



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Nursery	<p>Select and use activities and resources, with help when needed. This helps them achieve the goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet.</p>	<p>Understand gradually how others might be feeling.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Show more confidence in new social situations.</p> <p>Find solutions to conflicts and rivalries.</p>	<p>Remember rules without needing an adult to remind them.</p> <p>Talk with others to solve conflicts.</p>
EYFS Reception	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p>	<p>Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, toothbrushing sensible amounts of 'screen time,' having a good sleep routine, being a safe pedestrian.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Manage their own needs.</p>	<p>Express their feelings and consider the feelings of others.</p>	<p>Think about the perspectives of others.</p>
Year 1	Me and My School	Me and My Safety	Happy and Healthy Me	Me and My Relationships	Me in the World	Me and Other People
	<ul style="list-style-type: none"> <li>Understand the need for class rules and how they help them</li> <li>Discuss ideas with others</li> <li>Listen to other people's ideas and opinions</li> <li>Compromise with other children</li> <li>Describe what the School Council does and how it works</li> <li>Explain the role of School Council representative</li> <li>List some of the skills of School Council Representative</li> <li>Recognise some of their own skills and attributes</li> <li>Take part in a discussion with their class</li> </ul>	<ul style="list-style-type: none"> <li>Identify some things which can be harmful if they go inside your body</li> <li>Use strategies to overcome worries about a substance going into their body</li> <li>Identify some things which might be dangerous in their home</li> <li>Explain what they might do if they find something which could be dangerous at home</li> <li>Describe some things they can do to make their homes safer</li> <li>Identify a range of people who help to keep them safe</li> <li>Ask relevant questions about a person's job</li> <li>Remember that 999 is the number to call in an emergency</li> <li>Describe ways to keep themselves safe when walking</li> <li>Describe ways to keep themselves safe in the car</li> </ul>	<ul style="list-style-type: none"> <li>Name the main parts of the body</li> <li>Describe how they have changed since they were born</li> <li>Describe how they might change in the future</li> <li>Identify some new opportunities and responsibilities they may have as they grow up</li> <li>Name a range of things that help them keep physically healthy</li> <li>Choose what they like and dislike</li> <li>Give a reason for their choices</li> <li>Recognise that choices have consequences both good and bad</li> <li>Identify things which help them feel emotionally healthy</li> <li>List people who they can ask for help if they are worried about anything</li> </ul>	<ul style="list-style-type: none"> <li>Recognise things which make us special and unique</li> <li>Describe the range of groups they belong to</li> <li>Recognise and respect similarities and differences between people</li> <li>Describe types of families</li> <li>Explain why families are special</li> <li>Identify ways that families care for each other</li> <li>Identify and describe a person who is special to them</li> <li>Describe a good friend</li> <li>Demonstrate skills to be a good friend</li> <li>Recognise friendly and unfriendly behaviours</li> <li>List some of the choices they might have</li> <li>Recognise the choices they make will be affected by different factors</li> <li>Recognise that choices can be right or wrong</li> <li>Use a strategy for making decision</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what they like and dislike</li> <li>Begin to identify right and wrong and give reasons</li> <li>Describe the needs of animals</li> <li>Recognise that some needs have a cost attached to them</li> <li>Identify fair and unfair</li> <li>Describe the needs of animals and how people can meet their needs</li> <li>Identify some needs humans have</li> <li>Describe how adults in school ensure children's needs are met</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that they are members of groups and communities</li> <li>Describe how it might feel to be excluded from a group</li> <li>Use strategies to make sure everyone is included</li> <li>Describe different types of teasing</li> <li>Describe strategies for dealing with teasing</li> <li>Define what bullying is</li> <li>Explain what to do if they are being bullied</li> </ul>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	Rule, help, safe, manners, courtesy, choice, reason, respect, difference, compromise School Council, representative, changes, responsibility, role, views, skills, job, recognise, proud Types of skills e.g. listening, caring, understanding, sports skills etc. Meeting, agenda, minutes, chairperson, secretary	Swallow, inject, sniff, breath, rub, dangerous, risk, safe, medicines, help, doctor, nurse, chemist, danger, risk, plan, safe, home, Police officer, fire officer, school crossing patrol, lifeguards Emergency, phone, 999, road, holding hands, pavement, bright clothes, seatbelt, car	Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee, elbow, change, needs, grow, develop, Baby, child, teenager, elderly, older, opportunity, responsibility, Healthy, food, exercise, sleep, clean, teeth, brushing, like, dislike, reason Choice Self care, emotional health, feelings	special, unique, talent, achievement, self-respect, groups, belonging, identity, uniform, same, different, similar, family, relationship, care, love, look after, special, person, friend, good, like, trust, listen, share, help, talk, kind, good friend, choice	Choice, favourite, pet, animal, reason, right, wrong, culture Needs, food, shelter, warmth, care, space, cost, money, fair, unfair, responsibility, needs, Food, shelter, space, attention, leaflet, wants, rights, contribute, help	Group, community, belonging, culture, include, exclude, friendship, fair, unfair, tease, kidding, fun, not fun, unpleasant, kind, unkind, bullying, teasing
Year 2	Me and My School	Happy and Healthy Me	Me and My Relationships	Me and My Safety	Me and Other People	Me in the World
	<ul style="list-style-type: none"> <li>Explain the need for class rules and how they help them</li> <li>Discuss ideas with one or more people</li> <li>Identify a law that adults have to follow</li> <li>Explain what the School Council does and how it works</li> <li>Describe the role of School Council Representative</li> <li>List some of the skills of School Council Representative</li> <li>Recognise some of their own skills and attributes</li> <li>Take part in a discussion with their class</li> <li>Recognise and name a range of feelings (positive and negative)</li> <li>Explain ways to deal with different feelings particularly negative ones</li> <li>Recognise how they have dealt with a negative feeling</li> </ul>	<ul style="list-style-type: none"> <li>Name boy's and girl's body parts</li> <li>Describe the differences between boys and girls</li> <li>Describe how to keep different parts of the body clean</li> <li>Describe how common infections are spread</li> <li>Explain ways to limit or avoid infections</li> <li>Describe the components of a balanced diet</li> <li>Put together a healthy lunchbox</li> <li>Describe the contribution physical activity and sleep make to our well being</li> </ul>	<ul style="list-style-type: none"> <li>Describe how their behaviour affects other people</li> <li>Describe how their behaviour affects other people</li> <li>Play and work co-operatively with others</li> <li>Identify strategies to resolve simple arguments</li> <li>Identify that there are different types of teasing and bullying.</li> <li>Recognise that teasing and bullying are wrong and unacceptable</li> <li>Explain how to resist teasing and bullying, if they experience or witness it.</li> <li>Say who they could go to and how to get help</li> <li>Explain why relationships might change</li> <li>Describe how we might deal with these changes</li> </ul>	<ul style="list-style-type: none"> <li>Name some unsafe situations</li> <li>Describe how to keep themselves safe in relation to unsafe things</li> <li>Describe how to keep themselves safe in relation to unsafe places - roads</li> <li>Describe how to keep themselves safe in relation to unsafe places</li> <li>Know how to make a call to the emergency services</li> <li>Describe how to keep themselves safe in relation to people</li> <li>Explain the difference between secrets and surprises</li> <li>Recognise that they should not keep adult's secrets</li> </ul>	<ul style="list-style-type: none"> <li>Describe differences and similarities between boys and girls</li> <li>Question assumptions about what boys and girls can do</li> <li>Describe different types of families</li> <li>Describe similarities between people of different races in the UK</li> <li>Understand that Britain is a diverse place</li> </ul>	<ul style="list-style-type: none"> <li>Describe some of the positive and negative features of the local environment</li> <li>Take part in a discussion with the whole class</li> <li>Describe positive things about the local area and how people look after it</li> <li>Describe negative things about the area and understand that they can contribute to making it better.</li> <li>Take part in a simple debate</li> <li>List some different sources of money</li> <li>Describe some things money can be used for including spending and saving</li> <li>Explain the role money plays in their lives</li> <li>Identify choices they can make about spending money and what influences these choices</li> <li>Identify ways you can help others through fund raising</li> </ul>
Vocabulary	Rule, help, safe, courtesy, manners, law, breaking, following, British, School Council, representative, meeting, changes Responsibility, role, views, Skills, job, recognise, proud, Types of skills e.g. listening, caring, understanding, sports skills etc. Meeting, agenda, minutes, chairperson, secretary	nipples, vulva, penis, testicles clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, spread, infection, stop, cover, nurse, doctor, pharmacist, first aid Eatwell guide: - sections; - Fruit and vegetables Potatoes, bread, rice, pasta and other starchy carbohydrates Dairy and alternatives, beans, pulses, fish, eggs, meat and	Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, courtesy, manners, fair, unfair, right and wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk, share	Safe, unsafe, dangerous, risk, risky, harmful, danger, less, reduce, medicine, substance, worried, road, stop, look and listen, rules, adult, help Emergency, phone, 999, police, fire, ambulance, comfortable, uncomfortable, acceptable, unacceptable, secret, surprise, tell, no, stop	same, different, similar, boy and girl, job, career, male, female, agree, disagree, family, society, culture, community, race, colour, respect, faith, belief	Like, dislike, reason, area, street, road, feature, good, bad, positive, negative, select choose, describe, improve, action, debate, listen idea, agree, disagree



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Feelings – frustrated, angry, valued, happy, negative, positive	other proteins, oil and spreads, water (and drinks), healthy, balance, treat, variety Emotional health, feelings				
Year 3	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My Relationships	Me and Other People
	<ul style="list-style-type: none"> <li>List their own strengths</li> <li>Identify challenges they will face</li> <li>Contribute ideas to class rules</li> <li>Describe how they can contribute positively to the school</li> <li>List the skills of a School Council representative</li> <li>Explain how the Class and School Council works</li> <li>Describe the role of a local councillor</li> </ul>	<ul style="list-style-type: none"> <li>List some of the components of a balanced diet</li> <li>Recognise balanced meals</li> <li>Suggest ways to make a meal more balanced</li> <li>Reflect on their own diet</li> <li>Explain the benefits of eating healthily</li> <li>List the opportunities they have to make choices for themselves</li> <li>Recognise some of the influences on their choices</li> <li>Express an opinion on a food related issue</li> <li>Identify the differences between males and females</li> <li>Name the main internal and external parts of the body</li> <li>Understand the differences between male and female, and learn the agreed names of the sexual parts</li> </ul>	<ul style="list-style-type: none"> <li>Identify where money comes from</li> <li>Identify what money is used for</li> <li>Describe a range of things money can be used for</li> <li>Explain why something is or is not good value for money</li> <li>Explain things we need to consider when we decide to buy something</li> <li>Use research skills to develop as critical consumers</li> <li>Name a range of resources we need as humans</li> <li>Begin to recognise how resources are allocated</li> <li>Describe ways to reduce the impact resource use has on the environment</li> </ul>	<ul style="list-style-type: none"> <li>Identify risk in a range of situations</li> <li>Explain rules for keeping safe on the road</li> <li>Explain that medicines should be used properly or they can be harmful</li> <li>Recognise that sometimes we know what to do but we do something else</li> <li>Know that pressure to behave in an unacceptable or risky way can come from a variety of people</li> <li>Understand and be able to resist peer and media pressure</li> <li>Judge what type of physical contact is acceptable or unacceptable</li> <li>Explain what they can do if they experience unacceptable touches</li> <li>Explain which parts of their body are private</li> <li>Explain the underwear rule</li> <li>Explain the difference between secrets and surprises</li> <li>Know who can help and support them</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that families come in many different forms</li> <li>Explain why children might be in different family arrangements</li> <li>Know that choices require decisions</li> <li>Know that their actions have consequences and be able to anticipate the results of them</li> <li>Have shown effective decision making skills</li> <li>Describe features of a positive friendship</li> <li>Discuss feelings about arguments</li> <li>Have some ideas about how to recognise negative feelings and behaviour</li> <li>Know when and where to get help</li> </ul>	<ul style="list-style-type: none"> <li>Describe themselves in a range of ways</li> <li>Describe what a community is</li> <li>Identify some institutions which support the community</li> <li>Identify similarities and differences between local communities</li> <li>Recognise the range of identities in our wider community today</li> </ul>
Vocabulary	Strength, skill, success, achievement, challenge, change, overcome, rule, agree, positive, contribute, school, responsible, behaviour School Council, representative, skills, develop, role, elected, Councillor	Balance diet, too much, not enough, variety, healthy, food, benefit, tooth decay, choice, healthier, treat, influence, positive, negative, agree, disagree, respect, opinion, reason, male, female, boy, girl, changes, physical, emotional, social, teenager, knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue, penis, testicles, breasts, vulva, vagina, womb	Money, work, present, inheritance, sale, buy, purchase, bill, save, spend, bank, building society, safe, piggy bank, charity, value, cost, amount, worth, quality, delivery, value, resource, renewable, non renewable, limited, natural, fair, unfair, difference, reduce, reuse, recycle, energy, waste	Safe, unsafe, risk, identify, help, rules, crossing, medicines, drugs, safety, keeping safe, decisions, pressure, influence, assertive, nervous, brave, compromise, frightened, think, persuade, sensible, negotiate, acceptable, unacceptable, depends, worried, hurt, upset, tell, good and bad secret, surprise, worried, anxious	family, parent, carer, partner, mum, dad, grandparents, step mum, step dad, choice, consequences, friend, good, skills, arguments, fair, unfair	Like, dislike, appearance, same, different, community, group, individual, common, area, share, similarities, differences, race, nationality, region, religion, ethnicity Britain



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Me and My School	Me and My Relationships	Me and My Safety	Me in the World	Me and Other People	Happy and Healthy Me
	<ul style="list-style-type: none"> <li>Contribute to class rules</li> <li>Explain what democracy means</li> <li>Understand their role in the democratic process</li> <li>Describe the role of a chairperson and secretary</li> <li>Explain the democratic process of the School Council elections</li> <li>Express an opinion in a respectful way</li> <li>Explain how to raise an issue with the local Councillor</li> </ul>	<ul style="list-style-type: none"> <li>Accept their own feelings and understand how they affect behaviour</li> <li>Explain that feelings change during puberty and that their feelings and actions can impact on others</li> <li>Practise basic skills to think for themselves and manage some feelings</li> <li>Explain that some parts of their body are private</li> <li>Understand that nobody should make them do something they don't want to do or makes them feel bad</li> <li>Recognise that they have the right to say no</li> <li>Know when they should or should not agree to keep something confidential or secret</li> <li>Know when it is right to 'break a confidence' or 'share a secret'</li> <li>Recognise strong feelings and when they may have these</li> <li>Describe ways to deal positively with experiences and situations of loss, separation and death</li> <li>Say where and how to get help, share feelings and help themselves</li> <li>Have discussed their feelings about arguments and violence</li> <li>Considered whether it is ever acceptable to use violence to resolve arguments</li> </ul>	<ul style="list-style-type: none"> <li>List potential hazards at home, in school and the local area</li> <li>Identify possible dangers from the hazards</li> <li>Define risk</li> <li>Explain how school rules help to keep them safe</li> <li>Explain how rules and laws keep people safe</li> <li>Explain ways to keep safe on line</li> <li>Explain ways they can keep themselves safe (in given situation)</li> </ul>	<ul style="list-style-type: none"> <li>Explain what a right is</li> <li>Explain what a responsibility is</li> <li>Describe how people campaign for their rights and those of other people</li> <li>Describe what a duty is.</li> <li>List a range of jobs in school and in the local community</li> <li>List the responsibilities and duties people have to the environment</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the range of identities in Britain today</li> <li>Explain why respect and tolerance are important</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of things which keep them healthy</li> <li>Explain what makes them ill</li> <li>Recognise ways to reduce the spread of bacteria and viruses</li> <li>Recognise that some diseases can be prevented through vaccination and immunisation</li> <li>Identify different types of allergies</li> <li>Describe what to do if they are with someone who is having a severe allergic reaction</li> <li>Describe ways we can help ourselves feel better when we are ill</li> <li>Explain reasons medicines could be dangerous</li> <li>Recognise that all drugs are not medicines</li> <li>Understand how smoking can affect health</li> <li>Explain some of the benefits of being a non- smoker</li> <li>Understand what a habit is.</li> <li>Recognise that habits can be good and bad</li> <li>Recognise that change is a natural process</li> <li>Explain that during puberty the body changes from a child into an adult</li> <li>Reflect on how they have changed and how they may change in the future</li> <li>Know that changes are a natural part of growing up and that change is a gradual process</li> <li>Say who they can talk to if they have any concerns</li> </ul>
<b>Vocabulary</b>	Rule, positive, agree, democracy, majority, fair, minority, ballot, vote, politics, class council, representative, chairperson, secretary Free speech, freedom, respect, opinion, view, courtesy, manners Councillor, issue, community	feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable, lost, separated, died, relief, regret, remember, support, share violence, enemy, responsibility	Risk – possible consequences and likelihood of something occurring Danger – somebody or something which may cause harm Hazard – Possible source of harm	Responsibility, right, duty	Tolerance, similarities, respect, differences, contribute, courtesy, manners	Healthy, exercise, food, water, ill, unwell, bacteria, virus, germs, spread, stop, hygiene, vaccine, immune, disease, injection, allergy, reaction, help, symptoms, feelings, better, feel, medicine, drug, danger, risk, drugs, tobacco, alcohol,



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Rule, law, breaking, safe, on line, passwords, personal information, CEOP button, secret			smoke, tobacco, negative, positive, lungs, cancer, irritate, smoke free, benefits, habit, good, bad, change, life cycle, grow, change, develop and mature, puberty, body, processes, inevitable, grow, bigger, taller, heavier, stronger, change, developing
Year 5	Me and My School	Happy and Healthy Me	Me and My Relationships	Me and My Safety	Me in the World	Me and Other People
	<ul style="list-style-type: none"> <li>List things they are good at</li> <li>Identify things they want to improve</li> <li>Describe how the School Council works</li> <li>Describe the contribution they have made to the school e.g. through the School Council</li> <li>Describe the skills and qualities a School Council Representative needs</li> <li>Take part in a democratic process</li> <li>Recognise the contribution they make to the life of the school</li> </ul>	<ul style="list-style-type: none"> <li>Identify components of a healthy lifestyle</li> <li>List things which have a positive and negative impact on their physical health</li> <li>Identify factors which affect their emotional health</li> <li>Recognise how the media might influence physical and emotional health</li> <li>Explain the main physical and emotional changes which occur during puberty</li> <li>Explain what menstruation is, why menstruation only happens to females and how it happens</li> <li>Know how to stay clean during puberty</li> </ul>	<ul style="list-style-type: none"> <li>Have explored their own perception of gender and challenged stereotypes</li> <li>Understand how the media can affect how they think</li> <li>Be able to describe the different sorts of relationships they have</li> <li>Know how relationships change</li> <li>Be able to describe the important qualities in a friend/partner</li> <li>Have considered why some people choose to marry and others do not</li> <li>Have discussed their feelings about secrets and friendships</li> <li>Know that some secrets are unhealthy and that it is ok to ask for help</li> <li>Identify some family problems which might occur</li> <li>Identify where they can get help if they need it</li> <li>Identify different types of families</li> <li>Explain why it is important to show respect for differences</li> </ul>	<ul style="list-style-type: none"> <li>Describe times when they do not feel safe</li> <li>Explain how overcoming a fear can be a positive experience</li> <li>Decide how to behave responsibly in a range of situations</li> <li>Describe some techniques for resisting pressure</li> <li>Understand difference between being passive, assertive and aggressive</li> <li>Describe the impact that assertive behaviour can have in a difficult situation</li> <li>List people who help to keep safe and healthy</li> <li>Describe their role in helping these people</li> <li>List things that will help keep them safe in a given situation</li> </ul>	<ul style="list-style-type: none"> <li>Explain key aspects of Parliament</li> <li>Explain how rules are made in the UK</li> <li>Take part in a debate on a topical issue</li> <li>Explain why and how rules and laws change over time</li> <li>Use persuasive language to make the case for a new rule or law</li> <li>Explain the function of cheques, credit and debit cards etc</li> <li>Plan for future spending</li> <li>Understand how and why people save</li> <li>Understand that money we earn also supports the community</li> </ul>	<ul style="list-style-type: none"> <li>Talk about different people's points of view on different issues</li> <li>Contribute positively to their local community</li> </ul>
Vocabulary	Skills, attributes, goals, target, improve, ambition, School Council, contribute, democratic, job, role, contribution, stand, election, representative, skills, characteristics, representative, candidate, vote, election, regular, everyday, one off	Balance, clean, hygienic, energy, exercise/physical activity, emotional health, admire, like, real life, fantasy, ambition, internet, online images, puberty, change, mature, breasts, menstruation (period), ovary, ovum, fallopian tubes, womb, vagina, monthly, labia, vulva, clitoris, sanitary towels, tampons, personal hygiene,	stereotype, gender, individuals, expectations, discrimination, relationships, love, feelings, partner, marry, marriage, commitment, legal, lifelong, secret, risk, responsibility, unhappy, unsafe, help, family, care, difference, respect	safe, unsafe, feelings, overcome, positive, risk taking, behave, appropriate, choice, responsibility, peer pressure, resist, refuse, aggressive, passive, assertive, body language	manageable, unmanageable reduction, cash less, credit/debit card, budget, expenses, essentials, occupation, earnings	spiritual, respect, tolerance, volunteer, choice, point of view



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		hormones, bacteria, sweat, perspire, greasy, odour, toiletries, dental hygiene				
Year 6	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My Relationships	Me and Other People
	<ul style="list-style-type: none"> <li>Recognise some of their strengths</li> <li>Identify challenges</li> <li>Suggest ways to overcome challenges</li> <li>Describe the role of a School Council representative</li> <li>Describe how people apply for jobs</li> <li>Write an application for a job in school</li> <li>Recognise the different roles they take on in school and at home</li> <li>Identify when there maybe conflicts between these</li> </ul>	<ul style="list-style-type: none"> <li>List the physical, emotional and social changes that take place during puberty</li> <li>Explain strategies to manage their own feelings and experiences during puberty</li> <li>Know the correct names for and functions of the internal organs of the body</li> <li>Know what menstruation is and about the menstrual cycle</li> <li>Know some basic facts about pregnancy and conception</li> <li>Explain key facts about health and well being</li> </ul>	<ul style="list-style-type: none"> <li>Explain a range of groups and identify local examples.</li> <li>Explain the role of a pressure group</li> <li>Present findings to other people</li> <li>Plan appropriate actions to address and issue of interest to them</li> <li>Ask appropriate questions to find out more information on a given topic</li> <li>Explain how the media present information</li> <li>Take part in appropriate action or activity</li> <li>Identify skills used and their project</li> </ul>	<ul style="list-style-type: none"> <li>Explain some of the effects and dangers of drugs on the individual</li> <li>Explain some of the effects and dangers of drugs on communities and the environment</li> <li>Explain some consequences of decisions</li> <li>Use basic first aid skills including getting help</li> <li>List some sources of help and advice available to them</li> </ul>	<ul style="list-style-type: none"> <li>Have the opportunity to think about the impact of gender stereotypes</li> <li>Have the opportunity to think about the consequences of racial bullying</li> <li>Identify what they are and are not looking forward to as they grow up and discuss ways of allaying fears</li> <li>Identify ways of coping with growing up</li> </ul>	<ul style="list-style-type: none"> <li>Understand how over time people can make a difference</li> <li>Be able to express their own point of view and that of others</li> <li>Understand what a stereotyping is</li> <li>Have strategies to manage difficult situations</li> <li>Consider their own point of view and that of others.</li> </ul>
Vocabulary	Skills, attributes, achievement, change, goals, challenge, overcome, help, support, School Council Representative, role, job description, person specification, interests, application, responsibility, duty, right, conflict, compromise, plan	puberty, emotional, physical, social, compromise, negotiate fallopian tube, womb, ovary, cervix, vagina, bladder, penis, scrotum, sperm duct, testicle, urethra, menstruation, periods, Reproductive organs, egg, sexual intercourse, womb, hips, testicles, baby, periods, breasts, ovaries, uterus, physical health, mental health, change, balance, choice	community, pressure group, voluntary, funded, research, environment, project, global, sustainability, organisation	Law, illegal, legal, effect, risk, health, community, society, choice, consequence, advice First aid, help, emergency, support	lawyer, prosecuting, defending, jury, judge, stereotype, racism, bullying, actions, consequences, future, hope, fear, worry, positive, negative, puberty, feelings	Values, challenge, change, respect, tolerance, stereo-type, open minded, point of view, challenge, resolve