

# PSHE Progression Map

## EYFS

<i>Beginning and belonging, Family and friends, My emotions</i>	<i>Identities, Keeping safe, Me and my world</i>	<i>Keeping safe, My body and growing up</i>
<ul style="list-style-type: none"> <li>• How am I special and what is special about other people in my class?</li> <li>• What have I learnt to do and what would I like to learn next?</li> <li>• What can I do to make the classroom a safe and happy place?</li> <li>• How can I play and work well with others?</li> <li>• How can I respect the needs of others?</li> <li>• How does my behaviour make other people feel?</li> <li>• Who are my special people and why?</li> <li>• What is a friend, how can I be a good friend? How do I make new friends?</li> <li>• How does what I do affect others?</li> <li>• Do I know what to do if someone is unkind to me?</li> <li>• Can I recognise and show my emotions?</li> <li>• Can I recognise and show emotion in other people?</li> <li>• Do I know what causes different emotions?</li> <li>• Do I know how to make myself feel better?</li> <li>• How can I help others to make them feel better?</li> </ul>	<ul style="list-style-type: none"> <li>• Who are the people in my class and how are we similar and different?</li> <li>• Who are the different people who make up my family?</li> <li>• What things are especially important to my family and me?</li> <li>• What are some of the similarities and differences in the way people live their lives?</li> <li>• How can we value different types of people and their beliefs?</li> <li>• How do we celebrate what we believe in and how is this different to others?</li> <li>• Who looks after me?</li> <li>• How can I help look after my school and home?</li> <li>• Where do I live and what different places and features are there?</li> <li>• Who are some of the people who live and work in my community and what do they do?</li> </ul>	<ul style="list-style-type: none"> <li>• What do I look like?</li> <li>• What can my body do?</li> <li>• What differences and similarities between our bodies?</li> <li>• How can I look after my body?</li> <li>• Do I understand simple safety rules for when I'm at school, home and out and about?</li> <li>• Can I ask for help and tell people who care for me if I am worried or upset?</li> <li>• Who are the people who keep me safe?</li> <li>• What can I do to feel healthy and keep my body healthy?</li> <li>• Do I understand what food and drinks are good for us?</li> <li>• Do I understand what exercise is and why it is good for us?</li> <li>• Do I understand why rest and sleep are good for us?</li> </ul>

### Skills/ Early Learning Goals

**Making Relationships:** Children play co-operatively, 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.

**Self- confidence and self- awareness:** Children are confident to try new activities, and 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.

**Managing feelings and behaviour:** 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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Listening and attention:** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**People and Communities:** 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.

# Year 1

Beginning and belonging, Family and friends, Anti bullying	Diversity and communities, personal safety	Managing change, Sex and Relationships
<ul style="list-style-type: none"> <li>• Who can help me at school in my new class?</li> <li>• Can I describe what a good friend is and does?</li> <li>• What skills do I need to choose, make and develop new friendships?</li> <li>• How can I try to mend friendships if they become difficult?</li> <li>• What is my personal space and how do I talk to other people about it?</li> <li>• Who is in my family and how do we care for each other, how do my special people support me?</li> <li>• Why might we fall out with friends?</li> <li>• Can I describe what bullying is and do I understand some reasons why people bully?</li> <li>• Why is bullying never acceptable and how might it make people feel?</li> <li>• Who can I talk to if I am worried?</li> <li>• How do people help me build positive and safe relationships?</li> <li>• What does my school do to stop bullying?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I identify different feelings and tell others how I feel?</li> <li>• What makes me 'me' and you 'you'?</li> <li>• Does everyone like the same thing?</li> <li>• What is my family like and how are others different?</li> <li>• What different groups do people belong to?</li> <li>• What does my community mean and how do I feel part of it?</li> <li>• How can I help look after my school?</li> <li>• Which school/ classroom rules are about being safe?</li> <li>• Who can I talk to if I have a worry or need help?</li> <li>• What could I do if someone is unkind to me?</li> </ul>	<ul style="list-style-type: none"> <li>• How might people feel through times of loss and change?</li> <li>• How do friendships change?</li> <li>• What can help me feel calm?</li> <li>• When can I make choices about changes?</li> <li>• What are the names of the main body parts?</li> <li>• What can my amazing body do?</li> <li>• When am I in charge of my actions and body?</li> <li>• How can I keep my body clean?</li> <li>• How can I avoid spreading common illnesses?</li> </ul>
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to take part in discussions about behaviour that helps make the classroom a safe and happy place to learn.</li> <li>• Understand that agreed ground rules.</li> <li>• Be able to name the other children in their class and to take part in relationship building activities.</li> <li>• Be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome.</li> <li>• Be able to identify people in their Safety Circle who can help them if they are worried or need support, and know how to ask for help.</li> <li>• Be able to show some simple strategies for helping other people who need support.</li> <li>• be able to describe some of the qualities of friendship and to demonstrate skills in making friends.</li> <li>• Have developed some strategies for coping when they have friendship problems.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to describe aspects of their identity, and recognise some similarities and differences between themselves and others.</li> <li>• Know about some similarities and differences in people's lifestyles, including different groups they and other people belong to.</li> <li>• Be able to describe places in their community, how they and others might use them, and who is available to help them.</li> <li>• Understand how they can help look after the school environment, and make a contribution to doing so.</li> <li>• Be able to contribute to discussions about personal safety and take an active part in class activities.</li> <li>• Be able to identify people at home, at school and in other contexts of their lives to include in their Safety Circle and who they can go to if they have a worry, or a 'no' or 'I'm not sure' feeling.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements</li> <li>• Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't</li> <li>• Identify changes that they or other children might experience in their lives</li> <li>• Name some emotions they or others might feel at particular times of change</li> <li>• Suggest some strategies they might use to cope with times of change, including approaching others for help</li> <li>• Know that change can be positive and something to look forward to.</li> </ul>

- *Understand that friendships change.*
- *Recognise some similarities and differences between them and other children, and understand that difference is positive.*
- *Understand that there are different family patterns.*
- *Be able to describe what is special about their own family and its members, and about other people they know.*
- *Know who they can talk to if they need help and how to ask for it*
- *Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.*
- *Be starting to understand that sometimes people are bullied because they may be different in some way from others.*
- *Be able to describe how it feels to be bullied or see someone else being bullied.*
- *Be starting to demonstrate simple ways of responding to bullying including the need to be assertive.*
- *Be able to demonstrate how to be kind to bullied children.*
- *Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur.*

- *Be able to identify safer places to work and play and know what to do if they get lost.*
- *Be able to identify the difference between good and bad secrets as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone they know they can trust.*

## Year 2

My Emotions, Rights rules and responsibilities Anti bullying- <span style="background-color: yellow;">see year 1 as shared.</span>	Working together, financial capability, managing risks, digital lifestyles.	Healthy lifestyles, sex and relationships, drug education.
<ul style="list-style-type: none"> <li>• What am I good at?</li> <li>• How can I stand up for myself?</li> <li>• Can I name some different feelings and how do my actions affect other people?</li> <li>• Can I describe when I may feel certain emotions?</li> <li>• How do I manage some of my emotions and associated behaviours?</li> <li>• Who do I share my feelings with?</li> <li>• How do rules make me happy and safe?</li> <li>• Who looks after me and what are my responsibilities?</li> <li>• What jobs and responsibilities do I have in school and at home?</li> <li>• Can I listen to other people, share my views and take turns?</li> <li>• Can I take part in class discussions and decisions?</li> </ul>	<ul style="list-style-type: none"> <li>• What new skills would I like to develop?</li> <li>• How can I listen well to other people?</li> <li>• How can I work well in a group?</li> <li>• Why is it important to take turns?</li> <li>• How do we pay for things?</li> <li>• What does it mean to have more or less money than we need?</li> <li>• How do I feel about money?</li> <li>• How do my choices affect me, my family and others?</li> <li>• What is charity?</li> <li>• What is an emergency and who can help?</li> <li>• What are risks and how can I stay safe... by the road, in the sun, by water, if I get lost?</li> <li>• How can I help accidents from happening?</li> <li>• What are some examples of how I use technology?</li> <li>• What is the term 'online'?</li> <li>• When might I need to report something and how would I do this?</li> <li>• What rules can help keep me safe when using technology?</li> <li>• Who can help me if I have questions or concerns about something I see online?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I stay healthy as possible?</li> <li>• What does it feel like to be healthy?</li> <li>• What does healthy eating mean and why is it important?</li> <li>• Why is it important to be active?</li> <li>• What healthy choice can I make?</li> <li>• What do babies and children need from their families?</li> <li>• How have I changed since I was a baby?</li> <li>• What are my responsibilities now that I am growing up?</li> <li>• What are medicines and why and when do people use them?</li> <li>• Who is in charge of medicine?</li> <li>• What might make me feel better if I am poorly?</li> <li>• How can I keep safe with medicines at home and at school?</li> </ul>
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• be able to describe how they are feeling, including how strong that feeling is.</li> <li>• Be able to recognise feelings in others.</li> <li>• Have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves.</li> <li>• Know that there is a link between thoughts, feelings and behaviour.</li> <li>• Begin to understand that how they feel can affect how they approach and tackle tasks, including learning, and have some strategies for regaining a positive frame of mind.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to name some of their own strengths and skills.</li> <li>• Be able to identify a new skill to develop, understand and practise listening skills, take turns and make clear explanations.</li> <li>• Understand and practise group work skills, including discussion, negotiation and co-operation.</li> <li>• Be aware of how their strengths and skills can be useful in a group.</li> <li>• Be able to evaluate a group work task.</li> <li>• understand that we can receive and spend money in many ways.</li> <li>• know how to save and look after their money and why we might do so.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• be able to give examples of how to be healthy and to reflect on their own lifestyles and choices.</li> <li>• Be able to explain why healthy eating and physical activity are both important.</li> <li>• Know the difference between being active and inactive and know how to maintain health.</li> <li>• Be able to say what changes physical and emotionally when they are active.</li> <li>• Be able to talk about food likes and dislikes and give reasons.</li> <li>• Understand that food can be divided into different groups</li> <li>• be able to recognise babies, children and adults of different ages and put them into age order</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Have developed some understanding of the difference between behaviour which is impulsive and that which is thought through.</i></li> <li>• <i>Be able, with support, to use a simple problem solving process and have some strategies to calm themselves down to be ready to solve a problem.</i></li> <li>• <i>Know what it feels and looks like to be assertive</i></li> <li>• <i>be able to name some adults in school who look after them and describe their responsibilities.</i></li> <li>• <i>Be able to describe some of the responsibilities they have in the classroom and towards family and friends.</i></li> <li>• <i>Be able to state classroom ground rules and explain how they have been made.</i></li> <li>• <i>Understand why we have classroom rules and describe what the classroom would be like without them.</i></li> <li>• <i>Be able to explain what is meant by voting and be able to name some people who make decisions at school.</i></li> <li>• <i>Share information, opinions and feelings and listen to those of others, as part of a class discussion.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Begin to understand the difference between wants and needs and the need for informed choices.</i></li> <li>• <i>Begin to understand family spending and the impact of choices.</i></li> <li>• <i>Begin to understand and manage some of the changing feelings associated with money.</i></li> <li>• <i>Have a simple understanding of what charities might do and why we have them.</i></li> <li>• <i>Be able to name a risky situation and suggest ways of reducing risk.</i></li> <li>• <i>Be able to name some emotions people might feel in a risky situation.</i></li> <li>• <i>Be able to say their full name and address and know when this might be useful.</i></li> <li>• <i>Be able to suggest some people who might help them in a risky situation.</i></li> <li>• <i>Understand what is meant by an emergency</i></li> <li>• <i>recognise dangers that traffic poses to them as car passengers and pedestrians.</i></li> <li>• <i>Be able to identify safe places to cross in the local area.</i></li> <li>• <i>Know that wearing suitable clothing, a hat and sun cream are ways to stay safer in the sun.</i></li> <li>• <i>Be able to explain a simple strategy for action if they are lost.</i></li> <li>• <i>Be able to explain simple precautions to take when using playgrounds.</i></li> <li>• <i>Understand ways of preventing common accidents in school or on the school playground.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>understand that human babies grow inside their mothers.</i></li> <li>• <i>Be able to describe the main physical developments which take place in early childhood.</i></li> <li>• <i>Be able to describe some of the changes in responsibilities and expectations during early childhood.</i></li> <li>• <i>Understand the basic needs of babies.</i></li> <li>• <i>have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful.</i></li> <li>• <i>Be aware of safety rules concerning medicines and be able to name people who could help them take them safely.</i></li> <li>• <i>Understand that there can be alternatives to medicine use to feel better.</i></li> <li>• <i>Be able to recognise simple risks and suggest ways of managing given scenarios.</i></li> </ul>
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## Year 3

Beginning and Belonging, Family and Friends, Anti bullying	Diversity and communities, Personal safety	Managing change, Sex and relationships, Drug education
<ul style="list-style-type: none"> <li>• What is my role in making my school happy and safe?</li> <li>• What helps me manage a situation that is new?</li> <li>• Who are the people in my network who can help me?</li> <li>• What is a healthy friendship and does trust play an essential part?</li> <li>• What skills do I need to developing friendships?</li> <li>• How can I help resolve disagreements positively making compromises?</li> <li>• Can I empathise with others in a disagreement?</li> <li>• Do I understand personal boundaries?</li> <li>• How do my family members help each other feel secure even when things are tough?</li> <li>• How is falling out and bullying different?</li> <li>• What are the key characteristics of bullying?</li> <li>• How can lack of respect and empathy lead to bullying?</li> <li>• What is the difference of direct and indirect bullying?</li> <li>• Do I understand that bullying may affect how people feel for a long time?</li> <li>• How does my school prevent bullying and support people involved- how could I help?</li> </ul>	<ul style="list-style-type: none"> <li>• What have we got in common and how are we different?</li> <li>• How might others expectations of girls and boys affect people’s feelings?</li> <li>• How are our families the same and how are they different?</li> <li>• Do people who live in my locality have different traditions, cultures and beliefs?</li> <li>• How does valuing diversity benefit everyone?</li> <li>• Why are stereotypes unfair and how can we challenge them?</li> <li>• Can I recognise when early warning signs are telling me I don’t feel safe?</li> <li>• What can I do if I feel worried about a friendship or family relationship?</li> <li>• What sort of physical contact do I feel comfortable with and what could I do if it is not wanted?</li> <li>• How can I decide if a secret is safe or unsafe?</li> <li>• How can I keep safe online?</li> </ul>	<ul style="list-style-type: none"> <li>• What changes have I and my peers already experienced?</li> <li>• What helps me when I’m experiencing strong emotions due to loss or change?</li> <li>• What strategies help me to thrive when my friendships change?</li> <li>• How are male and female bodies different and what are different parts called?</li> <li>• Why is it important to keep myself clean?</li> <li>• What can I do for myself to look after myself?</li> <li>• How can different illnesses spread and what can I do to help prevent this?</li> <li>• What medical and legal drugs do I know about?</li> <li>• Who uses and misuses illegal drugs?</li> <li>• Why do some people need medicine and who prescribes it?</li> <li>• What are immunisations?</li> <li>• What should I do if I find something risky?</li> </ul>
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class.</li> <li>• Be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school.</li> <li>• Be able to identify people at home, at school and in other contexts of their lives to include in their support networks.</li> <li>• Know how they can access support and some ways they can help other people</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others.</li> <li>• Recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.</li> <li>• Know about groups and communities that exist locally, and the roles some people play in the community.</li> <li>• Understand some different forms the media can take and some of what it does.</li> <li>• Understand some of the needs of and how to care for the local environment.</li> <li>• Know about the needs of animals, including pets, and the responsibilities of humans towards them.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to identify changes that they and other children may experience in their lives.</li> <li>• Be able to name emotions that may be involved in loss and change situations, and have some strategies for coping with them.</li> <li>• Know what helps or hinders when they are experiencing difficult emotions.</li> <li>• Understand how someone who experiences bereavement might feel.</li> <li>• Know who they can talk to if they are experiencing difficult emotions, and how to ask for help.</li> <li>• Be able to plan to make a chosen change happen.</li> <li>• be able to give a list of the main external parts of male and female bodies and may use some scientific names for these.</li> </ul>

- *be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends.*
- *Understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships.*
- *Be able to identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation.*
- *Be able to identify special people in their support networks, and know from whom and how to access support.*
- *Be able to recognise that people live in different family patterns*
- *understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying.*
- *Understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life.*
- *Be able to describe the feelings of those involved in bullying including those who bully others.*
- *Be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation.*
- *Be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place where bullying is less likely to occur.*

- *be able to contribute to discussions and listen to other viewpoints about personal safety*
- *Be able to identify trusted adults to include in their Network of Support, and who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling.*
- *Be able to explain what their 'sixth sense' is and how this contributes to assessing different levels of risk.*
- *Be able to identify the difference between good and bad secrets and tricks as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Network of Support*
- *Be able to identify and name body parts, including the sexual parts.*

- *Be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female.*
- *Be able to give several examples of the capabilities of their own bodies.*
- *Be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things.*
- *Be able to look forward to new areas of responsibility for their personal hygiene.*
- *Be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness.*  
*Be able to name some medical and legal recreational drugs.*
- *Have a basic understanding of how a drug can enter the body and the bloodstream.*
- *Be able to explain some ways in which medicines are used and describe some of the professionals who work with them.*
- *Have clear ideas about medicine safety and have some ideas for keeping safe and asking for help. • know that nicotine and alcohol are drugs and describe some of their effects.*
- *Have begun to consider why some people choose to use nicotine and alcohol.*
- *Have thought about influence and persuasion and will demonstrate some skills to counter these.*

## Year 4

<b>My emotions, rights, rules and responsibilities, anti-bullying- <i>see year 3 as shared.</i></b>	<b>Working together, Financial capability, managing risks, safety contexts, digital lifestyles</b>	<b>Healthy lifestyles, sex and relationships, drug education- <i>see year 3 as shared.</i></b>
<ul style="list-style-type: none"> <li>• Why is it important to accept and feel proud of who we are?</li> <li>• What does the word unique mean?</li> <li>• Why is mental wellbeing as important as physical?</li> <li>• How can I communicate my emotions and manage them?</li> <li>• How do I show understanding towards others?</li> <li>• How do I care for others feelings?</li> <li>• Who can I talk to about how I feel?</li> <li>• What does it mean to be treated and to treat others with respect?</li> <li>• Who are those in positions of authority within our school and communities?</li> <li>• What do we mean by rights and responsibilities?</li> <li>• What is democracy and how do we make democratic decisions?</li> </ul>	<ul style="list-style-type: none"> <li>• What am I good at and others?</li> <li>• How well can I listen to others?</li> <li>• How can I share my views and opinions effectively?</li> <li>• How can I work well in a group?</li> <li>• What different ways are there to earn and spend money?</li> <li>• What do spending, saving and budgeting mean?</li> <li>• What might my family have to spend money on?</li> <li>• When might I meet adults I don't know and how can I respond safely?</li> <li>• What actions could I take in an emergency?</li> <li>• How do I keep myself safe and understand and manage risks?</li> <li>• How might my use of technology change as I get older and how can I make safer decisions?</li> <li>• How does my own and others online identity affect my decisions about communicating online?</li> <li>• Can I explain the difference between 'liking' and 'trusting' someone online?</li> <li>• When looking at online content what is the difference between opinions, beliefs and facts?</li> <li>• Why are social media, some computer games, online gaming and TV age restricted and how does peer influence play a part in decision making?</li> </ul>	<ul style="list-style-type: none"> <li>• What does healthy eating and a balanced diet mean?</li> <li>• What is an active lifestyle and how does it help me be healthier?</li> <li>• How much sleep do I need and what happens if I don't have enough?</li> <li>• How can I look after my body?</li> <li>• What does it mean to be 'grown up'?</li> <li>• What am I responsible for now and how will this change?</li> <li>• How do different caring, stable, adult relationships create a secure environment for family?</li> </ul>
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to recognise and communicate how they are feeling</li> <li>• Be able to recognise and describe feelings in others, using non-verbal as well as spoken cues.</li> <li>• Have developed some strategies to deal with their own strong emotions and with feeling overwhelmed</li> <li>• Know that there is a link between thoughts, feelings and behaviour.</li> <li>• Understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to identify their own strengths and skills and those of others.</li> <li>• Be able to identify skills they would like to develop. • take part in a class learning challenge.</li> <li>• Know how to show they are listening using their body, express opinions confidently and ask open questions.</li> <li>• Be able to work as a group to make decisions and solve a problem.</li> <li>• Know how different people can contribute to a group task.</li> <li>• Be able able to evaluate a group task, including giving and receiving feedback.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle.</li> <li>• Know that eating healthily, being active and sleeping all contribute to a healthy lifestyle.</li> <li>• Understand some of the reasons people sometimes make unhealthy choices.</li> <li>• Be able to talk about some of the physical and mental benefits of exercise.</li> <li>• Know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others.</li> <li>• Be able to state some of the influences on food choices and some of the persuasive methods used in advertising.</li> </ul>



- *Begin to use a simple problem solving process, sometimes independently, and have some strategies to solve a problem*
- *Be able to explain the difference between wants and needs.*
- *Be able to explain why rights are important. • be able to explain that rights come with responsibilities and explain how these responsibilities affect their actions.*
- *Be able to explain why rules are needed and be able to identify those which are necessary and useful.*
- *Participate in making class ground rules and show or explain what following the rules looks like.*
- *Suggest different ways of making a decision and ways they can influence decision making in school*

- *know that we receive money through a variety of means, including paid work.*
- *Know ways to keep money safe, including saving it. • understand that some of the ways we use money can make it grow or involve risk.*
- *Understand that we make choices about spending for many different reasons.*
- *Begin to understand that the choices we make affect us, our communities and the wider world.*
- *Begin to understand and manage the sometimes uncomfortable and changing feelings we have about money.*
- *Begin to understand that money may have different value and meaning to different people at different times and in different*
- *Be able to give an example of a physical, a social and an emotional risk.*
- *Be able to give an example of how their friends might affect their decisions about risky situations.*
- *Be able to name some emotions they might feel in a risky situation and how these might affect their body.*
- *Be able to explain a strategy they could use for decision making in risky situations.*
- *Be able to suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents.*
- *Be able to name some people they could ask for help in a risky situation.*
- *know the 5 elements of the Green Cross Code and describe the types of clothing which make them easily visible to traffic.*
- *Understand the dangers of fire, including smoke inhalation and be able to suggest some simple courses of action they can take.*
- *Know some safety rules for beaches and inland waterways.*
- *Be able to suggest some general rules for safety and ways they can contribute to their own safety on a school trip.*
- *Be able to describe preventable and unintentional accidents*

- *Understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals.*
- *Be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks.*
- *be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.*
- *Be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood.*
- *Be able to identify an area for which they can take more responsibility.*
- *Be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.*

## Year 5

<b>Beginning and belonging, Family and friends, Anti bullying</b>	<b>Diversity and communities, personal safety</b>	<b>Managing change, Sex and relationships, drug education</b>
<ul style="list-style-type: none"> <li>• What are my responsibilities for making sure everyone in school feels happy and safe?</li> <li>• How do we make people feel welcomed and valued?</li> <li>• What helps me to be resilient in new situations?</li> <li>• What are the characteristics of healthy friendships on and offline?</li> <li>• How do trust and loyalty feature in my relationships on and offline?</li> <li>• Can I communicate, empathise and compromise when resolving friendship issues?</li> <li>• How can I check my friends give consent on and offline?</li> <li>• Can I explain the differences between friendship difficulties and bullying?</li> <li>• Can I define different forms of bullying?</li> <li>• How do people use social media to bully others and how can others help prevent this?</li> <li>• Might different groups experience bullying in different ways?</li> <li>• How does prejudice sometimes lead people to bully online?</li> <li>• Can I respond assertively to bullying online and offline?</li> <li>• How might it affect people's mental well-being?</li> </ul>	<ul style="list-style-type: none"> <li>• How do other people's perceptions, views and stereotypes influence my sense of identity?</li> <li>• How do views of gender affect my identity, friendships, behaviour and choices?</li> <li>• How can I show respect to those with different lifestyles, beliefs and traditions?</li> <li>• What are negative effects of stereotyping?</li> <li>• Which wider communities and groups am I part of and how does this benefit me?</li> <li>• Can I use my Early warning signs to judge how safe I am feeling?</li> <li>• How can I seek help or advice from someone on my personal network?</li> <li>• How could I report concerns of abuse or neglect?</li> <li>• Can I identify appropriate or inappropriate physical contact?</li> <li>• How can I recognise risks online and report concerns?</li> </ul>	<ul style="list-style-type: none"> <li>• What positive and negative changes may we experience?</li> <li>• How do people's emotions evolve over time?</li> <li>• How can I manage the changing pressures and influences on my friendships?</li> <li>• How might people whose families change feel?</li> <li>• How have any changes made me feel?</li> <li>• What are the male and female body parts called?</li> <li>• How can I talk about bodies confidently and appropriately?</li> <li>• What happens to different bodies at puberty?</li> <li>• How can I keep my growing body clean?</li> <li>• How can I reduce the spread of viruses and bacteria?</li> <li>• What do I know about medicines, alcohol, smoking and illegal drugs?</li> <li>• How does drug use affect how the brain works?</li> <li>• How do medicines help people with different illnesses?</li> <li>• What is drug misuse?</li> <li>• What are some of the laws about drugs?</li> </ul>
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn.</li> <li>• Know the names of everyone in their class and be able to build new relationships.</li> <li>• Know how it feels to be in a new situation in different contexts, and have strategies for managing those emotions.</li> <li>• Be able to identify a range of people in their Support Networks, and know how to access help and support.</li> <li>• Have ideas for making new people feel welcome, and be able to offer support to others who need help.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to recognise aspects of their identity and understand how other people can influence their perception of themselves.</li> <li>• Be able to describe the ethnic make-up of their community and different groups that live in Britain.</li> <li>• Recognise the negative effects of stereotyping and prejudice.</li> <li>• Know about how they and others, including volunteers, contribute to the community.</li> <li>• Understand about the role of the media and its possible influences.</li> <li>• Understand some ways of caring for the environment and the contribution they can make</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to identify a range of situations which involve loss and change.</li> <li>• Recognise emotions associated with loss and change, and understand how these feelings can change.</li> <li>• Be able to identify what might help when experiencing difficult emotions.</li> <li>• Know how they can access support and how they can support other people.</li> <li>• Be able to reflect on their own experiences of change and describe some ways they have affected them.</li> <li>• Have developed strategies for coping with future changes, including transition to secondary school</li> <li>• know and understand the appropriate use of the scientific names for the external and internal sexual</li> </ul>

<ul style="list-style-type: none"> <li>• <i>be able to identify the special people in their networks and to recognise how their networks have changed and developed.</i></li> <li>• <i>Have developed ways of beginning new friendships and of maintaining existing ones during times of change.</i></li> <li>• <i>Recognise and value differences between people and how that can be a positive aspect of their friendships.</i></li> <li>• <i>Have strategies for managing some of the pressures in relationships.</i></li> <li>• <i>Understand the importance of groups within friendships and recognise some of the pressures which can occur in group situations.</i></li> <li>• <i>Know how to get support from people they trust and how they can support other people.</i></li> <li>• <i>Be able to describe the key characteristics and forms of bullying.</i></li> <li>• <i>Be able to talk about personal reasons why someone may engage in bullying.</i></li> <li>• <i>Be beginning to identify and describe specific types of prejudice driven bullying.</i></li> <li>• <i>Be able to describe the different roles of those involved in a bullying situation.</i></li> <li>• <i>Be able to 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.</i></li> <li>• <i>Be able to describe confidently and demonstrate a number of assertiveness techniques.</i></li> <li>• <i>Be beginning to identify places where bullying may take place in the community.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>be able to contribute to discussions about personal safety by listening to other view points and looking beneath the surface.</i></li> <li>• <i>Be able to review trusted adults on their Network of Support.</i></li> <li>• <i>Be able to define honesty and take part in exploring dilemmas involving honesty and dishonesty.</i></li> <li>• <i>Be able to define what risk and peer group pressure are and how to respond to them using safety planning.</i></li> <li>• <i>Be able to contribute to discussions around problem solving.</i></li> <li>• <i>Be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies.</i></li> </ul>	<p><i>parts of the body, and be able to explain basic functions.</i></p> <ul style="list-style-type: none"> <li>• <i>Understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently.</i></li> <li>• <i>Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others.</i></li> <li>• <i>Understand the importance of washing regularly and of maintaining other hygiene routines during puberty.</i></li> <li>• <i>Understand ways they can prevent the spread of common diseases</i></li> <li>• <i>be able to categorise drugs as medical, non-medical, legal and illegal.</i></li> <li>• <i>Understand the possible physical and psychological effects of drugs</i></li> <li>• <i>Be able to distinguish between the reality of drug use and media representations.</i></li> <li>• <i>Understand some of the laws relating to drugs.</i></li> <li>• <i>Be able to identify risk and risk management strategies and know where they can get support.</i></li> <li>• <i>Have begun to recognise influence and pressure and have related this to peers and the media.</i></li> <li>• <i>Have found sources of reliable and accurate information</i></li> </ul>
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## Year 6

*My emotions, Rights, rules and responsibilities, Anti bullying- see Year 5 as shared*

*Working together, Financial capability, Managing risks and safety including digital lifestyles.*

*Healthy lifestyles, Sex and Relationships, Drug education- see year 5 as shared*

<ul style="list-style-type: none"> <li>• How can we make mental well-being a normal part of daily life, like physical health?</li> <li>• What does it mean to have a strong sense of identity and 'self-respect'?</li> <li>• How do I manage strong emotions?</li> <li>• How can I judge if my own feelings and behaviours are appropriate?</li> <li>• How do I recognise how others feel and how do I respond?</li> <li>• What is loneliness and how can we manage feelings of isolation?</li> <li>• What self-care techniques can I use?</li> <li>• How and who do I get support when things are difficult?</li> <li>• How does my behaviour online affect others?</li> <li>• Why is it important to keep my personal information private, especially online?</li> <li>• How can I make a difference at my school?</li> <li>• Why do we have laws in this country?</li> <li>• How does democracy work in our community and country?</li> <li>• What do councils, councillors, parliament and MPs do?</li> <li>• Can I take part in a debate and listen to other's views?</li> </ul>	<ul style="list-style-type: none"> <li>• What are my strengths and skills?</li> <li>• What helps me learn effectively?</li> <li>• How could my skills and strengths be used in future employment?</li> <li>• How can I share my views effectively and negotiate with others?</li> <li>• How can I give, receive and act on sensitive and constructive feedback?</li> <li>• What different ways are there to make money?</li> <li>• What sort of things do adults need to pay for?</li> <li>• How can I afford the things I want?</li> <li>• What is poverty?</li> <li>• When I am responsible for my own safety as I get older and how can I keep others safe?</li> <li>• What are some examples of how I use the internet, the services it offers and how do I make these decisions?</li> <li>• How can I critically consider my online friendships, contacts and sources of information?</li> <li>• How might media shape my ideas about various issues?</li> </ul>	<ul style="list-style-type: none"> <li>• How does physical activity help me and what might the risks be in not engaging in it?</li> <li>• What could characterise a balanced or unbalanced diet and what are the benefits or risks?</li> <li>• What are the aspects of a healthy lifestyle and how could I become healthier?</li> <li>• What are the benefits and risks of spending time online/ electronic devices in terms of my mental health and physical?</li> <li>• Why are online apps and games age restricted?</li> <li>• What are different families like?</li> <li>• What effect might puberty have on people's feelings and emotions?</li> <li>• What different ways are babies conceived and born?</li> </ul>
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<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to recognise and describe feelings in themselves and others, including mixed emotions and moods.</li> <li>• Be able to communicate effectively how they are feeling, including reasons for that feeling.</li> <li>• Regularly use some strategies to manage their feelings, including calming and relaxing themselves</li> <li>• Begin to develop strategies for understanding and responding sensitively to others' emotions.</li> <li>• Use some strategies to regain a more positive outlook if necessary, understanding why and when this might be helpful.</li> <li>• Understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help.</li> <li>• Be able to use a simple problem solving process and sometimes support others to do so too.</li> <li>• Know what it feels and looks like to be assertive and understand some situations where being assertive might be important.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to identify their own strengths and skills, those of others and know how these can complement each other.</li> <li>• Be able to talk about skills they would like to develop and hopes for the future.</li> <li>• Understand that the ability to learn is a valuable skill.</li> <li>• Know some skills which might be useful in a range of jobs.</li> <li>• Communicate effectively, using listening, negotiation, debating and chaireing skills.</li> <li>• Recognise influences on their decision making, including the media.</li> <li>• Know how to persevere.</li> <li>• Use evaluation and feedback to inform future work.</li> <li>• have a broad view of what money is, including history, trade and currencies.</li> <li>• Understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity.</li> <li>• Be able to state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important.</li> <li>• Be able to explain that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves.</li> <li>• Understand the benefits of physical activity for promoting health.</li> <li>• Understand that behaviour, routines and a variety of influences affect their lifestyle choices.</li> <li>• Explain that a healthy lifestyle includes physical, social and emotional health and how they can take responsibility for their own health</li> <li>• Be able to describe the main stages of how a baby is made, using some scientific vocabulary.</li> </ul>
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<ul style="list-style-type: none"> <li>• <i>be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.</i></li> <li>• <i>Identify some of the links between rights, rules and responsibilities.</i></li> <li>• <i>Be able to suggest useful ground rules and give examples of what following the rules looks like.</i></li> <li>• <i>Understand how rights and responsibilities can sometimes conflict with each other and suggest ways of resolving this in different situations.</i></li> <li>• <i>Know why rules and laws are needed in society and explain some reasons why people sometimes break them.</i></li> <li>• <i>Understand the role of parliament, MPs, local councils and councillors and link this with school councils.</i></li> <li>• <i>Be able to express their views on a moral or social question and listen to the views of others</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture.</i></li> <li>• <i>Understand how our choices can have an impact on the local and wider communities.</i></li> <li>• <i>Understand that managing money is complex and may involve risk but there are people who can help.</i></li> <li>• <i>Have a broad view of what we mean by poverty and know something of its links with trade and charities.</i></li> <li>• <i>Understand that feelings around money can be complex, difficult and changeable.</i></li> <li>• <i>be able to describe a positive and negative consequence of taking a risk.</i></li> <li>• <i>Be able to give an example of a physical, social and emotional risk.</i></li> <li>• <i>Be able to evaluate how risky something is and explain their reasoning.</i></li> <li>• <i>Be able to describe a situation where they are responsible for their own safety and talk about the influence of others.</i></li> <li>• <i>Understand and use the 'Stop, Decide, Do' strategy.</i></li> <li>• <i>Be able to name some people in their network they would approach for help and describe how they might do this.</i></li> <li>• <i>Be able to name some organisations where people can get help and support.</i></li> <li>• <i>Know how to respond supportively when someone shares a problem with them</i></li> <li>• <i>Be able to describe rules for maintaining safety at school and suggest ways in which the possibilities of accidents can be reduced.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively.</i></li> <li>• <i>Understand that puberty affects people in different ways both physically and emotionally.</i></li> <li>• <i>Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly.</i></li> <li>• <i>Describe some characteristics of a loving trusting relationship.</i></li> <li>• <i>Understand some basic reasons why a couple might choose to have children.</i></li> <li>• <i>Show awareness of some family arrangements which are different from theirs.</i></li> </ul>
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