

PSHE PROGRESSION OF SKILLS NURSERY– YEAR 6

Theme	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relationships	<p>Children will be able to:</p> <p>Talk about what they like to do.</p> <p>Say how they feel in different situations.</p> <p>Understand different children like different things.</p> <p>Identify similarities and differences between themselves and their friends.</p>	<p>Children will be able to:</p> <p>Talk about their own interests.</p> <p>Talk about their families.</p> <p>Talk about how they are the same or different to others.</p> <p>Share their favourite interests and objects.</p> <p>Talk about themselves positively.</p>	<p>Children will be able to:</p> <p>Understand that classroom rules help everyone to learn and be safe</p> <p>Explain their classroom rules and be able to contribute to making these</p> <p>Recognise how others might be feeling by reading body language/facial expressions</p> <p>Understand and explain how our emotions can give a physical reaction in our body (e.g.</p>	<p>Children will be able to:</p> <p>Suggest actions that will contribute positively to the life of the classroom;</p> <p>Make and undertake pledges based on those actions</p> <p>Take part in creating and agreeing classroom rules</p> <p>Use a range of words to describe feelings</p> <p>Recognise that people have different ways of</p>	<p>Children will be able to:</p> <p>Explain why we have rules</p> <p>Explore why rules are different for different age groups, in particular for internet-based activities</p> <p>Suggest appropriate rules for a range of settings</p> <p>Consider the possible consequences of breaking the rules.</p> <p>Explain some of the feelings someone might have when they lose something important to them</p>	<p>Children will be able to:</p> <p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state</p> <p>Explain how different words can express the intensity of feelings</p> <p>Explain what we mean by a 'positive, healthy relationship'</p> <p>Describe some of the qualities that they admire in others</p> <p>Recognise that there are times when they might need to say 'no' to a friend</p>	<p>Children will be able to:</p> <p>Explain what collaboration means</p> <p>Give examples of how they have worked collaboratively</p> <p>Describe the attributes needed to work collaboratively</p> <p>Explain what is meant by the terms negotiation and compromise</p> <p>Describe strategies for resolving difficult issues or situations.</p> <p>Demonstrate how to respond to a wide range of feelings in others</p>	<p>Children will be able to:</p> <p>Demonstrate a collaborative approach to a task</p> <p>Describe and implement the skills needed to do this</p> <p>Explain what is meant by the terms 'negotiation' and 'compromise'</p> <p>Suggest positive strategies for negotiating and compromising within a collaborative task</p> <p>Demonstrate positive strategies for negotiating and compromising within a collaborative task</p> <p>Recognise some of the challenges that arise from friendships</p>

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	Talk about why they are special.	Listen to what others say and respond.	butterflies in the tummy etc.)	expressing their feelings	Understand that these feelings are normal and a way of dealing with the situation	Describe appropriate assertive strategies for saying 'no' to a friend	Give examples of some key qualities of friendship	Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach
	Understand people can be special in different ways.	Talk about the important people in their lives.	Identify a range of feelings	Identify helpful ways of responding to other's feelings	Identify people who they have a special relationship with	Demonstrate strategies for working on a collaborative task	Reflect on their own friendship qualities	List some assertive behaviours
	Say how they are feeling.	Understand that we have different special people.	Identify how feelings might make us behave	Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two	Suggest strategies for maintaining a positive relationship with their special people	Define successful qualities of teamwork and collaboration	Identify what things make a relationship unhealthy	Recognise peer influence and pressure
	Know who they can speak to and what they can do if they do not feel ok.	Name key people outside of families that care for them.	Suggest strategies for someone experiencing 'not so good' feelings to manage these.	Identify situations as to whether they are incidents of teasing or bullying	Rehearse and demonstrate simple strategies for resolving given conflict situations	Identify a wide range of feelings	Identify who they could talk to if they needed help	Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure
	Say what they are thankful for.	Talk about when they might feel unsafe or unhappy.	Recognise that people's bodies and feelings can be hurt	Identify situations as to whether they are incidents of teasing or bullying	Explain what a dare is	Recognise that different people can have different feelings in the same situation	Identify characteristics of passive, aggressive and assertive behaviours	Recognise and empathise with patterns of behaviour in peer-group dynamics
	Talk about their family.	Name the people who will help them.	Suggest ways of dealing with different kinds of hurt	Understand and describe strategies for dealing with bullying	Understand that no one has the right to force them to do a dare	Explain how feelings can be linked to physical state	Understand and rehearse assertiveness skills	Recognise basic emotional needs and understand that they change according to circumstance
	Talk about people who are special to them.	Notice when a friend is in need at school and help them.	Recognise that they belong to various groups and communities such as their family	Rehearse and demonstrate some of these strategies	Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare	Demonstrate a range of feelings through their facial expressions and body language	Recognise basic emotional needs, understand that they change according to circumstance	Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about
	Understand that families may be	Describe different emotions.		Explain the difference between bullying and isolated	Express opinions and listen to those of	Recognise that their feelings might change towards someone or something once they have further	Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks	Describe the consequences of reacting

	different to their own.		Explain how these people help us and we	unkind behaviour	others	information		to others in a positive or negative way;
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	<p>Know what adopt means.</p> <p>Describe their home.</p>	<p>Explore how we feel at certain times or events.</p> <p>Identify ways to change feelings and calm down.</p> <p>Identify events that can make a person feel sad.</p> <p>Suggest ways in which they can help a friend who is sad.</p> <p>Choose ways to help themselves when they feel sad.</p>	<p>can also help them to help us.</p> <p>Identify simple qualities of friendship</p> <p>Suggest simple strategies for making up</p> <p>Demonstrate attentive listening skills</p> <p>Suggest simple strategies for resolving conflict situations</p> <p>Give and receive positive feedback, and experience how this makes them feel</p>	<p>Recognise that that there are different types of bullying and unkind behaviour</p> <p>Understand that bullying and unkind behaviour are both unacceptable ways of behaving</p> <p>Recognise that friendship is a special kind of relationship</p> <p>Identify some of the ways that good friends care for each other</p> <p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness)</p> <p>Explain where someone could get help if they were being upset by someone else's behaviour.</p>	<p>Consider others' points of view</p> <p>Practise explaining the thinking behind their ideas and opinions</p> <p>Identify qualities of friendship</p> <p>Suggest reasons why friends sometimes fall out</p> <p>Rehearse and use, now or in the future, skills for making up again</p>	<p>Give examples of strategies to respond to being bullied, including what people can do and say</p> <p>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from</p>	<p>Understand that online communication can be misinterpreted</p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p>Suggest ways that people can respond more positively to others</p> <p>Describe ways in which people show their commitment to each other</p> <p>Know the ages at which a person can marry, depending on whether their parents agree</p> <p>Understand that everyone has the right to be free to choose who and whether to marry</p> <p>Recognise that some types of physical contact can produce strong negative feelings</p> <p>Know that some inappropriate touch is also illegal</p> <p>Identify strategies for keeping personal information safe online</p> <p>Describe safe and respectful behaviours when using communication technology</p>
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Valuing Difference	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:
	Talk about how we look the same or different to others.	Describe their own positive attributes.	Identify the differences and similarities between people	Identify some of the physical and non-physical differences and similarities between people	Recognise that there are many different types of family	Define the terms 'negotiation' and 'compromise'	Define some key qualities of friendship	Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences
	Know what you like and that others may like something different.	Share their likes and dislikes.	Empathise with those who are different from them	Know and use words and phrases that show respect for other people	Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'	Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise	Describe ways of making a friendship last	Suggest strategies for dealing with bullying, as a bystander
	Talk about what is special about their peers.	Listen to and respect the ideas of others.	Begin to appreciate the positive aspects of these differences	Identify people who are special to them	Define the term 'community'	Understand that they have the right to protect their personal body space	Explain why friendships sometimes end	Describe positive attributes of their peers
	Talk about what is special about their family.	Recognise the similarities and differences amongst their peers.	Explain the difference between unkindness, teasing and bullying	Explain some of the ways those people are special to them	Identify the different communities that they belong to	Recognise how others' non-verbal signals indicate how they feel when people are close to their body space	Rehearse active listening skills	Know that all people are unique but that we have far more in common with each other than what is different about us
	Understand we are all different.	Discuss why differences should be celebrated.	Understand that bullying is usually quite rare	Recognise and explain how a person's behaviour can affect other people	Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing	Suggest people they can talk to if they feel uncomfortable with other people's actions towards them	Demonstrate respectfulness in responding to others	Consider how a bystander can respond to someone being rude, offensive or bullying someone else
	Understand there are different types of families.	Retell a story.	Explain some of their school rules and how those rules help to keep everybody safe	Explain how it feels to be part of a group	Reflect on listening skills	Recognise that they have different types of relationships with people they know	Respond appropriately to others	Demonstrate ways of offering support to someone who has been bullied
	Talk about their family, customs and traditions.		Explain how it feels to be left out	Give examples of respectful language		Develop an understanding of discrimination and its injustice, and describe this using examples	Demonstrate ways of showing respect to others, using verbal and non-verbal communication	
	Listen to others talk about their experiences.			Give examples of how to challenge another's viewpoint, respectfully		Empathise with people who have been, and currently are, subjected to injustice, including through racism	Understand and explain	
	Compare their own experiences					Consider how discriminatory		

	Talk about how it		Identify some of the people who	from a group		(e.g. close family, wider family, friends, acquaintances)	behaviour can be challenged	the term prejudice
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	<p>makes others feel when we are kind.</p> <p>Know what we can do to be kind to others.</p> <p>Share with their friends.</p>	<p>with those of others.</p> <p>Recognise the similarities and differences between their home and those of others.</p> <p>Talk about what makes their home feel special and safe.</p> <p>Be sensitive towards others.</p> <p>Suggest ways in which we can be kind towards others.</p> <p>Demonstrate skills in cooperation with others.</p> <p>Show friendly behaviour towards a peer.</p> <p>Build relationships with others</p>	<p>are special to them</p> <p>Recognise and name some of the qualities that make a person special to them</p> <p>Recognise and explain what is fair and unfair, kind and unkind</p> <p>Suggest ways they can show kindness to others</p>	<p>Identify groups they are part of</p> <p>Suggest and use strategies for helping someone who is feeling left out</p> <p>Recognise and describe acts of kindness and unkindness</p> <p>Explain how these impact on other people's feelings</p> <p>Suggest kind words and actions they can show to others</p> <p>Show acts of kindness to others in school</p> <p>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted)</p>	<p>Explain that people living in the UK have different origins</p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together</p> <p>Recognise the factors that make people similar to and different from each other</p> <p>Recognise that repeated name calling is a form of bullying</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult)</p> <p>Understand and explain some of the</p>	<p>Give examples of features of these different types of relationships, including how they influence what is shared</p> <p>List some of the ways that people are different to each other (including differences of race, gender, religion)</p> <p>Recognise potential consequences of aggressive behaviour</p> <p>Suggest strategies for dealing with someone who is behaving aggressively</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals)</p> <p>Define the word respect and demonstrate ways of showing respect to</p>	<p>Identify and describe the different groups that make up their school/wider community/other parts of the UK</p> <p>Describe the benefits of living in a diverse society</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</p> <p>Understand that the information we see online, either text or images, is not always true or accurate</p> <p>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them</p> <p>Understand and explain the difference between sex, gender identity, gender expression and sexual orientation</p>	<p>Identify and describe the different groups that make up their school/wider community/other parts of the UK</p> <p>Describe the benefits of living in a diverse society</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</p> <p>Explain the difference between a friend and an acquaintance</p> <p>Describe qualities of a strong, positive friendship</p> <p>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative)</p> <p>Define what is meant by the term stereotype</p> <p>Recognise how the media can sometimes reinforce gender stereotypes</p>
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				Suggest strategies for dealing with a range of common	reasons why different people are bullied	others' differences	Identify the consequences of	Recognise that people fall into a wide range of what is seen as normal
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				situations requiring negotiation skills to help foster and maintain positive relationships.	Explore why people have prejudiced views and understand what this is	Understand and identify stereotypes, including those promoted in the media	positive and negative behaviour on themselves and others Give examples of how individual/group actions can impact on others in a positive or negative way	Challenge stereotypical gender portrayals of people.
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Keeping safe	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:
	Say which people help to look after them.	Name things that keep their bodies safe.	Understand that the body gets energy from food, water and air (oxygen)	Understand that medicines can sometimes make people feel better when they're ill	Identify situations which are safe or unsafe	Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them	Explain what a habit is, giving examples	Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face
	Name those adults in school who help them.	Name things that keep their bodies clean and protected.	Recognise that exercise and sleep are important parts of a healthy lifestyle	Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell	Identify people who can help if a situation is unsafe	Identify situations which are either dangerous, risky or hazardous	Describe why and how a habit can be hard to change	Understand and describe the ease with which something posted online can spread
	Talk about when they might need help.	Think about how to recognise things that might not be safe.	Recognise the importance of sleep in maintaining a healthy, balanced lifestyle	Explain simple issues of safety and responsibility about medicines and their use	Suggest strategies for keeping safe	Suggest simple strategies for managing risk	Recognise that there are positive and negative risks	Identify strategies for keeping personal information safe online
	Talk about how to get help.	Make safe decisions about items they don't recognise.	Identify simple bedtime routines that promote healthy sleep	Identify situations in which they would feel safe or unsafe	Define the words danger and risk and explain the difference between the two	Identify images that are safe/unsafe to share online	Explain how to weigh up risk factors when making a decision	Describe safe behaviours when using communication technology
	Know if things are safe to do on their own.	Talk about what our bodies need to stay well.		Suggest actions for dealing with	Demonstrate strategies for dealing with a risky situation	Know and explain strategies for safe online sharing	Describe some of the possible outcomes of taking a risk	Know that it is illegal to create and share sexual images of children under 18 years old
	Understand how their body may feel when	Name the safe ways to store medicine and			Identify some key risks from and effects of cigarettes and alcohol	Understand and explain the implications of sharing images online without consent	Demonstrate strategies to deal with both face-to-face and online bullying	Explore the risks of sharing photos and films of themselves with other people directly or online

<p>they feel worried, sad, angry.</p> <p>Know when to call 999.</p> <p>Know how to keep safe outside.</p> <p>Know how to keep safe in the sun. Make safe decisions about items they don't recognise</p> <p>Talk about what our bodies need to stay well.</p> <p>Name the safe ways to store medicine and who can give it to children (adults).</p>	<p>who can give it to children (adults).</p> <p>Name some hazards and ways to stay safe inside.</p> <p>Name some hazards and ways to stay safe outside.</p> <p>Show how to care for the safety of others.</p> <p>Name the adults who they can ask for help from, and will keep them safe.</p> <p>Recognise the feelings they have when they are unsafe.</p> <p>Talk about keeping themselves safe, safe touches and consent.</p> <p>Share ideas about activities that are safe to</p>	<p>Recognise emotions and physical feelings associated with feeling unsafe</p> <p>Identify people who can help them when they feel unsafe</p> <p>Recognise the range of feelings that are associated with loss</p> <p>Understand that medicines can sometimes make people feel better when they're ill</p> <p>Explain simple issues of safety and responsibility about medicines and their use</p> <p>Understand and learn the PANTS rules</p> <p>Name and know which parts should be</p>	<p>unsafe situations including who they could ask for help</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</p> <p>Identify the types of touch they like and do not like</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable</p>	<p>(Social Norms message)</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>Identify risk factors in given situations</p> <p>Suggest ways of reducing or managing those risks</p> <p>Evaluate the validity of statements relating to online safety</p> <p>Recognise potential risks associated with browsing online</p> <p>Give examples of strategies for safe browsing online</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens</p>	<p>Define what is meant by the word 'dare'</p> <p>Identify from given scenarios which are dares and which are not</p> <p>Suggest strategies for managing dares</p> <p>Understand that medicines are drugs</p> <p>Explain safety issues for medicine use</p> <p>Suggest alternatives to taking a medicine when unwell</p> <p>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)</p> <p>Understand some of the key risks and effects of smoking and drinking alcohol</p> <p>Understand that increasing numbers of young people are choosing not to</p>	<p>Recognise and describe the difference between online and face-to-face bullying</p> <p>Recognise which situations are risky</p> <p>Explore and share their views about decision making when faced with a risky situation</p> <p>Suggest what someone should do when faced with a risky situation</p> <p>Define what is meant by a dare</p> <p>Explain why someone might give a dare</p> <p>Suggest ways of standing up to someone who gives a dare</p> <p>Reflect on what information they share offline and online</p> <p>Recognise that people aren't always who they say they are online</p>	<p>Know how to keep their information private online</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context</p> <p>Demonstrate an understanding that drugs can have both medical and non-medical uses</p> <p>Explain in simple terms some of the laws that control drugs in this country</p> <p>Understand some of the basic laws in relation to drugs</p> <p>Explain why there are laws relating to drugs in this country</p> <p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these</p>
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			private	Recognise that some touches are not fun and can	Recognise and describe appropriate	smoke and that not all people drink	Know how to protect personal information online	
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		<p>do on electronic devices.</p> <p>What to do and who to talk to if they feel unsafe online.</p> <p>Name the people in their lives who help to keep them safe.</p> <p>Name people in their community who help to keep them safe.</p> <p>Talk about ways to keep themselves safe in their environment.</p>	<p>Explain the difference between appropriate and inappropriate touch</p> <p>Understand that they have the right to say “no” to unwanted touch</p> <p>Start thinking about who they trust and who they can ask for help.</p>	<p>hurt or be upsetting</p> <p>Know that they can ask someone to stop touching them</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable</p> <p>Identify safe secrets (including surprises) and unsafe secrets</p> <p>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable</p> <p>Identify how inappropriate touch can make someone feel</p> <p>Understand that there are unsafe secrets and secrets that are</p>	<p>behaviour online as well as offline</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs</p> <p>Demonstrate strategies for assessing risks</p> <p>Understand and explain decisionmaking skills</p> <p>Understand where to get help from when making decisions</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful</p>	<p>alcohol (Social Norms theory)</p> <p>Describe stages of identifying and managing risk</p> <p>Suggest people they can ask for help in managing risk</p> <p>Understand that we can be influenced both positively and negatively</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way</p>	<p>Understand some of the complexities of categorising drugs</p> <p>Know that all medicines are drugs but not all drugs are medicines</p> <p>Understand ways in which medicines can be helpful or harmful and used safely or unsafely</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these</p> <p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>	<p>Describe some of the effects and risks of drinking alcohol.</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met</p> <p>Explain how these emotional needs impact on people's behaviour</p> <p>Suggest positive ways that people can get their emotional need met</p> <p>Understand and give examples of conflicting emotions</p> <p>Understand and reflect on how independence and responsibility go together</p>
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				nice surprises				
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				Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop				
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Rights and Respect	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:
	Name healthy foods	Name the special people in their lives.	Recognise the importance of regular hygiene routines	Describe and record strategies for getting on with others in the classroom	Define what a volunteer is	Explain how different people in the school and local community help them stay healthy and safe	Identify, write and discuss issues currently in the media concerning health and wellbeing	Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them
	Know that we should eat less of some foods.	Understand that our special people can be different to those of others.	Sequence personal hygiene routines into a logical order	Explain, and be able to use, strategies for dealing with impulsive behaviour	Identify people who are volunteers in the school community	Define what is meant by 'being responsible'	Express their opinions on an issue concerning health and wellbeing	Describe the language and techniques that make up a biased report
	Know the importance of washing hands.	Talk about why friends are important and how they help us.	Identify what they like about the school environment	Identify special people in the school and community who can help to keep them safe	Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer	Describe the various responsibilities of those who help them stay healthy and safe	Make recommendations on an issue concerning health and wellbeing	Analyse a report also extract the facts from it
	Talk about who looks after them.	Identify ways to care for a friend in need.	Recognise who cares for and looks after the school environment	Know how to ask for help.	Identify key people who are responsible for them to stay safe and healthy	Suggest ways they can help the people who keep them healthy and safe	Understand the difference between a fact and an opinion	Know the legal age (and reason behind these) for having a social media account
	Know ways to look after their own feelings.	Identify ways to help others in their community.	Demonstrate responsibility in looking after something (e.g. a class pet or plant)	Identify what they like about the school environment	Suggest ways they can help these people	Understand that humans have rights and also responsibilities	Understand what biased reporting is and the need to think critically about things we read	Understand why people don't tell the truth and often post only the good bits about themselves, online
	Say how to help others depending on how they are feeling.	Identify ways in which they help at home.			Understand the difference between 'fact' and 'opinion'	Identify some rights and also responsibilities that come with these	Define the differences between responsibilities, rights and duties	Recognise that people's lives are much more balanced in real life, with positives and negatives

	<p>Know how to help adults.</p> <p>Know ways in which to help friends.</p> <p>Know how to look after the classroom.</p> <p>Know how to look after the environment .</p> <p>Know how to look after a plant.</p>	<p>Recognise the importance of taking care of a shared environment.</p> <p>Name ways in which they can look after their learning environment.</p> <p>Think about what makes the world special and beautiful.</p> <p>Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less.</p> <p>Talk about what can happen to living things if the world is not cared for.</p> <p>Recognise coins and other items relating to money.</p>	<p>Explain the importance of looking after things that belong to themselves or to others</p> <p>Explain where people get money from</p> <p>List some of the things that money may be spent on in a family home</p> <p>Recognise that different notes and coins have different monetary value</p> <p>Explain the importance of keeping money safe</p> <p>Identify safe places to keep money</p> <p>Understand the concept of 'saving money'</p>	<p>Identify any problems with the school environment (e.g. things needing repair)</p> <p>Make suggestions for improving the school environment</p> <p>Recognise that they all have a responsibility for helping to look after the school environment</p> <p>Understand that people have choices about what they do with their money</p> <p>Know that money can be saved for a use at a future time</p> <p>Explain how they might feel when they spend money on different things</p> <p>Recognise that money can be</p>	<p>Understand how an event can be perceived from different viewpoints</p> <p>Plan, draft and publish a recount using the appropriate language</p> <p>Define what is meant by the environment</p> <p>Evaluate and explain different methods of looking after the school environment</p> <p>Devise methods of promoting their priority method</p> <p>Understand the terms 'income', 'saving' and 'spending'</p> <p>Recognise that there are times we can buy items we want and times when we need to save for items</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity</p>	<p>Understand the reason we have rules</p> <p>Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council)</p> <p>Recognise that everyone can make a difference within a democratic process</p> <p>Define the word influence; Recognise that reports in the media can influence the way they think about an topic</p> <p>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner</p> <p>Explain the role of the bystander and how it can influence</p>	<p>Discuss what can make them difficult to follow</p> <p>State the costs involved in producing and selling an item</p> <p>Suggest questions a consumer should ask before buying a product</p> <p>Define the terms loan, credit, debt and interest</p> <p>Suggest advice for a range of situations involving personal finance</p> <p>Explain some of the areas that local councils have responsibility for</p> <p>Understand that local councillors are elected to represent their local community.</p>	<p>Explain some benefits of saving money</p> <p>Describe the different ways money can be saved, outlining the pros and cons of each method</p> <p>Describe the costs that go into producing an item</p> <p>Suggest sale prices for a variety of items, taking into account a range of factors</p> <p>Explain what is meant by the term interest</p> <p>Recognise and explain that different jobs have different levels of pay and the factors that influence this</p> <p>Explain the different types of tax (income tax and VAT) which help to fund public services</p> <p>Evaluate the different public services and compare their value</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group</p>
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		Identify the uses of money.	(i.e. by keeping it in a safe	spent on items which are	etc.)	bullying or other antisocial behaviour		
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		<p>Talk about why it's important to keep money safe.</p> <p>Identify ways to save money.</p> <p>Talk about why we save money.</p>	<p>placed and adding to it).</p>	<p>essential or nonessential</p> <p>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p>	<p>Explain that people earn their income through their jobs</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>Recognise that they can play a role in influencing outcomes of situations by their actions</p> <p>Define the terms 'income' and 'expenditure'</p> <p>List some of the items and services of expenditure in the school and in the home</p> <p>Prioritise items of expenditure in the home from most essential to least essential</p> <p>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'</p> <p>Understand how a payslip is laid out showing both pay and deductions</p> <p>Prioritise public services from most essential to least essential.</p>	<p>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group</p> <p>Explain what is meant by living in an environmentally sustainable way</p> <p>Suggest actions that could be taken to live in a more environmentally sustainable way</p>
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Being my Best	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:
	Know their body need food and water.	Share an experience where they haven't achieved their goal.	Recognise the importance of fruit and vegetables in their daily diet	Explain the stages of the learning line showing an understanding of the learning process	Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body	Identify ways in which everyone is unique	Know two harmful effects each of smoking/drinking alcohol	Explain what the five ways to wellbeing are
	Understand why the body needs sleep.	Develop their confidence and resilience towards having a growth mindset.	Know that eating at least five portions of vegetables and fruit a day helps to maintain health	Suggest phrases and words of encouragement to give someone who is learning something new;	Explain what is meant by the term 'balanced diet'	Appreciate their own uniqueness	Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health	Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives
	Know why exercise is important.	Name a strategy to overcome a hurdle.	Recognise that they may have different tastes in food to others	Identify and describe where they are on the learning line in a given activity and apply its positive mind-set strategies to their own learning	Give examples what foods might make up a healthy balanced meal	Recognise that there are times when they will make the same choices as their friends and times when they will choose differently	Understand the actual norms around smoking and the reasons for common misperceptions of these	Identify aspirational goals
	Understand how our body feels.	Name and choose healthy foods and drink.	Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch	Understand and give examples of things they can choose themselves and things that others choose for them	Explain how some infectious illnesses are spread from one person to another	Give examples of choices they make for themselves and choices others make for them	Know the basic functions of the four systems covered and know they are interrelated	Describe the actions needed to set and achieve these
	Know how to encourage someone.	Understand there are some foods that are a "just sometimes" food or drink (eating in moderation).	Recognise which foods we need to eat more of and which we need to eat less of to be healthy.	Explain things that they like and dislike, and	Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses	Recognise that there are times when they will make the same choices as their friends and times when they will choose differently	Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues	
	Know we need to practice and keep trying.	Explain the jobs of different food groups.			Suggest medical and non-medical ways of treating an illness	Explain the function of at least one internal organ.	Identify risk factors in a given situation (involving alcohol)	
	Know what they would like to get better at and how.				Develop skills in discussion and debating an issue	Understand that the body gets energy from food, water and oxygen and that exercise and sleep	Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health	Understand and explain the outcomes of risktaking in a given situation, including emotional risks
	Understand the							

	importance of trying	Describe the changes in their	Understand how diseases can spread	understand that they have choices	Demonstrate their understanding of	are important to our health	Identify their own strengths and talents	Understand the actual norms around smoking/alcohol and the
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	<p>something new.</p>	<p>body during exercise and what is happening to their body.</p> <p>Explain how exercise can help us stay well - physically and mentally. Name some ways to keep their body fit and well.</p> <p>Understand why our body needs sleep.</p> <p>Talk about their own bedtime routine.</p> <p>Suggest ways to have a calm evening and bedtime routine.</p>	<p>Recognise and use simple strategies for preventing the spread of diseases</p> <p>Recognise that learning a new skill requires practice and the opportunity to fail, safely</p> <p>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges</p> <p>Demonstrate attentive listening skills</p> <p>Suggest simple strategies for resolving conflict situations</p> <p>Give and receive positive</p>	<p>about these things</p> <p>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health</p> <p>Explain how germs can be spread</p> <p>Describe simple hygiene routines such as hand washing</p> <p>Understand that vaccinations can help to prevent certain illnesses</p> <p>Explain the importance of good dental hygiene</p> <p>Describe simple dental hygiene routines</p>	<p>health and wellbeing issues that are relevant to them</p> <p>Empathise with different view points</p> <p>Make recommendations, based on their research</p> <p>Identify their achievements and areas of development</p> <p>Recognise that people may say kind things to help us feel good about ourselves</p> <p>Explain why some groups of people are not represented as much on television/in the media</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success</p> <p>Understand and explain how the brain sends and receives messages through the nerves</p>	<p>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate)</p> <p>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)</p> <p>Suggest ways the Seven Rs recycling methods can be applied to different scenarios</p> <p>Define what is meant by the word 'community'</p> <p>Suggest ways in which different people support the school community</p> <p>Identify qualities and attributes of people who support the school community</p>	<p>Identify areas that need improvement and describe strategies for achieving those improvements</p> <p>State what is meant by community</p> <p>Explain what being part of a school community means to them</p> <p>Suggest ways of improving the school community</p> <p>Identify people who are responsible for helping them stay healthy and safe</p> <p>Identify ways that they can help these people</p> <p>Describe 'star' qualities of celebrities as portrayed by the media</p> <p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life</p> <p>Describe 'star' qualities that 'ordinary' people have</p>	<p>reasons for common misperceptions of these</p> <p>Recognise what risk is</p> <p>Explain how a risk can be reduced</p> <p>Understand risks related to growing up and explain the need to be aware of these</p> <p>Assess a risk to help keep themselves safe</p>
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			feedback, and experience how	Understand that the body gets energy from food, water and oxygen				
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			<p>this makes them feel</p> <p>Recognise how a person's behaviour (including their own) can affect other people.</p>	<p>Recognise that exercise and sleep are important to health</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.</p>	<p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</p> <p>Describe how food, water and air get into the body and blood</p> <p>Explain some of the different talents and skills that people have and how skills are developed</p> <p>Recognise their own skills and those of other children in the class</p>			
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Growing and Changing	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:
	Say what they can see outside.	Name the different seasons and describe their differences.	Name major internal body parts (heart, lungs, blood, stomach, intestines, brain)	Demonstrate simple ways of giving positive feedback to others	Identify different types of relationships	Describe some of the changes that happen to people during their lives	Use a range of words and phrases to describe the intensity of different feelings	Recognise some of the changes they have experienced and their emotional responses to those changes
	Describe the weather.	Explain the changes that occur as seasons change.	Understand and explain the simple bodily processes associated with them	Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to	Recognise who they have positive healthy relationships with	Explain how the Learning Line can be used as a tool to help them manage change more easily	Distinguish between good and not so good feelings, using appropriate vocabulary to describe these	Suggest positive strategies for dealing with change
	Talk about changes in nature.	Talk about how they have grown in resilience.			Understand what is meant by the term body space (or personal space)	Suggest people who may be able to help them deal with change	Explain strategies they can use to build resilience	Identify people who can support someone who is dealing with a challenging time of change
Describe how plants change over time.	To understand that animals and			Identify when it is appropriate or inappropriate to		Identify people who can be trusted	Understand that fame can be short-lived	

Describe how animals change.	humans change in appearance over time.	Understand some of the tasks required to look after a baby	Identify different stages of growth (e.g. baby, toddler, child, teenager, adult)	allow someone into their body space	Name some positive and negative feelings	Understand what kinds of touch are acceptable or unacceptable	Recognise that photos can be changed to match society's view of perfect;
Name the 4 seasons.	Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).	Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding	Understand and describe some of the things that people are capable of at these different stages	Rehearse strategies for when someone is inappropriately in their body space	Understand how the onset of puberty can have emotional as well as physical impact	Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch	Identify qualities that people have, as well as their looks
Describe the life cycle of a butterfly.	Make observations and ask questions about living things.	Identify things they could do as a baby, a toddler and can do now	Identify which parts of the human body are private	Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret	Suggest reasons why young people sometimes fall out with their parents	Explain how someone might feel when they are separated from someone or something they like	Define what is meant by the term stereotype
Say what a baby needs.	Retell a story and respond to questions about it.	Identify the people who help/helped them at those different stages	Explain that a person's genitals help them to make babies when they are grown up	Recognise how different surprises and secrets might make them feel	Take part in a role play practising how to compromise	Suggest ways to help someone who is separated from someone or something they like	Recognise how the media can sometimes reinforce gender stereotypes
Talk about how they have changed since being a baby.	Use the language and describe the different life stages of: baby, child, teenager, adult, older age.	Explain the difference between teasing and bullying	Understand that humans mostly have the same body parts but that they can look different from person to person	Know who they could ask for help if a secret made them feel uncomfortable or unsafe	Identify parts of the body that males and females have in common and those that are different	Know the correct words for the external sexual organs	Recognise that people fall into a wide range of what is seen as normal
Say what they want to be when they grow up.	Talk about their own experience of growing up.	Give examples of what they can do if they experience or witness bullying	Explain what privacy means	Know the correct terminology for their genitalia	Understand and explain why puberty happens	Discuss some of the myths associated with puberty	Challenge stereotypical gender portrayals of people
Understand boys and girls are different.	Explain that a baby is made by			Understand that humans mostly have the same body parts but that they can look different from person to person	Know the key facts of the menstrual cycle	Identify some products that they may need during puberty and why	Understand the risks of sharing images online and how these are hard to control, once shared
Know families are different.				Understand that periods are a normal			Understand that people can feel pressured to behave in a certain way because of the influence of the peer group
							Understand the norms of risk-taking behaviour and

	Know how to keep their private parts	a woman and a man, and grows		Know that you are not allowed to touch someone's		part of puberty for girls	Know what menstruation is and why it happens	that these are usually lower than people believe them to be
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	safe and private.	<p>inside a mother's tummy.</p> <p>Understand that every family is different.</p> <p>Talk about similarities and differences between themselves and others.</p> <p>Talk about how they have changed as they have grown.</p> <p>Explain the differences between babies, children, and adults.</p> <p>Understand that we are all unique.</p> <p>Name parts of the body (including reproductive parts) using the correct vocabulary.</p>	<p>Say who they could get help from in a bullying situation</p> <p>Explain the difference between a secret and a nice surprise</p> <p>Identify situations as being secrets or surprises</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep</p> <p>Identify parts of the body that are private</p> <p>Describe ways in which private parts can be kept private</p> <p>Identify people they can talk to</p>	<p>private belongings without their permission</p> <p>Give examples of different types of private information</p>		<p>Identify some of the ways to cope better with periods</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret</p> <p>Recognise how different surprises and secrets might make them feel</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe</p> <p>Understand that marriage is a commitment to be entered into freely and not against someone's will</p> <p>Recognise that marriage includes same sex and opposite sex partners</p> <p>Know the legal age for marriage in England or Scotland</p>	<p>Recognise how our body feels when we're relaxed</p> <p>List some of the ways our body feels when it is nervous or sad</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you</p> <p>Identify the consequences of positive and negative behaviour on themselves and others</p> <p>Give examples of how individual/group actions can impact on others in a positive or negative way</p> <p>Explain the difference between a safe and an unsafe secret</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe</p>	<p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty</p> <p>Know where someone could get support if they were concerned about their own or another person's safety</p> <p>Explain the difference between a safe and an unsafe secret</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe</p> <p>Identify the changes that happen through puberty</p>
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		Explain which parts of their	about their private parts.			Discuss the reasons why a person would	Recognise that some people can get bullied because of the way	
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		body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe.				want to be married, or live together, or have a civil ceremony	they express their gender Give examples of how bullying behaviours can be stopped	
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