

PSHCE Long Term Progression of Knowledge

NORTHGATE CORE VALUES: Respect, Ambition, Curiosity and Resilience

	Autumn Term - Long Ago and Far Away		Spring Term - A World of Our Own		Summer Term – Exploring the Unknown	
Nursery and Reception	<p><u>Growth mindset and new beginnings.</u> The School charter School values – what do they mean and how can we show them?</p> <p><u>What makes me special?</u> Who am I? What do I look like? – physical characteristics Who is my family? What are my favourite things?</p>		<p><u>How do I look after myself?</u> <u>What is a healthy choice?</u></p> <p>Keeping active – doing exercise. Eating healthy food Going to bed Washing</p>		<p><u>How do I make friends?</u> <u>How do I solve problems?</u></p> <p>Who are my friends? Why do I like them? How can I make friends? What can I do if I am sad or worried? Safe adults How can I be kind to other people?</p>	
Year 1	Beegu/Toys		Gatwick/Flight		The Deep Unknown	
Key knowledge to be taught -based on PSHE Association	<p><u>Growth Mindset and New beginnings</u></p> <p>The School charter School values – what do they mean and how can we show them?</p> <p><u>What is special about me?</u></p> <p>Who am I? What is special about me?</p>	<p><u>Who is special to us and why?</u> L4, R1, R2, R3, R4, R5</p> <p>Who is special to me and why? Who loves and cares about me? Who can I talk to if I am worried or upset? -safe adults What is my family like? Are all families the same? Who are my friends? What makes a good</p>	<p><u>What helps us to stay healthy?</u> H1, H5, H6, H7, H10, H37</p> <p>What does being healthy mean? How physical exercise helps to keep us healthy. Why sleep is important. How we keep our teeth healthy. Importance of a healthy meal.</p>	<p><u>How can we look after each other and the world?</u> H26, H27, R21, R22, R24, R25, L2, L3</p> <p>How do we show each other respect? (link to school values) How do we respect how school environment? Why should we show kind behaviour? How can we play kindly with each other? How can we care for living</p>	<p><u>What is the same and what is different about us?</u> H21, H22, H23, H25, R13, R23, L6, L14</p> <p>Retrieval of term 1 – why am I special? How am I unique? How am I the same as my friends and how am I different? - physical and personality What are the things my friends are good at? Link to science – identifying external body parts. How are</p>	<p><u>Who helps us to stay safe?</u> H33, H35, H36, R15, R20, L5</p> <p>Who keeps us safe? Which people have jobs help us to stay safe? What should I do if someone has an accident or there is an emergency? (999) Stranger danger Who can I talk to if I am worried or sad? (retrieval from term 1) How do I keep my body safe – linked to body parts in Summer</p>

	<p>What am I good at? What would I like to be better at? How can I get better at things?</p>	<p>friend?</p>		<p>things? How we are all responsible for our environment.</p>	<p>boys and girls bodies the same? How are they different?</p>	<p>1 – use NSPCC Pants/Pantasaurus</p>
<p>Year1 Vocabulary</p>	<p>Me myself I Special Values – resilience, curiosity, ambition and respect</p>	<p>Family Friends Special Safe Kindness Love</p>	<p>Healthy Physical Exercise Diet/healthy eating Teeth</p>	<p>Respect Care Environment Kindness Responsible</p>	<p>Same Similar Difference Physical Personality Body parts including penis, testicles, vulva and vagina</p>	<p>Safe Danger Stranger Accident emergency Safe adults Body privacy</p>
<p>Year 2 Key knowledge to be taught based on PSHE Association</p>	<p>The Great Fire of London</p>		<p>Pole to Pole</p>		<p>The Unknown hero</p>	
	<p><u>Growth Mindset and New beginnings</u> The School charter School values – what do they mean and how can we show them?</p>	<p><u>What can we do with money?</u> L10, L11, L12, L13 What is money and how do we use it? Does all money look the same? How can we save</p>	<p><u>What makes a good friend?</u> R6, R7, R8, R9, R25 How do people make friends and what makes a good friendship? How can I help</p>	<p><u>What helps us grow and stay healthy?</u> : H1, H5, H6, H7, H10, H37 How we can stop germs spreading – hygiene and hand washing. How can medicines help us feel better? Why</p>	<p><u>What jobs do people do?</u> L15, L16, L17, L7, L8 What jobs do we want to have when we are older? What skills would we need to develop? What</p>	<p><u>What helps us stay safe in our home and on the road?</u> H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9 What risks and hazards are there in our home? Recognising risks. How</p>

	<p><u>How do we recognise our feelings?</u> <small>H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</small></p> <p>What feelings do we have? - link to the zones of regulation How can we tell how someone is feeling? -use of face cards and body language images Why do our actions change when we feel different emotions? Why do people behave in different ways? What makes us feel sad? Angry? Who can I talk to if I feel sad , worried or angry? (safe adults) What helps me feel happier or calmer when I am in the blue or red zone?</p>	<p>our money and what would we save for? What can we spend our money on? A visit to the shops. What do we need and what do we want? Are these the same thing?</p>	<p>someone who is feeling lonely? What can I do if I feel lonely? How can we make things better if we argue? Who can I talk to if my friends make me unhappy or I am worried?</p>	<p>vaccines are important. Why we should be careful with medicines. How to keep our bodies safe in the sun.</p>	<p>strengths would people need to have to do different jobs? What jobs do people do in our community? What jobs help other people? Can men and women do the same jobs? (introduction to stereotyping in Y3)</p>	<p>can we make our homes a safer place? Electrical safety and fire safety. Harmful substances in the home and why they shouldn't be touched. How can we stay safe at the park? Or at the shops? How can we cross the road safely? Who would we talk to about worries and concerns? Who are our safe adults? (retrieval from Autumn term) What should we do if someone makes us feel unsafe? <u>NSPCC – PANTASAURUS - revisit from Year 1</u></p>
<p>Year 2</p>	<p>Values – resilience, curiosity, ambition</p>	<p>Career Jobs Pounds Pence Currency</p>	<p>Friendship Friends Enemies Kind</p>	<p>Healthy Physical</p>	<p>Similar Different Gender roles</p>	<p>Zebra crossing Pelican crossing</p>

<p>Vocabulary</p>	<p>and respect Emotions Consequences Hopes Fears Belonging Rights Responsibilities/Responsible Reward Consequence Positive Negative Choices Co-operate Learning Charter Problem-solving</p>	<p>Notes Coins Proud Success Celebrate Achievement Goal Spend and save Needs and wants</p>	<p>Companion Communication Hugs Like/Dislike Friends Point of view problem solving Good secret Worry secret Telling Feelings: Surprised Happy Sad Frightened Trust/Trustworthy</p>	<p>Exercise Germs Medicines Hygiene Sunscreen</p>	<p>Stereotypes Boy Girl Male Female Job Career Strengths and interests</p>	<p>Pedestrian Traffic lights Hazards and risks Chemicals Fire safety</p>
<p>Year 3 Key knowledge to be taught based on PSHE Association</p>	<p>Stone Age</p>		<p>Community – What's it like to live in Crawley?</p>		<p>The Ancient unknown</p>	
<p><u>Growth Mindset and New beginnings</u> The School charter School values – what do they mean and how can we show them? <u>How can we be a good friend?</u> <small>R10, R11, R13, R14, R17, R18</small> Building on the work from Y2</p>	<p><u>What is a stereotype and how can we challenge it? - racial, gender, jobs, religion</u> Retrieval from y2 – can men and women do the same jobs? Are all nurses women? Are all police</p>	<p><u>What makes a community?</u> <small>R32, R33, L6, L7, L8</small> What is a community? Which groups or communities do we belong to? How does it make us feel to be part of a community? What does belonging</p>	<p><u>Why should we eat well and look after our teeth?</u> <small>H1, H2, H3, H4, H5, H6, H11, H14</small> Retrieval and development from Y1- link to science and DT What is a healthy lifestyle and why is what we eat an</p>	<p><u>What keeps us safe when we are out and about and online?</u> <small>H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</small> Revisit/retrieval activity from Y2– risks and hazards in the home Retrieval – road safety – go into more detail about ways we can stay safe walking</p>	<p><u>What are families like?</u> R5, R6, R7, R8, R9 What is a family? What does your family look like? (retrieval y1) Do we all have the same type of family? Do all families live together? If all families are different, how are</p>	

	<p>What are the strategies for building positive friendships? How do good friendships help our well-being? What do these words mean? And how do they look in an everyday situation? (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); How should friends treat each other? What does an online friendship look like? Who should we talk to if we are worried about friendships? Or online friendships? How can we manage the situation? (Who</p>	<p>officers men? What do we see in our head when someone says the word doctor? What are stereotypes and why is it important that we challenge them? (Could link to historical stereotypes of Stone Age) How can stereotypical views be dangerous? Using images as a tool- look at stereotypical views of race and religion and begin to break down barriers. Why is important to recognise somebody's colour but not to discriminate because of it? How can we recognise faith in a non-judgemental way?</p>	<p>mean? Is everyone in a community the same? How are communities different and how are they similar? What traditions/beliefs or lifestyles are important to particular communities and why? What is diversity? (retrieval from Autumn term) How is it beneficial for us to live in the diverse community of Crawley?</p>	<p>important part of that? Are our food choices important? How can we make positive food choices? The eatwell plate – different food groups and their benefits What are the risks of eating too much of one food type? How can sugar have a negative impact on our body health? (obesity and tooth decay) Which foods contain lots of sugar- including drinks? How can I look after my teeth? Why I should I visit the dentist regularly? Who should I talk to if I am worried about my health?</p>	<p>along roads/ dark nights/fluorescent jackets etc How can I stay safe on bike/scooter and skates? When I am out with my friends what good choices can help me to stay safe? What should I do if there is an emergency? - 999/emergency first aid Why are age limits on games and films important? Do games online and social media have age limits? Why? What are the dangers of being online? Do we always know who we are talking to? Should I ask permission before going online? Who should I talk to if I am worried about my safety? - safe adults retrieval</p>	<p>they similar? Explore how all families love and care for one another That positive feature of relationships is how we care for one another and give love, security and stability. There are different types of family structure – but they are all families How can we resolve arguments in our families? If we are sad or worried, who can we talk to?</p>
--	--	--	---	---	--	--

	are my safe adults?)	Should we judge somebody because of their faith, disability colour or sexuality? Is diversity important? (Link to British Values)				
Year 3 Vocabulary	<p>Values – resilience, curiosity, ambition and respect</p> <p>Emotions / Feelings</p> <p>Rights/ Responsibilities</p> <p>Actions Fairness</p> <p>Choices</p> <p>Co-operate</p> <p>Challenge</p> <p>Group dynamics</p> <p>Team work</p> <p>View point</p> <p>Belonging</p>	<p>Similar Different</p> <p>Gender roles</p> <p>Stereotypes Boy Girl Male Female</p> <p>Job</p> <p>Career</p> <p>Strengths and interests</p> <p>Discrimination</p> <p>Race</p> <p>Colour</p> <p>Religion</p> <p>Sexuality</p> <p>Disability</p> <p>Diversity</p>	<p>Tolerance</p> <p>Consequence</p> <p>Law Democracy</p> <p>Liberty British values</p> <p>Community</p> <p>Belonging</p> <p>Family Loving Caring</p> <p>Safe Connected</p> <p>Difference Special</p> <p>Beliefs</p> <p>Traditions</p> <p>Diversity</p>	<p>Healthy eating</p> <p>Dental hygiene</p> <p>Keeping clean Teeth</p> <p>Tooth brush Tooth paste</p> <p>Brushing washing Shower</p> <p>Bath healthy</p> <p>unhealthy vitamins</p> <p>minerals balanced diet</p> <p>Labels Sugar Fat</p> <p>Saturated Fat</p> <p>Healthy</p>	<p>Zebra crossing</p> <p>Pelican crossing</p> <p>Pedestrian Traffic lights</p> <p>Strangers</p> <p>Fluorescent jacket</p> <p>Lights</p> <p>Helmet</p> <p>Speed</p> <p>Online</p> <p>Age limits</p>	<p>Positive relationships</p> <p>Care commitment</p> <p>stability and security</p> <p>Love</p> <p>Family Fostering</p> <p>Adoption Relationship</p> <p>Stereotypes Gender roles</p> <p>Religion Culture</p> <p>Traditions</p> <p>Men woman male</p> <p>female Role</p> <p>Justice Happiness</p> <p>Celebrating</p> <p>Appreciation</p>
Year 4	Why did the Romans invade Britain?		Rainforests – what is life like on the Amazon River?		The Unknown World	
Key knowledge to be taught based on PSHE Association	<u>Growth Mindset and New beginnings</u>	<u>How can we manage our feelings?</u>	<u>How do we treat each other with respect?</u>	<u>What are our rights and responsibilities?</u> <small>L4, L5, R34,, L3, L2, L10</small>	<u>How can we manage risk in different places?</u>	<u>How can we grow and change? (Mental health, exercise and</u>

	<p>The School charter School values – what do they mean and how can we show them? <u>What strengths, skills and interests do we have?</u> <small>H27, H28, H29, L25</small></p> <p>What are the qualities that make me unique? What are the qualities that I like about my peers? What do I know I enjoy? What are the strengths that I have? Why is it important to recognise our strengths and interests? How do I cope when I feel that I have failed at something? (link to zones of regulation and school values) How can I help myself to feel more positive about my future? Which</p>	<p><small>H17, H18, H19, H20, H23</small></p> <p>Retrieval/link to Y2 teaching. Linked to zones of regulation</p> <p>How do I know how I am feeling inside and why do my feelings become jumbled? Why do feelings change over time? What is the best way to deal with my feelings and emotions? Why should I talk about them? Who are the people I can talk to about my feelings? (safe adults) How can we help our friends if they are feeling sad/worried or angry? How loss and separation can make us feel great despair and how talking/support can help.</p>	<p><small>R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</small></p> <p>Link to school values and charter How do we like to be treated by others? How should we treat people we are friends with? How should we treat people who we know but are not our friends? - What does respect mean? What examples of respect can we see in society? What do we mean by self –respect? Is that important too? What is bullying and what is the impact of bullying? What are the different types of bullying? How should we respond to hurtful behaviour experienced or witnessed, offline and online? (including teasing,</p>	<p>Link to school charter – what is a responsibility and what is a right? What rights do we have as children? (Unicef documents) With those rights what responsibilities do we have? Do all children in the world have the same rights? Do you think this is actually happening? Why/Why not? What is democracy and why is it important? Do all countries have the freedom of thought and speech that Britain has? With this right- what is our responsibility in the way we treat others? - British values Prejudice and discrimination</p>	<p><small>H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</small></p> <p>Retrieval from Y2/Y3 - what is a risk and what is a hazard. Scenarios from the home and road (1 lesson) What are the risks from the sun (revisit from y2) - how can we keep ourselves safer in the sun? How can we protect our skin?- What happens if we spend too much time in the sun? (1 lesson) Internet safety (4 lessons) Retrieval from Y3 – what do we remember about age limits on games and online? What are the ways we can stay safe online- link to Google internet legends How can we keep our personal information safe online? Having safe passwords. Who should we share information with online? Should images</p>	<p><u>hygiene)</u></p> <p>Is mental health and emotional well-being as important as physical health? How can we help our own emotional well-being- what activities help us with this? (Try yoga/deep breathing/music/mindful colouring) What groups/ hobbies help us to feel more in control of our emotions? Does physical exercise help with your well-being? Why is sleep important? -what routines will help us to get a good night's sleep? Who can I talk to if I am not feeling happy or emotionally rested? Why is hygiene important? What parts of my body need to be kept clean? What is the best way to keep our bodies</p>
--	---	--	---	--	---	--

	goals would I set myself for this term? This year? My future?		name-calling, bullying, trolling, harassment, racism or discrimination or the deliberate excluding of others) Who can we talk to? Who should we tell? How can we challenge behaviours we do not think are respectful? Should we tell our friends if we think they are being unkind? What is prejudice and who should we tell if we witness it?		be put online? How do we know who are our friends online? Who should I talk to if I'm worried about something online? (safe adults)	hygienic? Why is washing hands so important?
Year 4 Vocabulary	Values – resilience, curiosity, ambition and respect Reactions Self-worth Persistence and resilience Self-esteem Dignity Self-respect Pride Proud Perseverance	Values – resilience, curiosity, ambition and respect Zones of regulation Emotions and feelings Consequences Hopes Fears	Respect Kindness Bullying behaviour Respect self-respect Self-worth Society prejudice	Responsibility Rights and Responsibilities Democracy/ Democratic Decisions Voting Authority Learning Charter Contribution	Internet safety Passwords Google Internet Legends: Be Internet Sharp Be Internet Alert Be Internet Secure Be Internet Kind Be Internet Brave	Emotional and mental health well-being Physical health Emotional resilience Ambition Hobbies and activities Mindfulness Hygiene Hormones

	Continuation Determination Goals Ambition Resilience	Belonging		Observer Choices UN Convention on Rights of Child Prejudice Discrimination		Stress symptoms Triggers Self-esteem Self-image
Year 5 Key knowledge to be taught based on PSHE Association	Living Among the Stars (The Greeks and Space)		Settlements – why do people move?		The Unknown Time Traveller	
	<u>Growth Mindset and New beginnings</u> The School charter School values – what do they mean and how can we show them? <u>What makes up a person’s identity? / Is it true that everyone is unique and everyone is equal? (race)</u> <small>H25, H26, H27, R32, L9</small> What makes me the person I am? What makes us unique? (ethnicity/gender/family/faith/hobbies/likes and dislikes)	<u>How can drugs common to everyday life affect health?</u> <small>H1, H3, H4, H46, H47, H48, H50</small> What is a drug? What is the difference between a legal and illegal drug? What do the laws tell us about all of them? What do we know about legal drugs that people use every day? What are the risks/effects of cigarettes/vaping/alcohol/caffeine/medicines? What happens if we use any of these substances too often?	<u>How can we help in an accident or emergency?</u> <small>H43, H44</small> What do we mean by an accident or emergency? What scenarios can we think of that would count as an accident or emergency? When might we need to ask for help? Retrieval from Y3 – calling 999 – what do you say? Who do you ask for? What is meant by first aid? How could we deal with common injuries?	<u>What decisions can people make with money?</u> <small>R34, L17, L18, L20, L21, L22, L24</small> Retrieval from Y2 – what forms does money come in? How do we pay for things? What choices do we have about paying for things? - look at difference between debit and credit cards/loans and paying in instalments with interest – why are there different options? Which are best? Why can it be difficult to get yourself out of	<u>How can friends communicate safely?</u> <small>R1, R18, R24, R26, R29, L11, L15</small> Retrieval from Y4 – Google internet legends (Be Internet Sharp Be Internet Alert Be Internet Secure Be Internet Kind Be Internet Brave) How do people communicate online? What devices do we use? What is social media and should we use it? What are the positives and negatives of social media and the internet? Why are there age restrictions? When should we share	<u>How can we grow and change? (puberty)</u> <small>H31, H32, H34</small> (LINKED TO Y5 SCIENCE - LIFECYCLES) How do our bodies change from being a baby to being an adult? What do we know about the lifecycles of animals? How does this link? What are the physical and emotional changes that happen when approaching and during puberty? (inc. menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

	<p>How am I different and similar to others? How are our backgrounds similar/different? What is prejudice? Why does it exist? What forms does prejudice take and how can this be overcome? - link to racism/sexism/attitudes towards faith/sexuality Can education change people's perceptions? Links to British Values</p>	<p>How can habits have both positive and negative impacts on our lifestyle? Why do you think some people choose to smoke? Why do some people choose not to? Which organisations can support us with addictions?</p>	<p>(Mrs Young as first aider to give a session or perhaps look to bring a specialist into school) Which people could we ask for help in an emergency? (safe adults)</p>	<p>debt? What makes something 'good value for money'? What is a need? What is a want? How does budgeting help us with our spending? How can we look after our money? (both cash and online) What risks are associated with money? How can money effect our feelings?</p>	<p>things online? When is it appropriate and when is it inappropriate? - link to NSPCC resources about sharing information online What happens when I put something online? What is a digital footprint? What could the impact be? How do I know who I'm communicating with online? Who should I talk to if I'm worried about my online experiences? (safe adults)</p>	<p>Why should our hygiene routines change during puberty? Which areas of the body need to be washed more regularly and why? Where can we get more information about growing and changing?</p>
<p>Year 5 Vocabulary</p>	<p>Values – resilience, curiosity, ambition and respect Education Appreciation Goals Motivation Vision Hopes Challenge Rights and Responsibilities Citizen Denied Empathise</p>	<p>Unhealthy Healthy Obesity Drugs Tablets Alcohol Drink Abuse Legal and illegal Laws Positive and negative Cigarettes Vaping Addiction</p>	<p>Accident emergency Police Fire Paramedic Lifeguard First aid Trusted adults</p>	<p>Natwest moneysense Enterprise Profit Loss Budget Spending Expenditure Tax Achievement Money Lifestyle Salary Payments Debt manageable,</p>	<p>Google Internet Legends NSPCC Responsibility/Being responsible Age-limit Social network Risk/Risky Grooming Trolling Trustworthy sites Devices Screen time Mental health</p>	<p>Puberty, physical changes, emotional changes, moods, hormones menstruation, periods, tampons, sanitary towels/pads, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair,</p>

	Refugee Persecution Conflict Asylum Migrant Rights Wealth Poverty Responsibilities Prejudice Cooperation Collaboration Participation Motivation Rights Tolerance Consequence Law Legal Illegal Democracy Liberty British values Listen Understand Rights			unmanageable,	Personal information Safe Choices Informed decision Pressure Influence	feelings Self-image Body image Self-esteem Perception Ovary/Ovaries Vagina/Vulva Oestrogen Womb/Uterus Sperm Semen Testicles/Testes Erection Ejaculation Facial hair Teenager Change Hope Manage Cope Opportunities Emotions: Fear Excitement Anxious
Year 6 Key knowledge to be taught based on PSHE Association	What was life like in WW2? Bombs and the Blitz		Our Changing World: Natural and Man- made disasters		The Unknown Within	
	<u>Growth Mindset and New beginnings</u> The School charter School values – what do they mean and how can we show them? <u>How do I see</u>	<u>How can the media influence people?</u> H49, R34, L11, L12, L13, L14, L15, L16, L23 Building on and retrieval from Y5 online safety unit. Is social media always a good	<u>Whose responsibility is it to care for the environment?</u> R34, L2, L3, L4, L5 Retrieval from y4 – rights and responsibilities - what is the link	<u>What jobs could I do?</u> L26, L27, L28, L29, L30, L31, L32 Link to school values of ambition, curiosity and resilience	<u>What makes a family? (RSE)</u> H30, H33, H34, R2, R3, R4, R5, R6 Y5 retrieval – what is puberty? How do our bodies change, both physically and emotionally, during puberty?	<u>What will change as we become more independent? (transition)</u> H24, H30, H33, H34, H35, H36, R16 What are we looking forward to about our new schools? What

	<p><u>myself and how do other people see me?</u> H27, H28, H29 R30, R31, R32, R33</p> <p>Retrieval from Y4 - What are the qualities that make me unique? What are the qualities that I like about my peers? What is the importance of self-respect and how can it affect my thoughts and feelings about myself and others? Why should I treat others with respect? How do I want people to treat me? How do I want people to think of me? Why are others' perceptions important to us? How can I help myself to feel more positive about my</p>	<p>thing? - look at impact of fake news, offensive tweets, racism, raising money for charities, building momentum for a positive cause, trolling, cyber-bullying</p> <p>Should magazines/online forums be monitored for what they produce? What is the impact of showing super-thin models? Stereotypes? Celebrities advertising products?</p> <p>How can we decide whether something in the media is reliable or not? How can we use 'reliable' sources of information?</p>	<p>between both? Link to school values Whose responsibility to look after school property? To tidy our bedrooms? To wash up? - why do we all need to take shared responsibility for some tasks?</p> <p>What worries do we have about the future of our planet? (linked to geography learning) How should we use our compassion and shared responsibilities to care for other people and living things? How can our everyday choices affect the environment (e.g. reducing, reusing, recycling; food choices)? What</p>	<p>What are our aims and ambitions for the future? Look at range of different jobs/careers that people can have. Look at how people often have more than one career/type of job during their life. Why may people change career? What may influence our choice of job? - family/ where we live/ qualifications/ salary/ interests Why do some people do voluntary work? What voluntary work could we do? What skills and knowledge do we need for different jobs? Which jobs do we need specific qualifications for? What routes could we follow into a career?</p>	<p>How do the external genitalia and internal reproductive organs in males and females link to the process of puberty and relate to human reproduction? How does the process of reproduction and birth link to the human life cycle? How are babies conceived and born? What care does a new born baby need? What are the laws about the age for sexual intercourse and why do they exist? What does it mean to be part of a 'loving, consenting' relationship? Where can we get more help and advice? Who can we ask for help? - safe adults What types of relationships do we have? (friends, family romantic etc) What attracts us to</p>	<p>are we worried about? It is natural to be nervous about the unknown? How can we find out more about our new schools? What challenges may we face? How will we get to school? What new independence may we have? How will we maintain our current friendships and also make new friends?</p> <p>Opportunity to visit new schools – using websites from new schools to develop a transition pack about uniform/lessons/ timings/transport etc</p>
--	---	--	--	---	--	--

	<p>life and my aspirations? (self-belief and managing setbacks) What are my aims and ambitions for my final year at school? How can I achieve them?</p>	<p>Should social media sites be allowed to target particular advertising at you? Should the media be allowed to advertise/promote junk food? Gambling sites? Alcohol or cigarettes?</p>	<p>changes could we make as individuals? As a wider school community? As a country?</p>		<p>someone in a romantic way? What types of relationship do we see in our community? Why do some people choose to get married, and others do not? How a committed relationship does not mean we have to be married. Should we be in a relationship with someone who makes us feel uncomfortable or scared? Who could we ask for help?</p>	
<p>Year 6 Vocabulary</p>	<p>Values – resilience, curiosity, ambition and respect Mental health emotional health Assertiveness Self-esteem Self-image Perception Respect Ambition and aspiration</p>	<p>Power independent imbalance control bullying harassment indirect direct argument recipient admiration difference conflict Anti-social Choices Impact Effect Persuasion</p>	<p>Global Contribution Mis-used energy Rights responsibility UNICEF denial acceptance power Authority Global warming Plastic pollution Changing world Reduce, Reuse, Recycle</p>	<p>Enterprise, Salary and wage Careers. Future Ambition Qualifications Personal attributes Skills Knowledge University Apprenticeship</p>	<p>Puberty, hormones, physical and emotional changes, womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, midwife cervix, contractions, labour, umbilical cord, placenta, foetus, vagina, uterus, semen, testicles/testes, erection, ejaculation,</p>	<p>Strengths goals Aspirations Setting Ambitions Cooperation Self - control Enthusiasm Future dream journey worries anxiety hopes excitement transition secondary independence relationships hope learning stretch achievement</p>

	Aims	Advertising			<p>attraction, trust, twins, relationships, respect, friendship, love, consent, intimacy, communication, personal/private information, family, step-family fostering, adoption, marriage, parents, children, genetics, Race, ethnicity, culture, gender, female, male, discrimination, LGBT, lesbian, gay, bisexual, transgender, Marriage</p>	<p>personal Realistic/unrealistic feeling achievement success criteria concern hardship empathy motivation admire respect praise Contribution recognition change denial sadness guilt despair anger</p>
--	------	-------------	--	--	--	---