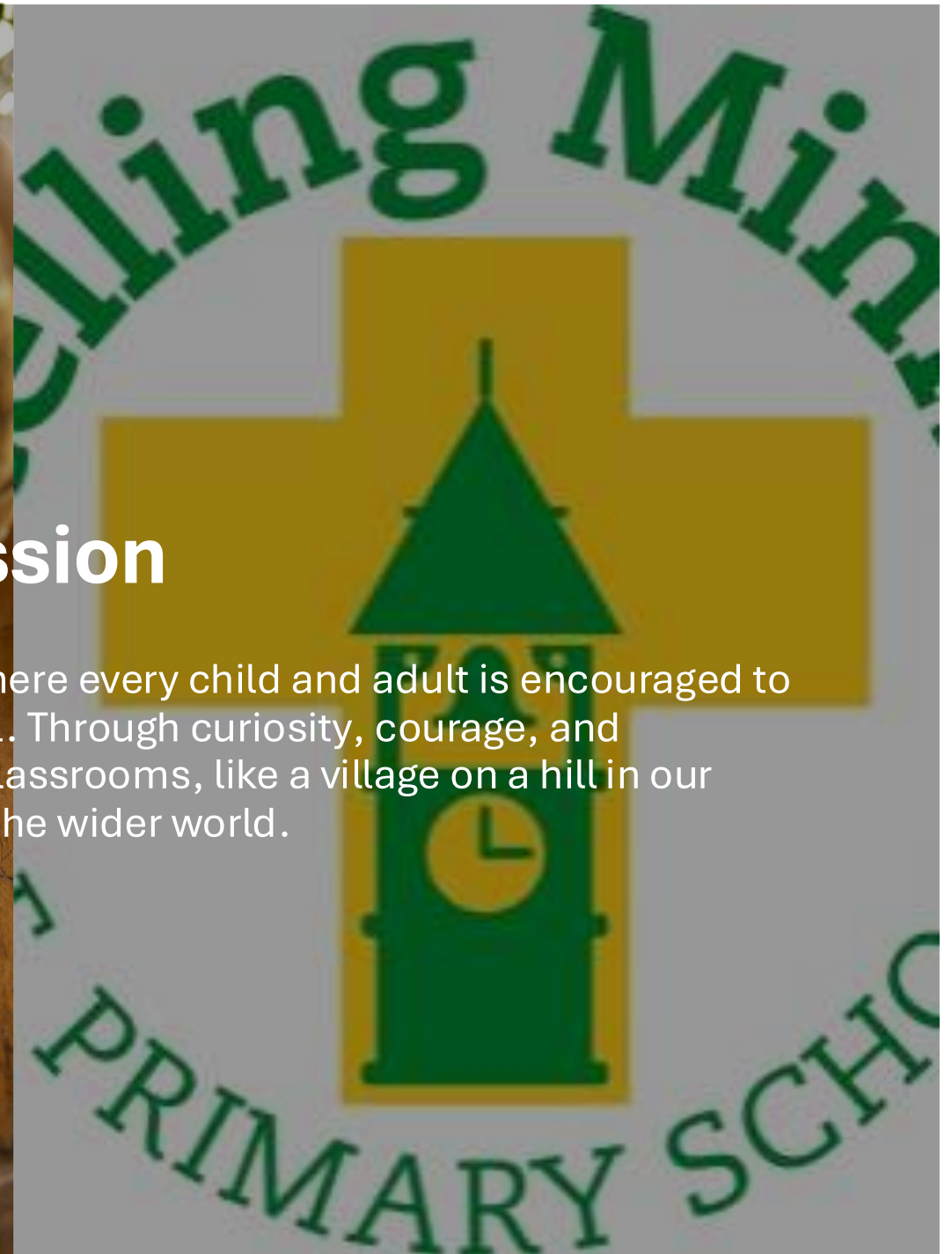




P.S.H.E

Curriculum & Progression

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.



Year A Curriculum Overview

	Autumn Impact & Power		Spring Perception & Empathy		Summer Celebration & Change	
Year 5/6	How does power shape relationships, communities and society?		How do identity, belief and experience influence perception?		How do we prepare for adulthood and embrace change responsibly?	
Year 3/4	How can power and influence be used positively in relationships and communities?		Why might people experience the world differently from me?		How do physical and emotional changes shape who we are becoming?	
Year 1/2	How do our actions affect others and how can we use our influence for good?		How can we understand and value the feelings and experiences of others?		How do we grow, change and celebrate who we are becoming?	
EYFS	What is your superpower?	Why am I marvellous?	What Tales do we enjoy?	Why do we celebrate everyone?	What is it like in the great outdoors?	Where have I been & where will I go?

Year B Curriculum Overview




	Autumn Responsibility & Risk		Spring Culture & Diversity		Summer Reflection & Legacy	
Year 5/6	How do we navigate increasing freedom and responsibility safely and ethically?		How does diversity shape society and why does equality matter?		What legacy do I want to leave and how can I prepare for my next chapter?	
Year 3/4	How do we assess risk and act responsibly in different situations?		How do culture, belief and experience shape communities?		How can we grow into responsible citizens who make a positive difference?	
Year 1/2	How do we make safe and responsible choices?		How does diversity make our community stronger?		What kind of person do I want to be?	
EYFS	What is your superpower?	Why am I marvellous?	What Tales do we enjoy?	Why do we celebrate everyone?	What is it like in the great outdoors?	Where have I been & where will I go?

An inclusive P.S.H.E Curriculum: Supporting Children with SEND


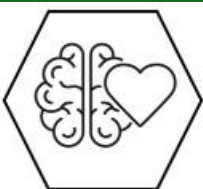

At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for P.S.H.E, class teachers will adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
<ul style="list-style-type: none"> • Emotion cards • Zones of regulation • Scenario cards and social stories • Widgit/symbol supported materials • Larger print resources where required • Calm spaces • Sensory tools • Visual vocabulary mats and word banks • Chime 	<p>Role play and drama to consolidate and recall learning</p> <ul style="list-style-type: none"> • Visual timelines • Use of images and short video clips to model scenarios • Storyboarding to break down situations • Use of concrete examples to aid discussion • Movement-based activities to explore emotions • Use of real-life case studies 	<ul style="list-style-type: none"> • Explicit teaching of key vocabulary • Pre-teaching and reinforcement of sensitive concepts • Clear sentence stems for discussion • Step-by-step instructions and modelling of responses • Checking understanding through targeted questioning • Sensitive handling of personal disclosures • Consistent routines to provide emotional security 	<p>Assessment drives adaptation</p> <ul style="list-style-type: none"> • Use of oral responses where writing is a barrier • Mind mapping to organise understanding • Use of exit questions and reflection prompts • Scaffolded success criteria • Small group or 1:1 support where appropriate • Monitoring emotional wellbeing alongside academic progress <p>Providing verbal feedback</p>








PSHE Skills overview - Year A. This is an overview document. For more in depth skills progression please see further down

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships 	<p>Identify trusted adults; take turns; recognise feelings.</p> <p>Show respect for differences; play cooperatively.</p>	<p>Recognise kind/unkind behaviour; identify bullying.</p>	<p>Explain fairness; resolve simple conflict.</p>	<p>Recognise peer influence; identify relational bullying.</p>	<p>Analyse power imbalance; evaluate respectful behaviour.</p>	<p>Understand consent; identify healthy/unhealthy relationships.</p>	<p>Critique coercion; evaluate equality in relationships.</p>
Health and Wellbeing 	<p>Recognise emotions; talk about growth.</p> <p>Identify safe/unsafe situations.</p>	<p>Identify body privacy; name body parts accurately.</p>	<p>Describe emotional change; understand boundaries.</p>	<p>Recognise early puberty changes; practise emotional regulation.</p>	<p>Explain puberty changes; evaluate coping strategies.</p>	<p>Explain puberty fully; understand fertilisation.</p>	<p>Describe reproduction; manage transition and resilience.</p>
Living in the Wider World 	<p>Follow simple rules; understand community roles.</p> <p>Understand belonging to a community.</p>	<p>Recognise rules keep us safe; understand responsibility.</p>	<p>Explain consequences of actions in community.</p>	<p>Understand democracy; identify digital responsibility.</p>	<p>Evaluate leadership and accountability.</p>	<p>Analyse media influence; demonstrate digital citizenship.</p>	<p>Critique power structures; understand civic responsibility.</p>






PSHE Skills overview - Year B. This is an overview document. For more in depth skills progression please see further down

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships 	<p>Identify trusted adults; take turns; recognise feelings.</p> <p>Show respect for differences; play cooperatively.</p>	<p>Recognise similarities/differences; include others.</p>	<p>Challenge simple stereotypes; promote fairness.</p>	<p>Recognise prejudice; compare perspectives.</p>	<p>Analyse discrimination; reflect on bias.</p>	<p>Understand protected characteristics; debate fairness.</p>	<p>Critique systemic discrimination; advocate equality.</p>
Health and Wellbeing 	<p>Recognise emotions; talk about growth.</p> <p>Identify safe/unsafe situations.</p>	<p>Recognise simple risks; ask for help.</p>	<p>Explain safe choices; identify peer pressure.</p>	<p>Assess risk and consequence; practise refusal skills.</p>	<p>Evaluate probability and severity of risk.</p>	<p>Recognise grooming; assess ethical decision-making.</p>	<p>Analyse exploitation; develop autonomy and safeguarding awareness.</p>
Living in the Wider World 	<p>Follow simple rules; understand community roles.</p> <p>Understand belonging to a community.</p>	<p>Identify roles and responsibilities.</p>	<p>Set simple goals; recognise role models.</p>	<p>Reflect on contribution; explore citizenship.</p>	<p>Evaluate long-term impact; understand sustainability.</p>	<p>Understand equality vs equity; explore democracy.</p>	<p>Develop aspiration pathways; understand financial responsibility.</p>

Scheme of Learning & Progression: Whole School Core Concepts

	Impact & Power (Term 1 and 2) (Focus: Self-awareness, behaviour, choices, boundaries, and understanding influence)  	Perception & Empathy (Term 3 and 4) (Focus: Understanding others' feelings, perspectives, and building relationships)  	Celebration & Change (Term 5 &6) (Focus: Identity, growth, transitions, and appreciating differences)   
EYFS	EYFS: Personal, Social and Emotional Development		
Key Aspects	Age 3-4 Years	Reception	Early Learning Goal
Self-Regulation	<ul style="list-style-type: none"> • Talk about their feelings. • Understand gradually how others might be feeling. • Find solutions to conflict and rivalries. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. 	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. 	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. 	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs. • Show resilience and perseverance in the face of challenge. • Manage their own needs- personal hygiene. • Make healthy choices, know and talk about the different factors that support their overall health and wellbeing. 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people. 	<ul style="list-style-type: none"> • Build constructive and respectful relationships. 	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers.

	<ul style="list-style-type: none"> Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. 		<ul style="list-style-type: none"> Show sensitivity to their own and to others' needs.
EYFS Key Vocabulary	<ul style="list-style-type: none"> Feelings: happy, sad, angry, scared, excited, calm Self: me, myself, mine Choices: choose, decision, right, wrong Actions: help, hurt, share, take turns Behaviour: kind, unkind, gentle, rough Control: stop, go, wait, listen Rules & boundaries: rules, safe, unsafe, fair Responsibility: tidy up, look after, care Impact: help, hurt, change 	<ul style="list-style-type: none"> Feelings (extended): worried, proud, lonely, surprised, frustrated Others: friend, family, group, partner Empathy: understand, notice, care, comfort Perspective: think, feel, different, same Communication: talk, listen, explain, ask Relationships: share, cooperate, include, invite Conflict: problem, solution, agree, disagree Respect: kind words, polite, gentle 	<ul style="list-style-type: none"> Identity: special, unique, same, different Growth: change, grow, learn, improve, practise Achievement: try, succeed, proud, celebrate Transition: new, next, move on, ready Community: belong, together, group, class Diversity: culture, tradition, celebrate, respect Reflection: remember, improve Resilience: keep trying, don't give up, challenge







Year 1 & 2	Key Question: How do our actions affect others and how can we use our influence for good?  		Key Question: How can we understand and value the feelings and experiences of others?  		Key Question: How do we grow, change and celebrate who we are becoming? 	
	Learning Objectives <ol style="list-style-type: none"> I understand that actions have consequences for self and others. I can recognise different types of behaviour: kind, unkind, bullying. I understand simple rights and responsibilities within school and community. I can identify trusted adults and know how to seek help. I can recognise that online actions also have impact. I am beginning to understand fairness and justice in simple terms. 		Learning Objectives <ol style="list-style-type: none"> I can recognise that others may think and feel differently. I can identify similarities and differences between people and families. I can develop active listening skills. I can recognise teasing, stereotypes and exclusion. I understand that words and actions affect emotional wellbeing. I can begin resolving simple conflicts respectfully. 		Learning Objectives <ol style="list-style-type: none"> I understand physical growth from baby to child. I can identify personal achievements. I can recognise that change can bring mixed emotions. I understand the concept of privacy and personal boundaries. I can use correct vocabulary for body parts (statutory requirement). I can seek help if feeling unsafe. 	
	Disciplinary Knowledge Year 1 -Identify feelings in real and hypothetical scenarios.	Disciplinary Knowledge Year 2 -Explain why behaviour may be right or wrong. -Identify imbalance of power in simple	Disciplinary Knowledge Year 1 -Identify emotions from facial expression, tone and body language.	Disciplinary Knowledge Year 2 -Explain how the same event might be experienced differently.	Disciplinary Knowledge Year 1 -Sequence stages of growth.	Disciplinary Knowledge Year 2 -Explain how responsibilities increase as we grow.

<p>-Describe what happened in a situation and who was affected.</p> <p>-Distinguish between accidental behaviour and deliberate unkindness.</p> <p>-Participate in structured discussion using sentence stems.</p> <p>-Suggest simple restorative actions (“say sorry”, “include them”).</p>	<p>scenarios (older child, group vs individual).</p> <p>-Evaluate consequences (short term and simple longer term).</p> <p>-Consider fairness from more than one viewpoint.</p>	<p>-Retell a situation from another person’s perspective (with support).</p> <p>-Listen without interrupting.</p> <p>-Identify when someone might feel left out.</p> <p>-Offer simple acts of inclusion.</p>	<p>-Recognise stereotypes in simple forms (e.g., “only boys can...”).</p> <p>-Evaluate whether language is respectful.</p> <p>-Use structured problem-solving approaches in conflict.</p> <p>-Suggest fair compromises</p>	<p>-Talk about achievements and goals.</p> <p>-Identify private body parts using correct vocabulary.</p> <p>-Distinguish between safe and unsafe secrets.</p> <p>-Ask for help from trusted adults.</p>	<p>-Describe emotional responses to change.</p> <p>-Identify appropriate physical boundaries.</p> <p>-Evaluate scenarios involving peer pressure.</p> <p>-Apply safety rules to new contexts.</p>
--	---	--	--	---	---

<p>Substantive Knowledge By the end of Year 1 pupils know:</p> <ul style="list-style-type: none"> • I know that kindness builds positive relationships. • I know that bullying is when someone is repeatedly unkind on purpose. • I know that everyone has the right to feel safe. • I know that adults in school have authority to protect children. • I know that online messages can affect feelings. <p>By the end of Year 2 pupils additionally know:</p> <ul style="list-style-type: none"> • I know bullying involves an imbalance of power. • I know bystanders have responsibility and choices. 	<p>Substantive Knowledge By the end of Year 1 pupils know:</p> <ul style="list-style-type: none"> • I know that feelings can be different for different people. • I know that families are all different but should provide love and care. • I know that unkind words can cause emotional harm. • I know that listening shows respect. <p>By the end of Year 2 pupils additionally know:</p> <ul style="list-style-type: none"> • I know assumptions about people can be unfair. • I know stereotypes are not always true. • I know empathy helps maintain healthy friendships. • I know conflicts can be solved through discussion rather than escalation. 	<p>Substantive Knowledge By the end of Year 1 pupils know:</p> <ul style="list-style-type: none"> • I know that bodies grow and change. • I know that private parts are covered by underwear. • I know that no one should touch private parts without permission (except health/safety). • I know that change is normal. • I know achievements build confidence. <p>By the end of Year 2 pupils additionally know:</p> <ul style="list-style-type: none"> • I know growth includes emotional development. • I know people can set personal boundaries. • I know unsafe secrets should always be shared.
--	--	--

	<ul style="list-style-type: none"> • I know rules exist to keep communities safe and fair. • I know personal information should not be shared online without permission. • I know consequences help maintain fairness. 		<ul style="list-style-type: none"> • I know transition can create mixed feelings. • I know everyone deserves dignity and respect.
	Links with NC and Statutory RSE: <ul style="list-style-type: none"> • Respectful relationships • Caring friendships • Being safe • Online relationships • Mental wellbeing 	Links with NC and Statutory RSE: <ul style="list-style-type: none"> • Caring friendships • Respectful relationships • Families and people who care for me • Mental wellbeing 	Links with NC and Statutory RSE: <ul style="list-style-type: none"> • Being safe • Changing adolescent body (foundation) • Mental wellbeing • Respectful relationships
	Vocabulary Year 1: kind, unkind, choice, rule, safe, bully, consequence, trusted adult, feelings Year 2: responsibility, fairness, power, influence, bystander, repeated, private information, authority	Vocabulary Year 1: emotion, feeling, same, different, family, kind, include, listen Year 2: empathy, stereotype, assumption, respectful, compromise, conflict, fairness, exclusion	Vocabulary Year 1: grow, baby, child, private, boundary, secret, proud, achievement Year 2: responsibility, puberty (introductory mention only), dignity, transition, confidence, permission






--	--	--	--

Year 3/4	Key Question: How can power and influence be used positively in relationships and communities?  	Key Question: Why might people experience the world differently from me?   	Key Question: How do physical and emotional changes shape who we are becoming? 
	Learning Objectives <ol style="list-style-type: none"> 1. I understand different forms of power (physical, social, authority, digital). 2. I can recognise how peer influence can affect decision-making. 3. I can identify bullying, including relational and cyberbullying. 4. I can explore rights and responsibilities within school and wider community. 	Learning Objectives <ol style="list-style-type: none"> 1. I can develop understanding of diversity within communities. 2. I can recognise prejudice and unfair treatment. 3. I can explore protected characteristics (age-appropriate introduction). 4. I can develop conflict resolution strategies. 	Learning Objectives <ol style="list-style-type: none"> 1. I understand physical changes during puberty (Year 4 focus). 2. I can recognise emotional and social changes. 3. I can develop strategies to maintain mental wellbeing. 4. I can explore body image and self-esteem.

<p>5. I understand how democracy gives people a voice.</p> <p>6. I can recognise strategies to resist negative peer pressure.</p>	<p>5. I understand the importance of inclusion.</p>	<p>5. I can prepare for increasing responsibility.</p>			
<p>Disciplinary Knowledge Year 3</p> <ul style="list-style-type: none"> -Identify different types of power in familiar scenarios. -Describe how peer influence operates in friendships. -Explain what makes bullying different from conflict. -Use structured discussion to explore moral dilemmas. -Suggest appropriate adult support in unsafe situations. 	<p>Disciplinary Knowledge Year 4</p> <ul style="list-style-type: none"> -Analyse imbalance of power in more complex situations. -Evaluate fairness in leadership and decision-making. -Debate consequences of choices in structured formats. -Identify manipulation and exclusion in friendship groups. -Propose preventative strategies to reduce bullying. 	<p>Disciplinary Knowledge Year 3</p> <ul style="list-style-type: none"> -Identify examples of inclusion and exclusion. -Retell events from different perspectives. -Recognise simple prejudiced language. -Apply a step-by-step conflict resolution model. -Ask respectful questions to deepen understanding. 	<p>Disciplinary Knowledge Year 4</p> <ul style="list-style-type: none"> -Analyse how bias influences judgement. -Evaluate stereotypes presented in media. -Explain why discrimination is harmful. -Engage in respectful debate about difference. -Reflect on their own assumptions. 	<p>Disciplinary Knowledge Year 3</p> <ul style="list-style-type: none"> -Identify early physical and emotional changes. -Describe strategies for managing strong emotions. -Use reflection journals to articulate feelings. -Distinguish between myths and facts (guided). 	<p>Disciplinary Knowledge Year 4</p> <ul style="list-style-type: none"> -Explain physical changes of puberty (menstruation, voice changes, body hair). -Analyse emotional responses to change. -Evaluate positive and negative coping strategies. -Ask scientifically accurate questions using appropriate vocabulary.
<p>Substantive Knowledge</p> <p>By the end of Year 3 pupils know:</p> <ul style="list-style-type: none"> • I know that power can be based on age, popularity or authority. • I know bullying can be verbal, physical, emotional or online. • I know online actions leave a digital footprint. • I know everyone has the right to safety and respect. • I know school rules reflect shared responsibility. 	<p>Substantive Knowledge</p> <p>By the end of Year 3 pupils know:</p> <ul style="list-style-type: none"> • I know communities are made up of people with diverse backgrounds. • I know exclusion harms emotional wellbeing. • I know disagreements do not justify disrespect. • I know inclusion strengthens community. <p>By the end of Year 4 pupils additionally know:</p> <ul style="list-style-type: none"> • I know discrimination involves unfair treatment based on difference. 	<p>Substantive Knowledge</p> <p>By the end of Year 3 pupils know:</p> <ul style="list-style-type: none"> • I know bodies change gradually as children grow. • I know emotional regulation supports wellbeing. • I know self-esteem can fluctuate. • I know growth includes new responsibilities. <p>By the end of Year 4 pupils additionally know:</p> <ul style="list-style-type: none"> • I know puberty is a normal biological process. 			

	<p>By the end of Year 4 pupils additionally know:</p> <ul style="list-style-type: none"> • I know power imbalances can silence others. • I know democracy involves representation and voting. • I know peer pressure can be subtle or direct. • I know responsible use of digital platforms protects wellbeing. • I know leaders are accountable for their actions. 	<ul style="list-style-type: none"> • I know protected characteristics include age, disability, religion, race and sex (basic awareness). • I know stereotypes oversimplify groups of people. • I know empathy requires effort and reflection. 	<ul style="list-style-type: none"> • I know menstruation and voice breaking are natural. • I know hormones influence mood and development. • I know personal hygiene becomes increasingly important. • I know all bodies develop at different rates.
	<p>Links with NC and Statutory RSE:</p> <ul style="list-style-type: none"> • Respectful relationships • Being safe • Online relationships • Mental wellbeing 	<p>Links with NC and Statutory RSE:</p> <ul style="list-style-type: none"> • Respectful relationships • Families and people who care for me • Mental wellbeing 	<p>Links with NC and Statutory RSE:</p> <ul style="list-style-type: none"> • Changing adolescent body • Mental wellbeing • Being safe
	<p>Vocabulary Year 3: influence, authority, peer pressure, digital footprint, conflict, responsibility, fairness Year 4: manipulation, imbalance, accountability, democracy, representation, exclusion, coercion (introductory)</p>	<p>Vocabulary Year 3: inclusion, exclusion, prejudice, community, diversity, resolve, empathy Year 4: discrimination, stereotype, bias, equality, protected characteristics, assumption</p>	<p>Vocabulary Year 3: self-esteem, wellbeing, regulate, development, responsibility Year 4: puberty, hormone, menstruation, hygiene, adolescence, maturity</p>



<p>Year 5 & 6</p>	<p>Key Question: How does power shape relationships, communities and society?</p>  	<p>Key Question: How do identity, belief and experience influence perspective?</p> 	<p>Key Question: How do we prepare for adulthood and embrace change responsibly?</p>  
	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. I can analyse different forms of power in relationships (social, emotional, economic, political, digital). 2. I understand consent in age-appropriate contexts (personal space, sharing images, physical contact). 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. I can explore identity as multi-faceted (culture, faith, family, interests). 2. I understand discrimination and protected characteristics more fully. 3. I can analyse bias in media and society. 4. I can develop allyship and advocacy skills. 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. I understand physical changes of puberty in full. 2. I understand human reproduction (statutory science link). 3. I can explore emotional changes during adolescence.

<ol style="list-style-type: none"> 3. I can identify healthy vs unhealthy relationship behaviours. 4. I can explore media influence and social pressure. 5. I can recognise exploitation, coercion and manipulation. 6. I can understand responsibilities as digital citizens. 	<ol style="list-style-type: none"> 5. I can engage respectfully with controversial viewpoints. 	<ol style="list-style-type: none"> 4. I can develop strategies for managing stress and transition. 5. I can prepare for secondary school with independence skills. 6. I can recognise importance of mental health and self-care. 			
<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> -Identify subtle peer pressure in scenarios. -Explain the difference between persuasion and coercion. -Analyse media messages and their intended influence. -Discuss consent in terms of personal boundaries and respect. -Evaluate consequences of online actions using case studies. 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> -Critically analyse power imbalance in complex scenarios. -Debate ethical issues related to influence and responsibility. -Explain how coercive behaviour operates in unhealthy relationships. -Apply a framework to assess risk in digital communication. -Reflect on moral responsibility within group dynamics. 	<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> -Describe components of personal identity. -Identify biased language in texts and media. -Discuss moral issues respectfully. -Compare viewpoints using structured reasoning. -Recognise unconscious bias (introductory). 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> -Analyse how discrimination impacts life chances. -Evaluate fairness in real-world scenarios. -Construct balanced arguments considering multiple perspectives. -Reflect critically on their own assumptions. -Demonstrate strategies for being an ally. 	<p>Disciplinary Knowledge Year 5</p> <ul style="list-style-type: none"> -Explain physical changes in puberty for males and females. -Use accurate scientific vocabulary confidently. -Identify myths vs facts about reproduction. -Reflect on emotional responses to growing up. -Develop coping strategies for anxiety. 	<p>Disciplinary Knowledge Year 6</p> <ul style="list-style-type: none"> -Describe the process of sexual reproduction (age-appropriate). -Analyse emotional readiness and responsibility. -Evaluate healthy coping mechanisms. -Create transition action plans. -Reflect on personal growth over primary years.
<p>Substantive Knowledge</p> <p>By the end of Year 5 pupils know:</p> <ul style="list-style-type: none"> • I know consent means freely agreeing and can be withdrawn. • I know healthy relationships are based on equality and respect. 	<p>Substantive Knowledge</p> <p>By the end of Year 5 pupils know:</p> <ul style="list-style-type: none"> • I know identity is shaped by family, beliefs, culture and experiences. • I know discrimination is unfair treatment based on protected characteristics. 	<p>Substantive Knowledge</p> <p>By the end of Year 5 pupils know:</p> <ul style="list-style-type: none"> • I know puberty includes menstruation, sperm production, voice changes and body hair growth. 			

<ul style="list-style-type: none"> • I know media can shape perceptions of relationships and identity. • I know sharing personal images online carries risk. • I know emotional manipulation can occur in friendships. <p>By the end of Year 6 pupils additionally know:</p> <ul style="list-style-type: none"> • I know power imbalance can exist in romantic or peer relationships. • I know coercion involves pressure that removes free choice. • I know exploitation can occur online and offline. • I know the law protects children from harmful relationships. • I know digital actions can have long-term consequences. 	<ul style="list-style-type: none"> • I know respecting difference is essential to community wellbeing. • I know media representation influences perception. <p>By the end of Year 6 pupils additionally know:</p> <ul style="list-style-type: none"> • I know protected characteristics include race, religion, sex, disability, sexual orientation and gender reassignment (age-appropriate awareness). • I know equality does not always mean everyone is treated identically. • I know bias can be explicit or unconscious. • I know advocacy promotes justice and inclusion. 	<ul style="list-style-type: none"> • I know hormones regulate development. • I know personal hygiene is essential during puberty. • I know emotional fluctuation is normal. • I know reproduction involves sperm and egg (introductory biological understanding). <p>By the end of Year 6 pupils additionally know:</p> <ul style="list-style-type: none"> • I know sexual reproduction occurs when sperm fertilises an egg. • I know pregnancy occurs in the uterus. • I know consent and emotional maturity are essential in relationships. • I know secondary school transition involves increased independence. • I know mental wellbeing requires proactive self-care.
<p>Links with NC and Statutory RSE:</p> <ul style="list-style-type: none"> • Respectful relationships • Online relationships • Being safe • Mental wellbeing 	<p>Links with NC and Statutory RSE:</p> <ul style="list-style-type: none"> • Respectful relationships • Families and people who care for me • Mental wellbeing 	<p>Links with NC and Statutory RSE:</p> <ul style="list-style-type: none"> • Changing adolescent body • Being safe • Mental wellbeing • Families and reproduction
<p>Vocabulary</p> <p>Year 5: consent, influence, persuasion, manipulation, digital citizenship, boundary, equality</p> <p>Year 6: coercion, exploitation, power imbalance, ethical, responsibility, accountability, safeguarding</p>	<p>Vocabulary</p> <p>Year 5: identity, bias, discrimination, equality, diversity, representation, advocacy</p> <p>Year 6: protected characteristics, unconscious bias, systemic, allyship, justice, equity, inclusion</p>	<p>Vocabulary</p> <p>Year 5: menstruation, sperm, hormones, fertilisation (introductory), adolescence, hygiene</p> <p>Year 6: reproduction, uterus, conception, intercourse (scientific context only), transition, mental health, resilience</p>