

## Reception/Nursery

Attitudes & Values	Knowledge & Understanding		Skills	Links	Resources
	Physical	Emotional			
<ul style="list-style-type: none"> <li>The value and need for trust, honesty, support and respect</li> </ul>	<ul style="list-style-type: none"> <li>To understand that their words and actions have effects on themselves and others</li> <li>To know how to keep themselves clean, e.g. loo training, tissues...</li> </ul>	<ul style="list-style-type: none"> <li>To understand that people have different needs that need to be treated with respect</li> <li>To know that there are different kinds of relationships (e.g. to adults and peers)*</li> <li>Have a sense of self as a member of different communities</li> <li>Initiate interactions with other people</li> <li>To be aware of own needs, news, feelings and be sensitive to views, needs of others</li> <li>To understand the need for agreed values and codes of behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Take turns sharing</li> <li>To form good relationships with adults and peers</li> <li>Be confident to try new activities and initiate ideas and speak in a familiar group</li> <li>To work as part of group/class</li> </ul>	<p>All links to E.L.G (Early Learning Goals) and Personal, Social and Emotional Development section</p>	<p>Health for Life P21 P31 P60 P80</p> <p>Circle Time for the Very Young ( Margaret Collins) ISBN 1 902887-30-1 LCP Ltd</p> <p>Badger's Bad Mood (Susan Varley) ISBN 0006646808 Picture Lions (F)</p> <p>Angry Arthur (H Oram ) ISBN 009196611 Red Fox (F)</p> <p>Keeping Clean (Paul Bennett) ISBN0 7502 1526 7 Wayland</p>

## Year 1

Attitudes & Values	Knowledge & Understanding		Skills	Links	Resources
	Physical	Emotional			
<ul style="list-style-type: none"> <li>Consider the value of being part of different groups and communities</li> <li>Be proud of their body, enjoy what it can do and treat it with respect</li> <li>Begin to accept everyone as an individual</li> </ul>	<ul style="list-style-type: none"> <li>To understand the concept of growing from young to old* (Science Sc2, 2f)</li> <li>To know basic personal hygiene rules* (Science Sc2, 2c)</li> <li>To recognise EWS (Early Warning Signs) Δ "Protective Behaviours"</li> </ul>	<ul style="list-style-type: none"> <li>To understand why we are all important and special (positive self image)</li> <li>To understand what people in my life do for me and what I do for them</li> <li>To understand that boys and girls can both do the same tasks and enjoy the same things</li> <li>To know that every individual is unique but there are similarities with others</li> <li>To recognise and accept differences Δ</li> </ul>	<ul style="list-style-type: none"> <li>Respond to EWS and know there is a choice. (Feelings are feelings and behaviour is a choice) Δ</li> <li>Keep body clean (take responsibility)</li> <li>Turn-taking</li> <li>Co-operating</li> <li>Listening</li> <li>Sharing</li> </ul>	Science* P.S.H.E Δ	Health for Life P121  Circle Time for the Very Young Margaret Collins ISBN 1 902887-30-1 LCP Ltd  Making a Difference series-Jillian Powell Wayland  A Teachers Handbook for PSHE and Citizenship Elaine Abbott ISBN 1 903549-02-7 Educari  The Tale of Georgie Grub Jeanne Willis ISBN 0862647223 Anderson Press

## Year 2

Attitudes & Values	Knowledge & Understanding		Skills	Links	Resources
	Physical	Emotional			
<ul style="list-style-type: none"> <li>To recognise what responsibility means</li> </ul>	<ul style="list-style-type: none"> <li>To know that there are similarities and differences between my body and other people's* (Science Sc2, 4a, 4b)</li> <li>To know that humans and animals can produce off-spring and these grow into adults* (Science Sc2, 2f)</li> <li>To understand the needs of babies and young people* (Science Sc2, 2b, 2c)</li> <li>To know the correct names for external parts of the body including sexual parts (inc. vagina, penis, breasts)* (Science Sc2, 2a) (If not Yr 2 must be Yr 3)</li> </ul>	<ul style="list-style-type: none"> <li>To understand that there is a range of feelings in families e.g. love, jealousy, caring, sharing Δ</li> <li>To know what choices you can make in response to EWS Δ</li> <li>To know I have some responsibility to keep myself safe</li> <li>To understand that our feelings and actions impact on others</li> </ul>	<ul style="list-style-type: none"> <li>Empathy/Sensitivity</li> <li>To identify and talk to people who you trust Δ</li> <li>Share and talk about feelings</li> <li>Interpersonal, appropriate behaviour in new situations – verbal/eye contact</li> <li>React to EWS Δ</li> </ul>	Science* P.S.H.E Δ	<ul style="list-style-type: none"> <li>Big book ?</li> <li>Health for Life P148 P172</li> <li>Something Else Cave K and Riddell C Puffin Books</li> <li>Care of Henry A.Fine Walker Books</li> <li>The Huge Bag of Worries V.Ironside Macdonald Young Books Ltd</li> <li>Not Now, Bernard D.Mckee Red Fox</li> </ul>

### Year 3

Attitudes & Values	Knowledge & Understanding		Skills	Links	Resources
	Physical	Emotional			
<ul style="list-style-type: none"> <li>Respect their own and other's bodies</li> <li>Effects of positive/negative relationships (Context of Yr 3 transfer to Salcey – dealing with older children and bullying)</li> </ul>	<ul style="list-style-type: none"> <li>To understand changes in my own body and changes in others (Science Sc2, 2e – skeletons and human life cycle)</li> <li>To know how to keep healthy (hygiene, sleep, food, exercise)* (Science Sc2, 2a, 2b, 2d, 2h)</li> </ul>	<ul style="list-style-type: none"> <li>To know what makes me happy, sad, etc Δ (Including loss and change)</li> <li>To know what we do that makes each other happy/cross (what helps, Δ hinders friendships, bullying)</li> <li>To know adults you can trust Δ</li> </ul>	<ul style="list-style-type: none"> <li>Express opinions (relationships and bullying) Δ</li> <li>Listening</li> <li>Be supportive /show respect for views</li> <li>To identify and talk to people you can trust Δ</li> <li>Personal hygiene*</li> </ul>	P.S.H.E Δ Science *	The Patchwork Quilt V.Flournoyand J.Pinkney Puffin  Nothing M. Inkpen Hodder Childrens Books  The True story of the 3 little pigs .Scieszka J. Puffin  Face your Feelings with pack of photos ISBN 1-8827307-3 Childswork/Childsplay

**Year 4 – In new ‘Connections’ MTP, there are no human biology objs covered in science so would be taught in isolation as PSHE? (Options – move to Yr 3 (too young for the science or move to Yr 5 with puberty as we do at present)**

Attitudes & Values	Knowledge & Understanding		Skills	Links	Resources
	Physical	Emotional			
<ul style="list-style-type: none"> <li>• Values of relationships</li> <li>• Respecting own and others feelings</li> <li>• Challenging stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>• To know the life cycle common to humans and animals (growth, reproduction)*</li> <li>• To know the functions of the different organs in the body (including sexual organs e.g. womb)*</li> <li>• Science Sc2, 2c, 2f (2c – circulation currently taught in Yr 3 in science, other organs don't specifically have to be taught in KS2 Science)</li> <li>• To know how babies are produced, born and grow* (Egg and sperm, born through vagina and growth through life cycles/ P1?) Don't go into details as in Yr 5/6 – or leave all until Yr5?</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what is meant by relationships (within families and between making friends) Δ</li> <li>• To know that we have rights and responsibilities for keeping ourselves safe Δ</li> <li>• To understand individuals responses will vary and respect other people's emotions and feelings Δ</li> <li>• To understand that everyone has the right to celebrate their strengths and recognise their weaknesses Δ</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To be assertive and make first move!</li> <li>• Express opinions</li> <li>• Talk to different audiences</li> <li>• To make decisions – be aware of external/internal influences</li> <li>• Discuss moral values and challenge stereotypes e.g. gender</li> <li>• To use strategies to keep safe (PBs) Δ</li> </ul>	<p>Science * PSHE Δ</p>	<p>Health for Life P29 P35-36 P76</p> <p>Channel 4 Living and Growing video, Unit 1</p> <p>Mummy laid an egg! B.Cole Red Fox</p> <p>I'm like you/You're like me Cindy Grainger ISBN 1 57542 039 2</p> <p>My Body Brian Moses ISBN 0-7502-1241-1 Wayland</p> <p>Exploring Feelings Vanessa Rogers Youth Work Press ISBN 0 86155 261 X</p> <p>My Amazing Journey: a first look at where babies come from. P.Thomas Macdonald Young Books</p>

## Year 5

Attitudes & Values	Knowledge & Understanding		Skills	Links	Resources/
	Physical	Emotional			
<ul style="list-style-type: none"> <li>Appreciate different ways of loving and the importance of love in relationships (including gay/lesbian relations within the context of different types of families)</li> </ul>	<ul style="list-style-type: none"> <li>To understand and manage physical changes that take place at puberty</li> <li>To know, and name, the internal parts of my body (including sexual organs)</li> <li>To understand how humans reproduce</li> <li>To understand why good hygiene is important</li> </ul>	<ul style="list-style-type: none"> <li>To know how to manage emotional changes</li> <li>To know there are different types of relationships (marriage, different types of relationships)</li> <li>To understand the emotional changes that occur in human life (death, making new relationships, changes in family arrangements e.g. 2<sup>nd</sup> marriage, fostering, extended families, 3 or more generations together)</li> <li>Know people have different attitudes, values and beliefs that these influence people's relationships with each other</li> <li>Know ways of resisting unwanted physical contact</li> </ul>	<ul style="list-style-type: none"> <li>Show care for others as well as for themselves</li> <li>Recognise that actions have effects on self and others</li> <li>Empathise and be able to see things from other new points (e.g. parents/carers)</li> <li>Use PBs (or other strategies) Δ</li> </ul>	Science * P.S.H.E Protective Behaviours Δ R.E.	Health for Life P77 P108  Channel 4 Living & Growing Unit 2 & 3  How did I begin? M.Manning and B.Granstrom Franklin Watts  How do I feel about? Series of titles including loneliness and making friends, dealing with racism, my stepfamily,my parents, divorce. Watts  Families Pack ISBN 1 8418 009 9 Save the Children  6 Years of Circle Time ISBN 1 873942 52 4 Lucky Duck Publishing

**Year 6**

Attitudes & Values	Knowledge & Understanding		Skills	Links	Resources
	Physical	Emotional			

<ul style="list-style-type: none"> <li>To appreciate that we all change, both physically and emotionally at different rates</li> </ul>	<ul style="list-style-type: none"> <li>To know how and understand how changes at puberty affect the body * (Re-cap from Yr 5 if necessary, e.g periods)</li> <li>To understand the process of conception and birth * (Do we need this again after Yr 5?) Focus on Emotional strands?)</li> </ul>	<ul style="list-style-type: none"> <li>To understand and discuss media messages about health and sexuality</li> <li>To understand the vocabulary of sexuality (hetero-sex, gay/lesbian, bisexual, etc) Do we want to carry on from Yr 5 or leave it there?)</li> <li>To know why being different can provoke bullying and know why it is unacceptable</li> <li>To know about agencies which can support families and individuals in different circumstances</li> <li>To understand importance of friendship and loyalty (link with changing schools)</li> <li>To know why trust, honesty, understanding and respect are important in <u>all</u> established relationships</li> <li>To know how to keep ourselves safe in risky activities Δ (Safety Centre visits)</li> <li>To know how to deal with stress</li> </ul>	<ul style="list-style-type: none"> <li>To express feelings (e.g. changing schools)</li> <li>Express negative feelings by being assertive and not aggressive</li> <li>Use strategies to help cope with stress</li> <li>Listen</li> <li>Support/empathise</li> <li>Make informed decisions and calculate risks Δ</li> </ul>	<p>Science P.S.H.E PBs Δ</p>	<p>Health for Life P160 P261 P226</p> <p>Taught not Caught Hilary Dixon et al ISBN 0 905 114 159 LDA</p> <p>Knowing Me, Knowing You Pete Saunders et al ISBN 1 85503-071-3 LDA</p> <p>Bullies at School Theresa Breslin ISBN 0-8624-15055 Cannongate Books</p> <p>Hair in Funny Places B.Cole Jonathan Cape Ltd</p> <p>Bumface M.Gleitzmann Puffin</p> <ul style="list-style-type: none"> <li><a href="http://www.wiredforhealth.gov.uk">www.wiredforhealth.gov.uk</a></li> </ul>
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**KS3**  
**Year 7**

Attitudes & Values	Knowledge & Understanding	Skills	Links	Resources
<ul style="list-style-type: none"> <li>Personal values</li> <li>Recognising the importance of valuing and taking care of oneself</li> <li>Gender roles/stereotyping</li> <li>Friendship and love</li> </ul>	<ul style="list-style-type: none"> <li>Importance of self worth</li> <li>Understanding differences in maturation</li> <li>Physical and emotional changes that take place during adolescence *</li> <li>That fertilisation in humans in the fusion of a male and female cell *</li> <li>How the foetus develops in the uterus *</li> <li>Understand and disprove the notion of "normality"</li> </ul>	<ul style="list-style-type: none"> <li>Decision making</li> <li>Dating</li> <li>Interpersonal skills</li> <li>Acceptance of who you are</li> </ul>	<p>R.E. P.S.H.E Citizenship Science</p>	<p>We're talking about sex and relationships. Hove Wayland M. Forster 1995</p> <p>'Ed loves Sarah loves Tim' Wicke-Schreiber 2000</p> <p>'Everything you wanted to know about puberty' girls/boys (Videos) V31/042/043 From Health Improvement</p> <p>We're talking about sex and relationships M.Forster Wayland</p> <p>Everything you ever wanted to ask about willies and other boys bits T.KreitmanN.Simpsonand R.Jones ISBN 1853406341 Piccadilly Press</p>

**KS3**  
**Year 8**

Attitudes & Values	Knowledge & Understanding	Skills	Links	Resources
<ul style="list-style-type: none"> <li>Lifestyles – cultural, religious, sexual</li> <li>Discuss moral values and explore those held by different cultures and groups</li> <li>Attitudes towards each other during puberty</li> <li>Appropriate ‘sexual’ behaviour e.g. touching, verbal remarks</li> <li>Knowing what makes a “good” relationship</li> </ul>	<ul style="list-style-type: none"> <li>Male and female physiology</li> <li>The human reproductive system, including the menstrual cycle and fertilisation *</li> <li>How the growth and reproduction of bacteria and the replication of viruses can affect health (sexually transmitted infections) *</li> <li>Be able to distinguish between infections and non-infectious diseases: know how they are spread and be able to assist in their protection*</li> <li>Understand that organisms (inc. HIV) can be transmitted in many ways, in some cases sexually *</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Communication</li> <li>Positive behaviour in relationships</li> <li>Assertiveness</li> <li>Managing feelings positively Δ</li> <li>Good interpersonal skills to sustain existing and new relationships</li> </ul>	RE P.S.H.E Citizenship Science * Geography PBs Δ	<ul style="list-style-type: none"> <li>Brook Advisory Service</li> <li>Protective Behaviours</li> <li>“Let’s talk about sex”</li> <li>Growing up, changing bodies sex and sexual health R H Harris 1995 Walker Books</li> <li>“Let’s talk about where babies come from” R H Harris 1999 Walker Books</li> <li>“The Teenage Years” CD Rom Norwood Publishers Ltd</li> <li><a href="http://www.lifebytes.gov.uk">www.lifebytes.gov.uk</a></li> <li><a href="http://www.wiredforhealth.gov.uk">www.wiredforhealth.gov.uk</a></li> </ul>

**KS3**  
**Year 9**

Attitudes & Values	Knowledge & Understanding	Skills	Links	Resources
<ul style="list-style-type: none"> <li>• Understand the impact of the media and advertising on attitudes</li> <li>• Self image – how they see themselves affects their self confidence and behaviour</li> <li>• Importance of respecting difference in relation to gender and sexuality – prejudice</li> <li>• Be aware of the range of sexual attitudes and behaviours in present day society</li> <li>• The unacceptability of prejudice and homophobic bullying, name calling</li> <li>• Understand that people have the right <u>not</u> to be sexually active; recognise that parenthood is a matter of choice</li> <li>• What rights and responsibilities mean in relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Know in broad outline the biological and social factors which influence sexual behaviour and their effects</li> <li>• How good relationships can promote mental well being</li> <li>• The sources of help and support</li> <li>• How to access confidential sexual health advice, support, and, if necessary, treatment in and out of school</li> <li>• Recognise the factors involved in setting up and maintaining a home, planning and having a family, know about the role of the father and mother and their relationships before and after the arrival of children</li> <li>• Contraception – spread of diseases, failure of contraception *</li> <li>• Childbirth *</li> <li>• Preventative Health Care</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual relationships and personal decisions including the use of alcohol</li> <li>• Recognise the importance of personal choice in managing relationships so they do not present risks e.g. to health, to personal safety</li> <li>• Develop appropriate techniques for coping with situations in which substance misuse/alcohol occurs</li> <li>• Be able to assess situations in terms of safety and know that individuals play an important part in the maintenance of safe, healthy environments</li> <li>• Skills in how to access advice</li> </ul>	<p>RE P.S.H.E Science Protective Behaviours Citizenship</p>	<ul style="list-style-type: none"> <li>• Brook Advisory Service</li> <li>• Midwifery Project</li> <li>• Connexions Personal Adviser</li> <li>• Protective Behaviour Training</li> <li>• Sussed Productions (locally based – will meet needs of school)</li> <li>• A Trusted Person</li> <li>• <a href="http://www.lifebytes.gov.uk">www.lifebytes.gov.uk</a></li> <li>• <a href="http://www.wiredforhealth.gov.uk">www.wiredforhealth.gov.uk</a></li> </ul>

**KS4**  
**Year 10**

Attitudes & Values	Knowledge & Understanding	Skills	Links	Resources
<ul style="list-style-type: none"> <li>• Develop positive values and a moral framework that will guide their decisions, judgements and behaviour</li> <li>• Be aware of personal beliefs and prejudices</li> <li>• Avoid being exploited or exploiting others</li> <li>• Be aware of the influences of the media on self image/body shape</li> <li>• Recognise and be able to discuss sensitive and controversial issues such as conception, birth, HIV/AIDS, childrearing, abortion and technological developments which involve consideration of attitudes, values, beliefs and morality e.g. IVF</li> <li>• Issues such as the costs of early sexual activity</li> <li>• Benefits of sexual behaviour within a committed relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Cost of parenting</li> <li>• Understanding the importance of feeling positive about oneself and others</li> <li>• Be aware of the part that family life can play in happy and fulfilling relationships</li> <li>• Qualities of a good relationship</li> <li>• Qualities of good parenting and its value of family life</li> <li>• The benefits of marriage or a stable relationship in bringing up children</li> <li>• The way different forms of relationships, including marriage, depend for their success on maturity and commitment</li> <li>• Be aware of problems which can occur in family life e.g. domestic violence abuse, bereavement, substance use, unemployment, illness: be aware of the effects of such problems: recognise that some individuals have special needs</li> <li>• Know about technology available to help in the reproductive process and be able to discuss the ethical, moral and legal issues involved</li> <li>• Child Development</li> </ul>	<ul style="list-style-type: none"> <li>• Have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want</li> <li>• Recognise the influences and pressures around sexual behaviour and respond appropriately</li> <li>• See both sides of an argument and express and justify personal opinion</li> <li>• Have the determination to stand up for their beliefs and values</li> <li>• Make informed choices about the pattern of their lifestyle which promote well being</li> <li>• Have the confidence to assert themselves and challenge offensive behaviour</li> <li>• Manage emotions and express feelings confidently associated with changing relationships, with parents, friends and lovers</li> </ul>	<p>R.E. P.S.H.E Citizenship Science Maths English</p>	<ul style="list-style-type: none"> <li>• Brook Advisory Service</li> <li>• Relate</li> <li>• Protective Behaviour</li> <li>• “Safe &amp; Sound” Teaching Pack</li> <li>• Love Talk (Video)</li> <li>• Learning Mentors</li> <li>• Connexions (Personal Advisors)</li> <li>• Gay/Lesbian Support Services (Youthline)</li> </ul>

**KS4**  
**Year 10 (cont.)**

Attitudes & Values	Knowledge & Understanding	Skills	Links	Resources
	<ul style="list-style-type: none"> <li>• The risks of early sexual activity and the link with the use of alcohol</li> <li>• Understand the reasons for having protected sex</li> <li>• How the different forms of contraception work and where to get advice</li> <li>• The law in relation to sexual activity for young people and adults</li> <li>• Understand the physical/emotional effects of their actions and behave responsibly within relationships</li> <li>• Understand the biological aspects of reproduction (revisit)*</li> <li>• The way in which hormonal control occurs, includes the effects of sex hormones*</li> <li>• Some medical uses of hormones, including the control and promotion of fertility*</li> <li>• The defence mechanisms of the body*</li> <li>• How sex is determined in humans*</li> <li>• Access confidential sexual health advice, support, and if necessary, treatment</li> </ul>			<ul style="list-style-type: none"> <li>• G.U.M Clinic</li> <li>• Lifebytes.gov.uk</li> <li>• <a href="http://www.wiredforhealth.gov.uk">www.wiredforhealth.gov.uk</a></li> <li>• <a href="http://www.mindbodysoul.gov.uk">www.mindbodysoul.gov.uk</a></li> <li>• <a href="http://www.brainpop.com">www.brainpop.com</a> (interactive site – USA )</li> </ul>

## KS4

### Year 11 (Ages 15-16)

Attitudes & Values	Knowledge & Understanding	Skills	Links	Resources
<ul style="list-style-type: none"><li>• Know about factors which influence the process of making decisions, including choosing between alternatives and considering long and short term consequences of decisions for oneself and others</li><li>• Accept responsibility for and be able to justify personal choices and decisions about health: show some insight into other people's lifestyles, values, attitudes and decisions</li></ul>	<ul style="list-style-type: none"><li>• The effects of close relationships including having children and how this will create family ties which impact on their lives and those of others</li><li>• Be aware of the need for preventative healthcare and know what this involves</li><li>• Be aware of the availability of statutory and voluntary organisations which offer support in human relationships</li><li>• Understand the changing nature of sexuality over time and its impact on lifestyles e.g. menopause</li><li>• Be aware of partnerships, marriage and divorce and the impact of loss, separation and bereavement</li><li>• The quality of good parenting and its value to family life</li><li>• Understand that the roles of different members of the family may alter over time</li><li>• Know how to use the helping agencies e.g. clinics, hospitals, dentists</li></ul>	<ul style="list-style-type: none"><li>• Be aware and feel positive about their developing sense of sexual identity and feel confident and comfortable with it</li><li>• Develop qualities of empathy and sympathy and the ability to respond emotionally to the range of depth of feelings within close relationships</li><li>• Be able to discuss issues such as sexual harassment in terms of their effects on individuals</li><li>• Accessing the support agencies in school and beyond</li></ul>	R.E. P.S.H.E Citizenship Science Geography	<ul style="list-style-type: none"><li>• Connexions (Personal Advisors)</li><li>• Learning Mentors</li><li>• Brook</li><li>• Relate</li><li>• "Safe &amp; Sound" Teaching Pack</li><li>• <a href="http://www.wiredforhealth.gov.uk">www.wiredforhealth.gov.uk</a></li><li>• <a href="http://www.mindbodysoul.gov.uk">www.mindbodysoul.gov.uk</a></li><li>• <a href="http://www.brainpop.com">www.brainpop.com</a> ( interactive site USA )</li></ul>