



Colgate Primary School PSHE Policy

OUR VISION: *Working together to be our best*

Approved by:	Colgate Full Governing Board	Date:
Last reviewed: 12.9.25		
Next review due by: 12.9.26		

Introduction

Colgate Primary School ensures that all children receive a high quality Personal, Social, Health and Economic Education. We understand that this is an important and necessary part of all pupils' education and it is paramount that we provide children with the skills and knowledge that they need throughout their time at school and throughout their lives.

The subject makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of pupils". Schools must "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe.

Aims & Objectives

The aims of this policy are to:

1. To set out the expectations of PSHE within Colgate Primary School.
2. To outline how PSHE will be delivered across the school.
3. To ensure that all members of the school community understand how we support our children in becoming valued members of society.

Personal, Social, Health and Economic Education (PSHE) and citizenship should enable children to become healthy, independent and responsible members of society. As a school, we will use the

statutory content within the National Curriculum and from other statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

The aims of PSHE and citizenship are to enable the children to:

1. Know and understand what constitutes a healthy lifestyle
2. Be aware of risks and safety issues
3. Understand what makes for good relationships with others
4. Have respect for others
5. Be independent and responsible members of the school community
6. Be positive and active members of a democratic society
7. Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
8. Develop good relationships with other members of the school and the wider community

Intent statement

PSHE and RSE lessons are those that support children to grow physically and emotionally. We want our children to understand their responsibility to keep themselves safe and to know how to do this. We want them to learn how to question their world and to make informed decisions for themselves. We want them to grow emotionally and physically in order to be ready for the next stage of their life.

PSHE and RSE lessons enable children to become respectful citizens in a diverse world. Exploring and understanding the different viewpoints and beliefs that exist around them, helps children to develop a supportive and inclusive approach to each other.

The children will develop their skills in relating to others and grow their understanding of team working. They will also develop their awareness of the part that they play in their local and global community; respecting and demonstrating how to live responsibly.

Teaching and learning

At Colgate, we use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities.

PSHE will be taught in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

1. There will be a regular specific curriculum session, in order to develop themes and share ideas. During these sessions, pupils regularly work with learning partners or in groups, facilitating respect, cooperation, fairness, sharing and negotiation. Through class assembly time and discussions, pupils are also encouraged to participate in discussion to resolve conflicts or set agreed classroom rules or behaviour.
2. Much of the curriculum is delivered through discussion and practical activities.
3. Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
4. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as involvement in an activity to help other individuals or groups less fortunate than themselves.
5. We offer children the opportunity to hear visiting speakers, such as health workers, police and fire service whom we invite into the school to talk about their role in creating a positive and supportive community.
6. At playtimes and lunchtimes, opportunities exist for playing co-operatively using play equipment.
7. Where appropriate, pupils will record or investigate their work using a variety of means including books, internet research, specific adults e.g. medical agencies, police service, fire service etc. This develops curiosity and helps children to be inquisitive in preparation for adult life.
8. Throughout the PSHE and citizenship curriculum, children will have opportunities to explore

issues connected with living in a multi-cultural society.

9. Our Praise assemblies celebrate personal achievement and reward thoughtful, caring behaviour.

Early Years Foundation Stage

Personal, Social and Emotional Education is one of the three Prime Areas and we teach PSHE and citizenship as an integral part of the topic work covered during the year through the Early Learning Goals (ELGs). All areas of learning are important and inter-connected, but the PSE area is vital for building their capacity to learn, form relationships and thrive.

The EYFS Framework states that: Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

It also splits the Prime Area into 3 strands:

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

A child must achieve the age-related expectation in each of these three areas in order to obtain the Early Learning Goal at the end of the Reception Year.

Computing and Internet Safety

Our computing curriculum teaches pupils to be responsible online and educate them about the need to develop a positive and safe online profile.

Link with other policies

Relationship and Sex Education policy

PE policy

Science policy

Relationships for Learning policy

Equal Opportunities policy

Health and Safety Policy

Resources and planning

We use key resources from the Education4Safeguarding website and the One Decision online resource which we subscribe to annually. Teachers will also source planning links which will be relevant to current local, national or world events, current teaching themes or cohort specific needs. Teachers follow a PSHE learning grid for each year group to ensure effective coverage of the curriculum.

We also develop PSHE and citizenship through activities and whole school events, for example Anti-Bullying Week, Enterprise Week, Sports Day etc.

Our PSHE Subject Leaders are Emma Forest and Rebecca Winn. We support colleagues in their teaching of PSHE and citizenship by giving them information about current developments in the subject and by providing strategic lead and direction for the subject in the school.

This policy is monitored by the Governing Body and will be reviewed annually.

Responsibilities

The Governing Body of Colgate Primary School is responsible for determining the content of the policy and the Headteacher for implementation.

HEAD TEACHER: R. Winn

CHAIR OF GOVERNORS: Miss A. Calvert

DATE: 12.9.25

REVIEW DATE: 12.9.26

Appendix 1 More able learners in PSHE



More able learning in PSHE at Colgate

What the child displays

- Relates to others' experiences
- A quick grasp of new vocabulary
- Can give examples of what is not a life skill
- Demonstrates life skills in everyday behaviours, not just lessons

What the teacher does to support this

- Asks the child 'how do you know...?'
- Asks, 'when might you use that word or phrase?'
- Asks the child to draw a picture to demonstrate something

Appendix 2 Colgate Primary School PSHE and RSE learning grid

	EYFS	KS1		Lower KS2		Upper KS2	
Thread		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships education: Families and People who care for me and Caring Friendships	Names the people who they live with and their relationships to them. Forms positive relationships with adults and children. Can name and talk about behaviours that keep us safe and happy in school and home. Knows how to get help if somebody upsets or hurts them.	Identifies the different roles of people at school and home. Knows that all families look different. Recognise their own feelings. Know when their friends are feeling happy. Recognise what is fair, unfair, kind, unkind, right and wrong. Know what to do if somebody is unfair or unkind.	Understands and respects the differences and similarities between people and families. Recognises different types of families and how their own home-life is special. Understands families and friends care for each other in various ways and that everybody needs to be cared for in different ways. Understands what makes a good friend. Can identify people who are special to them and explain why.	Explains what is meant by 'community' and names some of the communities they belong to. Recognises and values the diverse communities that exist and how they connect. Recognises when somebody is being unkind or unfair to them and knows what to do in these situations.	Recognises some of the aspects that contribute to healthy relationships and develops skills to manage their own relationships. Recognises the similarities between the needs and wants of boys and girls and challenges gender stereotypes around hygiene and grooming. Shows empathy towards to the feelings of others within relationships, including their family.	Recognises ways in which a relationship can be unhealthy and who to talk to if they need support. Knows what is meant by 'Domestic Abuse/Violence' and understands that it is not acceptable for there to be violence in relationships. Knows what to do if they experience violence or witness abuse, including where to get help and support.	Can identify positive qualities and expectations from a variety of relationships. Knows similarities and differences between friendships and intimate relationships. Can describe different types of intimate relationships, including marriage. Identifies some skills and qualities needed to be a parent or carer. Knows that both men and women can take on these role and responsibilities. Understands and can describe different family structures. Knows that families are characterised by love and care. Explains what can make a place somebody lives a 'home'. Knows what is meant by 'Domestic Abuse/Violence' and understands that it is not acceptable for there to be violence in relationships. Knows what to do if they experience violence or witness abuse, including where to get help and support.
Respectful relationships	Plays co-operatively with others, sharing and taking turns. Has own ideas/opinions and the confidence to talk about these with trusted people. Knows that their actions/words affect others. Knows that people are all different and enjoy different things. Can name something that makes them special.	Recognises some of the things that make them special, understands that people are different and everybody has something that makes them special. Solves simple dilemmas and understands the importance of taking responsibility at home and school (including for the environment) Recognises helpful and unhelpful behaviour in school and understands how their behaviour can affect others.	Recognises how their behaviour affects others. Can describe some of the things that can go wrong with friendships. Understands the importance of being cooperative with others and know ways to solve problems that may arise within relationships. Understands that people may have different feelings to them. Understands that boys and girls can do the same things but that sometimes TV, stories and people say 'girls do this' and 'boys do that'.	Understand that we can work together, whether we have differences or similarities. Identifies positive and negative aspects of belonging to a group and understands that there may be times when they don't agree with others in a group.	Understand that Britain is a democratic society and what this means. Knows that there are different political parties with differing beliefs and shows respect for the views of others. Understands that people have influence on democracy and politics through voting in elections. Understands that their actions affect themselves and others. Develops self-awareness in terms of doing the right thing. Learns the connection between discrimination and uncomfortable feelings.	Explain what is meant by 'stereotype'. Knows that stereotypes exist for different groups, including gender stereotypes. Have the skills to challenge stereotypes. Identifies some discriminatory language and knows what to do if they experience discriminatory language at school. Understands how discriminatory language can make people feel and that this is unacceptable. Develops self-awareness, doing the right thing. Understands that their actions affect themselves and others. Recognise how images and campaigns in the media and social media do not always reflect reality, and can affect how people feel about themselves e.g. body image, eating	Knows how to be a good buddy to new Reception children. Can identify a disclosure from a young child and knows what to do in this situation. Recognises and challenges gender stereotypes. Knows how our attitudes and values about gender and sexuality can be affected by factors such as the media, religion and culture. Understands how stereotypes can affect equality, causing inequality of opportunity and affect behaviour. Explains what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. Knows what is meant by a refugee, identifies reasons for refugees and understands the impact stereotyping

							issues.	may have. Appreciates the difficulties that homelessness brings and know some ways in which charities and initiatives can help.
	Online relationships	Recognises, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	Recognises that there may be people online who could make them feel sad, embarrassed or upset. Knows when and how to speak to a trusted adult. Describes how to behave online in ways that do not upset others.	Explains that people may look or act differently online. Gives examples of issues online that may make somebody feel sad, worried or frightened. Understands that the internet can be used to communicate with people who you do not know offline and can describe some risks associated with this. Understands their right to say 'no' online, just like offline.	Explains what is meant by the term 'identity'. Explains ways in which somebody may change their identity online, depending on what they are doing (gaming, using an avatar, social media) Explains how 'knowing' somebody online is different to knowing them offline. Explains why it is important to be careful about who we trust online.	Explains how their online identity can be different to their offline identity. Describes positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. Explains that others online can pretend to be someone else, including their friends, and can suggest reasons why they might do this. Explains how someone's feelings can be hurt by what is said or written online. Gives examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours	Explains how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. Gives examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. Recognises online bullying can be different to bullying in the physical world and can describe some of those differences.	Explains how sharing something online may have an impact either positively or negatively. Describes how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. Describes how things shared privately online can have unintended consequences for others. e.g. screen-grabs. Explains that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.
	Being safe	Know some ways to keep safe in the classroom and playground, including safe use of resources. Knows who and how to ask for help if something is upsetting or hurting them. Can explain what a stranger is. Recognises the potential danger that strangers can pose.	Knows to tell a trusted adult if they feel unsafe or worried and can ask for help if they need it. Understand that there are times when secrets shouldn't be kept. Recognises danger in certain situations (including stranger danger) Recognises the differences between bad and good touches. Identifies people in the community who can help them.	Knows some ways to keep safe in the home, including fire safety, and outside. Understands their own responsibility for keeping safe. Identifies some hazards in relation to road safety and knows how to cross a road safely.	Recognises bullying and how it makes people feel. Knows different types of bullying (including online) and how to respond to incidents of bullying. Knows what to do if they witness bullying.	Knows how laws are made and the importance of following them. Understands the contributions that individuals and groups can have on social and environmental change. Knows how to keep safe in terms of their computer gaming habits. Knows ways to keep safe around roads, rail, water, building sites and fireworks. Can identify and assess the level of risk in a situation and knows some ways to respond to unhelpful pressure.	Knows some of the things that may cause a young person to run away, understands the potential risks and dangers and knows where to find help.	Knows about the feelings that may be associated with being allowed more independence in the local area. Knows how to recognise peer pressure, and strategies to deal with this. Knows about the consequences of anti-social behaviour, including gang related behaviour. Knows what FGM is and why it is important for girls to be protected from this. Knows how and where somebody can get help. Know about human rights and the UN rights of the child.
	Physical health and mental wellbeing: Mental wellbeing	Names basic emotions and can recognise some actions which demonstrate these emotions, such as crying or smiling.	Names different feelings/emotions and recognise what these may look like. Recognises that some feelings may be stronger than	Recognises and celebrates strengths. Sets simple but challenging goals. Describes how it feels to be sad/unhappy and knows ways to express	Celebrates their own and others' strengths and attributes. Sets high aspirations and goals, explains how it feels to be challenged. Plans simple steps to	Names some factors, including changes that can affect people's emotional well-being. Understands that feeling different emotions is a part of life.	Knows what positively and negatively affects their physical, mental and emotional health. Understands that everyone's mental health can change over time. Knows how puberty can effect emotions and behaviour and some	Understands and can discuss what is meant by the term 'mental health' Understands that mental health can change frequently and one mental state is not necessarily permanent. Knows some of the things that can affect mental health, including the

			others. Can identify some ways of managing certain feelings. Knows how to get help if they need it.	these feelings and some ways to manage these feelings. Understands there may be times of loss/change and how this might make them feel.	meet a goal or challenge. Knows what 'put-downs' and 'set-backs' are and how to deal with these and the feelings they may provoke using some positive strategies. Knows some ways of coping with change and understands the link to emotional wellbeing.	Understands that everyone's mental health can change over time. Knows how puberty can effect emotions and behaviour and some strategies for dealing with this. Knows some strategies to deal with their feelings in the context of relationships. Extends vocabulary to describe range and intensity of their feelings. Recognises and responds appropriately to a wider range of feelings in others.	strategies for dealing with this. Knows some strategies to deal with their feelings in the context of relationships. Knows that some people find change easier than others. Knows that there are things they can do that help them cope with or accept change. Defines what is meant by 'mental health' and can identify what mental health looks like. Recognises the link between strong emotions and poor mental health and develop protective strategies. Recognises that anyone can be affected by poor mental health. Identifies the appropriate language to use to describe mental health. Knows what people can do to support their mental health and where people can get help.	media and some strategies to deal with this. Understands that anybody can be affected by mental ill health. Knows everyday ways to look after their mental health. Knows how to get help and support with their mental health. Can use appropriate language to describe emotions on a deeper level. Understands and knows ways to manage emotions related to transitions – specifically the transition to Secondary school.
Internet safety and harms			Gives examples of when to ask permission to do something online and explain why this is important. Uses the internet with adult support to communicate with people they know (e.g. video call apps or services). Recognises that they may find things online that they like/dislike and knows how to get help from a trusted adult if they see things that make them feel sad, uncomfortable, worried or frightened. Knows basic rules to keep safe online.	Describes what information shouldn't be put online without asking a trusted adult first. Explains how information put online about someone can last for a long time. Understands what bullying is and that it can happen online or offline. Understands that some of the information that can be found online may be untrue. Knows who to talk to about anything that causes them concern while online.	Knows why it is important to be careful when sharing personal information online. Knows how to behave appropriately online and why this is important. Recognises the signs of bullying online and knows how and where to get help. Knows the negative impact that spending too much time online can have on people's mood, sleep, body and relationships. Understands the need for age restrictions online and their ability to say 'no' if they are pressured to watch/do something online that they are not happy with.	Recognises when someone is upset, hurt or angry online. Describes ways people can be bullied through a range of media (e.g. image, video, text, chat). Explains why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). Explains what is meant by 'fake news' on the internet e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. Identifies times or situations when someone may need to limit the amount of time they use technology e.g. suggests strategies to help with limiting this time. Describes ways technology can affect health and wellbeing both positively (e.g. mindfulness apps) and negatively. Describes strategies for keeping personal	Demonstrates how to make responsible choices about having an online identity, depending on context. Explains how anyone can get help if they are being bullied online and identify when to tell a trusted adult. Identifies a range of ways to report concerns and access support both in school and at home about online bullying. Evaluates digital content and can explain how to make choices about what is trustworthy. Describes some strategies, tips or advice to promote health and wellbeing with regards to technology. Explains what a 'strong password' is and its importance.	Describes issues online that could make anyone feel sad, worried, uncomfortable or frightened. Explains the ways in which anyone can develop a positive online reputation. Recognises online bullying can be different to bullying in the physical world and can describe some of those differences.

					information private.		
Physical health and fitness	Knows that regular exercise keeps us healthy.	Recognise how being active makes them feel and chooses their favourite active games.	Understands that an hour a day of exercise is important for good health and some ways in which they can be active.	Evaluates the level of physical activity in different pastimes. Recognises that they have choices in how they spend their free time.	Explains the importance of getting enough sleep for health and wellbeing. Recognises the effects of too much screen time on sleep, health and wellbeing.	Analyses the media portrayal or celebrities – including how the media can present celebrities as role models, how this can influence people in a good or bad way and to be cautious about what they see, hear and read in the media. Understands that the media often manipulate the images they present and that these images may affect the way people feel about themselves.	Understands the importance of being healthy physically, emotionally and mentally.
Healthy eating	Can identify some foods that contribute to being healthy. Can identify some foods that are not as healthy.	Identifies different types of foods. Understands that some foods eaten on special occasions may be different to every day foods. Can categorize foods into healthy foods and treats.	Know what a healthy diet looks like and the benefits of a healthy diet.	Makes healthy choices about food and drink and can use the eat-well guide to help them make informed decisions. Understands some factors that may influence their food and drink choices, including branding/packaging.	Know why people may eat or avoid certain foods (religious, moral, cultural or health reasons). Know about other factors that contribute to people's food choices (ethical farming, fair trade, seasonally).	Knows about the role of advertising on food and drink choices.	Understands the term 'Processed food'. Understands that processed foods have more ingredients in than foods cooked at home. Knows that there are ingredients in processed foods that are not good for you. To learn to look at food ingredients to make good choices. To understand ways companies market food.
Drugs, alcohol and tobacco	Knows how to take risks and manage their own safety. Knows how to get help if they need it.	Recognises that different things that can go into/onto a person's body can make them feel good or bad. Identifies if a substance may be harmful. Knows that substances can be absorbed through the skin. Knows some basic safety rules around things that go in or onto the body.	Understand the purpose of medicines is to help people stay healthy, get well or feel better if they are ill. Recognises that each medicine has a specific use. Knows that medicines come in different forms. Understands where medicines come from and who decides which medicines to take – doctors prescribe, pharmacy or bought from a shop. Know how to keep themselves safe around medicines – they come with instructions, how to be stored safely and that they can be harmful if taken when not	Defines the term 'drug'. Identifies when a drug might be harmful. Recognises tobacco as a drug. Knows the effects and risks associated with smoking and second-hand smoke. Knows the benefits of not smoking. Understands the laws around smoking and why these are important. Understands that it may be hard to stop smoking once a person has started and that there is support available to help a person stop smoking.	Knows that there are drugs (other than medications) which are present in everyday life for some people, and why people choose to use them. Understands the effects and risks associated with drinking alcohol and knows the laws related to alcohol consumption. Recognises different patterns of behaviour associated with the use of drugs. Can explain the meaning of 'habit' and 'addiction'.	Know the associated risks with smoking drugs, including health, money, social effects and the law. Understand the influences that people face when it comes to deciding to smoke/take drugs and drink alcohol, including the media and peer pressure.	Know about some of the possible effects and risks associated with different drugs. Know that some drugs are restricted or illegal to use, own or supply to others. Understand when and why some people may use drugs. Can assess the level of risk in different situations involving drug use. Can use some methods to manage risk in situations involving drug use.

				needed/not how instructed.				
	Health and prevention	Knows how to keep clean and why this is important – brushing teeth, washing hands, bathing. Knows how to take risks and manage their own safety. Knows how to get help if they need it.	Knows the effects of too much sun on the body and can explain how to keep themselves safe from the sun.	Understand how basic hygiene can stop the spread of disease. Know people who can help us to prevent illness and stay healthy (including vaccinations). Describes daily routines which promote good health and hygiene.	Identifies a range of different physical activities which can help to keep them healthy.	Knows about the effects of puberty on personal hygiene and some strategies for managing this. Can identify sources of information, support and advice for children and young people in relation to puberty and growing up.	Knows strategies to resist the pressures around drug/alcohol use. Can make informed choices when it comes to using drugs/alcohol, even when there is pressure from others.	
	Basic first aid	Recognises an emergency situation and can call for help – including calling 999.	Recognises an emergency situation and can call for help – including calling 999.	Recognises an unconscious causality and knows how to safely put a person in the recovery position.	Knows what Asthma is, how to recognise the symptoms of an Asthma attack and how people treat Asthma as a condition and as an attack. Can put a person in the recovery position and knows when to use this.	Assesses an emergency situation and can call for help. Knows how to respond to basic first aid situations including choking. Knows how to recognise and some strategies to deal with serious bleeding.	Recognises and knows some basic first aid to support a person having a suspected heart attack.	Review of first aid skills learned across school.
	Changing adolescent body	Understands that their body belongs to them. Understands that certain parts of their bodies are private – NSPCC PANTS rule. Understand some areas in which they can look after themselves e.g. dressing and undressing To understand why hygiene is important Understand some basic hygiene routines To recognise that all families are different Understand how members of a family can help each other	Names parts of their body using scientific terms. Understands that parts of their body are private. To know the importance of and how to maintain personal hygiene To understand about the process of growing from young to old and how people's needs change. To know about people who look after them and who to go to if they are worried.	Defines difference and similarity. Describes the biological differences between male and female animals. Understands that the creation of life requires a male and a female. Describes the biological differences between male and female children. Labels the male and female sex parts with confidence. Identifies key stages in the human life cycle. Understands that all living things, including humans, start life as a baby and can describe some of the ways they have changed since they were a baby.	To explore the differences between males and females and to name the body parts. To consider touch and to know that a person has the right to say what they like and dislike Identify different types of touch that people like and do not like To understand personal space. To talk about ways of dealing with unwanted touch. To explore different types of families and who to go to for help and support. To understand that all families are different and have different family members.	Identifies changes throughout the human life cycle. Understands changes are ongoing and individual. Defines puberty. Identifies physical changes associated with puberty and understands that everybody's experience is different, beginning and ending at different times.	Knows about the changes that happen during puberty, including physical, emotional and behavioural changes. Knows that puberty can begin at any age between 8 and 17.	Understands and respects that people have different bodies. Knows about human reproduction in relation to the human life cycle. Names the male and female sex cells, and reproductive organs. Knows how a baby is made and uses scientific language to discuss conception and pregnancy. To explore positive and negative ways of communicating in a relationship. To have considered when it is appropriate to share personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong.
	Careers, Financial capability and economic well-being	Can identify some key jobs/roles in their community. Knows that we use money to buy things.	Understands that people get money in different ways and make choices about how to spend their money. Understands why	Understands that having a job means people can earn money and that both men and women are able to do a range of jobs.	Understands some of the influential factors on people to spend or save their money. Knows how to keep track of their money. Understands that there	Understands that local councils organise services based on government guidance. Recognises that there are limited resources/money for the needs of the community.	Understands that there are different ways that people can pay for something. Explains the differences between manageable and unmanageable debt. Identifies where people can get support with money worries.	Understands that money is one factor in choosing a job and that different jobs pay different amounts of money. Discusses the importance of salary in relation to job and life satisfaction. Understands tactics used by companies to encourage you to buy

