



The Discovery School Relationships and Sex Education Policy

Rationale:

The Department for Education is changing the statutory curriculum for Relationships and Sex Education (RSE) from September 2020. This policy, and the associated curriculum content, will be reviewed and updated in line with statutory legislation in September 2020.

The most recent curriculum guidance available for Sex and Relationship Education (SRE) (2014) states that 'sex and relationships' education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).' In the recent review of the National Curriculum, the government has made it clear that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. (National Curriculum in England, DfE, 2013) and that 'sex and relationship education (SRE) is an important part of PSHE education'. *The Department of Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.*

What is sex and relationship education?

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The following key principles apply to all those who want to support children and young people (teachers, parent/carers, youth workers, health professionals, social workers):

- Sex and Relationships Education (SRE) is an entitlement for all children and young people.
- It should meet the needs of all children and young people and be mindful of their life experiences and be based on their developmental and expressed needs.

- It should provide consistent messages.
- It should be continuous and developmental, supporting children and young people as they move from childhood through puberty and adolescence to adulthood.
- It should encourage personal and social development fostering self-esteem.
- It should involve acquiring information, developing skills and forming positive beliefs, values and attitudes.

At The Discovery School we believe that sex and relationship education is more than the biology of puberty and reproduction. It emphasises the social and moral issues, and how young people need to respect and value others in a caring and empathetic way. At an appropriate age SRE should address the differences between physical and emotional readiness for sex and pregnancy.

The Discovery School aims to build on and complement the learning that has already started at home: parents or adults who care for our pupils are the 'first time educators' of their children. Schools work in partnership with them, in developing children personally and emotionally, and as young citizens.

Our SRE programme contributes towards a schools ethos, supporting children and young people in their development.

Aims

- To help the child develop a personal identity, and to be able to value themselves and others.
- To help the child develop positive social interaction, and the skills to live and work with others.
- To teach children the correct vocabulary to describe themselves and their bodies.
- To learn how to be good parents and make informed decisions in relation to their future families.

Objectives

- To know and understand about physical development, sexuality and reproduction in both a biological and emotional aspect.
- To respect themselves and others by developing self-esteem and secure relationships with other people
- To help young people move with confidence from childhood through adolescence into adulthood.
- To encourage children to make safe and informed decisions.
- To recognise and be able to avoid exploitation and abuse.
- To encourage and develop young people to be responsible for their actions and the consequences.

Principles of teaching & learning

Whilst other subjects make a contribution to SRE it is important that our programme is comprehensive and coherent, which may at times require discrete delivery. Children's and young people's learning in SRE will be fundamentally improved by the positive ethos in our school.

All activities in our school contribute to the ethos, and therefore to SRE, such as the work of lunch time supervisors in the playground, assemblies, and extra curricular activities.

Effective teaching of SRE involves a range of teaching strategies, including group work, circle time, debate, discussion, role-play, video, and the use of visitors and outside agencies. The teaching strategy of circle time is central to the delivery of the SRE within the PSHE curriculum (*see appendix 1*). It extends the role of the teacher to that of a facilitator, enabling children and young people to learn about themselves and to reflect upon their interactions with others.

Specific issues

Some issues in SRE are particularly sensitive and parents will need reassurance that teachers and all those contributing to SRE will work within the school's agreed set of values. The following issues will be addressed during Year 5 and Year 6:

- Puberty (Year 5)
- Menstruation (Year 5)
- Emotional changes (Year 5 and 6)
- Reproduction, the developing embryo, pregnancy and birth (Year 6)

At the Discovery School in the EYFS and KS1 we aim to do this by giving them the skills, knowledge and understanding by helping them:

To develop self-esteem, confidence, independence and responsibility, and make the most of their abilities, children will be taught to:

- Recognise their likes, dislikes and preferences and to express and justify a personal opinion orally on things that matter on them.
- Recognise, name and manage their feelings.
- Think about themselves and their experiences and learn from them by recognising what they are good at and know how to set simple goals.

To play an active role as future citizens and members of society, children will be taught to:

- Contribute to paired and class discussion, take part in simple debates and discussions on topical issues.
- Recognise choices they can make agree and support rules for their group and classroom, and understand how they help them.
- Appreciate that people and other living things have needs, and that pupils have some responsibilities in meeting them.

To develop effective and fulfilling relationships and learn to respect the differences between people, children will be taught to:

- Recognise ways in which their behaviour affects others.
- Listen to, play with and work in co-operation with others.
- Identify and show respect for differences and similarities between people.
- Recognise that family and friends care for each other.
- Recognise that there are difference forms of teasing and bullying, that bullying is wrong: that they can seek help in resisting bullying.

To develop a healthy, safer lifestyle, children will be taught to:

- Make simple choices that improve their health and well-being.
- Maintain personal hygiene.
- Understand how some diseases spread and can be controlled.
- Understand the process of growing from young to old and how people's needs change.
- Name the main parts of the body.

KS2 children are given the skills, knowledge and understanding:

To develop self-esteem, confidence, independence and responsibility; and make the most of abilities, pupils will be taught:

- To express and justify a personal opinion orally and in writing on issues of personal and social concern.
- To recognise their worth as individuals by expressing positive things about themselves and their achievements, seeing their mistakes and setting personal goals.
- As they approach puberty, the changes in emotions that puberty brings and how to manage their feelings towards themselves and others (Year 5)

To play an active role as future citizens and members of society, pupils will be taught:

- To understand the consequences of anti-social behaviour, including bullying, for individuals and communities.
- To participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made.

To develop effective and fulfilling relationships and learn to respect the differences between people, pupils will be taught:

- To recognise that actions have consequences for themselves and others, recognise other's feelings and develop empathy.
- To consider the experiences and lives of other people living in other places/times and with different values and customs.

- About different types of relationships among friends and families and to develop skills needed to be effective in relationship.
- The consequences of racism, teasing, bullying and violent behaviour, to learn to respond appropriately to them and ask for help; to recognise and challenge stereotypes.
- To understand that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability.
- About sources of help and support for individuals, families and groups.

Each class teacher is responsible for providing SRE in Circle Time or through direct SRE teaching in upper KS2.

Working with parents

SRE is monitored and evaluated as part of our whole school curriculum monitoring process and by talking to the school governors and the parents of our children. Parents are informed when the more formal SRE education is to take place. They have the offer to view the materials to be used and may exercise the right to withdraw their child/ren. However it is hoped that sensitive and supportive discussion may be entered into by the school and parents and that withdrawal will not happen.

Confidentiality

Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. It is the policy of the school to answer children's questions as they arise in an honest and caring manner encouraging the use of correct physiological terms as appropriate to the age and needs of the individual child. If a question is deemed to be inappropriate for the age and understanding of the child, the child will be referred to their parent. However, if a child makes a reference to being involved, or like to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. In these circumstances the teacher will talk to the designated person for Designated Safeguarding Lead (DSL) immediately and follow the procedures in the schools Child Protection policy.

Equal opportunities

At The Discovery School where appropriate, teaching materials, and individual group activities will reflect the cultural and ethnic diversity of our society. We aim to avoid stereotyping, in terms of race and gender, and pupils' religious beliefs and cultural differences will always be respected.

Our teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils.

Reviewed: July 2019

Next review: July 2020

PSHE Subject Progression Document
Year 1

Objective to teach

Mental Health & Well-Being

I have an understanding of how to regulate how I feel in response to situations. (e.g. breathing exercises, visualisation, relaxation/massage.

I know when I am sad I will feel better and how to enable me to achieve this (Resilience)

I know it is okay to have bad feelings as long as I know ways to feel happy again.

I know what that sometimes things will go the way I want them to and other time they won't.

I know that it is important to try.

I know the importance of having a Growth Mindset and not a Fixed Mindset.

I can name the main parts of the body and how to look after my body

I understand the concept of male and female

I know the role of medicines in promoting health and the reasons why people use them

I know the school rules about personal hygiene and medicines

I know that there are healthy and less healthy drinks and some drinks that are for adults (e.g. coffee, alcohol)

I recognise the need for safety rules – road, rail, school environment, playground and home

I know there are people and services who can help us

I know who to go to if I need help

I understand there are good and not so good secrets

I know the importance of personal hygiene – regular washing, bathing, showering

I know what my body needs to stay healthy, including physical activity, rest, healthy eating and oral health

I can make real informed choices that would improve my health and well-being.

I know that change and loss can affect feelings, including moving home, losing pets, friends, or family

I know who to go to if I am worried

I understand that I can find a range of information from the internet

I can navigate age-appropriate websites

I know what to do if I find something inappropriate online

I know that the internet can be used to communicate with other people

I understand that we should respect the work of others which is stored or presented electronically

I know people can be different (physically, nationality and cultural including disability and the same)

I know people can be born different, grow and something can happen to make them different (disability)

I know that we can use four zones to describe the way that we feel.

I know that in the blue zone, your body will be 'running slow', such as when you feel tired, sick, sad or bored.

I know that in the green zone you are 'good to go' and feel happy, calm and focused.

Relationships

I know that there are different types of relationships – family, friends and others

I know that family and friends should care for each other

I know that there are different types of families 'Different Families, Same Love'

I understand that you give not to receive and to choose to do things for others makes me feel good. (Giving)

I can play and work cooperatively & benefits of play.

I can listen to other people

I can share appropriately

I can recognise and name my feelings (anger, fear & worry)

I know what makes me happy

I know what to do if I feel sad

I understand that I might fall out with my friends & the importance of saying sorry.

I can recognise how I feel about the move to year 2

I can recognise that my behaviour affects others

I can recognise there are different types of teasing

I play a full part in the life of my classroom

I can agree and follow rules for my group and classroom

Living in the Wider World

I can express a simple opinion, agreement and disagreement

I can ask questions

I know why we have rules at school ([link to British Values – The Rule of Law](#))

I know that we have to pay for what we buy

I can say what charities are for and what some might do

I know that money can come from different sources and can be used for different things

I understand the consequences of losing money or having it stolen

I know that there are some things people have to buy and other things that we choose to buy

I understand that it may not be possible to have everything you want, straight away, if at all

PSHE Subject Progression Document

Year 2

Objective to teach

Mental Health & Well-Being

I have an understanding of how to regulate how I feel in response to situations. (e.g. breathing exercises, visualisation, relaxation/massage.

I understand why play is fun and why it is good for me.

I can name the main characteristics of boys and girls

I know the vocabulary of parts of the body including those related to Relationships and Sex Education (external genitalia)

I use appropriate language for body parts

I know which parts of my body are private

I know some vocabulary to describe the private parts of boys' and girls' bodies

I understand the importance of valuing one's own body and recognising its uniqueness

I know that individuals have rights over their own bodies, and that there are differences between good and bad touching – NSPCC 'Pants Rule'

I know that people can do different things according to age and development and that people grow from young to old

I recognise that peoples' needs change with age

I use simple skills which will help to maintain my personal safety including

I know how to stay safe around hazardous or unknown substances alone or with friends

I understand that all drugs can be harmful if not used properly

I know simple rules about medicines and other substances used in the home, including solvents and that they can be harmful if not used properly

I know the dangers associated with water and fire

I understand the difference between secrets and surprises

I know who to go to if I need help

I know that difficulties can be overcome and I can identify people who have overcome challenges (e.g. Paralympians, Thomas Edison etc.)

I know the importance of a Growth Mindset and the positive impact it can have on my learning.

I know that a Fixed Mindset can have a negative impact on my learning.

I know I can try again and learn from my mistakes.

I can make simple choices to improve my health and well-being

I know that the choices I make can have good and not so good consequences

I know that change and loss can affect feelings, including losing pets, friends, or family through death & loss

I know who to go to if I am worried & I can explain my worries to that person

I can use the internet purposefully to answer specific questions

I know that not everything on the internet is true

I am able to send suitable and purposeful emails with help

I can demonstrate an understanding of E-safety when communicating online

I know people could have a disability and ways in which they overcome them (link to Paralympics)

I can talk about wheel chairs/walking frames & guide dogs.

I can explain that the yellow zone is when we start to lose control.

I can label some feelings to the yellow zone (e.g. frustrated, silly, wiggly, excited,

worried, cross)

I can describe some ways that my body feels in the yellow zone.

I can accurately match given feelings to the blue, green and yellow zones and recognise how to spot someone in those zones.

Relationships

I can listen to other people

I can recognise what makes me feel angry or worried

I know what to do when I feel angry or worried

I can recognise and say what I like and dislike

I can recognise and say what is fair / unfair, kind / unkind, right / wrong

I can recognise, name and deal with their feelings in a positive way

I begin to recognise the range of human emotions and some ways to deal with these

I can say what I am good at *through practising skills*

I can set a simple goal

I can say how I can learn from my experiences

I can listen to others and respect their viewpoints

I can identify and respect differences and similarities between people

I can identify and respect differences and similarities between people's achievements.

I know that there are different types of bullying and teasing

I know that bullying is wrong and know how to deal with bullying behaviours

I can identify positive ways to face new challenges and be prepared for the transition to KS2

I know that other people's families may be similar or different from mine – 'Different Families, Same Love'

Living in the Wider World

I can take part in discussions/simple debate with others about topical issues

I know that people and other living things have needs and recognise my own responsibility to meet those needs

I understand why we have rules and laws ([link to British Values – The Rule of Law](#))

I can contribute to the life of the class and the school

I know that I belong to different groups and communities i.e. school, family

I know what can be harmful to the environment

I know some ways to look after my environment

I can recognise the coins and notes we use

I know different ways that money can be acquired, looked after and used for different purposes

I know some of the essentials that have to be paid for

I know that we can pay for things in a range of ways

I begin to understand that money is a finite resource and needs to be managed

I understand that the choices we make affect ourselves and others

PSHE Subject Progression Document
Year 3

Objective to teach

Mental Health & Well-Being

I have an understanding of how to regulate how I feel in response to situations. (e.g. breathing exercises, visualisation, relaxation/massage)

I can make simple choices to improve my health and well-being, including healthy eating, physical exercise (Endorphins, success, team building, achievement and being outside), oral health and emotional wellbeing including play.

I know the difference between physical & mental health.

I can describe some ways to make me feel good about myself (self-esteem)

I can identify and explain how to manage the risks in different familiar situations

I can recognise ways that I have found things difficult & how I overcame them.

I can explain when I have shown a Growth Mindset.

I can explain when I have learnt from my mistakes and relate this to other people.

I know how to ask for help

I can make judgements and decisions and use basic techniques for resisting negative peer pressure

I know what it means to be resilient and how I can help myself to be more resilient.

I can list the commonly available substances and drugs that are legal and illegal and describe some of the effects and risks of these

I understand that drugs and alcohol affect the mind as well as the body and this can affect the body in a variety of ways

I can make decisions and show assertiveness in situations relating to drug use

I can demonstrate basic safety procedures when using medicines

I know how to keep myself and others safe when using roads

I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need

I know school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs

I understand that it is alright to break a secret in order to keep me safe

I know how feelings of anger/frustration/worry can build if I don't regulate them

I can describe my feelings beyond the word sad (shock, anger, disappointment, tired, unwell) link to stories and real life experiences

I can use the internet purposefully to answer specific questions.

I know that not everything on the internet is true

I know the difference between communicating using email and online in a discussion forum

I am able to send suitable and purposeful emails

I can demonstrate an understanding of E-safety when communicating online

I can describe how my body has changed since I was a baby

I understand how sign language is used to support people with communication difficulties (deaf & language difficulties)

I understand how people can use other ways to communicate other than talking e.g.: signing & pecs (playing games to show how you can overcome these difficulties.

I can describe some ways that people may show they are in each of the zones – their actions, their body language and what they might say.

I know that in situations there is 'expected behaviour' and 'unexpected behaviour' and can talk about situations where it would be expected to be in each of the zones. (e.g. being tired after a long day, cross if your favourite toy is broken).

I know some ways I can get myself back into the green zone.
I know that when I am in the green zone it gives others 'comfortable thoughts' about me.

Relationships

I can identify different types of relationships and show ways to maintain good relationships

I know ways to make other people feel good about themselves

I understand that relationships may change over time

I can judge what kind of physical contact is acceptable or unacceptable – building on Year 2 learning about private body parts and good / bad touching – NSPCC 'Pants Rule'

I know who to go to if I need help

I can listen to and show respect for the views of others

I can identify positive ways to face new challenges

I know the importance of valuing myself

I can see my mistakes, make amends and set personal goals

I can explain how my actions have consequences for myself and others

I can describe the nature and consequences of bullying and express some ways of responding to it

I can empathise with other people and situations through topical issues, problems and event

Living in the Wider World

I can participate in making and changing rules

I know why different rules are needed in different situations

I know that choices we make can impact on the local and global communities

I know where to find impartial advice to inform my decision making

(link to British Values – Democracy and The Rule of Law)

I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity

I know there are different ways to gain money, including earning it through work

I know that it is possible to keep money safe by putting it into an 'account' in the bank, or building society

I can appreciate the real cost of some items and commodities

I know that families and individuals may have many commitments and may manage their money in a range of ways, depending on values, culture and income

I know that you can plan for future spending and how to save

I understand that money is a finite resource for individuals, institutions and the community

I am able to make comparisons between prices when deciding what is the best 'value for money'

I begin to understand why we have charities

PSHE Subject Progression Document
Year 4

Objective to teach

Mental Health & Well-Being

I have an understanding of how to regulate how I feel in response to situations. (e.g. breathing exercises, visualisation, relaxation/massage.

I can identify some factors that affect emotional and mental health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media

I can make informed choices about healthy eating and exercising (including benefits of yoga and mindfulness, as well as other activity and mental health.

I feel good about myself and my body

I know the importance of taking care of my own body, whilst respecting cultural differences

I understand the language used to describe changes and feelings

I know some of the ways that my body and I can talk about my ideas of what love is

I know that love feels different for different people

I know some appropriate ways that people express love (e.g. time, patience, care not gifts/experiences)

Emotions will change as I grow into an adult

I can use the internet as a resource to support my work, and begin to understand plagiarism

I know that not everything on the internet is true and know what to do if I access something inappropriate

I know the risks of too much screen time on my physical & mental health

I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones

I understand the need to keep some information private in order to protect myself when communicating online

I begin to recognise how electronic communications may be used for manipulation or persuasion

I can recognise when I and others have shown a Growth or Fixed Mindset and the impact this has had on learning.

I can explain when a mistake has helped me to develop.

I can understand the need for resilience *and how to improve my own resilience.*

I can take increasing responsibility for my own choices, behaviour and safety and realise that actions have consequences

I can begin to understand some of the influences on my personal choices in relation to smoking or other substances and the consequences of those choices

I have some strategies to cope with peer influence and peer pressure and can apply these to a range of scenarios, including substances

I know who to go to if I need help

I understand that some people have Dyslexia and what that means to that person.

I know role models who have overcome barriers to Dyslexia

I know that in order to be successful people work

hard to overcome barriers (Dyslexia games Bee or Hannah)

I can describe examples where it is 'expected' to be in each of the zones.

I understand that the red zone is where there is a loss of control and it means that the person should stop.
I understand that if a person is in an 'unexpected' zone then it would give others 'uncomfortable thoughts' (they might think that the person is not fun, safe, easy to play/work with).
I have a range of strategies that help me get back to the green zone.

Relationships

I recognise and understand that giving to others and doing things for others makes me feel good.
I can identify different types of relationships and show ways to maintain good relationships
I understand that relationships may change over time
I can judge what kind of physical contact is acceptable or unacceptable – building on Year 2 learning about private body parts and good / bad touching – NSPCC 'Pants Rule'
I understand the benefits of play for my mental health.
I know who to go to if I need help
I can respond appropriately to other people's feelings
I can acknowledge that others have different points of view
I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from me ([link to British Values – Tolerance and Respect for Other Cultures](#))
I can express my views confidently, when communicating with my peers and adults
I can identify positive ways to face new challenges
I can respond positively when challenges become difficult.
I can identify positive things about my own and others' achievements
I can recognise the worth of other people

Living in the Wider World

I can recognise aggressive and anti-social behaviours and their effects on individuals and communities
I can make informed choices about my environment
I understand that there is great diversity locally and across the world which affects peoples' choices
I can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression
I can begin to develop an understanding that people have different financial circumstances
I recognise the range of jobs carried out by people I know
I understand and use larger sums of money in calculations
I know a range of different ways to pay for things, some may involve debt or credit ('borrowing')
I know that if you 'borrow' you have to pay back more (Muslim Sharia tradition is different)
I am able to keep track of spending, keeping accurate records
I can make informed choices about charities, through prioritising and in relation to my own values

PSHE Subject Progression Document
Year 5

Objective to teach

Mental Health & Well-Being

I have an understanding of how to regulate how I feel in response to situations. (e.g. breathing exercises, visualisation, relaxation/massage)

I understand that difficult experiences can help me be more resilient

I can express when I and others have demonstrated a Growth and Fixed Mindset and identify the impact on these mindsets on learning.

I can differentiate between a 'good' and 'bad mistake'.

I know why perseverance is important.

I can identify what I admire in role models who have persevered and how this can impact on my development.

I can name and explain male and female body parts, relating to Sex and Relationship Education

I understand the term self-esteem what it means for me and how I develop this in myself

I understand that sometimes my mood will be high or low for no apparent reason.

Loss of relationships/love I know that relationships/love can end (e.g. death, separation) and that people can bounce back from that

I can recognise the symptoms of stress and pressure

I can recognise situations that are stressful/pressurised for me and know that these could be different for other people

I know what to do when I feel stressed/pressured

I know the ways in which boys and girls grow and develop in puberty physically and emotionally

I understand the importance of good hygiene routines as I grow into an adult

I understand simple, safe routines to prevent the spread of bacteria and viruses

I can identify a range of risks connected to realistic and relevant drug situations for my age

I understand the influence of peers in making risky or unsafe choices and feel confident to deal with these influences

I know which commonly available substances and drugs are legal and illegal, their effects and risks and can identify and use strategies to reduce those risks

I know the dangers from handling discarded syringes and needles

I understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

I know who to go to if I need help

I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image

The link between food/diet & mood/SEMH (e.g. sugar under eating putting you in the blue zone, hunger and mood, over eating to make you feel better, body image)

I know how to make informed healthy lifestyle choices

I can recognise the need to ask appropriate questions to find answers

I understand that good online research involves processing the information (rather than copying) and interpreting it for others recognise that not all information on the internet is accurate or unbiased (advertising) and am able to develop strategies for identifying the origin of a website

I recognise issues of copyright and the importance of acknowledging sources

I can use online tools to exchange information and collaborate with others within and beyond my school and begin to evaluate their effectiveness

I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school

I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users

I can evaluate my own use of web-publishing tools and how I present myself on-line

I know how 'likes', 'dislikes' and comments on social media can make people (including me) feel

I understand the causes of some physical disabilities (genetics, complications at birth & accident/trauma)

I know some positive role models who have overcome challenges of their physical disability.

I know how some sports are tailored to meet the needs of people with disabilities and I have had the chance to play some of these games (seated volley ball/blindfold football)

I am able to articulate 'expected behaviours' given a situation and can explain how 'unexpected behaviours' impact on others in that situation.

Through activities like zones tracking, I can reflect on situations that I am most likely to be in each of the zones, some of my triggers for each zone and how I am likely to react in that zone.

I understand the language (including idioms) associated with the feelings in each of the zones.

I have an effective toolbox of calming/stimulating techniques that help me get back to the green zone.

Relationships

I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way

I know where individuals, families and groups can get help and support

I am aware of different types of relationships including those between friends and families, civil partnerships and marriage

I know what makes a healthy relationship and understand that sometimes people make bad choices and abuse the person they are in a relationship with

I am aware that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, gender identity and disability (Equalities Act 2010)

I can express my views confidently and listen to and show respect for the views of others

I can resolve differences, looking at alternatives, making decisions and explaining choices

I can deal positively with my feelings and recognise a range of emotions in others

Living in the Wider World

I know how to access local and national support groups

I can talk and write about my opinions

I know that circumstances in other countries and cultures may be different from our own

I know about Fair Trade and what it means

I know that individual and community rights and responsibilities need to be taken into account when making decisions ([link to British Values – Individual Liberty](#))

I understand that choices we make as individuals, a community and a nation impact

internationally

I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances

I can recognise and challenge stereotypes

I know where to find impartial advice to inform my decision making

I know about the range of jobs carried out by people

I know and understand how I can develop skills to make a contribution in the future

I know that there are a range of earnings for different jobs

I am able to plan for future spending

I understand how and why people save

I can differentiate between essentials and desires – needs and wants

I understand 'value for money' and can make informed choices to get 'value for money'

I am able to understand and manage feelings about money, my own and others

I can discuss wider issues such as 'does money make you happy?'

PSHE Subject Progression Document
Year 6

Objective to teach

Mental Health & Well-Being

I have an understanding of how to regulate how I feel in response to situations. (e.g. breathing exercises, visualisation, relaxation/massage)

I am aware of ways I can help myself be more resilient *now and in the future*.

I can express when I and others have demonstrated a Growth and Fixed Mindset and identify how these can impact on past, present and future learning.

I can differentiate between a 'good' and 'bad mistake' and when I have learnt from this previously.

I know why perseverance is important and when I have had to use it.

I can identify what I admire in role models who have persevered and how this can impact on my development now and in the future.

I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable

I can name and explain the human reproductive organs in males and females

I know the ways in which boys and girls grow and develop in puberty

I know about human reproduction including conception and that this can be prevented

I know how to keep my body healthy and clean during puberty

I know some of the reasons why adults choose to have sex in a relationship

I understand that puberty occurs at different times for different people

I understand the effects, risks and consequences of drug use on the body and mind, including addiction and the effect on young children who are still growing

I can understand the different types of play (e.g. outside, physical, social screen) and the need to keep a balance

I know basic emergency aid procedures and where to get help

I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable

I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know

I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences

I understand the influence of the media in relation to alcohol and drugs and know where to access reliable sources of information and support around substances

I am able to demonstrate resistance and safety skills confidently in a range of realistic scenarios involving smoking and alcohol and other hazardous substances

I understand the basic law in relation to substances

I can manage my time to include regular exercise

I understand that there are a range of influences (for example the media) that can have an effect on physical and emotional health and wellbeing, e.g. body image, eating disorders, managing finances, etc.

When my mood is low. – I know there are things I can do to help myself

I know ways to help me bounce back from a loss/end of love/relationships

I understand how to protect myself from bullying

I can recognise the symptoms of stress and pressure

I can recognise situations that are stressful/pressurised for me and know that these

could be different for other people

I know what to do when I feel stressed/pressured

I recognise that not all information on the internet is accurate or unbiased (advertising and persuading others of one's beliefs Prevent) and develop a range of strategies for identifying the origin of a website

I understand the issues of plagiarism, copyright and data protection in relation to my work

I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school

I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming and mobile phones and how I present myself online

I know by posting things on line (either pics or comments) I am subjecting myself to the judgement of others.

I understand the importance of protecting personal information, including passwords, addresses and images

I know the risk of placing importance on social media like or comments is not good for my mental health.

'My Autism & Me' Newsround clip

I have an understanding of ASD and how that impacts on people's lives.

I understand how my body processes – 8 senses

Main 5 – sight (visual), taste (Gustatory), touch (Tactile), smell (Olfactory system), hearing (Auditory),

Vestibular- body's sense of balance, Proprioceptive – body's sense of where it is in space, Interoceptive sense of what is going on internally, gut sense/instinct/intuition.

I know some positive role models.

I am able to access a range of calming thinking techniques that help me to self-regulate to the green zone, particularly strengthening my inner voice.

I understand my triggers so that I am able to take pro-active measures to regulate my emotional responses.

Relationships

I understand how relationships may change and how that may make me feel and how I can manage that.

I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know

I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences

I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way

I am able to recognise and challenge stereotypes

I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including gay, lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to them and ask for help

I know some of the ways that people show they love and care for each other in a relationship

I understand that families are important for having babies and bringing them up

I understand that abuse in relationships is against the law and know where people can go for help in this situation

I can identify positive ways to face new challenges and be prepared for the transition to Key Stage 3

I can identify positive things about myself and my achievements and set personal goals

I can identify how practise enables progress.

I can recognise the difference between aggressive and assertive behaviour

Living in the Wider World

I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities

I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself ([link to British Values – Tolerance & Respect for Cultures Different from our Own](#))

I can take part more fully in school and community activities

I can demonstrate a sense of social justice and moral responsibility

I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment

I can research, discuss and debate topical issues, problems and events

I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules ([link to British Values – Democracy](#))

I am aware of how the media present information and that the media can be both a positive and negative influence

I know about the basic institutions that support democracy locally and nationally

I can make informed choices about my environment

I know how to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself

I understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

I am developing an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT and what that money is used for)