



# Progression in PSHE & RSHE



[www.teaguesbridgeprimary.org](http://www.teaguesbridgeprimary.org)

## Progression in Jigsaw Units

Unit	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my world Autumn 1	<ul style="list-style-type: none"> <li>- Help other to feel welcome.</li> <li>- Making our school a safer place.</li> <li>- Thinking about our right to learn.</li> <li>- Caring for others.</li> <li>- Working well with others.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain why my class is a happy and safe place to learn.</li> <li>- Give different examples of where I or others make my class a safe and happy place</li> </ul>	<ul style="list-style-type: none"> <li>- Explain why my behaviour can impact others in my class.</li> <li>- Explain my own and other's choices and say why some choices are better than others.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how my behaviour can affect how others feel and behave.</li> <li>- Say why it is important to have rules and how it helps me and others to learn.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain why being listened to and listening to others is important.</li> <li>- Explain why being democratic is important and helps others to feel valued.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare my life with other people around the UK and explain why we have rights, responsibilities and rules to make both school and the wider community a fair place.</li> <li>- Explain how actions of one person can affect another person.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how my choices impact the local community and the wider world.</li> <li>- Empathise with other people in the local and wider community and think about how this changes my actions.</li> </ul>
Celebrating Difference Autumn 2	<ul style="list-style-type: none"> <li>- I can identify something I am good at and understand everyone is good at different things</li> <li>- I understand that being different makes us all special</li> <li>- I know we are all different but the same in some ways</li> <li>- I can tell you why I think my home is special to me</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify similarities between people in my class I can tell you some ways in which I am the same as my friends.</li> <li>- I can tell you what bullying is I understand how being bullied might feel.</li> <li>- I know some people who I could talk to if I was feeling unhappy or being bullied</li> <li>- I can be kind to children who are bullied.</li> <li>- I know how to make new friends</li> </ul>	<ul style="list-style-type: none"> <li>- I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>- I understand some ways in which boys and girls are similar and feel good about this.</li> <li>- I understand some ways in which boys and girls are different and accept that this is ok.</li> <li>- I understand that bullying is sometimes about difference.</li> <li>- I can tell you how someone who is bullied feels I can be</li> </ul>	<ul style="list-style-type: none"> <li>- I understand that everybody's family is different and important to them.</li> <li>- I appreciate my family/the people who care for me.</li> <li>- I understand that differences and conflicts sometimes happen among family members.</li> <li>- I know how to calm myself down and can use the 'Solve it together' technique.</li> <li>- I know what it means to be a witness to bullying.</li> <li>- I know some ways of helping to make someone who is bullied feel better.</li> </ul>	<ul style="list-style-type: none"> <li>- I can tell you a time when my first impression of someone changed as I got to know them.</li> <li>- I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</li> <li>- I can explain why it is good to accept myself and others for who we are.</li> <li>- I understand that, sometimes, we make assumptions based on what people look like.</li> <li>- I try to accept people for who they are.</li> <li>- I understand what influences me to make</li> </ul>	<ul style="list-style-type: none"> <li>- I understand that cultural differences sometimes cause conflict.</li> <li>- I am aware of my own culture.</li> <li>- I understand what racism is.</li> <li>- I am aware of my attitude towards people from different races.</li> <li>- I understand how rumour-spreading and name-calling can be bullying behaviours.</li> <li>- I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one.</li> <li>- I can explain the difference between</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain ways in which difference can be a source of conflict or a cause for celebration.</li> <li>- I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</li> <li>- I understand there are different perceptions about what normal means.</li> <li>- I can empathise with people who are living with disabilities.</li> <li>- I understand how having a disability could affect someone's life.</li> <li>- I am aware of my attitude towards people with disabilities.</li> </ul>

	<ul style="list-style-type: none"> <li>- I can tell you how to be kind to a friend.</li> <li>- I know which words to use to stand up for myself when someone says or does something unkind</li> </ul>	<ul style="list-style-type: none"> <li>- I know how it feels to make a new friend.</li> <li>- I can tell you some ways I am different from my friends</li> <li>- I understand these differences make us all special and unique.</li> </ul>	<ul style="list-style-type: none"> <li>kind to children who are bullied.</li> <li>- I can recognise what is right and wrong and know how to look after myself.</li> <li>- I know when and how to stand up for myself and others I know how to get help if I am being bullied.</li> <li>- I know some ways to make new friends.</li> <li>- I know how it feels to be a friend and have a friend.</li> <li>- I can tell you some ways I am different from my friends.</li> <li>- I understand these differences make us all special and unique.</li> </ul>	<ul style="list-style-type: none"> <li>- I know that witnesses can make the situation better or worse by what they do.</li> <li>- I can problem-solve a bullying situation with others.</li> <li>- I recognise that some words are used in hurtful ways.</li> <li>- I try hard not to use hurtful words (e.g. gay, fat).</li> <li>- I can tell you about a time when my words affected someone's feelings and what the consequences were.</li> <li>- I can give and receive compliments and know how this feel</li> </ul>	<ul style="list-style-type: none"> <li>assumptions based on how people look.</li> <li>- I can question why I think what I do about other people.</li> <li>- I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.</li> <li>- I know how it might feel to be a witness to and a target of bullying.</li> <li>- I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</li> <li>- I can problem-solve a bullying situation with others.</li> <li>- I can identify what is special about me and value the ways in which I am unique I like and respect the unique features of my physical appearance.</li> <li>- I can tell you a time when my first impression of someone changed when I got to know them.</li> <li>- I can explain why it is good to accept people for who they are.</li> </ul>	<ul style="list-style-type: none"> <li>direct and indirect types of bullying.</li> <li>- I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</li> <li>- I can compare my life with people in the developing world.</li> <li>- I can appreciate the value of happiness regardless of material wealth.</li> <li>- I can enjoy the experience of a culture other than my own.</li> <li>- I respect my own and other people's cultures.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain some of the ways in which one person or a group can have power over another.</li> <li>- I know how it can feel to be excluded or treated badly by being different in some way.</li> <li>- I know some of the reasons why people use bullying behaviours</li> <li>- I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one.</li> <li>- I can give examples of people with disabilities who lead amazing lives.</li> <li>- I appreciate people for who they are.</li> <li>- I can explain ways in which difference can be a source of conflict and a cause for celebration.</li> <li>- I can show empathy with people in either situation.</li> </ul>
Dreams and Goals Spring 1	<ul style="list-style-type: none"> <li>- I understand that if I persevere I can</li> </ul>	<ul style="list-style-type: none"> <li>- I can set simple goal.</li> </ul>	<ul style="list-style-type: none"> <li>- I can choose a realistic goal and</li> </ul>	<ul style="list-style-type: none"> <li>- I can tell you about a person who has faced difficult</li> </ul>	<ul style="list-style-type: none"> <li>- I can plan and set new goals even after a disappointment.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand that I will need money to help me</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain different ways to work with others</li> </ul>

	<p>tackle challenges</p> <ul style="list-style-type: none"> <li>- I can tell you about a time I didn't give up until I achieved my goal.</li> <li>- I can set a goal and work towards it.</li> <li>- I can use kind words to encourage people.</li> <li>- I understand the link between what I learn now and the job I might like to do when I'm older</li> <li>- I can say how I feel when I achieve a goal and know what it means to feel proud</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify my successes and achievements.</li> <li>- I can set a goal and work out how to achieve it.</li> <li>- I can tell you how I learn best.</li> <li>- I understand how to work well with a partner.</li> <li>- I can celebrate achievement with my partner.</li> <li>- I can tackle a new challenge and understand this might stretch my learning.</li> <li>- I can identify how I feel when I am faced with a new challenge.</li> <li>- I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.</li> <li>- I know how I feel when I see obstacles and how I feel when I overcome them.</li> <li>- I can tell you how I felt when I</li> </ul>	<p>think about how to achieve it.</p> <ul style="list-style-type: none"> <li>- I can identify my successes and achievements and know how this makes me feel (proud).</li> <li>- I can persevere even when I find tasks difficult.</li> <li>- I can tell you some of my strengths as a learner.</li> <li>- I can recognise who it is easy for me to work with and who it is more difficult for me to work with.</li> <li>- I understand how working with other people can help me to learn.</li> <li>- I can work cooperatively in a group to create an end product.</li> <li>- I can work with other people to solve problems.</li> <li>- I can explain some of the ways I worked cooperatively in my group to create the end product.</li> </ul>	<p>challenges and achieved success.</p> <ul style="list-style-type: none"> <li>- I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability).</li> <li>- I can identify a dream/ambition that is important to me.</li> <li>- I can imagine how I will feel when I achieve my dream/ambition.</li> <li>- I enjoy facing new learning challenges and working out the best ways for me to achieve them.</li> <li>- I can break down a goal into a number of steps and know how others could help me to achieve it.</li> <li>- I am motivated and enthusiastic about achieving our new challenge.</li> <li>- I know that I am responsible for my own learning and can use my strengths as a</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain what it means to be resilient and have a positive attitude.</li> <li>- I can tell you about some of my hopes and dreams</li> <li>- I know how it feels to have hopes and dreams.</li> <li>- I understand that sometimes hopes and dreams do not come true and that this can hurt.</li> <li>- I know how disappointment feels and can identify when I have felt that way.</li> <li>- I know that reflecting on positive and happy experiences can help me to counteract disappointment.</li> <li>- I know how to cope with disappointment and how to help others cope with theirs.</li> <li>- I know how to make a new plan and set new goals even if I have been disappointed.</li> <li>- I know what it means to be resilient and to have a positive attitude.</li> <li>- I know how to work out the steps to take to achieve a goal, and can</li> </ul>	<p>achieve some of my dreams.</p> <ul style="list-style-type: none"> <li>- I can identify what I would like my life to be like when I am grown up.</li> <li>- I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</li> <li>- I appreciate the contributions made by people in different jobs.</li> <li>- I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</li> <li>- I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.</li> <li>- I can describe the dreams and goals of young people in a culture different to mine.</li> <li>- I can reflect on how these relate to my own.</li> <li>- I understand that communicating with someone in a different</li> </ul>	<p>to help make the world a better place.</p> <ul style="list-style-type: none"> <li>- I can explain what motivates me to make the world a better place.</li> <li>- I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in school goal and one out-of-school goal).</li> <li>- I understand why it is important to stretch the boundaries of my current learning.</li> <li>- I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</li> <li>- I can set success criteria so that I will know whether I have reached my goal.</li> <li>- I can identify problems in the world that concern me and talk to other people about them I recognise the emotions.</li> <li>- I experience when I consider people in the world who are suffering or living in difficult situations.</li> <li>- I can work with other people to help make the world a better place.</li> </ul>
--	--	---	---	--	--	---	---

		<p>succeeded in a new challenge and how I celebrated it.</p> <ul style="list-style-type: none"> <li>- I know how to store the feelings of success in my internal treasure chest.</li> </ul>	<ul style="list-style-type: none"> <li>- I can express how it felt to be working as part of this group. I know how to share success with other people.</li> <li>- I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud).</li> </ul>	<p>learner to achieve the challenge.</p> <ul style="list-style-type: none"> <li>- I can recognise obstacles which might hinder my achievement and can take steps to overcome them.</li> <li>- I can manage the feelings of frustration that may arise when obstacles occur.</li> <li>- I can evaluate my own learning process and identify how it can be better next time.</li> <li>- I am confident in sharing my success with others and can store my feelings in my internal treasure chest.</li> </ul>	<p>do this successfully as part of a group.</p> <ul style="list-style-type: none"> <li>- I can enjoy being part of a group challenge.</li> <li>- I can identify the contributions made by myself and others to the group's achievement.</li> <li>- I know how to share in the success of a group and how to store this success experience in my internal treasure chest.</li> </ul>	<p>culture means we can learn from each other and I can identify a range of ways that we could support each other.</p> <ul style="list-style-type: none"> <li>- I appreciate the similarities and differences in aspirations between myself and young people in a different culture.</li> <li>- I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</li> <li>- I understand why I am motivated to make a positive contribution to supporting others</li> </ul>	<ul style="list-style-type: none"> <li>- I can empathise with people who are suffering or who are living in difficult situations.</li> <li>- I can describe some ways in which I can work with other people to help make the world a better place.</li> <li>- I can identify why I am motivated to do this.</li> <li>- I know what some people in my class like or admire about me and can accept their praise.</li> <li>- I can give praise and compliments to other people when I recognise their contributions and achievements.</li> </ul>
<p>Healthy Me Spring 2</p>	<ul style="list-style-type: none"> <li>- I understand that I need to exercise to keep my body healthy</li> <li>- I understand how moving and resting are good for my body</li> <li>- I know which foods are healthy and not so healthy</li> </ul>	<ul style="list-style-type: none"> <li>- I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</li> <li>- I feel good about myself when I make healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.</li> <li>- I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand how exercise affects my body and know why my heart and lungs are such important organs.</li> <li>- I can set myself a fitness challenge.</li> <li>- I understand how exercise affects my body and know why my heart and lungs are such important organs.</li> </ul>	<ul style="list-style-type: none"> <li>- I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</li> <li>- I can identify feelings of anxiety and fear associated with peer pressure.</li> <li>- I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</li> </ul>	<ul style="list-style-type: none"> <li>- I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</li> <li>- I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.</li> <li>- I know some of the risks with misusing alcohol, including anti-social behaviour, and how it</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</li> <li>- I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</li> <li>- I know the impact of food on the body, e.g. creating</li> </ul>

	<ul style="list-style-type: none"> <li>- and can make healthy eating choices</li> <li>- I know how to help myself go to sleep and understand why sleep is good for me</li> <li>- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</li> <li>- I know what a stranger is and how to stay safe if a stranger approaches me</li> </ul>	<ul style="list-style-type: none"> <li>- I know how to make healthy lifestyle choices.</li> <li>- I know how to keep myself clean and healthy, and understand how germs cause disease/ illness.</li> <li>- I know that all household products including medicines can be harmful if not used properly I am special so I keep myself safe.</li> <li>- I understand that medicines can help me if I feel poorly and I know how to use them safely.</li> <li>- I know some ways to help myself when I feel poorly.</li> <li>- I know how to keep safe when crossing the road, and about people who can help me to stay safe.</li> <li>- I can recognise when I feel frightened and know who to ask for help.</li> <li>- I can tell you why I think my body is</li> </ul>	<ul style="list-style-type: none"> <li>- I know what I need to keep my body healthy.</li> <li>- I am motivated to make healthy lifestyle choices.</li> <li>- I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</li> <li>- I can tell you when a feeling is weak and when a feeling is strong.</li> <li>- I understand how medicines work in my body and how important it is to use them safely.</li> <li>- I feel positive about caring for my body and keeping it healthy.</li> <li>- I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</li> <li>- I have a healthy relationship with food and know</li> </ul>	<ul style="list-style-type: none"> <li>- I can set myself a fitness challenge.</li> <li>- I can tell you my knowledge and attitude towards drug.</li> <li>- I can identify how I feel towards drugs.</li> <li>- I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</li> <li>- I can express how being anxious or scared feels.</li> <li>- I understand that, like medicines, some household substances can be harmful if not used correctly.</li> <li>- I can take responsibility for keeping myself and others safe at home.</li> <li>- I understand how complex my body is and how important it is to take care of it.</li> <li>- I respect my body and appreciate what it does for me.</li> </ul>	<ul style="list-style-type: none"> <li>- I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions.</li> <li>- I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations.</li> <li>- I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.</li> <li>- I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</li> <li>- I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.</li> <li>- I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the</li> </ul>	<p>affects the liver and heart.</p> <ul style="list-style-type: none"> <li>- I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</li> <li>- I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</li> <li>- I know how to keep myself calm in emergencies.</li> <li>- I understand how the media and celebrity culture promotes certain body types.</li> <li>- I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</li> <li>- I understand how the media and celebrity culture promotes certain body types.</li> <li>- I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</li> </ul>	<p>energy, giving comfort and altering mood.</p> <ul style="list-style-type: none"> <li>- I am motivated to give my body the best combination of food for my physical and emotional health.</li> <li>- I know about different types of drugs and their uses and their effects on the body particularly the liver and heart .</li> <li>- I am motivated to find ways to be happy and cope with life's situations without using drugs.</li> <li>- I can evaluate when alcohol is being used responsibly, antisocially or being misused.</li> <li>- I can tell you how I feel about using alcohol when I am older and my reasons for this.</li> <li>- I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations.</li> <li>- I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen.</li> <li>- I understand what it means to be emotionally well and can explore</li> </ul>
--	--	---	--	---	--	--	--

		<p>amazing and can identify some ways to keep it safe and healthy.</p> <ul style="list-style-type: none"> <li>- I can recognise how being healthy helps me to feel happy</li> </ul>	<p>which foods I enjoy the most.</p> <ul style="list-style-type: none"> <li>- I can decide which foods to eat to give my body energy I have a healthy relationship with food and I know which foods are most nutritious for my body.</li> <li>- I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends</li> </ul>		<p>reasons some people drink alcohol.</p> <ul style="list-style-type: none"> <li>- I can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.</li> <li>- I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</li> <li>- I can identify feelings of anxiety and fear associated with peer pressure.</li> <li>- I know myself well enough to have a clear picture of what I believe is right and wrong.</li> <li>- I can tap into my inner strength and know how to be assertive.</li> </ul>	<ul style="list-style-type: none"> <li>- I know what makes a healthy lifestyle including healthy eating and the choices.</li> <li>- I need to make to be healthy and happy I am motivated to keep myself healthy and happy.</li> </ul>	<p>people's attitudes towards mental health/illness.</p> <ul style="list-style-type: none"> <li>- I know how to help myself feel emotionally healthy and can recognise when I need help with this.</li> <li>- I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse.</li> <li>- I can use different strategies to manage stress and pressure.</li> </ul>
<p>Relationships Summer 1</p>	<ul style="list-style-type: none"> <li>- I can identify some of the jobs I do in my family and how I feel like I belong</li> <li>- I know how to make friends to stop myself from feeling lonely</li> <li>- I can think of ways to solve</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify the members of my family and understand that there are lots of different types of families.</li> <li>- I know how it feels to belong to a family and care about the people who are important to me.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</li> <li>- I can give examples of some different problem solving techniques and explain how I might</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</li> <li>- I can describe how taking some responsibility in my family makes me feel.</li> </ul>	<ul style="list-style-type: none"> <li>- I can recognise how people are feeling when they miss a special person or animal.</li> <li>- I can give ways that might help me manage my feelings when missing a special person or animal.</li> <li>- I can identify the web of relationships that I am part of, starting from those closest to me</li> </ul>	<ul style="list-style-type: none"> <li>- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</li> <li>- I know how to keep building my own self-esteem.</li> <li>- I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</li> <li>- I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.</li> </ul>

	<p>problems and stay friends</p> <ul style="list-style-type: none"> <li>- I am starting to understand the impact of unkind words</li> <li>- I can use Calm Me time to manage my feelings</li> <li>- I know how to be a good friend</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify what being a good friend means to me I know how to make a new friend.</li> <li>- I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</li> <li>- I can recognise which forms of physical contact are acceptable and unacceptable to me.</li> <li>- I know who can help me in my school community</li> <li>- I know when I need help and know how to ask for it.</li> <li>- I can recognise my qualities as person and a friend.</li> <li>- I know ways to praise myself.</li> <li>- I can tell you why I appreciate someone who is special to me.</li> <li>- I can express how I feel about them.</li> </ul>	<ul style="list-style-type: none"> <li>- use them in certain situations in my relationships</li> <li>- I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</li> <li>- I accept that everyone's family is different and understand that most people value their family.</li> <li>- I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</li> <li>- I know which types of physical contact I like and don't like and can talk about this.</li> <li>- I can identify some of the things that cause conflict with my friends.</li> <li>- I can demonstrate how to use the positive problem</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener</li> <li>- I know how to negotiate in conflict situations to try to find a win-win solution.</li> <li>- I know and can use some strategies for keeping myself safe.</li> <li>- I know who to ask for help if I am worried or concerned.</li> <li>- I can explain how some of the actions and work of people around the world help and influence my life.</li> <li>- I can show an awareness of how this could affect my choices.</li> <li>- I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</li> <li>- I can empathise with children whose lives</li> </ul>	<ul style="list-style-type: none"> <li>- and including those more distant.</li> <li>- I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them.</li> <li>- I can identify someone I love and can express why they are special to me.</li> <li>- I know how most people feel when they lose someone or something they love.</li> <li>- I can tell you about someone I know that I no longer see.</li> <li>- I understand that we can remember people even if we no longer see them.</li> <li>- I can explain different points of view on an animal rights issue.</li> <li>- I can express my own opinion and feelings on this.</li> <li>- I understand how people feel when they love a special pet</li> <li>- I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by</li> </ul>	<ul style="list-style-type: none"> <li>- I know how to stand up for myself and how to negotiate and compromise.</li> <li>- I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.</li> <li>- I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend.</li> <li>- I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.</li> <li>- I can recognise the feeling of jealousy, where it comes from and how to manage it.</li> <li>- I understand how to stay safe when using technology to communicate with my friends.</li> <li>- I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.</li> <li>- I can explain how to stay safe when using technology to</li> </ul>	<ul style="list-style-type: none"> <li>- I can offer strategies to help me manage these feelings and situations.</li> <li>- I can identify the most significant people to be in my life so far.</li> <li>- I understand how it feels to have people in my life that are special to me.</li> <li>- I know some of the feelings we can have when someone dies or leaves.</li> <li>- I can use some strategies to manage feelings associated with loss and can help other people to do so.</li> <li>- I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</li> <li>- I can recognise when I am feeling those emotions and have strategies to manage them.</li> <li>- I can recognise when people are trying to gain power or control.</li> <li>- I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</li> </ul>
--	---	---	--	--	---	--	--



			<p>solving technique to resolve conflicts with my friends.</p> <ul style="list-style-type: none"> <li>- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</li> <li>- I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</li> <li>- I recognise and appreciate people who can help me in my family, my school and my community.</li> <li>- I understand how it feels to trust someone.</li> <li>- I can express my appreciation for the people in my special relationship.</li> <li>- I am comfortable accepting appreciation from others.</li> </ul>	<p>are different to mine and appreciate what I may learn from them.</p> <ul style="list-style-type: none"> <li>- I know how to express my appreciation to my friends and family.</li> <li>- I enjoy being part of a family and friendship groups.</li> </ul>	<p>celebrating special things about the pet.</p> <ul style="list-style-type: none"> <li>- I know how to show love and appreciation to the people and animals who are special to me I can love and be loved.</li> </ul>	<p>communicate with my friends.</p> <ul style="list-style-type: none"> <li>- I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.</li> <li>- I can take responsibility for my own safety and wellbeing.</li> <li>- I can use technology positively and safely to communicate with my friends and family.</li> <li>- I can take responsibility for my own safety and wellbeing.</li> </ul>
<p>Changing Me Summer 2</p>	<ul style="list-style-type: none"> <li>- I can name body parts</li> <li>- I can tell you some things I can do and</li> </ul>	<ul style="list-style-type: none"> <li>- I am starting to understand the life cycles of animals and humans.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use the correct terms to describe penis, testicles, vagina, and explain why they are private.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand that in animals and humans lots of changes happen between conception and growing up,</li> </ul>	<ul style="list-style-type: none"> <li>- I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</li> </ul>	<ul style="list-style-type: none"> <li>- I am aware of my own self-image and how my body image fits into that.</li> <li>- I know how to develop my own self esteem.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of</li> </ul>

	<ul style="list-style-type: none"> <li>- foods I can eat to be healthy</li> <li>- I understand that we all grow from babies to adults</li> <li>- I can express how I am feeling about moving to year 1</li> <li>- I can talk about my worries and/or the things I am looking forward to about being in Year 1</li> <li>- I can share my memories of the best bits of this year in Reception</li> </ul>	<ul style="list-style-type: none"> <li>- I understand that changes happen as we grow and that this is OK.</li> <li>- I can tell you some things about me that have changed and some things about me that have stayed the same.</li> <li>- I know that changes are OK and that sometimes they will happen whether I want them to or not.</li> <li>- I can tell you how my body has changed since I was a baby</li> <li>- I understand that growing up is natural and that everybody grows at different rates.</li> <li>- I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</li> <li>- I respect my body and understand</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain why some types of touches feel OK and others don't.</li> <li>- I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</li> <li>- I can recognise cycles of life in nature.</li> <li>- I understand there are some changes that are outside my control and can recognise how I feel about this.</li> <li>- I can tell you about the natural process of growing from young to old and understand that this is not in my control.</li> <li>- I can identify people I respect who are older than me.</li> <li>- I can recognise how my body has changed since I was a baby and where.</li> <li>- I am on the continuum from young to old I feel</li> </ul>	<ul style="list-style-type: none"> <li>- and that usually it is the female who has the baby.</li> <li>- I can express how I feel when I see babies or baby animals.</li> <li>- I understand how babies grow and develop in the mother's uterus.</li> <li>- I understand what a baby needs to live and grow.</li> <li>- I can express how I might feel if I had a new baby in my family.</li> <li>- I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</li> <li>- I can identify how boys' and girls' bodies change on the outside during this growing up process.</li> <li>- I recognise how I feel about these changes happening to me and know how to cope with those feelings.</li> <li>- I can identify how boys' and girls'</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain some of the choices I might make in the future and some of the choices that I have no control over.</li> <li>- I can offer some suggestion about how I might manage my feelings when changes happen.</li> <li>- I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</li> <li>- I appreciate that I am a truly unique human being.</li> <li>- I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</li> <li>- I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</li> <li>- I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</li> <li>- I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</li> <li>- I can describe how boys' and girls' bodies change during puberty.</li> <li>- I can express how I feel about the changes that will happen to me during puberty.</li> <li>- I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby.</li> <li>- I appreciate how amazing it is that human bodies can reproduce in these ways.</li> <li>- I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent. I am</li> </ul>	<ul style="list-style-type: none"> <li>- pregnancy, and the stages of labour and birth.</li> <li>- I can reflect on how this experience might feel from the point of view of a parent and express my own thoughts and feelings about it.</li> <li>- I am aware of my own self-image and how my body image fits into that.</li> <li>- I know how to develop my own self esteem.</li> <li>- I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>- I can express how I feel about the changes that will happen to me during puberty.</li> <li>- I can ask the questions I need answered about changes during puberty.</li> <li>- I can reflect on how I feel about asking the questions and about the answers I receive.</li> <li>- I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</li> <li>- I recognise how I feel when I reflect on the</li> </ul>
--	--	---	--	---	--	---	--

		<p>which parts are private.</p> <ul style="list-style-type: none"> <li>- I understand that every time I learn something new I change a little bit</li> <li>- I enjoy learning new things.</li> <li>- I can tell you about changes that have happened in my life.</li> <li>- I know some ways to cope with changes.</li> </ul>	<p>proud about becoming more independent.</p> <ul style="list-style-type: none"> <li>- I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</li> <li>- I can tell you what I like/don't like about being a boy/girl.</li> <li>- I can identify what I am looking forward to when I am in Year 3.</li> <li>- I can start to think about changes I will make when I am in Year 3 and know how to go about this.</li> </ul>	<p>bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <ul style="list-style-type: none"> <li>- I recognise how I feel about these changes happening to me and know how to cope with these feelings.</li> <li>- I can start to recognise stereotypical ideas I might have about parenting and family roles.</li> <li>- I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</li> <li>- I can identify what I am looking forward to when I am in Year 4.</li> <li>- I can start to think about changes I will make when I am in Year 4 and know how to go about this.</li> </ul>	<p>menstruation (having periods) is a natural part of this.</p> <ul style="list-style-type: none"> <li>- I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</li> <li>- I know how the circle of change works and can apply it to changes I want to make in my life.</li> <li>- I am confident enough to try to make changes when I think they will benefit me.</li> <li>- I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</li> <li>- I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</li> <li>- I can identify what I am looking forward to when I am in Year 5.</li> <li>- I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</li> </ul>	<p>confident that I can cope with the changes that growing up will bring.</p> <ul style="list-style-type: none"> <li>- I can identify what I am looking forward to when I am in Year 6 I can start to think about changes I will make when I am in Year 6 and know how to go about this</li> </ul>	<p>development and birth of a baby.</p> <ul style="list-style-type: none"> <li>- I understand how being physically attracted to someone changes the nature of the relationship.</li> <li>- I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</li> <li>- I can identify what I am looking forward to and what worries me about the transition to secondary school.</li> <li>- I know how to prepare myself emotionally for starting secondary school.</li> </ul>
--	--	---	--	--	---	--	--

### Progression in PSHE across all year groups

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ongoing core skills	<ul style="list-style-type: none"> <li>- Children play cooperatively, taking turns with others.</li> <li>- They take account of one another's ideas about how to organise their activity.</li> <li>- They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> <li>- Children are confident to try new activities, and say why they like some activities more than others.</li> <li>- 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.</li> <li>- They say when they do or don't need help.</li> <li>- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise their feelings.</li> <li>- Explain their idea as responses to an issue.</li> <li>- Find a partner and sit with them and work with them.</li> <li>- Develop skills of speaking and listening.</li> <li>- Negotiate with a partner.</li> <li>- Recognise their likes and dislikes.</li> <li>- Demonstrate compassion.</li> <li>- Demonstrate making simple choices.</li> <li>- Understand the concept of risk.</li> <li>- To know who to tell.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise their feelings.</li> <li>- Explain their ideas and responses to an issue.</li> <li>- Work with others.</li> <li>- Develop active listening skills and check for clarification.</li> <li>- Understand verbal and non-verbal communication.</li> <li>- Know that it is okay to make mistakes.</li> <li>- Demonstrate compassion and empathy.</li> <li>- To know that saying 'No' means No.</li> <li>- Demonstrate making a simple choice.</li> <li>- To think and verbalise what is important to them when making a choice.</li> <li>- Understand the concept of risk.</li> <li>- Know who and how to tell.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise their own likes and dislikes, traits and individual preferences.</li> <li>- Demonstrate active listening skills.</li> <li>- Demonstrate compassion, empathy and tolerance.</li> <li>- Demonstrate they can work in a group or with others.</li> <li>- Understand that they have choices and points of choice.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise simple body language.</li> <li>- Understand verbal and non-verbal communication.</li> <li>- Become more assertive in themselves and ask for time to think things through.</li> <li>- Recognise the influences over choice and decisions – both internal and external.</li> <li>- Demonstrate that they know the process for decision making.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise their own and other people's personality traits, individual preferences and characteristics.</li> <li>- Consider how they respond to challenging circumstances e.g conflict and violence.</li> <li>- Demonstrate respectful interactions with others.</li> <li>- Value themselves and others.</li> <li>- Demonstrate their knowledge of group dynamics.</li> <li>- Recognise the importance of skill and how different people bring this to tasks.</li> <li>- Demonstrate the use of the decision making process.</li> <li>- Recognise decision and choices they may have to make in the future.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise their own and other people's personality traits, individual preferences and characteristics.</li> <li>- Consider how they respond to challenging circumstances e.g conflict and violence.</li> <li>- Demonstrate respectful interactions with others.</li> <li>- Value themselves and others.</li> <li>- Demonstrate their knowledge of group dynamics.</li> <li>- Recognise the importance of skill and how different people bring this to tasks.</li> <li>- Demonstrate the use of the decision making process.</li> <li>- Recognise decisions and</li> </ul>

		<ul style="list-style-type: none"> <li>behaviour is unacceptable.</li> <li>- They work as part of a group or class, and understand and follow the rules.</li> <li>- They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>					<ul style="list-style-type: none"> <li>- Know ways of coping in difficult situations.</li> <li>- Recognise risk in different situations and make judgements about how to respond in order to keep safe.</li> <li>- Recognise peer influence.</li> </ul>	<ul style="list-style-type: none"> <li>choices they may have to make in the future.</li> <li>- Know ways of coping in difficult situations.</li> <li>- Recognise risk in different situations and make judgments about how to respond in order to keep safe.</li> <li>- Recognise peer influence.</li> </ul>
Health and Wellbeing	Healthy lifestyles (physical wellbeing)	<ul style="list-style-type: none"> <li>- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>- They say when they do or don't need help.</li> </ul>	<ul style="list-style-type: none"> <li>- Know some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</li> <li>- Know about making healthy choices.</li> <li>- Know about basic personal hygiene routines Grow and change and becoming more independent.</li> </ul>	<ul style="list-style-type: none"> <li>- Know about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</li> <li>- Make healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>- Know about what makes a 'balanced lifestyle'</li> <li>- Know about making choices in relation to health.</li> <li>- Know about what makes up a balanced diet.</li> <li>- Know about opportunities they have to make their own choices about food.</li> <li>- Know about what influences their choices about food.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand about what makes a 'balanced lifestyle'</li> <li>- Understand about making choices in relation to health</li> <li>- Understand about what makes up a balanced diet</li> <li>- Know about opportunities they have to make their own choices about food.</li> <li>- Know about what influences their choices about food</li> </ul>		
	Mental Health	<ul style="list-style-type: none"> <li>- Children talk about how they and others show feelings, talk</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise what they are good at.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise what they are good at and set simple goals</li> </ul>	<ul style="list-style-type: none"> <li>- Know that images in the media do not</li> </ul>	<ul style="list-style-type: none"> <li>- To know about wider range of</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that images in the</li> </ul>	<ul style="list-style-type: none"> <li>- Know that images in the</li> </ul>

		<p>about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <ul style="list-style-type: none"> <li>- They work as part of a group or class, and understand and follow the rules.</li> <li>- They adjust their behaviour to different situations, and take changes of routine in their stride.</li> <li>- Children are confident to try new activities, and say why they like some activities more than others.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Know about different kinds of feelings</li> <li>- Know simple strategies to manage feelings with support</li> <li>- Know about how it feels when there is change or loss</li> </ul>	<ul style="list-style-type: none"> <li>- Know about different kinds of feelings</li> <li>- Know simple strategies to manage feelings</li> <li>- Know about how it feels when there is change or loss</li> </ul>	<p>necessarily reflect reality</p> <ul style="list-style-type: none"> <li>- Know about a wider range of feelings some good and some not so good</li> <li>- Know people can experience different feelings at the same time</li> <li>- Describing their feelings to others</li> <li>- Know about the kinds of change that happen in life and the feelings associated with this</li> <li>- Know about feeling negative pressure and how to manage this</li> </ul>	<p>feeling both good and bad</p> <ul style="list-style-type: none"> <li>- Understand that people can experience conflicting feelings at the same time.</li> <li>- They can describe feelings to others</li> </ul>	<p>media can distort reality</p> <ul style="list-style-type: none"> <li>- Know media can affect how people feel about themselves</li> <li>- To describe the range and intensity of their feelings to others</li> <li>- Manage complex or conflicting emotions</li> </ul>	<p>media can distort reality</p> <ul style="list-style-type: none"> <li>- Know media can affect how people feel about themselves</li> <li>- Cope with change and transition - how this relates to bereavement and the process of grieving</li> </ul>
	<p>Ourselves, growing &amp; changing</p>	<ul style="list-style-type: none"> <li>- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the correct names for the main parts of the body of boys and girls.</li> </ul>	<ul style="list-style-type: none"> <li>- Know about basic personal hygiene routines and why these are important.</li> <li>- Know about growing, changing and</li> </ul>				

				<p>becoming more independent</p> <ul style="list-style-type: none"> <li>- Know and use the correct names for the main parts of the body of boys and girl.</li> </ul>				
Keeping safe	<ul style="list-style-type: none"> <li>- Children are confident to try new activities and say why they like some activities more than others.</li> <li>- 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.</li> <li>- They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>	<ul style="list-style-type: none"> <li>- Know rules for keeping safe.</li> <li>- Ask for help if they are worried about something.</li> </ul>	<ul style="list-style-type: none"> <li>- Know rules for keeping safe (in familiar and unfamiliar situations).</li> <li>- Ask for help if they are worried about something.</li> <li>- Know about privacy.</li> </ul>		<ul style="list-style-type: none"> <li>- Manage risks in familiar situations and keeping safe</li> <li>- Understand about the importance of school rules for health and safety</li> <li>- Know about how to get help in an emergency.</li> <li>- Know about keeping safe in the local environment</li> <li>- Know about keeping safe online</li> <li>- Know about people who help them stay healthy and safe</li> </ul>	<ul style="list-style-type: none"> <li>- Know how the spread of infection can be prevented</li> <li>- Know about the skills needed in an emergency</li> <li>- Know about strategies for managing personal safety – local environment</li> <li>- Know about strategies for managing personal safety – online</li> <li>- Know what to consider before sharing pictures of themselves and others online</li> <li>- Know how to keep safe and well when using a mobile phone</li> </ul>	<ul style="list-style-type: none"> <li>- Know how the spread of infection can be prevented</li> <li>- Understand about different influences on behaviour, including peer pressure and media influence</li> <li>- Know how to resist unhelpful pressure and ask for help</li> <li>- Know about strategies for managing personal safety – local environment and online</li> <li>- Know what to consider before sharing pictures of themselves and others online</li> <li>- Know how to keep safe and well when using a mobile phone</li> </ul>	

								<ul style="list-style-type: none"> <li>- Know where to get help advice and support</li> </ul>
	Drugs, alcohol & tobacco		<ul style="list-style-type: none"> <li>- Know household products, including medicines, can be harmful if not used correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Know that household products, including medicines, can be harmful if not used correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Know about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</li> </ul>		<ul style="list-style-type: none"> <li>- Know about habits (in relation to drug, alcohol and tobacco education)</li> </ul>	<ul style="list-style-type: none"> <li>- Know about habits (in relation to drug, alcohol and tobacco education)</li> <li>- Understand about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)</li> </ul>
Relationships	Families & close positive relationships	<ul style="list-style-type: none"> <li>- Children play cooperatively, taking turns with others</li> <li>- They take account of one another's ideas about how to organise their activity.</li> <li>- They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> <li>- Children are confident to try new activities, and say why they like some</li> </ul>	<ul style="list-style-type: none"> <li>- Recognising how other people are feeling</li> <li>- Share their own feelings with others</li> <li>- Know about different types of behaviour and how this can make others feel</li> <li>- With support share their views and opinions with others</li> <li>- Know about special people in their lives (Parents / family)</li> </ul>	<ul style="list-style-type: none"> <li>- Recognising how other people are feeling</li> <li>- Share their own feelings with others</li> <li>- Understand about different types of behaviour and how this can make others feel</li> <li>- Understand about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise a wider range of feelings in others</li> <li>- Respond to how others are feeling</li> <li>- To recognise a wider range of feelings in others</li> <li>- Respond to how others are feeling</li> </ul>	<ul style="list-style-type: none"> <li>- Know about what makes a positive, healthy relationship, including friendships</li> <li>- Understand how actions can affect ourselves and others</li> </ul>	<ul style="list-style-type: none"> <li>- Know about different types of relationships (friends, families, couples, marriage, civil partnership)</li> <li>- Know about what constitutes a positive, healthy relationship</li> <li>- Recognise when a relationship is unhealthy</li> </ul>	<ul style="list-style-type: none"> <li>- Know about different types of relationships</li> <li>- Know what constitutes a positive, healthy relationship</li> <li>- Know how to maintain a healthy relationship</li> <li>- Know about committed loving relationships (including marriage and civil partnership)</li> </ul>



		<ul style="list-style-type: none"> <li>activities more than others.</li> <li>- 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.</li> </ul>						<ul style="list-style-type: none"> <li>- Know that marriage arranged marriage and civil partnership is between two people who willingly agree</li> <li>- Know that to force anyone into marriage (forced marriage) is illegal</li> <li>- Know about the importance speaking out about forced marriage</li> </ul>
Friendships	<ul style="list-style-type: none"> <li>- Children play cooperatively, taking turns with others</li> <li>- They take account of one another's ideas about how to organise their activity.</li> <li>- They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> <li>- Children are confident to try new activities, and say why they like some</li> </ul>	<ul style="list-style-type: none"> <li>- Know about listening to others and playing cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>- Confidently share their views and opinions with others</li> <li>- Know about listening to others and playing cooperatively about the importance of respect for differences and similarities between people</li> <li>- Know about special people in their lives (Parents / family/ friends)</li> </ul>	<ul style="list-style-type: none"> <li>- Work collaboratively toward shared goals</li> </ul>	<ul style="list-style-type: none"> <li>- Work collaboratively toward shared goals</li> <li>- Know how to maintain good friendships</li> </ul>	<ul style="list-style-type: none"> <li>- Model negotiation and compromise strategies to resolve disputes and conflict</li> <li>- Give helpful feedback and support to others</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to respond</li> <li>- Confidently negotiate and compromise strategies to resolve disputes and conflict</li> <li>- Give helpful feedback and support to others</li> </ul>	

		activities more than others.						
Managing hurtful behaviour & bullying			<ul style="list-style-type: none"> <li>- Know that bodies and feelings can be hurt</li> <li>- Know that teasing and bullying hurts</li> <li>- Know what to do if teasing and bullying is happening to themselves</li> </ul>	<ul style="list-style-type: none"> <li>- Know that bodies and feelings can be hurt</li> <li>- Know that hurtful teasing and bullying is wrong</li> <li>- Know what to do if teasing and bullying is happening to themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>- Know about what is meant by 'stereotypes'</li> <li>- Know about differences and similarities between people, but understand everyone is equal</li> <li>- To recognise bullying <ul style="list-style-type: none"> <li>- themselves and others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Know about what is meant by 'stereotypes'</li> <li>- Recognise differences and similarities between people, but understand everyone is equal</li> <li>- Recognise all forms of bullying</li> </ul>	<ul style="list-style-type: none"> <li>- Know about the factors that make people the same or different</li> <li>- Recognise and challenge 'stereotypes'</li> <li>- Know about the correct use of the terms sex, gender identity and sexual orientation</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
Safe relationships	<ul style="list-style-type: none"> <li>- They say when they do or don't need help.</li> </ul>	<ul style="list-style-type: none"> <li>- Know about appropriate and inappropriate touch</li> <li>- Know about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Know about appropriate and inappropriate touch</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to respond and ask for help</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to respond and ask for help</li> <li>- Know about the difference between acceptable and unacceptable physical contact</li> <li>- Know how to respond to unacceptable physical contact</li> </ul>	<ul style="list-style-type: none"> <li>- Judge whether physical contact is acceptable or unacceptable and how to respond</li> </ul>	<ul style="list-style-type: none"> <li>- Know about confidentiality</li> <li>- Know about times when it appropriate and necessary to break a confidence</li> <li>- Know about judging whether physical contact is acceptable or unacceptable</li> </ul>	
Respecting self & others	<ul style="list-style-type: none"> <li>- They say when they do or don't need help.</li> </ul>	<ul style="list-style-type: none"> <li>- Know about the importance for respect for the differences and similarities between people</li> </ul>		<ul style="list-style-type: none"> <li>- Know about the importance of keeping personal boundaries and the right to privacy</li> </ul>	<ul style="list-style-type: none"> <li>- Know about the importance of keeping personal boundaries</li> </ul>	<ul style="list-style-type: none"> <li>- Know about the importance of keeping personal boundaries and the right to privacy</li> </ul>	<ul style="list-style-type: none"> <li>- Understand about the importance of keeping personal boundaries and the right to privacy</li> </ul>	

Shared responsibilities

<ul style="list-style-type: none"> <li>- Children talk about past and present events in their own lives and in the lives of family members.</li> <li>- They know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>- They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>- Children are confident to try new activities, and say why they like some activities more than others.</li> <li>- 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.</li> <li>- They say when they do or don't need help.</li> </ul>	<ul style="list-style-type: none"> <li>- Know about group and class rules and why they are important</li> <li>- Know about respecting the needs of ourselves and others</li> </ul>	<ul style="list-style-type: none"> <li>- Know about group and class rules and why they are important</li> <li>- Understand about respecting the needs of ourselves and others</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to discuss and debate issues concerning health and wellbeing</li> <li>- Know about the ways in which rules and laws keep people safe</li> <li>- Take part in making and changing rules</li> <li>- Know about their responsibilities, rights and duties (home, school and the environment)</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and debate issues concerning health and wellbeing</li> <li>- Know about the ways in which rules and laws keep people safe</li> <li>- Take part in making and changing rules</li> <li>- Understand that everyone has human rights (and that children have their own set of human rights)</li> <li>- Know about the UN declaration on the Rights of the Child</li> <li>- Understand about their responsibilities, rights and duties (home, school and the environment)</li> </ul>	<ul style="list-style-type: none"> <li>- To research, discuss and debate to discuss and debate issues concerning health and wellbeing</li> <li>- Know why and how laws are rules and laws are made</li> <li>- Take part in making and changing rules</li> <li>- Understand about the importance of human rights (and the Rights of the Child)</li> <li>- Know about the UN declaration on the Rights of the Child</li> <li>- Know that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights</li> <li>- Understand that human rights overrule any beliefs, ideas or practices that harm others</li> </ul>	<ul style="list-style-type: none"> <li>- To research, discuss and debate to discuss and debate issues concerning health and wellbeing</li> <li>- Know why and how laws are rules and laws are made</li> <li>- Take part in making and changing rules</li> <li>- Understand about the importance of human rights (and the Rights of the Child)</li> <li>- Know about the UN declaration on the Rights of the Child</li> <li>- Know that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights</li> <li>- Know that human rights overrule any</li> </ul>
---	--	--	--	--	--	---

								beliefs, ideas or practices that harm others
	Communities	<ul style="list-style-type: none"> <li>- Understand that everybody is unique</li> <li>- Know the ways we are the same as other people</li> <li>- Know about groups and communities that they belong to about looking after the local environment</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that everybody is unique</li> <li>- Understand about the ways we are the same as other people</li> <li>- Know about groups and communities that they belong to</li> <li>- Know about looking after the local environment</li> </ul>	<ul style="list-style-type: none"> <li>- Understand about resolving differences               <ul style="list-style-type: none"> <li>- agreeing and disagreeing</li> </ul> </li> <li>- Appreciate difference and diversity (people living in the UK)</li> </ul>	<ul style="list-style-type: none"> <li>- Understand about resolving differences               <ul style="list-style-type: none"> <li>- agreeing and disagreeing</li> </ul> </li> <li>- Know about being part of a community</li> <li>- Know about who works with the local community</li> </ul>	<ul style="list-style-type: none"> <li>- Understand about what it means to be a part of a community</li> <li>- Know about different groups / individuals that support the local community</li> <li>- Know about the role of voluntary, community and pressure groups</li> <li>- Appreciate the range of national, regional, religious and ethnic identities of people living in the UK</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the range of national, regional, religious and ethnic identities of people living in the UK</li> <li>- Know about the lives, values and customs of people living in other places</li> </ul>	
	Media literacy & digital resilience			<ul style="list-style-type: none"> <li>- Know that information presented in the media can be misleading</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that information presented in the media can be misleading</li> </ul>		<ul style="list-style-type: none"> <li>- To be critical of what they see and read in the media</li> <li>- To critically consider information they choose to forward to others</li> </ul>	

	<p>Economic wellbeing: Money</p>		<ul style="list-style-type: none"> <li>- Know what money is used for</li> <li>- Know where money comes from and what it is used</li> </ul>	<ul style="list-style-type: none"> <li>- Understand about where money comes from and what it is</li> <li>- Understand how to keep money safe</li> </ul>	<ul style="list-style-type: none"> <li>- Understand about the role of money</li> <li>- Understand the ways of managing money (budgeting and saving)</li> </ul>	<ul style="list-style-type: none"> <li>- Understand about the role of money</li> <li>- Know about ways of managing money (budgeting and saving)</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how finance plays an important part in people's lives</li> <li>- Know about being a critical consumer</li> <li>- Understand 'loan, interest and debt</li> <li>- Know about how resources are allocated and the effect this has on individuals, communities and the environment</li> </ul>	<ul style="list-style-type: none"> <li>- Know about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>- Know what it takes to set up an enterprise</li> <li>- Know about what enterprise means for work and society</li> <li>- Know how finance plays an important part in people's lives</li> <li>- Know about being a critical consumer</li> <li>- Understand 'loan, interest and debt</li> <li>- Understand about the importance of looking after money, including managing loans and debt</li> <li>- Know that people pay 'tax' to contribute towards society</li> </ul>
--	--------------------------------------	--	--	---	--	--	---	---

	Economic wellbeing: Aspirations, work & career		- Know about the people who work in their community	- Know about the people who work in their community				
--	---	--	---	---	--	--	--	--