



Knowledge, Skills and Understanding breakdown for PSHE

Reception

The most relevant early years outcomes for PSHE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> • To select and use activities and resources with help. • To welcome and value praise for what they have done. • To enjoy the responsibility of carrying out small tasks. • To be more outgoing towards unfamiliar people and more confident in new social situations. • To be confident talking to other children when playing and communicate freely about own home and community. • To show confidence in asking adults for help.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> • To be aware of own feelings and know that some actions and words can hurt others' feelings. • To begin to accept the needs of others and to take turns and share resources, sometimes with support from others. • To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. • To usually adapt behaviour to different events, social situations and changes in routine.
		Making Relationships	<ul style="list-style-type: none"> • To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • To initiate play, offering cues to peers to join them. • To keep play going by responding to what others are saying or doing. • To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

30-50 Months Continued	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • To tell adults when hungry or tired, or when they want to rest or play. • To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. • To usually manage washing and drying hands. • To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
	Understanding the World	People and Communities	<ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.
40-60m	Personal, Social, Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> • To be confident to speak to others about own needs, wants, interests and opinions. • To describe self in positive terms and talk about abilities.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> • To explain own knowledge and understanding, and ask appropriate questions of others. • To take steps to resolve conflicts with other children, e.g. finding a compromise.
		Making Relationships	<ul style="list-style-type: none"> • To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. • To be aware of the boundaries set and of behavioural expectations in the setting. • To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • To eat a healthy range of foodstuffs and understand a need for variety in food. • To usually be dry and clean during the day. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. • To practice some appropriate safety measures without direct supervision.

Knowledge, Skills and Understanding breakdown for PSHE

Reception

Health and Wellbeing	Relationships	Living in the wider world
<ul style="list-style-type: none"> I understand the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. 	<ul style="list-style-type: none"> I can play cooperatively, taking turns with others. I can take account of one another's ideas about how to organise their activity. I can show sensitivity to others' needs and feelings and form positive relationships with adults and other children. I can talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. I can work as part of a group or class and understand and follow the rules. I can adjust my behaviour to different situations, and take changes of routine in their stride. 	<ul style="list-style-type: none"> I am confident to try new activities and say why they like some activities more than others. I am confident to speak in a familiar group, will talk about my ideas, and will choose the resources I need for their chosen activities. I say when they do or don't need help.
RSE	SMSC	British Values
<ul style="list-style-type: none"> To understand what personal responsibility is (Lesson 1). To value their body, including physical achievements and capabilities (Lesson 2). To know the adults who are responsible for looking after them (Lesson 3). To recognise personal needs and to act on them where appropriate or ask for help (Lesson 3). To understand basic hygiene routines, including toileting and washing (Lesson 4). 		

Knowledge, Skills and Understanding breakdown for PSHE

Year 1

Health and Wellbeing	Relationships	Living in the wider world
<ul style="list-style-type: none"> • I know how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. • I can recognise what I like and dislike, how to make real, informed choices that improve my physical and emotional health. • I can understand good and not so good feelings, and have a vocabulary to describe their feelings to others. • To think about change and loss and the associated feelings (including moving home, losing toys, pets or friends). • To understand the importance of basic hygiene. • To understand how some diseases are spread and can be controlled. • To understand the process of growing from young to old. • To name the main parts of the body. • To know that household products, including medicines, can be harmful if not used properly. • To understand ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. 	<ul style="list-style-type: none"> • I know the role different people play in our lives (acquaintances, friends and relatives). • I know that it is important to tell someone (such as my teacher) if something about my family makes me unhappy or worried. • I know how to identify people who love and care for them and what they do to help them feel cared for. • I know about how people make friends and what makes a good friendship. • I know how to ask for help if a friendship is making me feel unhappy. • I know that bodies and feelings can be hurt by words and actions. • I know about how people may feel if they experience hurtful behaviour or bullying. • I know that bullying or hurtful behaviour is unacceptable. • I know how to respond safely to adults I don't know. • I know how to respond to physical contact which makes me uncomfortable or unsafe. • I know what to do if I feel unsafe or worried for myself. • I know what kind and unkind behaviour is and how this can affect others. 	<ul style="list-style-type: none"> • I know about what rules are. • I know about ways in which we look after the environment. • I know about the different groups I belong to. • I know about the different roles people have in our community. • I know about how the internet/digital devices can be used safely to find out things and communicate with others. • I know what money is and forms that money comes in. • I know that money needs to be looked after. • I know that everyone has different strengths. • I know that jobs help people to earn money. • I know about different jobs that people I know do.

<ul style="list-style-type: none"> • To know about people who look after them, their family networks, who to go to if they are worried. • To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. • To know what is meant by 'privacy'; their right to keep things 'private'. 	<ul style="list-style-type: none"> • I know about how to treat themselves and others with respect. 	
RSE	SMSC	British Values
<ul style="list-style-type: none"> • To understand what a cycle is (Lesson 1). • To understand that changes happen constantly as we grow (Lesson 1). • To understand the life cycles of humans and animals (Lesson 1). • To understand the different stages of the human lifecycle (Lesson 2). • To understand that humans, like other animals, change over time (Lesson 2). • To value their own body and recognise its capabilities and uniqueness (Lesson 3). • To recognise that people are similar in some ways and different in others (Lesson 3). • To learn basic information about how the body works and ways of looking after it (Lesson 4). • To know how to keep themselves clean (Lesson 4). 	<ul style="list-style-type: none"> • To understand the wide range of cultural influences that have shaped their own heritage and that of others. • To understand the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. • The ability to recognise the things we share in common across cultural, religious, ethnic and socio-economic communities. • To have an understanding of democracy. • To participate in artistic, musical, sporting and cultural opportunities. • Explore local, national and global communities and their diversities. 	<ul style="list-style-type: none"> • To enable students to develop their self-knowledge, self-esteem and self-confidence. • To enable students to distinguish right from wrong 'Rule of Law'. • To encourage students to accept responsibility for their behaviour, show initiative 'Individual Liberty'. • To acquire respect for their own and other cultures 'Respect'. • Encourage respect for other people 'Respect'. • Encourage respect for democracy and support for participation in the democratic processes 'Democracy'. • To develop an appreciation that living under the rule of law protects individual citizens 'Rule of Law'. • To understand that the freedom to choose and hold other faiths and beliefs is protected in law 'Individual Liberty'. • To have an acceptance that other people having different faiths or beliefs to oneself (or having none) 'Respect and Tolerance'.

Knowledge, Skills and Understanding breakdown for PSHE

Year 2

Health and Wellbeing	Relationships	Living in the wider world
<ul style="list-style-type: none"> • I know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. • I can recognise what I like and dislike, how to make real, informed choices that improve my physical and emotional health, to recognise that choices can have good and not so good consequences. • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. • To understand good and not so good feelings, and have a vocabulary to describe their feelings to others. To develop simple strategies for managing feelings. • To think about change and loss and the associated feelings (including moving home, losing toys, pets or friends). • To understand the importance of, and how to, maintain personal hygiene. • To understand how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. • To understand the process of growing from young to old and how people's needs change. 	<ul style="list-style-type: none"> • I know about the different types of families including those that may be different to their own. • I can identify common features of family life. • I can use simple strategies to resolve arguments between friends positively. • I can recognise when someone feels lonely and know what to do. • I know that hurtful behaviour (online/offline) including teasing, name calling, bullying and deliberately excluding others is not acceptable. • I know how to report bullying and the importance of telling a trusted adult. • I recognise that some things are private and that parts of the body covered by underwear are private. • I understand that sometimes people may behave differently online, including pretending to be someone they are not. • I know that there are situations when I should ask for permission and also when others permission should be sought. • I understand the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). 	<ul style="list-style-type: none"> • I know about what rules are and why they are needed for different situations. • I know about how people and other living things have different needs and about the responsibility for caring for them. • I know about things I can do to look after the environment. • I know about the different roles and responsibilities people have in our community. • I recognise the ways I am the same as, and different to, other people. • I know about the role of internet in everyday life. • I know that not all information seen online is true. • I know that money comes from different sources. • I know that people make different choices about how to save/spend money. • I know the difference between need and want. • I know that money needs to be looked after and the different ways of doing this. • I know different jobs that people I know or people who work in the community do. • I know about the strengths and interests someone might need to do different jobs.

<ul style="list-style-type: none"> • To understand growing and changing and new opportunities and responsibilities that increasing independence may bring. • To name the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. • To know that household products, including medicines, can be harmful if not used properly. • To understand rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. • To know about people who look after them, their family networks, who to go to if they are worried. • To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. • To know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. 	<ul style="list-style-type: none"> • I understand basic techniques for resisting pressure to do something I don't want to do. • I know what to do if I feel unsafe or worried for myself or others. • I am polite and courteous. • I can recognise ways in which I am the same and different to others. • I can listen to other people. • I know how to talk about and share my opinions on things that matter to them. 	
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RSE	SMSC	British Values
<ul style="list-style-type: none"> • To recognise the main external parts of the bodies of humans included agreed names for reproductive organs (Lesson 1). • To understand that all living things originate from living things (Lesson 2). • To understand that humans produce babies that grow into children and then into adults (Lesson 2). • To consider ways, they have changed physically since they were born (Lesson 3). • To consider physical changes that will take place as they move from childhood to adulthood (Lesson 3). • To consider their responsibilities now and compare these to when they were younger (Lesson 4). • To understand the choices, they are able to make in order to keep themselves healthy (Lesson 4). 	<ul style="list-style-type: none"> • To understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others. • To understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. • The ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • To develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • Demonstrate willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. • To have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity (local, national and global communities). 	<ul style="list-style-type: none"> • To enable students to develop their self-knowledge, self-esteem and self-confidence. • To enable students to distinguish right from wrong and to respect 'Rule of Law'. • To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely 'Individual Liberty'. • To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England 'Rule of Law'. • To acquire an appreciation of and respect for their own and other cultures 'Respect'. • Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England 'Democracy'. • To develop an understanding of how citizens can influence decision-making through the democratic process 'Individual Liberty'. • To develop an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety 'Rule of Law'. • To understand that the freedom to choose and hold other faiths and beliefs is protected in law 'Respect and Tolerance'. • To understand the importance of identifying and combatting discrimination 'Respect and Tolerance'.

Knowledge, Skills and Understanding breakdown for PSHE

Year 3

Health and Wellbeing	Relationships	Living in the wider world
<ul style="list-style-type: none"> • I know about the elements of a balanced, healthy lifestyle. • I know how regular exercise benefits mental and physical health. • I know that mental health is part of daily life and I understand the importance of taking care of mental health. 	<ul style="list-style-type: none"> • I recognise that there are different types of relationships. • I know that a feature of a positive relationship is caring relationships. • I know about the importance of friendships. • I recognise different types of physical contact. 	<ul style="list-style-type: none"> • I recognise reasons for rules and laws. • I know about the different groups that make up a community. • I know about different jobs that make up the community.
RSE	SMSC	British Values
<ul style="list-style-type: none"> • To recognise the main organs of the bodies of humans including scientific names for reproductive organs (Lesson 1). • To identify the differences between men and women (Lesson 1). • To understand that there are different times of love (Lesson 2). • To understand how infection can spread (Lesson 3). • To understand how to prevent the spread of infection through good personal hygiene practices (Lesson 3). • To understand that our bodies have three main lines of natural defence (Lesson 4). • To understand that sometimes the body needs to fight infection (Lesson 4). 	<ul style="list-style-type: none"> • To reflect on their own beliefs (religious or otherwise). • To demonstrate knowledge of different faiths, feelings and values. • To demonstrate a sense of enjoyment in learning about themselves. • To demonstrate use of imagination and creativity in their learning. • To demonstrate the ability to recognise right and wrong. • To understand the consequences of their behaviour and actions. • To understand and appreciate others viewpoints. • To use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. 	<ul style="list-style-type: none"> • To understand what self-knowledge, self-esteem and self-confidence are. • To distinguish right from wrong. • To encourage students to accept responsibility for their behaviour. • To acquire an appreciation of and respect for their own and other cultures. • To demonstrate respect for other people. • To understand how citizens can influence decision-making. • To demonstrate why law is important. • To understand that the freedom to choose and hold other faiths and beliefs is protected in law. • To accept that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated. • To understand the importance of identifying discrimination.

	<ul style="list-style-type: none">• To demonstrate willingness to participate in a variety of communities and social settings.• To understand the wide range of cultural influences that have shaped their own heritage.• To recognise the things, we share in common across cultural, religious, ethnic and soci-economic communities.• To participate in and respond positively to artistic, musical, sporting and cultural opportunities.• To show an interest in exploring and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity.	
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Knowledge, Skills and Understanding breakdown for PSHE

Year 4

Health and Wellbeing	Relationships	Living in the wider world
<ul style="list-style-type: none"> • I know about choices which support a healthy lifestyle and recognise what might influence these. • I know how regular exercise benefits mental and physical health. • I know about the benefits of sun exposure and risks of over exposure. • I know about strategies and behaviours that support mental health. • I know strategies for keeping safe in the local environment. 	<ul style="list-style-type: none"> • I know people may be attracted to someone emotionally and/or romantically. • I recognise and respect that there are different types of family structure. • I know what constitutes a positive healthy friendship. • I know about discrimination. • I recognise different types of physical contact and know what is acceptable/unacceptable. 	<ul style="list-style-type: none"> • I recognise that everybody has human rights. • I know what living in a community means. • I know that there is a broad range of different careers/jobs that people can have.
RSE	SMSC	British Values
<ul style="list-style-type: none"> • To understand some of the physical changes that will happen as humans get older (Lesson 1). • To consider their responsibilities and levels of independence now (Lesson 2). • To understand that these levels of independence have changed as they have grown and that they will continue to change in the future (Lesson 2). • To understand the most common infections, get better on their own through time, bed rest, intake of fluids and healthy living (Lesson 3). • To understand that antibiotics should only be taken as prescribed (Lesson 3). • To challenge gender based stereotypes (Lesson 4). 	<ul style="list-style-type: none"> • To be reflective about their own beliefs (religious or otherwise) and perspective on life. • To demonstrate knowledge of and respect for different faiths, feelings and values. • To demonstrate a sense of enjoyment in learning about themselves and the world around them. • To demonstrate use of imagination and creativity in their learning. • To demonstrate the ability to recognise right and wrong. • To understand the consequences of their behaviour and actions. • To show an interest in investigating and 	<ul style="list-style-type: none"> • To develop self-knowledge, self-esteem and self-confidence. • To distinguish right from wrong. • To encourage show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school. • To understand tolerance and harmony between different cultural traditions. • To demonstrate respect for other people. • To understand how citizens can influence decision-making. • To demonstrate an appreciation that living under the rule of law protects individual citizens. • To understand that the freedom to choose and hold other faiths and beliefs is protected in law.

	<p>offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <ul style="list-style-type: none"> • To use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. • To demonstrate a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. • To understand and appreciate the wide range of cultural influences that have shaped their own heritage. • To recognise the things we share in common across cultural, religious, ethnic and soci-economic communities. • To participate in and respond positively to artistic, musical, sporting and cultural opportunities. • To show an interest in exploring and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. 	<ul style="list-style-type: none"> • To accept that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated. • To understand the importance of identifying discrimination.
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Knowledge, Skills and Understanding breakdown for PSHE

Year 5

Health and Wellbeing	Relationships	Living in the wider world
<ul style="list-style-type: none"> • I know what constitutes a healthy diet. • I know how regular exercise benefits mental and physical health and can identify some of the risks associated with an inactive lifestyle. • I know about how sleep contributes to a healthy lifestyle. • I know how to maintain good oral hygiene. • I know about strategies and behaviours that support mental health. • I know about change and loss. • I know strategies for keeping safe in unfamiliar places. 	<ul style="list-style-type: none"> • I know about marriage and civil partnership. • I know that forcing anyone to marry against their will is a crime. • I know how to recognise if family relationships are making me feel unhappy or unsafe and where to seek help. • I know that healthy relationships make people feel included. • I know strategies to respond to hurtful behaviour experienced or witnessed. • I know about seeking and giving consent in different situations. 	<ul style="list-style-type: none"> • I know about the relationship between rights and responsibilities. • I value the different contributions that groups of people make to the community. • I can recognise the various routes into careers. • I know about some decisions which may influence people's decisions about their job or career.
RSE	SMSC	British Values
<ul style="list-style-type: none"> • To know and understand the physical changes that will take place during puberty and why they happen (Lesson 1). • To understand that emotional as well as physical changes happen at different rates for different people (Lesson 2). • To consider new aspects of personal hygiene relevant to puberty (Lesson 3). • To understand genetic inheritance (Lesson 4). 	<ul style="list-style-type: none"> • To be reflective about their own beliefs (religious or otherwise) and perspective on life. • To demonstrate knowledge of and respect for different faiths, feelings and values. • To demonstrate a sense of enjoyment and fascination in learning about themselves, others and the world around them. • To demonstrate use of imagination and creativity in their learning. • To understand the consequences of their behaviour and actions. 	<ul style="list-style-type: none"> • To develop self-knowledge, self-esteem and self-confidence. • To distinguish right from wrong and to respect the civil and criminal law of England. • To encourage show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • To acquire a broad general knowledge of and respect for public institutions and services in England. • To acquire an appreciation of and respect for their own and other cultures.

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| | <ul style="list-style-type: none"> • To show an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. • To use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. • To demonstrate a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. • To understand and appreciate the wide range of cultural influences that have shaped their own heritage and others. • To recognise the things we share in common across cultural, religious, ethnic and socio-economic communities. • To participate in and respond positively to artistic, musical, sporting and cultural opportunities. • To show an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. | <ul style="list-style-type: none"> • To understand tolerance and harmony between different cultural traditions. • To demonstrate respect for other people. • To demonstrate respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. • To understand how citizens can influence decision-making through the democratic process. • To demonstrate an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. • To understand that there is a separation of power between the executive and the law. • To understand that the freedom to choose and hold other faiths and beliefs is protected in law. • To accept that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. • To understand the importance of identifying and combatting discrimination. |
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Knowledge, Skills and Understanding breakdown for PSHE

Year 6

Health and Wellbeing	Relationships	Living in the wider world
<ul style="list-style-type: none"> • I know how to make informed choices about my health. • I know about what good physical health means. • I know how to recognise the early signs of physical illness. • I know how to plan healthy meals. • I know about the routines which support good quality sleep and how the effects of lack of sleep affect the body, feelings, behaviour and ability to learn. • I recognise warning signs about mental health and wellbeing and how to seek support for myself and others. • I know about change and loss, including death. • I know about problem solving strategies for dealing with emotions, challenges and change including the transition to a new school. • I know what is meant by first aid. 	<ul style="list-style-type: none"> • I know strategies for managing peer influence and desire for peer approval in friendships. • I know how friendships can change over time and that friendships have ups and downs. • I have strategies to solve disputes and reconcile differences positively and safely. • I know about the impact of bullying, including online and offline. • I recognise the importance of self respect. 	<ul style="list-style-type: none"> • I know ways of carrying out shared responsibilities for protecting the environment in school and at home. • I know the benefits of living in a diverse community. • I know about stereotypes and the need to challenge them. • I know about prejudice and ways to respond to this if witnessed. • I can identify the kind of job that I might like to do when I am older.
RSE	SMSC	British Values
<ul style="list-style-type: none"> • To understand the functions of male and female reproductive organs (Lesson 1). • To know and understand about the physical changes that take place at puberty and why they happen (Lesson 1). • To be able to recognise their own changing emotions and be able to express their feelings and concerns privately (Lesson 2). 	<ul style="list-style-type: none"> • To be reflective about their own beliefs (religious or otherwise) and perspective on life. • To demonstrate knowledge of and respect for different faiths, feelings and values. • To demonstrate a sense of enjoyment and fascination in learning about themselves, others and the world around them. 	<ul style="list-style-type: none"> • To develop self-knowledge, self-esteem and self-confidence. • To distinguish right from wrong and to respect the civil and criminal law of England. • To encourage show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

<ul style="list-style-type: none"> • To know about the facts of the human lifecycle, including sexual intercourse (Lesson 3). • To consider the need for trust and love in marriage and established relationships (Lesson 4). • To consider different types of love (Lesson 4). • To understand how babies are born (Lesson 5). • To explore the impact a new baby has on a family (Lesson 5). 	<ul style="list-style-type: none"> • To demonstrate use of imagination and creativity in their learning. • To demonstrate willingness to reflect on their experiences. • To demonstrate the ability to recognise right and wrong and readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England. • To understand the consequences of their behaviour and actions. • To show an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. • To use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. • To demonstrate a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. • To understand and appreciate the wide range of cultural influences that have shaped their own heritage and others. • To recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities. • To participate in and respond positively to artistic, musical, sporting and cultural opportunities. • To show an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. 	<ul style="list-style-type: none"> • To acquire a broad general knowledge of and respect for public institutions and services in England. • To acquire an appreciation of and respect for their own and other cultures. • To understand tolerance and harmony between different cultural traditions. • To demonstrate respect for other people. • To demonstrate respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. • To understand how citizens can influence decision-making through the democratic process. • To demonstrate an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. • To understand that there is a separation of power between the executive and the law and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence; • To understand that the freedom to choose and hold other faiths and beliefs is protected in law. • To accept that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. • To understand the importance of identifying and combatting discrimination.
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