

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 5

Term: Autumn 1



Unit: Beginning and Belonging



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>positive – bringing something good, or giving some kind of advantage.</p> <p>relationship – a connection between people</p> <p>emotion – feelings</p> <p>cooperate – to work with others</p> <p>Support</p>	<p>They can participate in developing ground rules for the class and in exploring what they mean in practice.</p> <p>How to take part in activities to build positive relationships in the class and to develop their skills of cooperation.</p> <p>How to explore the range of new situations they or others may find themselves in, and the emotions they or others may experience.</p>	<p>What ground rules are and how these relate to their lives and the classroom.</p> <p>What a positive relationship is and the importance of this.</p> <p>What cooperation is and how they can cooperate with others.</p> <p>That new situations and experiences may bring new and unfamiliar emotions. That there are strategies that can be used to deal with these, what they are and how to use them.</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>RR Respectful Relationships</p> <p>BS Being Safe</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p>

<p>ground rules - basic rules governing the behaviour in a given situation</p> <p>network of support – A group of people who someone trusts .</p> <p>trusted adult – a person over the age of 18 who someone knows well and can trust.</p> <p>trust - a belief in the strength or truth of a person or thing</p> <p>support – to help during a time of trouble or stress</p>	<p>How to develop strategies for coping with new emotions.</p> <p>They will also revisit and develop their own Networks of Support, and consider how they can provide help and support to others.</p>	<p>What a Network of Support is and who theirs is.</p> <p>How a Network of Support can support someone.</p>	<p>Collaborate with other children to develop strategies and approaches to help the classroom feel a safe and happy place to learn</p> <p>Foster current relationships and build new ones.</p> <p>Describe how it feels to be in a new situation in different contexts, and have strategies for managing those emotions</p> <p>Identify a range of people in their Network of Support, and know how to access help and support</p> <p>Help new people feel welcome, and be able to offer support to others who need help.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 5

Term: Autumn 1 and 2



Unit: Anti-Bullying



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>bullying – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.</p> <p>cyberbullying – bullying that happens online or using electronic communication devices.</p> <p>verbal bullying – using words to bully someone</p> <p>physical bullying – physically hurting someone – eg. pushing, hitting, kicking</p> <p>sexual bullying - includes unwanted touching, sexual comments or gestures.</p> <p>prejudicial bullying - includes bullying based on someone's race,</p>	<p>The definition of bullying.</p> <p>The difference between friendship issues/ unkind behaviour and bullying.</p> <p>The key characteristics of bullying and enable them to develop, explore and apply definitions of bullying to a range of situations including cyberbullying.</p> <p>The reasons why bullying happens, and have an understanding of prejudice driven bullying and begin to explore the negative role that stereotyping plays in prejudice driven bullying.</p> <p>The possible feelings of children who are bullied, those that witness</p>	<p>What bullying is and its key characteristics.</p> <p>That falling out with friends and unkind behaviour may not be bullying.</p> <p>The difference between bullying and unkind behaviour.</p> <p>What cyberbullying is and where it can take place.</p> <p>Why bullying can happen.</p> <p>What prejudice means, what a stereotype is and how these can lead to bullying of a person or group of people.</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>IS Internet Safety & Harms</p> <p>Describe the key characteristics and forms of bullying</p> <p>Talk about personal reasons why someone may engage in bullying</p>

<p>religion, or other personal characteristics.</p> <p>indirect bullying – trying to ruin someone’s reputation by spreading rumours and gossiping behind someone’s back. Purposely excluding someone from an activity or game.</p> <p>repetition – when something happens again and again</p> <p>intentional – carried out on purpose</p> <p>prejudice - An adverse judgment or opinion formed beforehand or without knowledge of the facts.</p> <p>assertiveness - Boldly self-assured; confident without being aggressive</p> <p>bystander – A person who, although present at some event, does not take part in it; an observer or spectator.</p>	<p>bullying and those who bully others.</p> <p>The possible long term impact that bullying often has on people’s mental wellbeing.</p> <p>How the behaviour and response of bystanders can improve or worsen a situation.</p> <p>Strategies to keep themselves safe from bullying and for befriending and supporting children who have been bullied.</p> <p>Where bullying may occur in their school and in the local community and to develop strategies to ensure that the school is a safe place where positive relationships are fostered.</p>	<p>That bullying can cause harm, both physically and mentally to those who are bullied and those who witness bullying. What the possible feelings of this are.</p> <p>Who a bystander is and the role that they can play in a bullying situation: that this can be positive or negative.</p> <p>That someone can keep themselves safe from bullying and how they can do this.</p> <p>Where bullying may happen and how they can play a role in preventing this.</p>	<p>Identify and describe specific types of prejudice driven bullying</p> <p>Describe the different roles of those involved in a bullying situation</p> <p>Describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied</p> <p>Describe confidently and demonstrate a number of assertiveness techniques</p> <p>Identify places where bullying may take place in the community.</p>
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<p>emotions - A person's internal state of being and response to an object or a situation</p> <p>strategy - A plan of action intended to accomplish a specific goal.</p> <p>defend - to support by words or writing; to vindicate, talk in favour of.</p> <p>online – actively connected to the Internet or to some other communications service.</p> <p>stereotype - a standardised and usually oversimplified and inaccurate conception held in common by many people.</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 5

Term: Autumn 2



Unit: Family and Friends



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>network of support – A group of people who someone trusts</p> <p>support – to help during a time of trouble or stress</p> <p>relationship – a connection between people</p> <p>positive – bringing something good, or giving some kind of advantage.</p> <p>pressure - a strong influence or burden on the mind or emotions</p> <p>diverse- being different</p> <p>individual – one person</p>	<p>How to identify who is in their network of people who are special to them and recognise how their relationships have changed and developed.</p> <p>Ways of beginning new friendships and maintaining existing ones during times of change.</p> <p>How to recognise and value differences between individuals, and how difference can be a positive aspect of their friendships.</p> <p>How to recognise the diversity of family patterns, and how these can continue to change</p> <p>How to recognise some of the pressures on relationships and to develop strategies to manage them.</p>	<p>What a network of support is and how to identify theirs. That relationships can change and develop over time.</p> <p>How to being and maintain friendships.</p> <p>That everyone is different and this is a positive thing, including in their friendships.</p> <p>What diversity means and how this applies to different family set-ups</p> <p>That relationships can face pressures and how to manage these</p>	<p>Relationships Education:</p> <p>FP Families & People who care for me</p> <p>CF Caring Friendships</p> <p>OR Online Relationships</p> <p>BS Being Safe</p> <p>Describe aspects of healthy and unhealthy relationships, online and offline</p> <p>Develop ways of beginning new friendships and maintaining existing ones, on and offline</p>

<p>value - the worth, importance, or usefulness of something</p>	<p>How to identify some of the influences and pressures involved in group relationships, and to develop strategies to manage these.</p> <p>How to access support from people in their network and from other people and places.</p> <p>How to identify ways in which they already do or could support others.</p>	<p>How they support others and how they can support others</p>	<p>Find strategies for managing some of the pressures in friendships and family relationships</p> <p>Understand when consent should be sought and given in their current relationships, on and offline</p> <p>Describe how communication skills, empathy and compromise can reduce familiar relationship challenges</p> <p>Understand how families can support each other through periods of change or pressure.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 5

Term: Spring 1



Unit: Diversity and Communities



Vocabulary

Knowledge

Understanding

Skills

	Children will know (that)	Children will understand (that)	Children will be able to
<p>ethnic - of or relating to a group of people who share the same culture, race, or nationality.</p> <p>identity - all of those things by which a person or thing is known or is considered as being</p> <p>stereotype - a standardized and usually oversimplified and inaccurate conception held in common by many people.</p> <p>prejudice - hatred or unfair treatment toward a person or group without cause or reason</p> <p>media – the collective name for the main means of mass communication (broadcasting, publishing, and the internet)</p> <p>influence - the power or invisible action of a thing or person that causes some kind of effect on another.</p>	<p>The elements that make up people’s identities and how others’ perceptions can influence identity.</p> <p>That perceptions of gender amongst peers and the media affect identity, emotions, friendships, behaviour and choices.</p> <p>About the range of nationalities, cultures and ethnic groups that live in Britain and describe the make-up of our community to others</p> <p>What it means to treat people with respect.</p> <p>All genders, nationalities, cultures and ethnic groups should be treated with respect.</p> <p>What a stereotype is.</p>	<p>What a person’s identity is (including their own) and what it can be influenced by</p> <p>That the perceptions of others’ can influence the behaviour, emotions, behaviour and choices that people make</p> <p>That a community is made up of different nationalities, cultures and ethnic groups and the importance of all of these to be treated equally and with respect.</p> <p>What respect means and the need for respect within the community.</p> <p>How stereotyping can lead to prejudice.</p> <p>The behaviour that can happen as a result of this.</p> <p>The effect that the media can have on the behaviour of the community</p>	<p>Relationships Education:</p> <p>FP Families & People who care for me</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Recognise aspects of their identity and understand how other people can influence their perception of themselves</p> <p>Describe the ethnic make-up of their community and different groups that live in Britain</p> <p>Recognise the negative effects of stereotyping and prejudice</p>

<p>environment - all the things together that surround animals and humans in the natural world, including the air, the water, and the soil</p> <p>gender - the sex of a person or animal</p> <p>peers - a person of the same rank, age group, or ability as another person</p> <p>national identity - a person's identity or sense of belonging to one or more states or one or more nations.</p> <p>religious belief - the religion that a person chooses to believe in</p> <p>culture - the language, customs, ideas, and art of a particular group of people</p> <p>tradition - the handing down of a culture's beliefs and customs from parents to children over many years.</p>	<p>What the negative effects of stereotyping are and how they might lead to prejudice.</p> <p>What prejudice-based behaviour is and how stereotyping can lead to this.</p> <p>That the media can influence prejudice and the behaviour of others, including individuals and groups within a community.</p> <p>What local communities are and the benefit of being part of different communities.</p>	<p>and ways to identify where the media may be influencing behaviour.</p> <p>The different communities that they are part of.</p>	<p>Know about how they and others, including volunteers, contribute to the community</p> <p>Understand about the role of the media and its possible influences</p> <p>Understand some ways of caring for the environment and the contribution they can make.</p>
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<p>respect – to show consideration for the feelings, wishes, or rights of others</p> <p>community - a group of people who live close together or have shared interests.</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 5

Term: Spring 2



Unit: Personal Safety



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Early Warning Signs – your mind and body’s way of showing you that something is not right/ safe</p>	<p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>When they could feel unsafe and what to do in those circumstances.</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p>

<p>physical – of the body</p> <p>Network of Support – the people around you who you can trust and ask for help</p> <p>trust – to believe that someone is safe and reliable and won't harm you</p> <p>adult – some over the age of 18</p> <p>unwanted – not wanted</p> <p>worry - to feel anxious, troubled, or uneasy</p> <p>feelings – emotions</p> <p>online - connected to or reached through a computer or computer network. On the Internet.</p> <p>private body parts – the parts of the bodies covered by their underwear.</p> <p>Male – penis, testicles.</p> <p>Female -vagina, breasts</p>	<p>To be able to recognise who to trust and who not to trust</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Where to get advice e.g. family, school and/or other sources.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>That each person's body belongs to them, and the differences between</p>	<p>What trust is and who they can trust. How to recognise situations that may include people who they may not be able to trust.</p> <p>Who to ask for help and the different ways that they can do this.</p> <p>Where they can get advice from that is reliable.</p> <p>When and where it may be ok to talk to a stranger and when they need to be cautious.</p> <p>How to identify their own feelings and how appropriate they are for the situation that they are in.</p> <p>Boundaries to set to keep themselves safe, including online.</p> <p>What permission-seeking is and why it is important.</p> <p>What appropriate and inappropriate physical contact is. That their body is their own.</p>	<p>OR Online Relationships</p> <p>BS Being Safe</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Identify their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe</p> <p>Identify the qualities that make a safe 'network' person</p> <p>Seek help from an adult in their Network of Support and know when to review their network</p> <p>Judge whether a secret is a safe or unsafe</p>
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<p>bottom</p> <p>physical contact – the act of touching physically</p> <p>communicate - to exchange thoughts, ideas, or information</p> <p>secret - kept from being seen or known by others; private</p> <p>safe - free from the risk of harm</p> <p>unsafe – dangerous to oneself or other people; not safe</p> <p>boundary – a limit a person sets</p> <p>appropriate – right for the purpose</p> <p>abuse – to hurt or harm by treating badly</p> <p>private – not to be share</p>	<p>appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>When they should share a secret with a trusted adult to keep someone safe.</p> <p>How to report concerns or abuse and who to report it to.</p>	<p>Identify behaviours that constitute abuse and neglect</p> <p>Identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies</p> <p>Contribute to discussions about assessing risk.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 6

Term: Summer 2



Unit: Relationship and Sex Education



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>conceive - to become pregnant with.</p> <p>puberty – the stage or age at which a person experiences the maturation of the reproductive system</p> <p>sanitary products - eg. sanitary towel, tampon, period pants. Products used during people’s periods.</p> <p>body odour – the smell of a person’s unwashed body</p> <p>deodorant – a product which removes or conceals unpleasant smells, including body odour.</p> <p>relationship - a connection between people.</p>	<p>About different ways babies are conceived and born, including sexual reproduction and sexual intercourse.</p> <p>How to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.</p> <p>That they have some responsibility for the feelings and wellbeing of others.</p> <p>There should be stable, caring relationships in a family to ensure children are cared for securely.</p> <p>The reasons people enter marriage, civil partnerships e.g. love, trust, commitment. And respect a wide range of family arrangements e.g. second</p>	<p>The different ways that babies are conceived and born.</p> <p>What sexual intercourse is and how it can make babies</p> <p>That their emotions will change during the course of puberty. How to express their emotions positively.</p> <p>That their actions can impact the feelings and well-being of others.</p> <p>How people in a family should care for each other to keep everyone safe and secure</p> <p>Why people enter marriages and civil partnerships. That not everyone chooses to get married.</p>	<p>Relationships Education:</p> <p>FP Families & People who care for me</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>CAB Changing Adolescent Body</p> <p>Describe the main stages of sexual reproduction, using some scientific vocabulary</p> <p>Describe some emotions associated with the onset of puberty and have strategies to deal with these positively</p> <p>Understand that puberty affects people in different ways, both physically and emotionally</p>

<p>marriage - the state of two people being joined by law, having pledged to be faithful to one another all their lives as a couple</p> <p>civil partnership - a legal relationship which can be registered by two people who aren't related to each other.</p> <p>Female: breasts - In females, the breasts are primarily for feeding babies. The fatty deposits protect the glands that produce breast milk. The nipple is the end point of the breast and all the milk producing tubes end up at the nipple.</p> <p>cervix - This is the structure which forms the neck of the womb. It is a muscular ring which opens and closes especially during birth. During pregnancy it holds very tightly shut to keep the baby safe in the uterus.</p> <p>clitoris - The clitoris is a small pea shaped bump and joining point of the inner labia.</p> <p>fallopian tube - There are two fallopian tubes. Each one connects an ovary to the womb. This is the tube down which the egg travels from the ovary.</p> <p>labia - The labia are folds of skin which protect the opening to the vagina. They enlarge during</p>	<p>marriages, fostering, same sex partners and extended families.</p>	<p>Different family structures.</p>	<p>Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt</p> <p>Describe some characteristics of loving, trusting relationships</p> <p>Understand a few reasons a couple might choose to have children</p> <p>Show awareness of some family arrangements which are different from their own.</p>
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<p>puberty. There are both inner and outer labia.</p> <p>ovary - There are two ovaries in each female reproductive system. They release eggs into the fallopian tubes, which in turn guide the eggs into the womb.</p> <p>ovulation - the process of releasing an egg from the ovary.</p> <p>ovum - (ova-plural, ovum-singular). Female egg cell</p> <p>perineum - This is the skin between the opening of the vagina and the anus.</p> <p>uterus - the organ of the female body where the fertilised egg begins to grow. It is the place where the foetus grows and develops throughout a pregnancy.</p> <p>vagina - The vagina is also called the birth canal. Technically it is an internal structure. However the term is commonly used to refer to the external sex organs of females.</p> <p>womb - See Uterus</p> <p>Male:</p> <p>ejaculation - This is the contraction of muscles in the penis which pushes semen from the testes and out of the penis.</p> <p>penis - The penis performs two functions in males. It passes urine</p>			
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through the urethra from the bladder. The penis is the main male sexual organ.

scrotum - This is the pouch of skin which holds the testicles. During puberty the scrotum enlarges so that the testes hang away from the body where it is the right temperature for sperm production. When the testes are exposed to cold the scrotum contracts and moves the testes closer to the body.

semen - The whitish fluid that carries sperm and is ejaculated from the body during an orgasm.

seminal vesicle - This is the small sack which contains a liquid which is added to sperm to make semen.

sperm - This is the male reproductive cell which is capable of fertilising an egg. It is carried in semen into the female uterus.

sperm duct - (spermatic cord) - These long tubes connect each testicle to the seminal vesicle, so the sperm can pass along.

testicle / testis (testis-singular, testes-plural) - The male reproductive organ where sperm is produced.

urethra - This tube, found in both males and females carries urine from the bladder out of the body.

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 5

Term: Summer 1 and 2



Unit: Drug Education



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>drug - a substance used to cure or heal; medicine. If misused, a drug can cause harm</p> <p>medicine - a drug or other substance used to treat a disease, injury, pain, or other symptoms</p> <p>prescribe - to order or suggest as a medicine.</p> <p>over- the- counter – bought from a pharmacy without needing a prescription</p> <p>legal – allowed by law</p> <p>illegal – not allowed by law</p> <p>Recreational</p> <p>immunisation – an injection to make someone immune to a disease.</p>	<p>About different categories of drugs including medicines (both prescribed and over-the-counter), legal recreational and illegal.</p> <p>The role of medicines in promoting, improving and sustaining health.</p> <p>The role of immunisations and implications for health.</p> <p>How to develop their knowledge, understanding and attitudes relating to alcohol, its effects and associated risks and consequences.</p> <p>How to develop their knowledge, understanding and attitudes relating to nicotine and tobacco, effects and associated risks and consequences.</p>	<p>What a drug is.</p> <p>There are different categories of drugs, which are legal and illegal.</p> <p>How medicines are can be used to promote our health.</p> <p>What an immunisation is and how it can help us.</p> <p>What alcohol is and the risks if it is misused</p> <p>What cigarettes are</p> <p>The risks of smoking</p>	<p>Relationships Education:</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>DAT Drugs, Alcohol & Tobacco</p> <p>HP Health & Prevention</p> <p>Categorise drugs as medical, non-medical, legal and illegal</p> <p>Understand the possible physical and psychological effects of some Drugs</p> <p>Understand the roles of medicines and immunisations</p> <p>Recognise some reasons why people use and misuse drugs and</p>

<p>immune – protect from a disease</p> <p>alcohol – a drink containing alcohol</p> <p>nicotine - a poisonous substance found in the tobacco plant. Nicotine is what causes people to become addicted to cigarettes.</p> <p>tobacco - a plant with large, sticky leaves that are smoked or chewed. <i>Tobacco is used to make cigarettes.</i></p> <p>consequence – the result of doing something</p> <p>misuse - a wrong or incorrect use</p> <p>asthma - a disease of the lungs that makes it difficult to breathe</p> <p>solvent – substances that can be found in everyday household items (eg. glue and aerosols) that turn into vapour at room temperature and can be inhaled</p> <p>recreational – when drugs are misused for fun</p>	<p>How to develop their knowledge, understanding and attitudes relating to solvents, their effects and associated risks and consequences.</p> <p>How to develop attitudes and beliefs about the use and misuse of legal and illegal drugs, who uses them and why and possible alternatives.</p> <p>About the law relating to the use and misuse of legal and illegal drugs.</p> <p>How to recognise a range of different risky situations related to drugs, explore personal reactions to risk and being assertive in decision making around these drug related situations.</p> <p>How to recognise peer influence and its effect on decision making and behaviour.</p> <p>How to develop attitudes towards media and advertising of alcohol, nicotine and other legal drugs.</p> <p>How to distinguish between fact and opinion in relation to drugs and to know where to check information and advice.</p>	<p>The risks of using solvents.</p> <p>What solvents are</p> <p>What illegal and legal drugs are and the danger of misusing drugs</p> <p>The law around drugs</p> <p>The risks that drugs can cause and how to be assertive when it comes to drug related situations</p> <p>How to recognise peer influence and its effect on decision making and behaviour.</p> <p>What the media is and how it can be influential</p> <p>How to distinguish between fact and opinion in relation to drugs and to know where to check information and advice.</p>	<p>be able to suggest some alternatives</p> <p>Understand some of the laws relating to drugs</p> <p>Start to recognise influence and pressure and have related this to peers and the media</p> <p>Identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.</p>
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Subject: PSHE

Year: 5

Term: Summer 2



Unit: Managing Change



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>loss – the feeling of grief after losing someone close to them</p> <p>change – when something becomes different</p> <p>strategy – a plan</p> <p>grief – great sadness</p> <p>emotions - a strong feeling such as joy, hatred, sorrow, or fear. When one feels an emotion, there are physical changes such as an increase in pulse, crying, or trembling</p> <p>support - to help during a time of trouble or stress</p>	<p>About a range of situations which involve loss and change.</p> <p>Different emotions associated with loss and change, and understand how these themselves can change.</p> <p>What might help when experiencing difficult emotions, how to get support and how they could support others.</p> <p>That a range of changes take place throughout everyone's lifetime and that people manage change in different ways.</p> <p>How to reflect on their own experiences of change and how they have affected them. How to develop strategies for coping with future changes that they may experience.</p>	<p>That there are different situations that involve loss and change</p> <p>How these can change over time</p> <p>That there are things that can help and where to get help and support</p> <p>What change can be and that it happens to everyone</p> <p>That there are strategies that they can use to cope with change</p> <p>Possible strategies for coping with future change</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>CAB Changing Adolescent Body</p> <p>Identify a range of situations which involve loss and change.</p> <p>Recognise emotions associated with loss and change, and understand how these feelings can change.</p> <p>Identify what might help when experiencing difficult emotions.</p> <p>Know how they can access support and how they can support other people.</p>

			<p>Reflect on their own experiences of change and describe some ways they have affected them.</p> <p>Develop strategies for coping with future changes, including transition to secondary school</p>
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