

PSHE Progression across the school

To be achieved by:	End of Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relationships	<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. butterflies in the tummy etc.)</p> <p>Identify a range of feelings;</p> <p>Identify how feelings might make us behave;</p> <p>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p>Recognise that people's bodies and feelings can be hurt;</p> <p>Suggest ways of dealing with different kinds of hurt.</p> <p>Recognise that they belong to various groups and communities such as their family;</p> <p>Explain how these people help us and we 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</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 expressing their feelings;</p> <p>Identify helpful ways of responding to other's feelings.</p> <p>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</p> <p>Identify situations as to whether they are incidents of teasing or bullying.</p> <p>Understand and describe strategies for dealing with bullying;</p> <p>Rehearse and demonstrate some of these strategies.</p> <p>Explain the difference between bullying and isolated unkind behaviour;</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>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>Understand that these feelings are normal and a way of dealing with the situation.</p> <p>Define and demonstrate cooperation and collaboration;</p> <p>Identify the different skills that people can bring to a group task;</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p> <p>Identify people who they have a special relationship with;</p> <p>Suggest strategies for maintaining a positive relationship with their special people.</p> <p>Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Explain what a dare is;</p> <p>Understand that no-one has the right to force them to do a</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>Describe appropriate assertive strategies for saying 'no' to a friend.</p> <p>Demonstrate strategies for working on a collaborative task;</p> <p>Define successful qualities of teamwork and collaboration.</p> <p>Identify a wide range of feelings;</p> <p>Recognise that different people can have different feelings in the same situation;</p> <p>Explain how feelings can be linked to physical state.</p> <p>Demonstrate a range of feelings through their facial expressions and body language;</p> <p>Recognise that their feelings might change towards someone or something once they have further information.</p> <p>Give examples of strategies to respond to being bullied, including what people can do and</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>Give examples of some key qualities of friendship;</p> <p>Reflect on their own friendship qualities.</p> <p>Identify what things make a relationship unhealthy;</p> <p>Identify who they could talk to if they needed help.</p> <p>Identify characteristics of passive, aggressive and assertive behaviours;</p> <p>Understand and rehearse assertiveness skills.</p> <p>Recognise basic emotional needs, understand that they change according to circumstance;</p> <p>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional</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> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>List some assertive behaviours;</p> <p>Recognise peer influence and pressure;</p> <p>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Recognise and empathise with patterns of behaviour in peer-group dynamics;</p> <p>Recognise basic emotional needs and understand that they change according to circumstance;</p> <p>Suggest strategies for dealing assertively with a situation where someone under pressure</p>

	<p>resolving conflict situations;</p> <p>Give and receive positive feedback, and experience how this makes them feel.</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>dare;</p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p> <p>Express opinions and listen to those of others;</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>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>risks.</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>may do something they feel uncomfortable about.</p> <p>Describe the consequences of reacting to others in a positive or negative way;</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>
<p>Valuing Difference</p>	<p>Identify the differences and similarities between people;</p> <p>Empathise with those who are different from them;</p> <p>Begin to appreciate the positive aspects of these differences.</p> <p>Explain the difference between unkindness, teasing and bullying;</p> <p>Understand that bullying is usually quite rare.</p> <p>Explain some of their school rules and how those rules help to keep everybody safe.</p> <p>Identify some of the people who are special to them;</p>	<p>Identify some of the physical and non-physical differences and similarities between people;</p> <p>Know and use words and phrases that show respect for other people.</p> <p>Recognise and explain how a person's behaviour can affect other people.</p> <p>Identify people who are special to them;</p> <p>Explain some of the ways those people are special to them.</p> <p>Explain how it feels to be part of a group;</p> <p>Explain how it feels to be left</p>	<p>Recognise that there are many different types of family;</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Define the term 'community';</p> <p>Identify the different communities that they belong to;</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Reflect on listening skills;</p> <p>Give examples of respectful</p>	<p>Define the terms 'negotiation' and 'compromise';</p> <p>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>Understand that they have the right to protect their personal body space;</p> <p>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</p> <p>Suggest people they can talk to if they feel uncomfortable with other people's actions towards</p>	<p>Define some key qualities of friendship;</p> <p>Describe ways of making a friendship last;</p> <p>Explain why friendships sometimes end.</p> <p>Rehearse active listening skills;</p> <p>Demonstrate respectfulness in responding to others;</p> <p>Respond appropriately to others.</p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples;</p>	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</p> <p>Suggest strategies for dealing with bullying, as a bystander;</p> <p>Describe positive attributes of their peers.</p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us;</p> <p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</p> <p>Demonstrate ways of offering</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>out from a group;</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>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>	<p>language;</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</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 reasons why different people are bullied;</p> <p>Explore why people have prejudiced views and understand what this is.</p>	<p>them.</p> <p>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</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 <i>respect</i> and demonstrate ways of showing respect to others' differences.</p> <p>Understand and identify stereotypes, including those promoted in the media.</p>	<p>Empathise with people who have been, and currently are, subjected to injustice, including through racism;</p> <p>Consider how discriminatory behaviour can be challenged.</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 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>support to someone who has been bullied .</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>Understand and explain the term prejudice;</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> <p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people.</p>
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<p>Keeping Myself Safe</p>	<p>Understand that the body gets energy from food, water and air (oxygen);</p> <p>Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</p> <p>Identify simple bedtime routines that promote healthy sleep.</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 private;</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>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Identify situations in which they would feel safe or unsafe;</p> <p>Suggest actions for dealing with 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>Recognise that some touches are not fun and can 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 situations which are safe or unsafe;</p> <p>Identify people who can help if a situation is unsafe;</p> <p>Suggest strategies for keeping safe.</p> <p>Define the words danger and risk and explain the difference between the two;</p> <p>Demonstrate strategies for dealing with a risky situation.</p> <p>Identify risk factors in given situations;</p> <p>Suggest ways of reducing or managing those risks.</p> <p>Identify some key risks from and effects of cigarettes and alcohol;</p> <p>Know that most people choose not to smoke cigarettes; (Social Norms message)</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</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>Recognise and describe appropriate 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</p>	<p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</p> <p>Identify situations which are either dangerous, risky or hazardous;</p> <p>Suggest simple strategies for managing risk.</p> <p>Identify images that are safe/unsafe to share online;</p> <p>Know and explain strategies for safe online sharing;</p> <p>Understand and explain the implications of sharing images online without consent.</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 smoke and that not all people drink 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>Explain what a habit is, giving examples;</p> <p>Describe why and how a habit can be hard to change.</p> <p>Recognise that there are positive and negative risks;</p> <p>Explain how to weigh up risk factors when making a decision;</p> <p>Describe some of the possible outcomes of taking a risk.</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying;</p> <p>Demonstrate strategies and skills for supporting others who are bullied;</p> <p>Recognise and describe the difference between online and face-to-face bullying.</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>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>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</p> <p>Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</p> <p>Know how to protect personal</p>	<p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</p> <p>Understand and describe the ease with which something posted online can spread.</p> <p>Identify strategies for keeping personal information safe online;</p> <p>Describe safe behaviours when using communication technology.</p> <p>Know that it is illegal to create and share sexual images of children under 18 years old;</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online;</p> <p>Know how to keep their information private online.</p> <p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</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</p>
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<p>Rights and Responsibilities</p>	<p>Recognise the importance of regular hygiene routines;</p> <p>Sequence personal hygiene routines into a logical order.</p> <p>Identify what they like about the school environment;</p> <p>Recognise who cares for and looks after the school environment.</p> <p>Demonstrate responsibility in looking after something (e.g. a class pet or plant);</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>Describe and record strategies for getting on with others in the classroom.</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p> <p>Identify special people in the school and community who can help to keep them safe;</p> <p>Know how to ask for help.</p> <p>Identify what they like about the school environment;</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</p>	<p>Define what a volunteer is;</p> <p>Identify people who are volunteers in the school community;</p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Identify key people who are responsible for them to stay safe and healthy;</p> <p>Suggest ways they can help these people.</p> <p>Understand the difference between 'fact' and 'opinion';</p> <p>Understand how an event can be perceived from different</p>	<p>Explain how different people in the school and local community help them stay healthy and safe;</p> <p>Define what is meant by 'being responsible';</p> <p>Describe the various responsibilities of those who help them stay healthy and safe;</p> <p>Suggest ways they can help the people who keep them healthy and safe.</p> <p>Understand that humans have rights and also responsibilities;</p> <p>Identify some rights and also responsibilities that come with these.</p>	<p>Identify, write and discuss issues currently in the media concerning health and wellbeing;</p> <p>Express their opinions on an issue concerning health and wellbeing;</p> <p>Make recommendations on an issue concerning health and wellbeing.</p> <p>Understand the difference between a fact and an opinion;</p> <p>Understand what biased reporting is and the need to think critically about things we read.</p> <p>Define the differences between responsibilities, rights and duties;</p>	<p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</p> <p>Describe the language and techniques that make up a biased report;</p> <p>Analyse a report also extract the facts from it.</p> <p>Know the legal age (and reason behind these) for having a social media account;</p> <p>Understand why people don't tell the truth and often post only the good bits about themselves, online;</p> <p>Recognise that people's lives are much more balanced in real life,</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' (i.e. by keeping it in a safe place and adding to it).</p>	<p>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>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 spent on items which are essential or non-essential;</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>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 etc.)</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>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 <i>influence</i>;</p> <p>Recognise that reports in the media can influence the way they think about a 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 bullying or other anti-social behaviour;</p> <p>Recognise that they can play a role in influencing outcomes of situations by their actions.</p> <p>Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</p> <p>Understand and explain the value of this work.</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</p>	<p>Discuss what can make them difficult to follow;</p> <p>Identify the impact on individuals and the wider community if responsibilities are not carried out.</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group;</p> <p>Give examples of voluntary groups, the kind of work they do and its value.</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>with positives and negatives.</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 <i>interest</i>.</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> <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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				deductions; Prioritise public services from most essential to least essential.		
Being My Best	<p>Recognise the importance of fruit and vegetables in their daily diet;</p> <p>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p> <p>Recognise that they may have different tastes in food to others;</p> <p>Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</p> <p>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p> <p>Understand how diseases can spread;</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 feedback, and experience how this makes them feel.</p> <p>Recognise how a person's behaviour (including their own) can affect other people.</p>	<p>Explain the stages of the learning line showing an understanding of the learning process;</p> <p>Help themselves and others develop a positive attitude that support their wellbeing;</p> <p>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</p> <p>Understand and give examples of things they can choose themselves and things that others choose for them;</p> <p>Explain things that they like and dislike, and understand that they have choices 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>Understand that the body gets energy from food, water and oxygen;</p> <p>Recognise that exercise and sleep are important to health</p>	<p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</p> <p>Explain what is meant by the term 'balanced diet';</p> <p>Give examples of what foods might make up a healthy balanced meal.</p> <p>Explain how some infectious illnesses are spread from one person to another;</p> <p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</p> <p>Suggest medical and non-medical ways of treating an illness.</p> <p>Develop skills in discussion and debating an issue;</p> <p>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</p> <p>Empathise with different viewpoints;</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</p>	<p>Identify ways in which everyone is unique;</p> <p>Appreciate their own uniqueness;</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</p> <p>Plan a menu which gives a healthy balance 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>Know two harmful effects each of smoking/drinking alcohol.</p> <p>Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>Know the basic functions of the four systems covered and know they are interrelated.</p> <p>Explain the function of at least one internal organ.</p> <p>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> <p>Identify their own strengths and talents;</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>Identify aspirational goals;</p> <p>Describe the actions needed to set and achieve these.</p> <p>Explain what the five ways to wellbeing are;</p> <p>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p> <p>Present information they researched on health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p> <p>Identify risk factors in a given situation;</p> <p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</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>

		<p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</p> <p>Describe how food, water and air get into the body and blood.</p>	<p>achieve success;</p> <p>Understand and explain how the brain sends and receives messages through the nerves.</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>		<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>	
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<h2>Growing and Changing</h2>	<p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</p> <p>Understand and explain the simple bodily processes associated with them.</p> <p>Understand some of the tasks required to look after a baby;</p> <p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p> <p>Identify things they could do as a baby, a toddler and can do now;</p> <p>Identify the people who help/helped them at those different stages.</p> <p>Explain the difference between teasing and bullying;</p> <p>Give examples of what they can do if they experience or witness bullying;</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 about their private parts.</p>	<p>Demonstrate simple ways of giving positive feedback to others.</p> <p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</p> <p>Understand and describe some of the things that people are capable of at these different stages.</p> <p>Identify which parts of the human body are private;</p> <p>Explain that a person's genitals help them to make babies when they are grown up;</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Explain what privacy means;</p> <p>Know that you are not allowed to touch someone's private belongings without their permission;</p> <p>Give examples of different types of private information.</p>	<p>Identify different types of relationships;</p> <p>Recognise who they have positive healthy relationships with.</p> <p>Understand what is meant by the term body space (or personal space);</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space;</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</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>Recognise that babies come from the joining of an egg and sperm;</p> <p>Explain what happens when an egg doesn't meet a sperm;</p> <p>Understand that for girls, periods are a normal part of puberty.</p>	<p>Describe some of the changes that happen to people during their lives;</p> <p>Explain how the Learning Line can be used as a tool to help them manage change more easily;</p> <p>Suggest people who may be able to help them deal with change.</p> <p>Name some positive and negative feelings;</p> <p>Understand how the onset of puberty can have emotional as well as physical impact</p> <p>Suggest reasons why young people sometimes fall out with their parents;</p> <p>Take part in a role play practising how to compromise.</p> <p>Identify parts of the body that males and females have in common and those that are different;</p> <p>Know the correct terminology for their genitalia;</p> <p>Understand and explain why puberty happens.</p> <p>Know the key facts of the menstrual cycle;</p> <p>Understand that periods are a normal part of puberty for girls;</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</p>	<p>Use a range of words and phrases to describe the intensity of different feelings</p> <p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</p> <p>Explain strategies they can use to build resilience.</p> <p>Identify people who can be trusted;</p> <p>Understand what kinds of touch are acceptable or unacceptable;</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>Explain how someone might feel when they are separated from someone or something they like;</p> <p>Suggest ways to help someone who is separated from someone or something they like.</p> <p>Know the correct words for the external sexual organs;</p> <p>Discuss some of the myths associated with puberty.</p> <p>Identify some products that they may need during puberty and why;</p> <p>Know what menstruation is and why it happens.</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>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</p>	<p>Recognise some of the changes they have experienced and their emotional responses to those changes;</p> <p>Suggest positive strategies for dealing with change;</p> <p>Identify people who can support someone who is dealing with a challenging time of change.</p> <p>Understand that fame can be short-lived;</p> <p>Recognise that photos can be changed to match society's view of perfect;</p> <p>Identify qualities that people have, as well as their looks.</p> <p>Define what is meant by the term stereotype;</p> <p>Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people.</p> <p>Understand the risks of sharing images online and how these are hard to control, once shared;</p> <p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</p> <p>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</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>Understand what FGM is and</p>

				<p>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>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>	<p>how to be resilient in order to find someone who will listen to you.</p> <p>Recognise that some people can get bullied because of the way they express their gender;</p> <p>Give examples of how bullying behaviours can be stopped.</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>that it is an illegal practice in this country;</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 to allow sexual reproduction to occur;</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p> <p>Know the legal age of consent and what it means.</p> <p>Explain how HIV affects the body's immune system;</p> <p>Understand that HIV is difficult to transmit;</p> <p>Know how a person can protect themselves from HIV.</p>
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