

(Y1) My Family	(Y2) Our Families	(Y3) Different Families	(Y4) Family Commitments	(Y5) Families and Laws	(Y6) Families and Cultural Differences
<p>Key Ideas: To identify my own family. To talk about why my family is important to me.</p>	<p>Key Ideas: To understand and identify family values. To recognise that not all families look the same. To realise that even that families look different, they share the same values.</p>	<p>Key Ideas: To identify and understand key family values. To recognise the security that should be provided by a family. To identify different family structures and the roles within these. To know the importance of equality and not gender stereotyping.</p>	<p>Key Ideas: To identify and understand key family values and the security provided by these. To identify some less common family structures and identify equality, roles and not gender stereotyping within these. To know about the different types of commitment made within families.</p>	<p>Key Ideas: To identify some less common family structures and identify equality, roles and not gender stereotyping within these. To know about the different types of commitment made within families. To recognise some of the laws around different types of commitments and marriages in the UK.</p>	<p>Key Ideas: To recognise some of the laws around different types of commitments and marriages in the UK. To understand how some of these laws may differ in other cultures. To give my opinion on some of these differences. To identify which of these differences are not considered as acceptable under UK law and why.</p>
(Y1) My Friends	(Y2) Good Friends	(Y3) Staying Friends	(Y4) Fixing Friendships	(Y5) Trusting Friends	(Y6) Healthy Friendships
<p>Key Ideas: To describe and talk about my own friends. To start to understand what makes a good friend.</p>	<p>Key Ideas: To talk about and describe my own friends and their qualities. To understand what qualities a good friend should / should not have.</p>	<p>Key Ideas: To understand what qualities a good friend should / should not have. To realise that sometimes friends fall out and know some basic strategies for dealing with this.</p>	<p>Key Ideas: To understand that sometimes friends have disagreements and that these can be resolved. To be confident in some strategies for resolving conflicts within friendships.</p>	<p>Key Ideas: To be confident in some strategies for resolving conflicts within friendships. To understand the importance of respect and trust within a friendship.</p>	<p>Key Ideas: To be confident in a range of strategies to resolve conflicts within friendships. To know what respect within a friendship looks and feels like. To know what trust within a friendship looks and feels like. To recognise when a friendship has become unhealthy and have strategies for breaking away from this.</p>
(Y1) Babies and Adults	(Y2) Young to Old	(Y3) Boys and Girls	(Y4) Body Changes	(Y5) Changing Bodies and Emotions	(Y6) Pregnancy and Conception
<p>Key Ideas: To know that all animals produce offspring. To understand that babies grow into adults.</p>	<p>Key Ideas: To be able to order the stages of the human life cycle. To identify some of the changes to a human's appearance as they grow and age.</p>	<p>Key Ideas: To identify the similarities and differences between male and female baby's bodies. To confidently use scientific vocabulary to describe male and female body parts.</p>	<p>Key Ideas: To identify the physical changes that happen to males and females during puberty. To confidently ask questions about changes that will happen to my body, using the correct scientific terminology.</p>	<p>Key Ideas: To confidently talk about the physical changes that happen to males and females during puberty. To understand the process of menstruation. To recognise some of the emotional changes and feelings that may occur during puberty.</p>	<p>Key Ideas: To understand that most babies are made through sexual intercourse and be aware of the basic facts around what this involves, including that conception can be prevented. To recognise that there are other scientific ways of having babies for couples who are unable to do this naturally. To know some of the key changes that happen to a woman's body during pregnancy. To know how babies are born.</p>
(Y1) Keeping Myself Clean	(Y2) Keeping Myself Clean and Tidy	(Y3) Deep Cleaning	(Y4) Personal Hygiene	(Y5) Personal Care	(Y6) Personal Care and Grooming
<p>Key Ideas: To know how to wash regularly. To know how to brush my teeth. To know how to brush my hair.</p>	<p>Key Ideas: To know how and where to wash regularly with independence. To know how to keep my teeth clean. To take pride in my own appearance and know ways to keep myself smart and tidy.</p>	<p>Key Ideas: To identify different parts of my body that might get smellier or dirtier than others. To know how to ensure that these parts of my body are kept clean.</p>	<p>Key Ideas: To recognise how my hygiene needs might change as my body changes. To know how to keep my body clean during these changes.</p>	<p>Key Ideas: To know about products and strategies for keeping clean during puberty. To not be embarrassed about bodily secretions that occur during puberty and have strategies to hygienically deal with these when they happen.</p>	<p>Key Ideas: To know about products and strategies for keeping clean during puberty. To not be embarrassed about bodily secretions that occur during puberty and have strategies to hygienically deal with these when they happen. To be aware of some of the options people chose around maintaining and grooming unwanted body hair.</p>
(Y1) Feeling Safe	(Y2) Staying Safe	(Y3) Securing my Safety	(Y4) Peer Pressure	(Y5) Under Pressure	(Y6) Safety, Trust and Consent
<p>Key Ideas: To identify how my body feels when I feel unsafe. To know who I can ask for help if I feel unsafe.</p>	<p>Key Ideas: To identify how my body feels when I feel unsafe. To recognise how my behaviour might change when I feel unsafe. To know who I can ask for help if I feel unsafe.</p>	<p>Key Ideas: To understand my right to always feel and be safe. To think about who I trust and why. To know what to do and who to tell if anyone makes you feel unsafe.</p>	<p>Key Ideas: To recognise when I'm being pressured into something that I'm not comfortable with. To know some strategies to resist the pressure from others. To know what to do and who to tell if I am not feeling safe.</p>	<p>Key Ideas: To recognise that pressure can come from lots of different sources and not just peers. To have strategies to deal with a range of pressurised situations, including those from people whom I consider myself to trust. To know what to do and who to tell when I don't feel safe.</p>	<p>Key Ideas: To recognise that pressure can come from lots of different sources and not just peers. To have strategies to deal with a range of pressurised situations, including those from people whom I consider myself to trust, including boyfriends / girlfriends. To understand that my body belongs to me and no one else and understand the rules around consent. To know what to do and who to tell if they feel unsafe.</p>