helps me choose?

Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn about making healthy choices about food and drinks - Pupils learn about how branding can affect what foods people choose to buy - Pupils learn about keeping active and some of the challenges of this 	<ul style="list-style-type: none"> - I can use the Eatwell guide to help make informed choices about what they eat and drink - I can describe situations when they have to make choices about their food and drink - I understand who and what, including the role of the internet, influences their choices about food and drinks - I can explain why people are attracted to different brands - I can compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money' - I understand how this can affect what food people buy - I can identify a range of physical activities that help mental and physical health - I can evaluate the levels of physical activity in different pastimes - I can identify some choices they have about how to spend their free time 	<p>Healthy, professionals, informed, eat well, disease, choice, value, brands, mental health, activities, exercise, oral health</p>	<p>Taught throughout the year.</p> <p>Autumn 1: Healthy Eating</p> <p>Autumn 2: Body image + Boundaries + consent + privacy</p> <p>Spring 1: Self-care</p> <p>Spring 2: Stereotypes</p> <p>Summer 2: Physical Fitness Health and Prevention</p>

Year 4 – What is important to me?

Learning intention	Outcomes	Vocabulary	One Life
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<ul style="list-style-type: none"> - Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons) - Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) - Children learn about the importance of getting enough sleep 	<ul style="list-style-type: none"> - I can explain why a person may avoid certain foods - I can communicate their own personal food needs - I understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons - I can identify factors that might influence people's choices about the food they buy (for example, ethical farming, fair trade, seasonality) - I can talk about my views and express their opinions on factors that affect food choice - I understand that consumers may have different views on the food they eat and how it is produced and farmed - I can explain the importance of sleep for health and wellbeing - I know what can help people relax and sleep well - I recognise the impact that too much screen time can have on a person's health and wellbeing 	<p>Healthy, fair trade, relax, choice, religion, ethical, wellbeing, brands, culture, production, lifestyle</p>	<p>Taught throughout the year.</p> <p>Autumn 1: Healthy Eating</p> <p>Autumn 2: Body image + Boundaries + consent + privacy</p> <p>Spring 1: Self-care</p> <p>Spring 2: Stereotypes</p> <p>Summer 2: Physical Fitness Health and Prevention</p>
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Year 5

Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> -Pupils learn that messages given on food adverts can be misleading -Pupils learn about role models -Pupils learn about how the media can manipulate images and that these images may not reflect reality 	<ul style="list-style-type: none"> -I know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers -I can compare the health benefits of a food or drink product in comparison with an advertising campaign -I can identify advertising as one influence on people's choices about food and drink are able to analyse how the media portray celebrities recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people can explain why we need to be cautious about things we see, hear or read about in the media understand that images can be changed or manipulated by the media and how this can differ from reality can describe how the media portrayal might affect people's feelings about themselves 	<p>Healthy, false, media, choice, advertising, influences, role model, brands, misleading, production, manipulative, unique</p>	<p>Taught throughout the year.</p> <p>Autumn 1: Healthy Eating</p> <p>Autumn 2: Body image + Boundaries + consent + privacy</p> <p>Spring 1: Self-care</p> <p>Spring 2: Stereotypes</p> <p>Summer 2: Physical Fitness Health and Prevention</p>

	accept and respect that people have bodies that are different		
Year 6			
Learning intention	Outcomes	Vocabulary	One Life
-I know that my body belongs to me and that I have control over what happens to it. -understand why getting enough exercise and enough sleep is important. I understand how to take care of my body. -I understand how to take care of my body.	-I understand that I can make choices about what happens to my body. -I understand the difference between wanted and unwanted contact. -I know what to do if I am worried about myself or a friend. -I can make informed choices about my exercise and sleep habits. -I can identify the physical, emotional and mental consequences of not getting enough exercise or sleep. -I can use mindfulness and meditation to aid a good night's sleep. -I understand the need for good personal hygiene. -I can identify healthy habits. -I know how to protect my body in different ways.	Healthy, medication, balance, choice, belonging, influences, exercise, brands, different, unique, habits, social media	Taught throughout the year. Autumn 1: Healthy Eating Autumn 2: Body image + Boundaries + consent + privacy Spring 1: Self-care Spring 2: Stereotypes Summer 2: Physical Fitness Health and Prevention

Keeping Safe and Managing Risk			
Foundation stage 1			
Learning intention	Outcomes	Vocabulary	One Life
- Pupils begin to learn how to keep themselves safe and understand how rules help to do this	-Become more outgoing with unfamiliar people, in the safe context of their setting. -Increasingly following rules, understanding why they are important.	Safe, stranger, trust, rules, kind, friends, manners	Taught throughout the year. Autumn 1: Autumn 2: Boundaries + Consent

	<ul style="list-style-type: none"> -Remember rules without needing an adult to remind them. -Explore how things work. 		Spring 1:
Foundation stage 2			Spring 2: Emergency response
Learning intention	outcomes	Vocabulary	Summer 1:
<ul style="list-style-type: none"> - Pupils know and understand how rules help to keep everyone safe 	<ul style="list-style-type: none"> -Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes -Understand how to listen carefully and why listening is important. -Ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> Rules, ready, respect, safe Listen, look, hear 	Summer 2: Personal Safety + Health and Prevention
Year 1- Feeling Safe			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn about safety in familiar situations - Pupils learn about personal safety - Pupils learn about people who help keep them safe outside the home 	<ul style="list-style-type: none"> - I recognise the difference between 'real' and 'imaginary' dangers - I understand that there are situations when secrets should not be kept - I know to tell a trusted adult if they feel unsafe recognise the difference between good and bad touches - I understand there are parts of the body which are private - I know who they can go to, what to say or do if they feel unsafe or worried can identify situations where they might need help - I can identify people in the community who can help to keep them safe - I know how to ask for help if they need it 	<ul style="list-style-type: none"> Real, imaginary, secret, surprise, trusted adult, good touch, bad touch, unsafe, worried, help, community 	<p>Taught in throughout the year.</p> <p>Autumn 1:</p> <p>Autumn 2: Boundaries + Consent</p> <p>Spring 1:</p> <p>Spring 2: Emergency response</p> <p>Summer 1:</p> <p>Summer 2: Personal Safety + Health and Prevention</p>
Year 2 - Indoors and outdoors			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn about keeping safe in the home, including fire safety - Pupils learn about keeping safe online, including the benefits of going online 	<ul style="list-style-type: none"> - I know some simple rules for keeping safe indoors, including online - I can describe what to do if there is an emergency - I understand that they can take some responsibility for their own safety - I know a range of rules for keeping safe online - I can describe the benefits and risks of going online 	<ul style="list-style-type: none"> Indoors, outdoors, safety, rules, online, safe, unsafe, hazard 	<p>Taught in throughout the year.</p> <p>Autumn 1:</p> <p>Autumn 2: Boundaries + Consent</p> <p>Spring 1:</p> <p>Spring 2: Emergency response</p>

<ul style="list-style-type: none"> - Pupils learn about keeping safe outside 	<ul style="list-style-type: none"> - I understand how they can take some responsibility for their own online safety and where to go for help - I know some rules for keeping safe outside - I can assess whether a situation is safe or unsafe - I understand the importance of always telling someone where they are going or playing 		<p>Summer 1:</p> <p>Summer 2: Personal Safety + Health and Prevention</p>
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Year 3 - Bullying-See it say it, stop it.

Learning intention	Outcomes	Vocabulary	One Life	
<ul style="list-style-type: none"> - Pupils learn to recognise bullying (including online) and how it can make people feel. - Pupils learn about different types of bullying and how to respond to incidents of bullying - Pupils learn about what to do if they witness bullying 	<ul style="list-style-type: none"> - I can define 'bullying' - I can define 'cyberbullying' - I can identify the difference between falling out with someone and bullying - I understand how bullying can make people feel and why this is unacceptable - I can name different types of bullying (including cyberbullying, racism) - I can identify the different ways bullying can happen (including online) - I can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help. - I can explain how to react if they witness bullying - I understand the role of bystanders and the important part they play in reducing bullying - I know how and to whom to report incidents of bullying, where to get help and support 	<p>Bullying, falling out, racism, cyberbullying, online, bystander, physical, verbal, social, emotional</p>	<p>Taught in throughout the year.</p> <p>Autumn 1:</p> <p>Autumn 2: Boundaries + Consent</p> <p>Spring 1:</p> <p>Spring 2: Emergency response First aid</p> <p>Summer 1:</p> <p>Summer 2: Personal Safety + Health and Prevention</p>	

Year 4 - Playing Safe

Learning intention	Outcomes	Vocabulary	One Life	
<ul style="list-style-type: none"> -Pupils learn how to be safe in their computer gaming habits -Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks 	<ul style="list-style-type: none"> - I know about the age rating / classification system and understand why some games are not appropriate for children to play - I can evaluate whether a computer game is suitable for them to play and explain why - I are able to share opinions about computer games 	<p>PEGI rating, computer game, emergency, pressure, first aid, emergency services</p>	<p>Taught in throughout the year.</p> <p>Autumn 1:</p>	

-Pupils learn about what to do in an emergency and basic emergency first aid procedures	<ul style="list-style-type: none"> - I can identify and assess the level of risk of different activities in the local environment - I recognise that in some situations there may pressure to behave in a way that doesn't feel safe - I can identify some ways to respond to unhelpful pressure - I can assess what to do in an emergency - I can carry out some simple first aid procedures for different needs - I can demonstrate how to ask for help from a range of emergency services 		<p>Autumn 2: Boundaries + Consent</p> <p>Spring 1:</p> <p>Spring 2: Emergency response First aid</p> <p>Summer 1:</p> <p>Summer 2: Personal Safety + Health and Prevention</p>	
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Year 5- Making safer choices

Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn how to stay safe when communicating with other people online - Pupils learn how to stay safe when communicating with other people online - I Pupils learn that violence within relationships is not acceptable 	<ul style="list-style-type: none"> - I can compare different kinds of online communication including friendships - I can describe the benefits and risks of online-only friendships - I can describe how to respond to an online-only friend if the friend asks something that makes them uncomfortable - I can compare different kinds of online communication including friendships - I can describe the benefits and risks of online-only friendships - I can describe how to respond to an online-only friend if the friend asks something that makes them uncomfortable - I know what is meant by domestic violence and abuse - I understand that nobody should experience violence within a relationship - I know what to do if they experience violence/ where to go for help, advice and support 	<p>Influence, trustworthy, unsafe, uncomfortable, online, communication, domestic violence, relationship</p>	<p>Taught in throughout the year.</p> <p>Autumn 1:</p> <p>Autumn 2: Boundaries + Consent</p> <p>Spring 1:</p> <p>Spring 2: Emergency response First aid</p> <p>Summer 1:</p> <p>Summer 2: Personal Safety + Health and Prevention</p>

Year 6- Keeping safe out and about.

Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn about feelings of being out and about in the local area with increasing independence - Pupils learn about recognising and responding to peer pressure 	<ul style="list-style-type: none"> - I know potential risks when out and about in the local area - I can describe a range of feelings associated with being out and about - I understand that people can make assumptions about others that might not reflect reality - I can identify risky behaviour in peer groups - I recognise and respond to peer pressure and who they can ask for help - I understand how people feel if they are asked to do something they are unsure about - I know some of the consequences of anti-social behaviour, including the law - I describe ways to resist peer pressure - I recognise they have responsibility for their behaviour and actions 	Risk, dilemma, legal, illegal risky behaviour, anti-social, consequences, gangs, ASBO	Taught in throughout the year. Autumn 1: Autumn 2: Boundaries + Consent Spring 1: Spring 2: Emergency response First aid Summer 1: Summer 2: Personal Safety + Health and Prevention

Digital Wellbeing			
Foundation stage 1			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn about different electronic objects 	<ul style="list-style-type: none"> - I can explore how things work. 	Computer, ipad, camera, torch, battery, plug, wire	Autumn 1: Autumn 2: Spring 1: Spring 2: Summer 1: Online relationships Cyberbullying Summer 2:
Foundation stage 2			
Learning intention	outcomes	vocabulary	
<ul style="list-style-type: none"> - I am beginning to learn how to use hardware accurately and safely 	<ul style="list-style-type: none"> - I can access some technology with support. 	Laptop, whiteboard, safe, online, internet, keyboard, monitor, screen	

Year 1			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - I can talk about ways in which the Internet is useful - I know how to balance my screen time with other activities and understand why this is important. - I know how to stay safe online. 	<ul style="list-style-type: none"> - I can talk about how we use the Internet and what we use it for. - I can explain how the Internet helps us. - I understand the importance of using the Internet safely and responsibly. - I can talk about ways we use the Internet. - I can explain how too much screen time might make me feel. - I know how to choose a range of activities to make sure I have a healthy body and mind. - I can describe some of the risks of going online. - I can tell others about Internet safety rules and explain how they help us to stay safe online. - I know how to get help if anything online worries or frightens me. 	Internet, screen time, safely, risk, online, rules, device, help	Autumn 1: Autumn 2: Spring 1: Spring 2: Summer 1: Online relationships Cyberbullying Summer 2:
Year 2			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - I can explain why we keep personal information private - I know how to communicate online in ways that show kindness and respect - I understand that not everything on the Internet is true 	<ul style="list-style-type: none"> - I understand what personal information is - I can explain how to keep personal information private - I can discuss why it is important to keep personal information private - I understand that people may behave differently online - I know and can explain what to do if I am worried about anything I see online - I know how to show respect and kindness online - I can talk about the different information that we might find on the Internet - I can talk about examples of false information - I can think about ways to find out if something online is true. 	Personal information, private, online, respect, Personal information, kindness, worried	Autumn 1: Autumn 2: Spring 1: Spring 2: Summer 1: Online relationships Cyberbullying Summer 2:
Year 3			
Learning intention	Outcomes	Vocabulary	One Life

<ul style="list-style-type: none"> - I can identify the positives and negatives of being online - I can be kind online and I can help make the Internet a safer place - I know how to stay safe when communicating online and what to do if I don't feel safe. 	<ul style="list-style-type: none"> - I can talk about things we use the Internet for. - I understand that there are some negatives to using the Internet. - I understand why it's important to balance time spent online and offline - I understand what cyberbullying is and how it affects people - I know what to do if I experience or see bullying online. - I understand the importance of showing kindness and respect at all times online. - I understand how online relationships are different to offline relationships. - I know what to do if online communication makes me feel worried, uncomfortable or frightened. - I understand how to communicate with people online in a responsible way. 	Online, Healthy, Respect, Impact, Internet, Balance, Communication, Private, Social media	<p>Autumn 1:</p> <p>Autumn 2:</p> <p>Spring 1:</p> <p>Spring 2:</p> <p>Summer 1: Online relationships Cyberbullying</p> <p>Summer 2:</p>
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Year 4

Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - I can decide how reliable online information is and know how to share information responsibly online. - I can identify things we shouldn't share online and give reasons why we shouldn't share them. - I understand how technology can affect our wellbeing in different ways. 	<ul style="list-style-type: none"> - I can assess how reliable information from a search result is. - I can explain how devices share information. - I can identify altered text and image. - I know what personal information includes. - I know why we shouldn't share passwords and private information. - I understand the consequences of sharing certain information, images and videos online. - I understand why we have rules and restrictions relating to technology. - I understand the negative impact of sharing things online. - I have strategies for coping with online pressures. 	Online, Reliable, Respect, Impact, Internet, Responsibility, Well being, Private, Social media, Assess	<p>Autumn 1:</p> <p>Autumn 2:</p> <p>Spring 1:</p> <p>Spring 2:</p> <p>Summer 1: Online relationships Cyberbullying</p> <p>Summer 2:</p>

Year 5

Learning intention	Outcomes	Vocabulary	One Life
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<ul style="list-style-type: none"> - I can talk about ways in which the Internet is useful - I know how to balance my screen time with other activities and understand why this is important. - I know how to stay safe online. 	<ul style="list-style-type: none"> - I can talk about how we use the Internet and what we use it for. - I can explain how the Internet helps us. - I understand the importance of using the Internet safely and responsibly. - I can talk about ways we use the Internet. - I can explain how too much screen time might make me feel. - I know how to choose a range of activities to make sure I have a healthy body and mind. - I can describe some of the risks of going online. - I can tell others about Internet safety rules and explain how they help us to stay safe online. - I know how to get help if anything online worries or frightens me. 		<p>Autumn 1:</p> <p>Autumn 2:</p> <p>Spring 1:</p> <p>Spring 2:</p> <p>Summer 1: Online relationships Cyberbullying</p> <p>Summer 2:</p>
Year 6			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - I know how to use social media responsibly to protect the health, wellbeing and rights of all. - I know what online bullying is and what to do if I see or experience it to help make it stop. - I understand the positive impact of being kind and respectful to everyone when I am online. 	<ul style="list-style-type: none"> - I know what social media is and what it does and its benefits. - I can identify what is appropriate to share on social media and what is not. - I know how to get help for anything I have seen or experienced on social media that has worried or frightened me. - I can identify bullying behaviours and their consequences. - I can explain what online bullying looks like and know how to tell if it is happening to me. - I understand the positive impact of being kind and respectful to everyone when I am online. - I can identify if something is fact or opinion. - I know strategies I can use to help me make safe online choices. - I can commit to positive online behaviours to help me and others stay safe online. 	<p>Media, Inappropriate, Trolling, Reputable, Data, Consequences, Reliability, Misinformation, Distribution, harassment Internet cookies Evaluate</p>	<p>Autumn 1:</p> <p>Autumn 2:</p> <p>Spring 1:</p> <p>Spring 2:</p> <p>Summer 1: Online relationships Cyberbullying</p> <p>Summer 2:</p>

Careers, Financial, Capability and Economic Wellbeing		
Foundation stage 1		
Learning intention	Outcomes	Vocabulary
<ul style="list-style-type: none"> - To learn about people who help us 	<ul style="list-style-type: none"> - Select and use activities and resources with help when needed. - Talk about what they see, using a wide vocabulary. - Show interest in different occupations. 	Police officer, fire fighter, paramedic, nurse, doctor, teacher, vet
Foundation stage 2		
Learning intention	outcomes	Vocabulary
<ul style="list-style-type: none"> - To gain an understanding of different jobs and careers 	<ul style="list-style-type: none"> - Show an interest and understanding of different job roles. 	Police officer, fire fighter, paramedic, nurse, doctor, teacher, vet
Year 1- My Money		
Learning intention	Outcomes	Vocabulary
<ul style="list-style-type: none"> - Pupils learn about where money comes from and making choices when spending money - Pupils learn about saving money and how to keep it safe - Pupils learn about the different jobs people do 	<ul style="list-style-type: none"> - I understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits) - I recognise that people make choices about what to buy - I understand that they may not always be able to have all the things they want - I understand why people might want to save their money - I can say how it feels to save for something you really want - I recognise where money is stored to keep it safe and some places are safer than others - I know that there are a range of jobs that people can do - I recognise that both men and women are able to do a range of jobs - I understand that having a job means people can earn money 	Money, career, gender, wage, job, saving, bank, buy, earn, patience, pocket money, choices
Year 2 -		
Learning intention	Outcomes	Vocabulary
<ul style="list-style-type: none"> - I can explain choices people have about spending money and why it is important to keep track of what is spent. - I can explain the difference between 	<ul style="list-style-type: none"> - I can understand what influences people's spending. - I can discuss why it is helpful to keep track of what is spent. - I understand the difference between things we want and things we need. - I can explain why it is important to understand the difference between what we want and what we need. - I can explain where we get money from to go shopping. - I can give examples of things we might need to buy and where we might buy them. - I can explain how offers and advertising affect our choices. 	Money, spending, shopping, advertising, job, saving, bank, list, buy, earn, important, want, necessity, budget, possession, necessary

<p>things we want and things we need.</p> <ul style="list-style-type: none"> - I can explain what happens when we go shopping. 		
Year 3 - Saving, spending, and budgeting		
Learning intention	Outcomes	Vocabulary
<ul style="list-style-type: none"> - Pupils learn about what influences people's choices about spending and saving money - Pupils learn how people can keep track of their money - Pupils learn about the world of work 	<ul style="list-style-type: none"> - I understand how manufacturers and shops persuade us to spend money - I can recognise when people are trying to pressurise them to spend their money and how this feels - I can make decisions about whether something is 'value for money' - I can keep simple records to keep track of their money - I can ask simple questions about needs and wants - decide how to spend and save their money - I know the best places people can go for help about money - I know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work - I know about a number of different jobs people do - I can identify the skills and attributes needed for different jobs 	<p>Money, career, gender, wage, job, saving, full-time, part-time, value, earn, patience, shift, manufacturer, choices, records, influence</p>
Year 4 -		
Learning intention	Outcomes	Vocabulary
<ul style="list-style-type: none"> - I can explain what skills are needed for a range of jobs and why people go to work. - I can explain the different ways people pay for things. - I can discuss financial risk and borrowing and explain some consequences of this. 	<ul style="list-style-type: none"> - I understand that people get money from going to work and some other sources. - I can discuss what skills might be needed for certain jobs. - I can identify other reasons why people might go to work. - I can name three ways that people can pay for things. - I can explain some reasons people might use these ways to pay. - I can explain reasons why people might need to borrow money. - I understand about some of the risks there can be when borrowing money. - I can explain some possible consequences for emotional wellbeing. 	<p>Money, career, repayments, wage, credit, debit, borrow, re-pay, value, earn, employment, benefits, manufacturer, choices, records, influence</p>
Year 5- Borrowing and Earning Money		
Learning intention	Outcomes	Vocabulary
<ul style="list-style-type: none"> - Pupils learn that money can be borrowed but there 	<ul style="list-style-type: none"> - I understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes) - I can explain the difference between manageable and unmanageable debt and how this can make people feel 	<p>Career, business, interest, job satisfaction, job, debit, debt, salary, credits, risks, enterprise, loan, benefits</p>

are risks associated with this - Pupils learn about enterprise pupils - Pupils learn what influences people's decisions about careers	- I can identify where people can access reliable information and support - I can identify skills that make someone enterprising - I know what is needed to plan and set up an enterprise - I can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise - I understand that money is one factor in choosing a job and that some jobs pay more than others - I can debate the extent to which a person's salary is more or less important to job satisfaction - I understand how people choose what job to do	
Year 6		
Learning intention	Outcomes	Vocabulary
- I can explain why budgeting can be helpful and how a budget can be made. - I can discuss the impact that money can have on people's emotional wellbeing. - I can explain the impact spending has on our environment	- I can explain what a budget is - I can give reasons why budgeting can be helpful - I can discuss how to make a budget - I can discuss how people's priorities can affect spending decisions. - I understand how this can affect people's emotional wellbeing. - I understand that we need to view other people's choices with kindness and respect. - I can discuss what tax is used for. - I can explain what ethical spending is. - I can talk about the impact our spending choices can have on the environment.	Money, income tax, council tax, society, credit, debit, borrow, afford, value, earn, employment, benefits, manufacturer, choices, records, influence

Drug, Alcohol, and Tobacco Education			
Foundation stage 1			
Learning intention	Outcomes	Vocabulary	One Life
- Pupils are developing an understanding of healthy choices	- An awareness of healthy food and drinks. - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands. - Make healthy choices about food, drink, activity and tooth brushing.	Toothbrush, toothpaste, brush, rinse Wash, dry, water, soap Healthy, unhealthy, sugar, fruit, vegetables	Autumn 1: Healthy Eating Autumn 2: Spring 1: Self-care Spring 2: Summer 1:
Foundation stage 2			
Learning intention	Outcomes	Vocabulary	

- Pupils are beginning to explain how they can keep themselves safe	- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian	Exercise, sleep, dentist, teeth, screen time, road safety, stop, look, listen, stranger danger	Summer 2: Health and Prevention
Year 1- What do we put into and on to our boddies?			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn about what can go into bodies and how it can make people feel - Pupils learn about what can go on to bodies and how it can make people feel 	<ul style="list-style-type: none"> - I can recognise that different things that go into bodies can make people feel good or not so good - I can identify whether a substance might be harmful to take in - I know how to ask for help if they are unsure whether something should go into the body - I know that substances can be absorbed through the skin - I can recognise that different things that people put on to bodies can make them feel good or not so good - I can state some basic safety rules for things that go on to the body 	Body, safe, absorbed, substance, harmful, healthy	Autumn 1: Healthy Eating Autumn 2: Spring 1: Self-care Spring 2: Summer 1: Summer 2: Health and Prevention
Year 2 - Medicines and Me			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn why medicines are taken - Pupils learn where medicines come from - Pupils learn about keeping themselves safe around medicines 	<ul style="list-style-type: none"> - I understand the purpose of medicines is to help people stay healthy, get well or feel better if they are ill - I know that medicines come in different forms - I recognise each medicine has a specific use - I know that medicines can be prescribed by a doctor or bought from a shop or pharmacy - I know when medicines might be used and who decides which medicine is used - I understand that there are alternatives to taking medicines, and when these might be helpful - I understand that medicines come with instructions to ensure they are used safely - I know some safety rules for using and storing medicines - I recognise that medicines can be harmful if not taken correctly 	Medicine, prescribed, dosage, substance, medication, prescription, administer, pharmacy.	Autumn 1: Healthy Eating Autumn 2: Spring 1: Self-care Spring 2: Summer 1: Summer 2: Health and Prevention
Year 3 - Tobacco is a Drug			
Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn the definition of a 	<ul style="list-style-type: none"> - I can define what is meant by the word 'drug' - I can identify when a drug might be harmful 	Medicine, smoking, cigarette, second	Autumn 1: Healthy Eating

<p>drug and that drugs (including medicines) can be harmful to people</p> <ul style="list-style-type: none"> - Pupils learn about the effect and risks of smoking tobacco and second-hand smoke - Pupils learn about the help available for people to remain smoke free or stop smoking 	<ul style="list-style-type: none"> - I can recognise that tobacco is a drug - I know the effects and risks of smoking and of second hand smoke on the body - I can express what they think are the most important benefits of remaining smoke free - I recognise that laws relating to smoking aim to help people to stay healthy, with a particular concern about - I know about some of the support and medicines that people might use to help them stop smoking - I can explain what they might say or do to help someone who wants to stop smoking - I understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started young people and second-hand smoke 	<p>hand, medication, tobacco, addiction, nicotine, drug</p>	<p>Autumn 2:</p> <p>Spring 1: Self-care</p> <p>Spring 2:</p> <p>Summer 1:</p> <p>Summer 2: Health and Prevention</p>
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Year 4 – Making Choices

Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them - Pupils learn about the effects and risks of drinking alcohol - Pupils learn about different patterns of behaviour that are related to drug use 	<ul style="list-style-type: none"> - I am aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used - I can identify why a person may choose to use or not use a drug - I can state some alternatives to using drugs - I know how alcohol can affect the body - I can explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed - I know that there are laws and guidelines related to the consumption of alcohol - I can explain what is meant by the terms 'habit' and 'addiction' - I can identify different behaviours that are related to drug use - I know where they can go for help if they are concerned about someone's use of drugs 	<p>Medicine, smoking, cigarette, withdrawal, medication, tobacco, addiction, nicotine, drug, alcohol, habit</p>	<p>Autumn 1: Healthy Eating</p> <p>Autumn 2:</p> <p>Spring 1: Self-care</p> <p>Spring 2:</p> <p>Summer 1:</p> <p>Summer 2: Health and Prevention</p>

Year 5- Different Influences

Learning intention	Outcomes	Vocabulary	One Life
<ul style="list-style-type: none"> - Pupils learn about the risks associated with 	<ul style="list-style-type: none"> - I know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis 	<p>Medicine, smoking, cigarette, withdrawal, medication, tobacco,</p>	<p>Autumn 1: Healthy Eating</p> <p>Autumn 2:</p>

smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis - Pupils learn about different influences on drug use - alcohol, tobacco and nicotine products - Pupils learn strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol	- I understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law - I understand that there are risks associated with all smoking drugs - I can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products - I can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol - I can recognise that there are many influences on us at any time - I can describe some strategies that people can use if they feel under pressure in relation to drug use - I can demonstrate some ways to respond to pressure concerning drug use - I recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it	addiction, nicotine, drug, alcohol, cannabis, shisha	Spring 1: Self-care Spring 2: Summer 1: Summer 2: Health and Prevention
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Year 6- Weighing up Risk

Learning intention	Outcomes	Vocabulary	One Life
-Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs -Pupils learn about assessing the level of risk in different situations involving drug use -Pupils learn about ways to manage risk in situations involving drug use	-I know about some of the possible effects and risks of different drugs -I know that some drugs are restricted or that it is illegal to own, use and supply them to others -I understand why and when people might use drugs -I can explain why risk depends on the drug itself, the person using the drug and the situation – when and where the person is, and who they are with -I can identify risks within a given scenario involving drug use -I understand what would need to change to reduce the level of risk -I can identify situations where drug use may occur -I know some ways of reducing risk in situations involving drug use -I know where to get help, advice and	Medicine, solvent, cigarette, withdrawal, legal, tobacco, addiction, nicotine, illegal, alcohol, cannabis, shisha	Autumn 1: Healthy Eating Autumn 2: Spring 1: Self-care Spring 2: Summer 1: Summer 2: Health and Prevention

	support regarding drug use		
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RHSE		
Foundation stage 1 + 2		
	Outcomes	Vocabulary
	<ul style="list-style-type: none"> - I can engage in play around health, wellbeing. - I can name body parts through role-play scenarios; such as doctors, baby clinic role play scenarios. - I can identify Similarities and differences between people's appearances as well as families and cultural identity. - I can name parts of the body and enjoy songs, stories, rhymes and role-play that help to teach these words. - I know about healthy practices; such as hand washing, hand over mouth when coughing, not sharing cups etc with others to prevent the spread of germs. - I understand that some parts of our body are private and that we should respect the privacy of others. Talk using the NSPCC pant a saurus about keeping private. - I know adults who I can trust and what it means to trust those adults. 	See all sections above
Year 1-		
Learning intention	Outcomes	Vocabulary
<ul style="list-style-type: none"> - I know that all families are different. -I can identify my body parts. -I know I can choose what happens to my body. 	<ul style="list-style-type: none"> -I can say who is in my family and their relationship to me. -I can say how families love and care for each other. -I can say my role in my family. -I understand that each part of my body has a name. -I understand that girls and boys have different bodies. -I understand that girls and boys have different bodies. -I can say which parts of my body are private. -I know how to deal with little and tricky problems. -I know what a serious problem is. -I know who I can ask for help. 	Family, Female, Secret, Safe, touch, Body, Consent, Relationships, Bad touch, Male, Choice, Private.
Year 2 -		
Learning intention	Outcomes	Vocabulary
<ul style="list-style-type: none"> -Pupils learn the characteristics of a healthy family life. 	<ul style="list-style-type: none"> -I can say who is in my family and what their roles are. -I understand that each family structure is different and follows different routines. -I can say how my family make me feel secure and loved. - I understand the difference between appropriate and inappropriate touch. -I understand males and females are different. 	Penis, Similarities, Different, Good touch, Vagina, Vulva, Gender, Bad touch, Male, Female, Hygiene, Virus

-Pupils learn the biological differences between male and female children -Pupils learn the importance of good personal hygiene.	-I can identify and name biological terms for male and female sex parts -I can say how I keep my body clean. -I understand why I need to keep my body clean. -I know safe routines can stop the spread of viruses.	
Year 3 -		
Learning intention	Outcomes	Vocabulary
-Pupils learn about a range of family structures. -Pupils learn about the human life cycle. -Pupils learn about positive relationships with others.	-I can understand that other families are structured differently to mine. -I know that not all children live with their parents and why that might be. -I know that a healthy family love and care for each other. -I can say the stages of the human life cycle. -I understand the human life cycle involves growth. -I understand the human life cycle involves reproduction. -I understand the importance of self respect. -I can show others respect. -I know the importance of trust and truthfulness. .	Life cycle, Development, Change, Mutual, Growth, Respect, Stages, Reproduction, Trust, Structure
Year 4 -		
Learning intention	Outcomes	Vocabulary
-Pupils learn about the way we grow and change throughout the human lifecycle -Pupils learn about the physical changes associated with puberty -Pupils learn about menstruation and wet dreams	-I can identify changes throughout the human life cycle. -I can understand change is on-going. -I understand change is individual. -I can define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults -I can identify physical changes associated with puberty -I can understand that everyone's experience of puberty is different and that it begins and ends at different times -I can describe menstruation and wet dreams can explain effective methods for managing menstruation and wet dreams. -I can understand that the male and female sex parts are related to Reproduction	Penis, similarities, different, menstruation, vagina, wet dreams, gender, puberty, male, female, growth, insecure
Year 5		
Learning intention	Outcomes	Vocabulary
-Pupils learn about healthy friendships.	-I understand that healthy friendships are positive and welcoming. -I understand that friendships have ups and downs and that these can be worked on. -I know the importance of respecting others even when they are different, make different choices or have different preferences.	Friendship, Loyalty, Respect, Commitment, Develop, Puberty, Divorce, Marriage,

<ul style="list-style-type: none"> -Pupils learn the characteristics of a stable happy relationship. -Pupils learn to identify the changes in males and females during puberty 	<ul style="list-style-type: none"> -I understand that relationships can all be different -I understand that marriage represents a formal and legal recognised commitment between two people. -I understand marriage is intended to be a lifelong commitment between two people. -I can identify changes to the female body during puberty. -I can identify changes to the male body during puberty. -I understand the importance of personal hygiene during puberty. 	Menstruation, Periods, Growth, Changes.
Year 6		
Learning intention	Outcomes	Vocabulary
<ul style="list-style-type: none"> -Pupils learn about changes that occur during puberty. -Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact -Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships -Pupils learn about human reproduction in the context of the human lifecycle -Pupils learn how a baby is made and grows (conception and pregnancy) 	<ul style="list-style-type: none"> -I can identify the physical, emotional and behavioural changes that occur during puberty for both males and females. -I understand that puberty is individual and can occur any time between 8-17. -I understand that body changes at puberty are a preparation for sexual maturity, -I can understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture -I can recognise and challenge gender stereotypes -I can understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour -I can identify positive qualities and expectations from a variety of Relationships -I can explain the similarities and differences between friendships and intimate relationships -I can understand that sex or making love may be one part of an intimate relationship between adults -I understand that closeness in a relationship can be expressed in a variety of ways between consenting Adults -I know that sexual intercourse may be one part of a sexual relationship -I can describe how babies are made and explain how sexual intercourse is related to conception -I know the male and female body parts associated with conception and pregnancy -I can define conception and understand the importance of implantation in the womb -I know what pregnancy is, where it occurs and how long it takes 	Penis, vagina, male, female, intimacy, relationships, similarities, different, menstruation, puberty, insecure