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|  | **Children will be able to:** | **Children will know and Understand:** | **Children will have considered:** |
| **KS2** | * Express opinions, for example, about relationships and bullying
* Respect other people's viewpoints and beliefs
* Recognise their changing emotions with friends and family and be able to express their feelings positively
* Identify adults they can trust and who they can ask for help
* Be self-confident in a wide range of situations, such as seeking new friends
* Form opinions that they can articulate to a variety of audiences
* Recognise their own worth and identify positive things about themselves
* Balance the stresses of life in order to promote their own mental health and wellbeing and that of others
* See things from other people's viewpoints, for example, their parents and carers
* Discuss moral questions
* Listen to their friends, support them and manage friendship problems
* Recognise and challenge stereotypes, for example in relation to gender
* Recognise the pressure of unwanted physical contact, and know ways of resisting it
 | * That the life processes common to humans and other animals include growth and reproduction\*
* About the main stages of the human life cycle\*
* That safe routines can stop the spread of viruses including HIV
* About the physical changes that take place at puberty, why they happen and how to manage them
* The many relationships in which they are all involved
* Where individual families and groups can find help
* How the media impact on the forming of attitudes
* About keeping themselves safe when involved with risky activities
* That their actions have consequences and be able to anticipate the results of them
* About different forms of bullying people and their feelings of both bullies and victims
* Why being different can provoke bullying and why this is unacceptable
* About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together
 | * The diversity of lifestyles
* Others’ points of view, including their parents’ or carers
* Why being different can provoke bullying and why this is unacceptable
* When it is appropriate to take a risk and when to say no and seek help
* The diversity of values and customs in the school and in the community
* The need for trust and love in established relationships
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| Working towards  |  |  |  |
| Expected |  |  |  |
| Exceeding |  |  |  |