

Relationships (Autumn 1)							
Pupils should be taught:	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>2. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>3. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>4. That families are important for children growing up because they can give love, security and stability</p> <p>5. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>6. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>7. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>8. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>9. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>10. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>11. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p>	<p>Managing feelings and behaviour ELG: *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.</p> <p>Self-confidence and self-awareness ELG: *Children are confident to try new activities, and to 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.</p> <p>People and communities ELG: *Children talk about past and present events in their own lives and in the lives of family members</p>	<p>*Name a variety of different feelings and explain how these might make me behave.</p> <p>*Think of some different ways of dealing with 'not so good' feelings</p> <p>*Give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this.</p> <p>*Know when I need help and who to go to for help.</p> <p>*Know a range of classroom rules and explain why we have them.</p>	<p>*Know ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>*Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules.</p> <p>*Describe some classroom rules we have made together</p> <p>*Give ideas about what makes a good friend and describe how I try to be a good friend.</p> <p>*Express my feelings in a safe, controlled way.</p>	<p>*Accept the views of others and understand that we don't always agree with each other.</p> <p>*Recognise ways of helping others to resolve arguments or disputes.</p> <p>*Give ideas about how to be a good friend how to make up with a friend if we've fallen out.</p>	<p>*Describe how I can tell a person is feeling worried just by their body language.</p> <p>*Explain the difference between teasing and bullying.</p> <p>*Describe what to do if someone was upsetting me or if I was being bullied.</p> <p>*Give an example of how to say 'no' to someone, without being aggressive (mean or unkind).</p> <p>*Explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>*Give examples of our emotional needs and explain why they are important.</p> <p>*Give examples of how to be a good friend and explain why these qualities are important.</p> <p>*Give examples of these qualities in action and the difference they make.</p> <p>*Give examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p> <p>*Explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).</p>	<p>*Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>*Know the difference between an active and passive bystander and give examples of how these two different behaviours have an impact on a situation where someone is being bullied</p> <p>*Explain what is meant by compromise.</p> <p>*Give examples of negotiation and compromise.</p> <p>*Explain how to help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills.</p> <p>*Explain what appropriate touch is and give examples.</p> <p>*Explain what inappropriate touch is and give example.</p> <p>*Know types of touch that are against the law and suggest ways of getting help if someone experiences inappropriate or illegal touch.</p>

**Valuing Difference
(Autumn 2)**

Pupils should be taught:	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>4. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>5. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>6. The conventions of courtesy and manners.</p> <p>7. The importance of self-respect and how this links to their own happiness</p> <p>8. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>10. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>11. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	<p>Making relationships ELG: *Children play cooperatively, 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.</p> <p>People and communities ELG: * Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>*Describe ways in which people are similar as well as different.</p> <p>*Explain why things sometimes seem unfair, even if they are not.</p>	<p>*Explain how I could help myself if I was being left out.</p> <p>*Recognise if someone else is being left out, and I can say some ways I could help them</p> <p>*Give examples of good listening skills and explain why listening skills help us to understand a different point of view.</p>	<p>*Give examples of different types of families.</p> <p>*Give examples of different community groups and what is good about having different groups.</p> <p>*Explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc.).</p> <p>*Explain ways that prejudice can be safely challenged. Understand what tolerance and respect mean and how they can help everyone.</p> <p>*Give examples where respect and tolerance have helped to make our classroom a happier, safer place.</p>	<p>*Describe ways that people are different besides how they look, including religious or cultural differences.</p> <p>*Recognise that people are labelled (stereotyped) and that these labels are often wrong</p> <p>*Explain why it's important to challenge stereotypes that might be applied to me or others.</p> <p>*Explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for us to challenge this.</p>	<p>*Give examples of how having different groups of people is something to celebrate.</p> <p>*Give examples of different faiths and cultures and positive things about having these differences.</p> <p>*Describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.)</p> <p>*Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>*Give examples of prejudice-based bullying</p> <p>*Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>*Describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>*Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>*Give some different examples of what bystanders might do and how their behaviour affects a bullying situation.</p> <p>*Give examples of when it might be safe or unsafe to be an active bystander.</p>

Keeping Myself Safe (Spring 1)							
Pupils should be taught:	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p> <p>2. That for most people the internet is an integral part of life and has many benefits.</p> <p>3. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>4. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>5. Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>6. 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>7. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>8. The risks associated with an inactive lifestyle (including obesity).</p> <p>9. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>10. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>11. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>12. Where to get advice e.g. family, school and/or other sources.</p> <p>13. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>14. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>15. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>16. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>17. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>18. How information and data is shared and used online</p> <p>19. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p>Technology ELG: *Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Moving and handling ELG: ~Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>Health and self-care ELG: *Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Self-confidence and self-awareness ELG: *Children are confident to try new activities, and to 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.</p> <p>Managing feelings and behaviour ELG: *Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences.</p>	<p>*Describe different feelings that I have and how my body behaves when I have them.</p> <p>*Understand what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</p> <p>*Give examples of how I keep myself healthy.</p> <p>*Explain when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p>	<p>*Give examples of safe and unsafe secrets and describe of safe people who can help if something feels wrong.</p> <p>*Give examples of the touches I like and those I don't like.</p> <p>*Give examples of touches that are ok or not ok (even if they haven't happened to me) and identify a safe person to tell if I felt 'not OK' about something.</p> <p>*Explain what medicines are for.</p> <p>*Explain that they can be helpful or harmful, and give examples of how they can be used safely.</p>	<p>*Give examples of risky situations.</p> <p>*Explain how to make a situation less risky or not risky at all.</p> <p>*Understand the risks of cigarettes and alcohol.</p> <p>*Understand why medicines can be helpful or harmful.</p> <p>*Explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks.</p> <p>*Understand about keeping personal details safe online and why this is important.</p> <p>*Explain why information online might not always be true</p>	<p>*Give examples of risky situations and what can make them less risky.</p> <p>*Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities)</p> <p>*Understand that people have choices about whether they take risks.</p> <p>*Recognise the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>*Understand the term 'influence' and be aware that things around me (friends, people in the media etc.) could influence my behaviour and decisions.</p> <p>*Give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>	<p>*Give examples of risky situations that happen online (e.g. on a phone) and what I can do to make them less risky.</p> <p>*Give examples of things that might influence a person to take risks online and understand that I have a choice.</p> <p>*Give examples of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge). Know the percentage of people aged 11-15 years old that smoke in the UK (3%) and give reasons why some people think it's a lot more than this.</p> <p>*Understand how knowing the real norms about smoking can influence people to choose not to smoke and reflect on how this might be the case for other drugs, including alcohol and illegal drugs.</p>	<p>*Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>*Give an example of how I have been able to get one (or more) of my emotional needs met.</p> <p>*Explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>*Give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made.</p> <p>*Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p> <p>*Explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol).</p>

Rights and Responsibilities (Spring 2)							
Pupils should be taught:	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>2. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 3. Where and how to report concerns and get support with issues online.</p> <p>3. That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>4. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>5. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>6. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>7. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>Shape, space and measures ELG:</p> <p>*Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</p> <p>The world ELG:</p> <p>*Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Making relationships ELG:</p> <p>*Children play cooperatively, 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.</p>	<p>*Give examples of how I look after myself and my environment - at school or at home.</p> <p>*Describe some ways that we look after money.</p>	<p>*Give examples of things that help me to be settled and calm in the classroom.</p> <p>*Give examples of when I've used some of these ideas to help me when I am not settled.</p>	<p>*Give an example of a fact and of an opinion.</p> <p>*Describe ways of checking whether something is a fact or just an opinion.</p> <p>*Explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked.</p> <p>*Explain how as I get older I start to take more responsibility for keeping myself safe and give an example of this.</p> <p>*Understand how to help the people who help me, and give examples.</p>	<p>*Understand that I can make a difference in relation to different things such as the environment, looking after people (including friends) and give an example of one of these.</p> <p>*Explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p> <p>*Explain that things I see on TV, in newspapers or their websites might not give all the facts or might be biased (give one set of views, not them all).</p> <p>*Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things</p> <p>*Explain how money is a limited resource and we have choices and decisions to make about how to spend it, give examples of these decisions and how they might relate to me.</p>	<p>*Give examples of some of the rights and related responsibilities I have as I grow older, at home and school.</p> <p>*Explain some of the wider rights and responsibilities that we have, such as to the community or the environment.</p> <p>*Give examples of things that I am responsible for to keep myself healthy.</p> <p>*Explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers.</p> <p>*Explain that local councils spend money on services where I live and give examples of one of these services.</p> <p>*Understand that local councils have to make decisions about how money is spent on things we need in the community.</p>	<p>*Explain how people's social media profiles often give a biased view of them</p> <p>*Explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.</p> <p>*Give examples of some of the ways a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.</p> <p>*Give examples of things that have an impact on the environment and explain how groups of people in the community help to do this.</p> <p>*Explain that what 'environmentally sustainable' living means and give examples of how we can live in a more 'sustainable' way.</p> <p>*Give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this.</p> <p>*Describe different ways of saving money and understand the advantages and disadvantages of different ways of saving money</p>

Being my Best (Summer 1)							
Pupils should be taught:	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>2. The principles of planning and preparing a range of healthy meals.</p> <p>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>4. The characteristics and mental and physical benefits of an active lifestyle.</p> <p>5. How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>6. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>7. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>8. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>9. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>10. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>11. The facts and science relating to allergies, immunisation and vaccination.</p> <p>12. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p>	<p>Health and self-care ELG: *Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> <p>Self-confidence and self-awareness ELG: * Children are confident to try new activities, and to say why they like some activities more than others</p>	<p>*Recognise what I can do if I find something difficult</p> <p>*Know why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p>	<p>*Describe things that I can do to help keep me healthy.</p> <p>*Name different parts of my body that are <i>inside</i> me and help to turn food into energy.</p> <p>*Know what I need to get energy</p> <p>*Explain how setting a goal will help me to achieve what I want to be able to do.</p>	<p>*Explain what 'responsibility' means and give examples of things that relating to my health that I can take responsibility for.</p> <p>*Recognise a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p> <p>*Describe aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.</p>	<p>*Give examples of different things that I do already that help to me keep healthy.</p> <p>*Explain the benefits of looking after myself both now and in the future.</p> <p>*Give examples of some of the things that I do already to help look after my environment.</p> <p>*Explain the benefits of looking after my environment both now and in the future, and for future generations.</p>	<p>*Give an example of when I have had increased independence and how that has also helped me to show responsibility.</p> <p>*Explain that the images for celebrities I see of people on TV, online doesn't always give a true picture of what they are really like (in looks and personality).</p> <p>*Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>*Describe how I can overcome problems and challenges on the way to achieving my goals.</p> <p>*Give examples of ways that I've overcome challenges and barriers to achieving my goals.</p> <p>*Understand that risks can be physical or emotional.</p> <p>*Give examples of an emotional risk and a physical risk.</p> <p>*Describe the things I (and others) can do to reduce or remove risk in different situations.</p>

Growing and Changing (Summer 2)							
Pupils should be taught:	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>2. About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>3. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	<p>The world ELG: *Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>*Identify an adult I can talk to at both home and school if I need help.</p> <p>*Describe things I can do now that I couldn't do when I was a baby and a toddler</p> <p>*Describe things that I can do now that I couldn't do last year and some things that I am still learning to do.</p> <p>*Name some body parts which are inside my body and some which are outside.</p> <p>*Know what some of my body parts do.</p>	<p>*Describe things that help us grow (e.g. food, rest and sleep, care).</p> <p>*Explain who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p> <p>*Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>*Give examples of how to give support to someone.</p> <p>*Give examples of how to give feedback to someone.</p>	<p>*Describe what makes a positive relationship and things that make a negative relationship.</p> <p>*Know what is needed to make a new human being (egg and sperm) and who produces these.</p> <p>*Know what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p> <p>*Understand what 'body space' is and when it might be OK to go into someone's body space and when they can go into mine.</p> <p>*Identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p> <p>*Identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.</p>	<p>*Label some parts of the body that both boys and girls have.</p> <p>*Label some parts of the body that only boys have and only girls have.</p> <p>*Describe how some parts of the body change during puberty.</p> <p>*Name some of the difficult feelings someone might have as they go through puberty.</p> <p>*Explain some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>*Know who can get married and how old they have to be and I explain why people get married.</p>	<p>*Explain what resilience is and how it can be developed.</p> <p>*Recognise good and not so good feelings that people have, and how having resilience can help</p> <p>*Describe how I can develop my confidence/resilience.</p> <p>*Recognise different ways in which we can experience change (puberty, moving, family breakup or bereavement).</p> <p>*Describe that I can prepare for changes (e.g. to get the facts, talk to someone). I can suggest ways to cope with strong emotions in response to change</p> <p>*Recognise the ways my body responds when I may need help.</p> <p>*Identify when I need help and can the trusted adults in my life who can help me.</p> <p>*Recognise when others may need to get help and know how to advise them to talk to a trusted adult.</p>	<p>*Give an example of a secret that can be kept private (confidential).</p> <p>*Give an example of a secret that should be shared with a trusted adult.</p> <p>*Offer advice about whether a secret should be kept or shared, and who it should be shared with.</p> <p>*Explain what the word 'puberty' means and give some examples of some of the physical changes associated with it.</p> <p>*Describe some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>*Suggest ways in which a person can feel better about their body changing and see it in a positive way.</p> <p>*Give examples of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good.</p> <p>*Give examples of other ways in which the way a person feels about themselves can be affected (e.g. Images of celebrities).</p> <p>*Give examples of things that I can do or say to myself that can help me feel good about myself.</p>