



TWO RIVERS
HIGH SCHOOL

Two Rivers High School

Explorers – Year 7 & 8

Knowledge and Skills

	Autumn 2022-23	Spring 2022-23	Summer 2022-23
	Health and wellbeing	Relationships	Living in the wider world
I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings.			
I can explain how families are different and identify features of positive family life.			
I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline.			
I can describe how wanting something is different from needing something.			
I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.			
I can suggest ways to manage when finding something difficult.			
I can recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs.			



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I can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex.			
I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help.			
I can express and discuss my views on topical issues, and listen respectfully to others.			
I can say what money is, where it comes from, and how it can be looked after, saved or spent.			
I can say how to get help in emergency situations and follow instructions to keep safe.			
I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.			
I can explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination.			
I can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences.			



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I can assess how safe or unsafe different choices for health and wellbeing are, explain the purpose of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices.			
I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.			
I can suggest ways of reducing and managing risk at home, online, on the road and elsewhere.			
I can recognise factors that might limit or support people's career choices, including stereotypes related to different jobs, and be ambitious for my future.			
I can identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations, including if I or someone I know is at risk.			
I can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.			



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I can explain or demonstrate how to respond in emergency situations, including basic first aid skills.			
I can describe some of the pathways into a range of jobs and recognise that peoples' jobs can change over their lifetime.			

	Autumn 2023-24	Spring 2023-24	Summer 2023-24
	Health and wellbeing	Relationships	Living in the wider world
I can describe some ways to keep healthy and explain why it is important.			
I can say who loves and cares for me, what it means to be a family and that families are all different.			
I can explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination.			
I can identify external body parts, how people's bodies and needs change as they grow from young to old.			
I can recognise that people have different strengths, identify some different jobs that people do and some skills needed for			



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those jobs.			
I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun.			
I can name different types of relationships, for example, family, friendship, online.			
I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements.			
I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this.			
I can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.			
I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help.			
I can describe how to follow simple hygiene and dental health routine.			
I can explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination.			



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I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help.			
I can say who to tell if a relationship, or the actions of someone I don't know, has made me feel uncomfortable, upset, or unsafe.			
I can recognise the link between physical and mental health and describe strategies that promote mental health for myself or others.			
I can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences.			
I can explain the importance of balancing time online with other activities for physical and mental wellbeing.			
I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these.			
I can explain how families are different and identify features of positive family life.			
I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.			
I can recognise factors that might limit or support people's career choices, including stereotypes related to different jobs, and be			



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ambitious for my future.			
I can explain how babies are conceived and born as part of the human life cycle.			
I can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex.			
I can explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these.			
I can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed.			
I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly.			
I can describe some of the pathways into a range of jobs, and recognise that peoples' jobs can change over their lifetime.			
I can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged.			
I can recognise signs that I or someone else may need help with their physical health or mental wellbeing			



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