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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 |
| Working towards |  |  |  |
| Expected |  |  |  |
| Exceeding |  |  |  |