



Lyppard Lock-Ins PSHE



Lyppard Lock-ins represent pupils' key PSHE and RSHE knowledge and their social and emotional learning skills which we target for retrieval and assessment purposes. They are drawn from the full progression documents provided in Jigsaw PSHE Primary. In addition to the lock-ins, all pupils are also working on developing their knowledge of their culture and wider cultures, their knowledge of how to be responsible citizens and their social, moral and spiritual skills, which also build progressively through Jigsaw's spiral curriculum.

EYFS Foundation Stage Curriculum

The **Early Years Foundation Stage Statutory Framework** states, 'Children's **personal, social and emotional development (PSED)** is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.'

The **PSED** Early Learning Goals on which the National Curriculum for PSHE builds are:

Self-Regulation:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

EYFS Jigsaw lessons



<p>EYFS: Unit 1 - Being Me in My World</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> • recognise what makes me special • recognise some people are different from them • identify feelings, including happiness, sadness, belonging • know that they have a right and a responsibility to act safely and happily in school • playing together • be mindful of others' feelings 	<p>Unit 2 - Celebrating Difference</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> • recognise the feeling of being proud • recognise what they are good at • recognise their similarities and differences to others • recognise that some families are different to theirs • know different ways of making friends 	<p>Unit 3 - Dreams & Goals</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> • know what a challenge is • to develop resilience • to set goals and work towards them • recognise kind and unkind words • celebrate success 	<p>Unit 4 - Healthy Me</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> • know the names for some parts of their body • know what healthy means • know how exercise makes them feel • know some ways to keep healthy, including food, exercise and diet • give examples of healthy food 	<p>Unit 5 - Relationships</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> • know what a family is and the role played by them, their siblings and carers • know the characteristics of a healthy, safe friendship • know ways to be a friend • know ways to mend a friendship • use calm me strategies when feeling hurt, angry or upset 	<p>Unit 6 - Changing Me</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> • know the names and functions of some parts of the body • know that we grow from a baby to an adult • to know who to talk to if they are worried • know that sharing how they feel can help to solve a worry • know that remembering happy times can help us to move on • identify how they have changed since being a baby and how things might change for them as they get older • discuss feelings they associate with moving classes
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • friend • rights and responsibilities • differences 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • different • proud • special 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • dream • goal • perseverance 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • healthy • exercise • head, shoulders, knees, toes 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • family • friendship • feelings 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • change • worry • memories

Year 1







<p>Unit 1 - Being Me in My World What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know my rights and responsibilities in class importance of own feelings choices have consequences what makes me special classroom behaviours that keep us safe identify feelings, including feeling proud 	<p>Unit 2 - Celebrating Difference What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> recognise their similarities and differences to others, including friends recognise bullying behaviour skills for making friendships recognise how to help someone who may be experiencing bullying behaviour recognise that people are unique 	<p>Unit 3 - Dreams & Goals What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know how to set and achieve goals know how to work with a partner know that tackling a challenge means new learning is taking place know how to identify and overcome barriers to their learning know when a goal has been achieved 	<p>Unit 4 - Healthy Me What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> recognise the difference between healthy and unhealthy know further ways to keep healthy list some healthy lifestyle choices know that germs cause illness know that medicines can be harmful if used incorrectly recognise when they feel frightened and know how to ask for help 	<p>Unit 5 - Relationships What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know that there are many different types of family structures know what being a good friend means know that families are founded on belonging, love and care know the different roles of people in our school community friendship skills recognise and praise their personal qualities 	<p>Unit 6 - Changing Me What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know that animals including humans have a life cycle know that changes happen as we grow up everyone grows at different rates and that is OK know the correct names of the male and female private parts know which parts of their body are private know that their private parts belong to them and nobody has the right to hurt them know who to ask for help if they are worried or frightened
<p> Key Vocabulary:</p> <ul style="list-style-type: none"> special belonging consequences 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> bullying behaviour unique difference 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> pride success stepping stones 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> healthy/unhealthy balanced hygienic 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> belonging personal qualities families 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> changes lifecycles private parts
<p> Linked learning:</p> <ul style="list-style-type: none"> Links to EYFS self-regulation and building relationships 	<p> Linked learning:</p> <ul style="list-style-type: none"> Links to EYFS recognising similarities and differences to each other, including friendships and families 	<p> Linked learning:</p> <ul style="list-style-type: none"> Links to EYFS with setting and achieving goals and develops it further by identifying small steps needed to achieve goals 	<p> Linked learning:</p> <ul style="list-style-type: none"> Links back to EYFS recognising what it is to be healthy and ways to be healthy. In n Y1 advances to healthy lifestyle choices 	<p> Linked learning:</p> <ul style="list-style-type: none"> Links to EYFS by building on the principles of friendship – what it means to be a good friend 	<p> Linked learning:</p> <ul style="list-style-type: none"> Links to EYFS recognising the names of parts of the body













Year 2



<p>Unit 1 - Being Me in My World What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> recognise my hopes and fears for the New Year understand the rights and responsibilities of their peers listening to peers recognising the importance of their own opinions linking rewards, consequences and choices recognising my feelings, including feeling worry working together with others 	<p>Unit 2 - Celebrating Difference What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> recognise stereotypes in boys and girls know that it is OK to be different and good to be yourself recognise how bullying feels know the difference between right and wrong know how to stand up for themselves when they need to to know not to judge people because they are different 	<p>Unit 3 - Dreams & Goals What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> setting realistic goals and realising how to achieve them identify their strengths as learners identify the benefits of teamwork identify what good teamwork looks like choose a good learning partner know how it feels to work successfully with their team 	<p>Unit 4 - Healthy Me What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> to know what their body needs to be healthy know what makes them relaxed and what makes them stressed know how medicine works in their bodies and that it is important to use it safely know how to make some healthy snacks know which foods give their bodies energy 	<p>Unit 5 - Relationships What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know that trust, care, love and co-operation help family to function well know how to stay stop if someone is hurting them know some reasons why friends can have conflicts talk about the types of physical contact that are acceptable and unacceptable know that sometimes friendships change over time know how to use the solve-it-together approach for resolving conflicts know that there are good secrets and worry secrets and why it is important to share the worry secrets identify trusted adults 	<p>Unit 6 - Changing Me What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know that life cycles exist in nature and ageing is a natural process know that some changes are outside of an individual's control be able to express how they feel about changes can recognise their change in responsibilities now compared to when they were a toddler know the physical differences between male and female bodies know how their bodies have changed since they were a toddler and will continue to change as they get older know the correct names for private body parts know who to ask for help if they are hurt, upset or worried know that there are different types of touch and which ones are acceptable and unacceptable
<p> Key Vocabulary:</p> <ul style="list-style-type: none"> rights and responsibilities rewards and consequences choices 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> stereotype assumption bully 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> teamwork goal strengths 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> relaxed lifestyle medicine 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> trust cooperate good secret/worry secret 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> life cycle touch private parts

		<p>Linked learning:</p> <ul style="list-style-type: none"> Builds on Y1 knowing their individual rights and responsibilities to learn and play safely and happily and links to recognising classmates' rights and responsibilities 	<p>Linked learning:</p> <ul style="list-style-type: none"> Links to Y1 recognising bullying behaviour and the feelings associated with it 	<p>Linked learning:</p> <ul style="list-style-type: none"> Links to Y1 recognising what makes a good team, how to work with others and setting and achieving goals. 	<p>Linked learning:</p> <ul style="list-style-type: none"> Links to Y1 by developing further the role of medicine in our bodies and relaying the importance of using medicine safely. Expands on EYFS and Y1 about making healthy lifestyle choices, portion sizes and a balanced diet. 	<p>Linked learning:</p> <ul style="list-style-type: none"> Links to Y1 building and maintaining friendships, resolving conflict and recognising different family structures. Introduces new learning with appropriate and inappropriate touch and talking to trusted adults about worry secrets. 	<p>Linked learning:</p> <ul style="list-style-type: none"> Links to Y1 with life cycles, acceptable and unacceptable types of touch, correct names of body parts and speaking to a trusted adult if hurt or upset
<p>Year 3</p> 	<p>Unit 1 - Being Me in My World</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> build self-worth know what a personal goal is recognise why rules are needed know how our actions impact on our feelings acknowledge others' views 	<p>Unit 2 - Celebrating Difference</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> appreciating and knowing the importance of their family, including parents and carers Use the "Solve it together" technique to calm and resolve conflicts show empathy for people receiving bullying behaviour skills to support someone who is being bullied know the role of a bystander and how they can help to make a situation better 	<p>Unit 3 - Dreams & Goals</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know about other people's success in overcoming challenges recognise their own dreams and ambitions know how to recognise and overcome obstacles with their learning recognise and manage frustrations when faced with obstacles recognise how people can help them to overcome obstacles 	<p>Unit 4 - Healthy Me</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know how exercise affects their bodies, including the role of the heart and lungs know that the number of calories, fats and sugar in their diet will affect their health know that there are different types of drugs know that there are things, people and places that can be dangerous know a range of strategies to keep themselves safe respect their bodies 	<p>Unit 5 - Relationships</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know that gender stereotypes can be unfair know the skills associated with being a good friend know strategies for keeping safe online, including accessing help if something concerns them on social media know that all children have rights (UNCRC) know that the lives of children around the world can be different to theirs 	<p>Unit 6 - Changing Me</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know that in animals and humans there are lots of changes that occur from conception to grown up in nature, it is usually the female that carries the baby and in mammals babies develop in the uterus describe the emotions that may occur when there is a new baby in the family can identify who they would talk to about puberty if they have any worries babies need love and care from their parents/carers know that male and female bodies change during puberty so their bodies can make babies when they are adults 	
	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> valued emotions viewpoint 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> safe solve it together bystander 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> obstacles ambition frustration 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> calories fitness harmful 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> stereotypes solve-it-together safe/unsafe 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> changes uterus puberty 	
	<p>Linked learning:</p> <ul style="list-style-type: none"> Builds on Y2 knowing the importance of their own opinion by further developing self-worth 	<p>Linked learning:</p> <ul style="list-style-type: none"> Builds on Y2 learning recognising bullying behaviour and ways to help the person receiving it. Develops further by looking at the impact a bystander can have – for good or worse 	<p>Linked learning:</p> <ul style="list-style-type: none"> Builds on Y2 learning by recognising barriers to their learning and associated feelings of frustration. Develops this further by identifying how others can help to overcome the barriers 	<p>Linked learning:</p> <ul style="list-style-type: none"> Builds on Y1 and Y2 learning to do with healthy eating and a balanced diet 	<p>Linked learning:</p> <ul style="list-style-type: none"> Builds on Y2 learning by looking at roles in families and the solve-it-together technique for solving conflict. Stretches further by looking at keeping safe online, including social media 	<p>Linked learning:</p> <ul style="list-style-type: none"> Builds on Y1 and 2 learning with stereotypical family roles, correct names of body parts, privates are private and extends further to the purpose of puberty 	
<p>Year 4</p> 	<p>Unit 1 - Being Me in My World</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> recognise the importance of individual actions and choices on their peers know the roles of themselves and others in school recognise how their actions impact themselves and others recognise how it feels to be included, not included, motivated and unmotivated emotional regulation <p>...</p>	<p>Unit 2 - Celebrating Difference</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> recognise when people may make assumptions recognise who or what influences them in a situation recognise further types of bullying behaviour, including cyber-bullying and ignoring know what to do if they think bullying behaviour is occurring recognise when or why a first impression may change <p>...</p>	<p>Unit 3 - Dreams & Goals</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> recognise their hopes and dreams understand that not all hopes and dreams will come true and recognise feelings of disappointment associated with this readjust goals and plans when things don't go to plan develop effective teamwork skills 	<p>Unit 4 - Healthy Me</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know how friendship groups are formed, how they fit into them and their feelings associated with this recognise the impact of others on them, including friends recognise the feelings associated with peer pressure recognise reasons why a person may begin smoking know the impact of smoking and alcohol on health 	<p>Unit 5 - Relationships</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know some reasons why people can feel jealous suggest positive strategies for managing jealousy know that negative feelings are a normal part of loss suggest strategies for managing loss know that change is a natural part of friendships/relationships know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe 	<p>Unit 6 - Changing Me</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know that personal characteristics are inherited from birthparents that babies are conceived when a sperm meets and ovum know the names of internal and external body parts needed when making a baby know how male and female bodies change during puberty the importance of personal hygiene change is normal and some changes can't be controlled understand and discuss feelings associated with change 	

		<p>Key Vocabulary:</p> <ul style="list-style-type: none"> included excluded United Nations Convention on Rights of the Child (UNCRC) 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> assumption influence cyber-bullying 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> disappointment plans evaluate 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> friendships peer pressure assertive 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> jealousy loss amicable 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> unique menstruation conception
		<p>Linked learning:</p> <ul style="list-style-type: none"> Links to Y3 knowing about self-worth by developing children's social and communication skills as they learn to include others and make them feel valued too 	<p>Linked learning:</p> <ul style="list-style-type: none"> Links to Y3 learning developing further the knowledge of different types of bullying behaviour and having empathy for people receiving bullying behaviour 	<p>Linked learning:</p> <ul style="list-style-type: none"> Links to Y3 learning by setting goals and develops further by learning to evaluate and readjust when things don't go to plan 	<p>Linked learning:</p> <ul style="list-style-type: none"> Builds on Y1 learning to do with healthy lifestyle choices – recognising what is healthy and unhealthy 	<p>Linked learning:</p> <ul style="list-style-type: none"> Links to Y3 learning by covering friendship changes over time, fall outs, resolving and stretches further by considering when it may be time to end a friendship or relationship 	<p>Linked learning:</p> <ul style="list-style-type: none"> Links to Y1, Y2 & Y3 learning to know the names of private body parts and extends to internal body parts with a further look into puberty
<p>Year 5</p> 	<p>Unit 1 - Being Me in My World</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> have a growth mindset set personal goals recognise their rights and responsibilities as a citizen recognise the impact of their behaviour on a group understand democracy develop empathy emotional regulation <p>...</p>	<p>Unit 2 - Celebrating Difference</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> recognise their culture and the culture of others recognise the differences between their culture and that of others know what racism is and why it is unacceptable recognise further types of bullying behaviour, including direct, indirect and spreading rumours 	<p>Unit 3 - Dreams & Goals</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know that they will need money to help them to achieve some of their dreams know about different jobs and that they have different salaries consider the type of job they might like to do when they grow up recognise and appreciate the differences between themselves and someone from a different culture know that they can support others 	<p>Unit 4 - Healthy Me</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know the health risks to do with smoking, including its effects on the heart, liver and lungs know the risks associated with the misuse of alcohol know how to use and when to use the recovery position know how to get help in an emergency situation recognise the influence of the media, social media and celebrity culture on body image 	<p>Unit 5 - Relationships</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know that a personality is made up of many different characteristics, qualities and attributes know that belonging to an online community can have positive and negative influences know that there are rights and responsibilities in an online community, social network and gaming know that too much screen time isn't healthy and can suggest ways to monitor and reduce it know how to stay safe when using technology with friends 	<p>Unit 6 - Changing Me</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> to know that perceptions can be correct or incorrect to celebrate what they like about their self-image/body-image boys' and girls' bodies change during puberty and how to look after themselves that sexual intercourse can lead to conception some people may need help to conceive (IVF) becoming a teenager brings change and responsibility explain how they feel about puberty and ask questions 	
	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> United Nations Convention on Rights of the Child (UNCRC) citizen rights and responsibilities 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> culture discrimination racism 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> contribution grown up salary 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> social media recovery position self-respect 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> social media gaming self-esteem 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> self-image perception romantic relationships 	
	<p>Linked learning:</p> <ul style="list-style-type: none"> Links to Y4 learning about the UNCRC. Links to all previous year groups learning how to work cooperatively and the impact of their choices on others. 	<p>Linked learning:</p> <p>Links to Y4 learning by developing further children's knowledge of bullying behaviour by extending to different types of bullying: direct, indirect and rumours. It also extends children's knowledge of how to tackle bullying behaviour by looking at Childline.</p>	<p>Linked learning:</p> <p>Links to Celebrating Difference unit across school learning about different cultures and the similarities and differences between them, their friends and people from other cultures.</p>	<p>Linked learning:</p> <ul style="list-style-type: none"> Links to Y4 learning about self-respect and standing up for oneself and to previous year groups about making healthy choices and pursuing healthy lifestyles 	<p>Linked learning:</p> <ul style="list-style-type: none"> Links to Y4 learning by reflecting on navigating friendships offline and then in Y5 online too 	<p>Linked learning:</p> <ul style="list-style-type: none"> Links to Y4 learning by looking at menstruation, changes during puberty and conception. 	
<p>Year 6</p> 	<p>Unit 1 - Being Me in My World</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> Setting goals for the New Year Knowing own fears and goals Learning about the lives of other children from different cultures and countries recognising how their choices impact on their consequences and rewards recognising the value of democracy in their school community 	<p>Unit 2 - Celebrating Difference</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know that there are different perceptions of normality empathise with and recognise their feelings towards others who are different to them recognise how it feels to be excluded recognise the "imbalance of power" in a bullying situation 	<p>Unit 3 - Dreams & Goals</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> recognise their strengths as a learner know how to set realistic and challenging goals with success criteria know about problems that the world is facing and their feelings associated with this know how to work with others to help solve problems 	<p>Unit 4 - Healthy Me</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> to know how different types of drugs can affect our bodies, including effects on the liver and heart make health choices for their physical and mental wellbeing know that people can be exploited and the consequences of this know strategies to use to avoid feeling pressured and stressed 	<p>Unit 5 - Relationships</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> know that it is important to take care of their own mental health and know ways to do this know that sometimes people can have poor mental health and there is nothing to be ashamed of know that there are different stages to grief and there are different types of loss that cause grief 	<p>Unit 6 - Changing Me</p> <p>What do we want pupils to know and what do we want pupils to know how to do?</p> <ul style="list-style-type: none"> boys' and girls' bodies change during puberty and how to look after themselves recognise ways to develop their self-esteem know how a baby develops from conception to birth know that being physically attracted to someone changes the nature of the relationship 	

		<ul style="list-style-type: none"> helping others 	<ul style="list-style-type: none"> recognise their thoughts and feelings towards prejudice and discrimination 	<ul style="list-style-type: none"> to give and receive compliments 	<ul style="list-style-type: none"> know reasons why some people might join a gang 	<ul style="list-style-type: none"> know that sometimes people like to gain power or control them know some online dangers know how to use technology safely to communicate with family and friends 	<ul style="list-style-type: none"> discuss their feelings about future changes including puberty, secondary school and changing friendships
		<p> Key Vocabulary:</p> <ul style="list-style-type: none"> wants and needs rewards and consequences democracy 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> prejudice discrimination imbalance of power 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> realistic learning steps global issues 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> exploited drugs gangs 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> mental health grief power/abuse 	<p> Key Vocabulary:</p> <ul style="list-style-type: none"> mutual respect self-image transition
		<p> Linked learning:</p> <ul style="list-style-type: none"> Links to Y5 learning about children in different cultures and countries. Develops children's goal setting from previous year groups. Builds on children's knowledge of rewards and consequences linked to their behaviour choices. 	<p> Linked learning:</p> <ul style="list-style-type: none"> Links to Y5 learning by further developing their knowledge of bullying behaviours and further knowledge of their feelings associated with discrimination 	<p> Linked learning:</p> <ul style="list-style-type: none"> Links to Y2 learning about setting realistic goals and develops this further by using success criteria to judge one's progress against the goal 	<p> Linked learning:</p> <ul style="list-style-type: none"> Links to Y5 learning by revisiting health risks associated with drugs and alcohol and stretches further by giving children the tools to know how to cope with stressful situations and how to look after their mental and physical health 	<p> Linked learning:</p> <ul style="list-style-type: none"> Links to Y5 learning with communicating safely online 	<p> Linked learning:</p> <ul style="list-style-type: none"> Links to Y5 learning by looking at how girls' and boys' bodies change during puberty and the importance of looking after themselves