

PSHE

Curriculum Overview and Progression Mapping



Upper
Wharfedale
Primary
Federation



Introduction

At the heart of our **PSHE curriculum** lies the guiding light of our federation vision: “*Be the Light*” (Matthew 5:14). We believe every child carries a spark and a unique brilliance waiting to shine. Through PSHE, we nurture that light by supporting children to understand themselves, build healthy relationships, and develop the confidence and skills needed to navigate life with kindness, responsibility, and resilience.

PSHE is more than a subject: it is a journey of personal understanding and growth. It encourages children to reflect, ask questions, and develop the knowledge and emotional literacy needed to make informed choices. Our curriculum fosters self-awareness, empathy, and wellbeing, helping children grow into thoughtful, respectful individuals who are prepared to contribute positively to society.

Our core values - **Love, Thankfulness, Trust, Forgiveness, and Kindness** - are woven into every discussion, reflection, and learning experience. They guide how we listen, share, support one another, and resolve challenges. By embracing these values, our pupils learn to “*be the light*” in their everyday lives: showing compassion, making positive choices, building strong relationships, and shining as caring, responsible members of their community.

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Intent Statement

“Knowing yourself is the beginning of all wisdom.” – Aristotle

The intent of our **PSHE curriculum** is to provide a high-quality, inclusive programme that is accessible to all pupils and enables every child to achieve their full potential. We aim for children to **know more, remember more and understand more**, so they are well equipped to lead healthy, safe and fulfilling lives. Through PSHE, pupils develop the knowledge, skills and attributes needed to become **healthy, independent and responsible members of society**. They are supported to understand their personal and social development and are encouraged to develop the confidence to engage with the moral, social and cultural challenges they may encounter as they grow.

We provide meaningful opportunities for children to learn about **rights, responsibilities and equality**, and to understand and appreciate what it means to live in a **diverse and respectful society**. Pupils are encouraged to develop a strong sense of self-worth by making positive contributions to school life and the wider community.

Guided by our federation vision, *“Be the Light”*, we aim to develop pupils’ **character**, which we define as a set of positive personal traits (**Love, Thankfulness, Trust, Forgiveness and Kindness**) alongside dispositions and virtues that shape motivation and behaviour. These values enable pupils to reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others, equipping them with the qualities they need to flourish in modern Britain.

Implementation

Using SCARF as the core resource at the heart of our PSHE lessons, we have carefully adapted our curriculum to prepare our children for life within and beyond our dry stone walls. Our PSHE provision is responsive to the local context, ensuring learning is meaningful, relevant and rooted in the lived experiences of our pupils. In Key Stage 1, PSHE learning focuses on building strong foundations by supporting children to develop an understanding of themselves, their feelings and their relationships with others. Pupils learn to recognise and name emotions, develop self-esteem and confidence, and understand the importance of friendships, kindness and cooperation. They are encouraged to reflect on their actions and begin to understand how their behaviour can affect others, laying the groundwork for positive mental health and wellbeing.

As children move into Key Stage 2, learning becomes increasingly reflective and outward-facing. Taking account of our rural environment, we place a strong emphasis on safeguarding and personal safety. Planned learning opportunities include education around water safety, road safety and fell rescue, equipping pupils with the knowledge and skills needed to stay safe in their local surroundings.

Recognising that many of our pupils live in remote villages, we ensure that all Key Stage 2 children receive first aid education, enabling them to respond confidently and responsibly in emergency situations.

To prepare pupils to become informed and responsible citizens beyond our dry stone walls, learning around money management and careers is carefully planned into the curriculum. This supports children in developing financial awareness, understanding the world of work, and recognising the skills and aspirations needed for future life.

In the summer term, the Growing and Changing unit is taught across all year groups, ensuring a consistent and progressive approach to Relationships and Sex Education (RSE). Content is delivered in an age-appropriate and sensitive manner, supporting pupils to understand how their bodies and emotions change over time, how to keep themselves safe, and where to seek help or advice. Teaching is carefully sequenced to build on prior learning and is delivered in partnership with parents, in line with statutory guidance and the needs of our school community.

Throughout all aspects of PSHE, lessons are inclusive, progressive and reflective, encouraging pupils to develop independence, resilience and a strong sense of responsibility to themselves, others and their wider community.

Impact

Through the delivery of a high-quality PSHE curriculum, we ensure that pupils' **physical, emotional and social wellbeing** is strengthened. Our PSHE education supports children to become **caring, respectful, aspirational and confident individuals**, prepared for life beyond primary school.

As a result of our PSHE curriculum, pupils will:

- Develop the knowledge, self-esteem, confidence and self-awareness needed to make informed choices
- Build strong social skills and an understanding of healthy relationships
- Make sense of their personal and social experiences
- Understand how to maintain good physical and mental health and lead safe, healthy lifestyles
- Develop empathy and a caring attitude towards others and the environment
- Learn to understand and manage emotions, build resilience and become independent, curious problem-solvers
- Gain an understanding of how society works, including laws, rights and responsibilities

Ultimately, our pupils leave school equipped with the values, knowledge and character to **“be the light”** in their communities and to contribute positively to society.

SMSC and British Values in Our PSHE Curriculum

Spiritual Development Through PSHE

Spiritual development is promoted as pupils explore their feelings, values, and beliefs, developing self-awareness and a sense of purpose. Children reflect on their own experiences, celebrate achievements, and show gratitude, empathy, and kindness in their interactions with others.

Moral Development Through PSHE

Through **moral development**, pupils develop a clear understanding of right and wrong and learn to consider the consequences of their actions. Our core values, Love, Kindness, Forgiveness, Trust, and Thankfulness, guide behaviour, with pupils demonstrating integrity, responsibility, and fairness in discussions, problem-solving activities, and day-to-day school life.

Social Development Through PSHE

Social development is fostered as pupils build positive relationships, collaborate in group tasks, and contribute to the wider community. They practise communication skills, resolve conflicts respectfully, and take an active role in school and local initiatives, demonstrating teamwork, empathy, and cooperation.

Cultural Development Through PSHE

Through **cultural development**, pupils learn to appreciate diversity and respect different cultures, beliefs, and lifestyles. PSHE encourages curiosity, inclusive attitudes, and challenges stereotypes, ensuring pupils show respect and understanding for all members of society.

British Values

PSHE explicitly promotes **British Values** alongside social and cultural development. Pupils explore **democracy** by sharing their opinions, listening to others, and participating in decisions that affect their class or school community. They understand the **rule of law** through lessons on responsibilities, safety, and the consequences of behaviour, helping them to respect rules that protect individuals and the wider community.

Through **individual liberty**, children develop confidence to make informed choices about their wellbeing, health, and relationships, while recognising and respecting the rights of others. Pupils also practise **mutual respect and tolerance** as they learn about different cultures, beliefs, and lifestyles, actively demonstrating inclusive attitudes, empathy, and understanding in school and community life.

PSHE beyond the Curriculum

At Upper Wharfedale Federation, PSHE extends beyond the classroom, providing pupils with rich, practical experiences that help them develop self-awareness, social responsibility, and a broader understanding of the world.

Our **residential visits** play a vital role in this approach. Key Stage 2 pupils attend local residentials at Netherside Hall, where they engage in activities that promote teamwork, resilience, and personal reflection, helping them to learn more about themselves and their abilities. Year 6 pupils benefit from a residential to London, gaining first-hand experiences of the capital, exploring national history and culture, and developing independence, confidence, and an appreciation of the wider world.

We also provide practical learning experiences within school, such as Enterprise Days, where children plan, create, and sell products, developing financial awareness, teamwork, and communication skills. During Global Spotlight Weeks, pupils explore the values, traditions, and lifestyles of different cultures, comparing them to their own and developing empathy, respect, and understanding of diversity.

Our PSHE curriculum is further strengthened through community engagement. We work closely with the PCSO and community safety team, offering sessions on local safety, road awareness, and personal responsibility. Pupils also learn practical survival and safety skills through **fell rescue workshops**, which are particularly relevant in our rural context. Through these opportunities, PSHE at Upper Wharfedale Federation ensures that children apply their learning in real-life contexts, develop essential life skills, and grow into confident, responsible, and compassionate members of their school, local community, and beyond.



PSHE Progression Map

At Upper Wharfedale Primary Federation, we are committed to ensuring that pupils build on previously taught skills in a structured and meaningful way. Our PSHE curriculum is carefully planned to support progression in self-awareness, emotional literacy, resilience, relationships, and responsible decision-making. Teachers adapt lessons to revisit and reinforce prior learning while introducing new challenges that inspire and engage all learners. This approach allows children to consolidate their knowledge, develop confidence, and make consistent progress regardless of their year group. Our flexible planning ensures that every child receives a rich and coherent PSHE experience that supports both personal growth and social development, preparing them to navigate life within school, their community, and the wider world.

| Theme | By the end of Year 2 | By the end of Year 4 | By the end of Year 6 |
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| Me and My Relationships | <ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other • Explain the difference between bullying and isolated unkind behaviour; • Recognise that there are different types of bullying and unkind behaviour; | <ul style="list-style-type: none"> • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend. • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. • Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state. • Give examples of strategies to respond to being bullied, including what people can do and say; | <ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this. • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. |

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| | <ul style="list-style-type: none"> • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Understand and describe strategies for dealing with bullying: • Rehearse and demonstrate some of these strategies. | <ul style="list-style-type: none"> • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. | <ul style="list-style-type: none"> • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree; • Understand that everyone has the right to be free to choose who and whether to marry • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal. |
| <p>Rights and Respect</p> | <ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom. • Explain, and be able to use, strategies for dealing with impulsive behaviour. • Identify special people in the school and community who can help to keep them safe; • Know how to ask for help • Know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across | <ul style="list-style-type: none"> • Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these. | <ul style="list-style-type: none"> • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it. • Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; |

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| | <p>something that scares them.</p> <ul style="list-style-type: none"> • To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. • Know that sometimes people may behave differently online, including by pretending to be someone they are not. • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment. | <ul style="list-style-type: none"> • Understand the reason we have rules; • Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process. • Define the word influence; • Recognise that reports in the media can influence the way they think about a topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; • Understand how a payslip is laid out showing both pay and deductions; • Prioritise public services from most essential to least essential. | <ul style="list-style-type: none"> • Recognise that people's lives are much more balanced in real life, with positives and negatives • Explain some benefits of saving money; • Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; • Explain what is meant by the term interest. • Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way. • To recognise reasons for rules and laws; consequences of not adhering to rules and laws. |
| Being My Best | <ul style="list-style-type: none"> • Explain the stages of the learning | <ul style="list-style-type: none"> • Identify ways in which everyone is | <ul style="list-style-type: none"> • Know the basic functions of the |

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| | <p>line showing an understanding of the learning process;</p> <ul style="list-style-type: none"> • Help themselves and others develop a positive attitude that support their wellbeing; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. • Name major internal body parts | <p>unique;</p> <ul style="list-style-type: none"> • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios • Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community. | <p>four systems covered and know they are inter-related.</p> <ul style="list-style-type: none"> • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements. • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community. • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people • Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the |
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| | <p>(heart, blood, lungs, stomach, small and large intestines, brain);</p> <ul style="list-style-type: none"> Describe how food, water and air get into the body and blood Know what is meant by first aid; basic techniques for dealing with common injuries | <ul style="list-style-type: none"> Know what is meant by first aid; basic techniques for dealing with common injuries. Know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. | <p>media isn't always an accurate reflection of them in real life;</p> <ul style="list-style-type: none"> Describe 'star' qualities that 'ordinary' people have About what is meant by first aid; basic techniques for dealing with common injuries – including sepsis awareness How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. |
| <p>Valuing Difference</p> | <ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Identify people who are special to them; Explain some of the ways those people are special to them Recognise and explain how a person's behaviour can affect other people. Explain how it feels to be part of a group; | <ul style="list-style-type: none"> Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. List some of the ways in which people are different to each other (including | <ul style="list-style-type: none"> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers. Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; |

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| | <ul style="list-style-type: none"> • Explain how it feels to be left out from a group; • Identify groups they are part of; • Suggest and use strategies for helping someone who is feeling left out. • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school. • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships | <p>ethnicity, gender, religious beliefs, customs and festivals);</p> <ul style="list-style-type: none"> • Define the word respect and demonstrate ways of showing respect to others' differences • Understand and identify stereotypes, including those promoted in the media. • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of relationships, including how they influence what is shared • Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them | <ul style="list-style-type: none"> • Demonstrate ways of offering support to someone who has been bullied • Demonstrate ways of showing respect to others, using verbal and non-verbal communication • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender |
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| | | | <p>stereotypes;</p> <ul style="list-style-type: none"> Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. |
| <p>Keeping Safe</p> | <ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; | <ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without | <ul style="list-style-type: none"> Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread. Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. |

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| | <ul style="list-style-type: none"> • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. | <p>consent.</p> <ul style="list-style-type: none"> • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). | <ul style="list-style-type: none"> • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country. • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol. |
| <p>Growing and Changing</p> | <ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); | <ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change • Name some positive and negative | <ul style="list-style-type: none"> • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks • Define what is meant by the term |

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| | <ul style="list-style-type: none"> • Understand and describe some of the things that people are capable of at these different stages. • Identify which parts of the human body are private; • Explain that a person's genitals help them to make babies when they are grown up; • Understand that humans mostly have the same body parts but that they can look different from person to person. • Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information. • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. | <p>feelings;</p> <ul style="list-style-type: none"> • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practising how to compromise. • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens. • Know the key facts of the menstrual cycle; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope better with periods • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe • Understand that marriage is a | <p>stereotype;</p> <ul style="list-style-type: none"> • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people • Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change • Define the word 'puberty' giving examples of some of the physical |
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| | | <p>commitment to be entered into freely and not against someone's will;</p> <ul style="list-style-type: none">• Recognise that marriage includes same sex and opposite sex partners;• Know the legal age for marriage in England or Scotland;• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. | <p>and emotional changes associated with it;</p> <ul style="list-style-type: none">• Suggest strategies that would help someone who felt challenged by the changes in puberty;• Understand what FGM is and that it is an illegal practice in this country;• Know where someone could get support if they were concerned about their own or another person's safety• Identify the changes that happen through puberty to allow sexual reproduction to occur;• Know a variety of ways in which the sperm can fertilise the egg to create a baby;• Know the legal age of consent and what it means. |
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