

PSHCE- Progression of skills

Linked to Jigsaw PSHE Scheme of Learning

Everyone's Welcome

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World	<p>Help other to feel welcome.</p> <p>Making our school a safer place.</p> <p>Thinking about our right to learn.</p> <p>Caring for others.</p> <p>Working well with others.</p> <p>Identify feelings associated with belonging</p> <p>Identify feelings of happiness and sadness</p> <p>Skills to play cooperatively with others</p> <p>Be able to consider others' feelings</p>	<p>Explain why my class is a happy and safe place to learn.</p> <p>Give different examples where I or others make my class happy and safe.</p> <p>Understand that they are special that they are safe in their class</p> <p>Identify helpful behaviours to make the class a safe place</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and</p>	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p> <p>Recognise own feelings and know when and where to get help</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Recognise the feeling of being worried</p> <p>Be able to work cooperatively</p>	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>I can explain why it is important to feel valued.</p> <p>Recognise self-worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p>	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p> <p>Identify the feelings associated with being included or excluded</p> <p>Can make others feel valued and included</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Can make others feel cared for and welcomed</p> <p>Recognise the feelings of being motivated or unmotivated</p>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context</p> <p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p>	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> <p>Be able to make others feel welcomed and valued</p> <p>Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and</p>

	<p>Be responsible in the setting</p> <p>Key Question: How can we make other people feel welcome?</p> <p><u>Everyone's welcome</u></p> <p>Blue Chameleo</p> <p><i>I know that everyone is different in my class, and I can make friends with anyone.</i></p> <p>You Choose</p> <p><i>I can tell you the things I like and I can make my own mind up and I can ask others what they think.</i></p>	<p>negative consequences</p> <p>Understand that they have choices</p> <p>Key Question: How can we make our school community a better place?</p> <p><u>Everyone's welcome</u></p> <p>Elmer</p> <p><i>I know the ways in which we are different and I know how to make my class welcoming.</i></p>	<p>Key Question: What are our rights and responsibilities?</p> <p><u>Everyone's welcome</u></p> <p>The Odd Egg</p> <p><i>I know that things can go wrong, and I know that when things go wrong I can feel embarrassed and I can find a solution.</i></p> <p>My World Your World</p> <p><i>I know I live in the world and I know that the world is full of different people.</i></p>	<p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p> <p>Key question: What makes a happy and healthy relationship?</p> <p><u>Everyone's welcome</u></p> <p>Beegu</p> <p><i>I know the behaviour that makes someone feel like an outsider and I know how to make someone feel welcome.</i></p>	<p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p> <p>Key question: What is democracy?</p> <p><u>Everyone's welcome</u></p> <p>The Flower</p> <p><i>I know that we all have choices and I know why it's good to learn about new and different things.</i></p> <p>Dogs Don't Do Ballet</p> <p><i>I know what "assertive" means and I know why being assertive is sometimes hard.</i></p>	<p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p> <p>Key question: How do rewards and consequences feel?</p>	<p>understanding towards others</p> <p>Can demonstrate attributes of a positive role-model</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p> <p>Key question: What are our responsibilities ?</p> <p><u>Everyone's welcome</u></p> <p>The Whisperer</p> <p><i>I understand the reasons why some people may choose to hide their identity and I understand how people are labelled by</i></p>
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Knowledge	<p>Know special things about themselves</p> <p>Know that some people are</p>	<p>Understand the rights and responsibilities of a member of a class</p>	<p>Identifying hopes and fears for the year ahead</p> <p>Understand the rights and</p>	<p>Understand that they are important</p> <p>Know what a personal goal is</p>	<p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in</p>	<p>Know how to face new challenges positively</p>	<p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p>

	different from themselves	Understand that their views are important	responsibilities of class members	Understanding what a challenge is	the school community	Understand how to set personal goals	Know about children's universal rights (United Nations Convention on the Rights of the Child)
	Know how happiness and sadness can be expressed	Understand that their choices have consequences	Know that it is important to listen to other people	Know why rules are needed and how these relate to choices and consequences	Know their place in the school community	Understand the rights and responsibilities associated with being a citizen in the wider community and their country	Know about the lives of children in other parts of the world
	Know that hands can be used kindly and unkindly	Understand their own rights and responsibilities with their classroom	Understand that their own views are valuable	Know that actions can affect others' feelings	Know what democracy is (applied to pupil voice in school)	Know how an individual's behaviour can affect a group and the consequences of this	Know that personal choices can affect others locally and globally
	Know that being kind is good		Know about rewards and consequences and that these stem from choices	Know that others may hold different views	Know that their own actions affect themselves and others	Understand how democracy and having a voice benefits the school community	Understand that their own choices result in different consequences and rewards
	Know they have a right to learn and play, safely and happily		Know that positive choices impact positively on self-learning and the learning of others	Know that the school has a shared set of values	Know how groups work together to reach a consensus	Understand how to contribute towards the democratic process	Understand how democracy and having a voice benefits the school community
					Know that having a voice and democracy benefits the school community		Understand how to contribute towards the democratic process

Celebrating Difference	Accept that we are all different.	Identify some ways that I am different and similar to other people in my class, and why this makes us all special.	I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.	Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.	I can explain ways in which difference can be a source of conflict or a cause for celebration.
	Include others when working and playing.						
	Know how to help other people.	Explain what bullying is and how being bullied might make somebody feel.	I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It together or asking for help.	I can explain why it is good to accept myself and others for who we are.		I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
	Try to solve problems.						
	Use kind words.	Recognise ways in which they are the same as their friends and ways they are different	Understand that boys and girls can be similar in lots of ways and that is OK		Try to accept people for who they are	I can explain why racism and other forms of discrimination are unkind.	Empathise with people who are different and be aware of my own feelings towards them
	Give and receive compliments.					I can express how I feel about discriminatory behaviour.	
	Identify feelings associated with being proud	Identify what is bullying and what isn't	Understand that boys and girls can be different in lots of ways and that is OK	Be able to show appreciation for their families, parents and carers	Identify influences that have made them think or feel positively/negatively about a situation		Identify feelings associated with being excluded
	Identify things they are good at	Understand how being bullied might feel			Identify feelings that a bystander might feel in a bullying situation	Identify their own culture and different cultures within their class community	Be able to recognise when someone is exerting power negatively in a relationship
	Be able to vocalise success for themselves and about others successes	Know ways to help a person who is being bullied	Explain how being bullied can make someone feel	Use the 'Solve it together' technique to calm and resolve conflicts with friends and family	Identify reasons why a bystander might join in with bullying	Identify their own attitudes about people from different faith and cultural backgrounds	
	Identify some ways they can be different and	Identify emotions associated with making a new friend	Can choose to be kind to someone who is being bullied	Empathise with people who are bullied	Revisit the 'Solve it together'		Use a range of strategies when involved in a bullying situation or in situations where difference

<p>the same as others</p> <p>Recognise similarities and differences between their family and other families</p> <p>Identify and use skills to make a friend</p> <p>Identify and use skills to stand up for themselves</p> <p>Recognise emotions when they or someone else is upset, frightened or angry</p> <p>Key Question: What would life be like if we all liked the same things?</p> <p><u>Everyone's welcome</u> Red Rockets and Rainbow Jelly <i>I know my friends can like</i></p>	<p>Verbalise some of the attributes that make them unique and special</p> <p>Key Question: What does it feel like to be different?</p> <p><u>Everyone's welcome</u> Ten little Pirates <i>I know boys play exciting games, and I know girls can play exciting games and I know boys and girls can play together.</i></p> <p>The Family Book <i>I know who is in my family. I know all families are different.</i></p>	<p>Know how to stand up for themselves when they need to</p> <p>Recognise that they shouldn't judge people because they are different</p> <p>Understand that everyone's differences make them special and unique</p> <p>Key Question: What does diversity mean?</p> <p><u>Everyone's welcome</u> Blown away <i>I know that everyone in my class is different and I can work with anyone and I like working with different people</i></p> <p>Just Because <i>I know that some bodies work in different ways, and I can find things that people are good at.</i></p> <p>The First Slodge</p>	<p>Employ skills to support someone who is bullied</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p> <p>Key Question: What does discrimination mean?</p> <p><u>Everyone's welcome</u> The Hueys in the New Jumper</p> <p>I Know why it's hard to be different and I</p>	<p>technique to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Be comfortable with the way they look</p> <p>Identify when a first impression they had was right or wrong</p> <p>Be non-judgemental about others who are different</p> <p>Key question: What does being assertive mean?</p> <p><u>Everyone's Welcome</u> Red: A Crayon's Story <i>I know why people sometimes don't speak up and I know everyone in my school should be proud of who they are.</i></p> <p>The Way Back Home</p>	<p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p> <p>Appreciate the value of happiness regardless of material wealth</p> <p>Develop respect for cultures different from their own</p> <p>Key question: What different life experiences do people have?</p> <p><u>Everyone's Welcome</u></p>	<p>is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Appreciate people for who they are</p> <p>Show empathy</p> <p>Key question: What does diversity look like?</p> <p><u>Everyone's welcome</u> The Island <i>I know what prejudice is and I know what can happen if racism is not challenged and I know how to challenge racism.</i></p> <p>My Princess boy</p>
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	<i>different things to me, and I know that we can still be friends.</i>		<p><i>I know there are people who are different from me, and I know I can share the world with different people, and I know that I can get along with different people.</i></p> <p>The great Big Book of Families <i>I understand what diversity means and I know how my school is diverse.</i></p> <p>Max The Champion <i>I know that everyone is different and I know that you can't always see difference.</i></p>	<p>know how to help someone to be strong.</p> <p>Oliver <i>I know that we are all different in my class and I understand how difference can make people feel excluded.</i></p> <p>This Is our House <i>To understand what discrimination means.</i></p>	<p><i>I know that people speak different languages and I know how language can be a barrier and I can find ways to overcome barriers.</i></p>	<p>And Tango Makes Three <i>I know that there are different people living in my community and I accept everyone who is different from me.</i></p> <p>Rose Blanche <i>I know that sometimes we have to make difficult decisions and I can justify my actions.</i></p>	<p><i>I know what diversity is and I can accept that other people may be different from me and I understand that living in the UK means accepting and celebrating diversity.</i></p>
Knowledge	<p>Know what being proud means and that people can be proud of different things</p> <p>Know that people can be good at different things</p>	<ul style="list-style-type: none"> Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is 	<p>Know there are stereotypes about boys and girls</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know that sometimes people get bullied</p>	<p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Know that sometimes family members don't get along</p>	<p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <p>Know there are influences that can affect how we judge a person or situation</p>	<p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know what racism is and why it is unacceptable</p>	<p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that being different could affect someone's life</p> <p>Know that power can play a part in</p>

	<ul style="list-style-type: none"> Know what being unique means Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Know the names of some emotions such as happy, sad, frightened, angry Know that they don't have to be 	<ul style="list-style-type: none"> feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different 	<ul style="list-style-type: none"> because of difference Know the difference between right and wrong and the role that choice has to play in this Know that friends can be different and still be friends Know where to get help if being bullied Know the difference between a one-off incident and bullying 	<ul style="list-style-type: none"> and some reasons for this Know that conflict is a normal part of relationships Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that some words are used in hurtful ways and that this can have consequences 	<ul style="list-style-type: none"> Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know what to do if they think bullying is, or might be taking place Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that first impressions can change 	<ul style="list-style-type: none"> Know that rumour spreading is a form of bullying on and offline Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know how their life is different from the lives of children in the developing world 	<ul style="list-style-type: none"> a bullying or conflict situation Know that people can hold power over others individually or in a group Know why some people choose to bully others Know that people with disabilities can lead amazing lives Know that difference can be a source of celebration as well as conflict
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	<p>‘the same as’ to be a friend</p> <p>· Know why having friends is important</p> <p>· Know some qualities of a positive friendship</p>						
Dreams and Goals	<p>Stay motivated when doing something challenging.</p> <p>Keep trying even when things are tricky.</p> <p>Work well with a partner or a group.</p> <p>Have a positive attitude.</p> <p>Help others to achieve their goals.</p> <p>Understand that challenges can be difficult</p>	<p>I can tell you about a challenge and what I did well.</p> <p>I can say why a challenge made me feel good about myself.</p> <p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Celebrate an achievement with a friend</p> <p>Recognise their own feelings when faced</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p> <p>Be able to describe their own achievements and the feelings linked to this</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others.</p> <p>I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p> <p>Recognise other people’s achievements in overcoming difficulties</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and have a positive attitude.</p> <p>Can talk about their hopes and dreams and the feelings associated with these</p> <p>Can identify the feeling of disappointment</p> <p>Can identify a time when they have felt disappointed</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p> <p>Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>Appreciate the opportunities</p>

	<p>Recognise some of the feelings linked to perseverance</p> <p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Resilience</p> <p>Recognise how kind words can encourage people</p> <p>Feel proud</p> <p>Celebrate success</p> <p>Key Question: what does it mean to feel proud?</p>	<p>with a challenge</p> <p>Recognise their own feelings when they are faced with an obstacle</p> <p>Recognise how they feel when they overcome an obstacle</p> <p>Can store feelings of success so that they can be used in the future</p> <p>Key Question: How can we tackle challenges?</p>	<p>Recognise their own strengths as a learner</p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p> <p>Key Question: How do we become successful?</p>	<p>Imagine how it will feel when they achieve their dream / ambition</p> <p>Can break down a goal into small steps</p> <p>Recognise how other people can help them to achieve their goals</p> <p>Can manage feelings of frustration linked to facing obstacles</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p> <p>Key question: How can we achieve our goals?</p>	<p>Be able to cope with disappointment</p> <p>Help others to cope with disappointment</p> <p>Can identify what resilience is</p> <p>Have a positive attitude</p> <p>Enjoy being part of a group challenge</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p> <p>Key question? What affects my emotional well-being?</p>	<p>made by people in different jobs</p> <p>Appreciate the opportunities learning and education can give them</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>Appreciate the differences between themselves and someone from a different culture</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p> <p>Key question: What do I want to be when I grow up?</p>	<p>learning and education can give them</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>Appreciate the differences between themselves and someone from a different culture</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p> <p>Key question: How can I work with other people to make the world a better place?</p> <p>Everyone's welcome <u>Dreams of Freedom</u> <i>I know I have rights and I know that I can decide how I live my life</i></p>
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							<i>when I grow up and I know I can be what and who I want to be.</i>
Knowledge	<ul style="list-style-type: none"> Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal 	<ul style="list-style-type: none"> Know how to set simple goals Know how to achieve a goal Know how to work well with a partner Know that tackling a challenge can stretch their learning Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved 	<ul style="list-style-type: none"> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group working looks like Know how to share success with other people 	<ul style="list-style-type: none"> Know about specific people who have overcome difficult challenges to achieve success Know what dreams and ambitions are important to them Know how they can best overcome learning challenges Know that they are responsible for their own learning Know what their own strengths are as a learner Know what an obstacle is and how they can hinder achievement Know how to take steps to 	<ul style="list-style-type: none"> Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to make a new plan and set new goals even if they have been disappointed Know how to work out the steps they need to take to achieve a goal Know how to work as part of a successful group 	<ul style="list-style-type: none"> Know that they will need money to help them to achieve some of their dreams Know about a range of jobs that are carried out by people I know Know that different jobs pay more money than others Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Know that communicating with someone from a different culture means that they can 	<ul style="list-style-type: none"> Know their own learning strengths Know how to set realistic and challenging goals Know what the learning steps are they need to take to achieve their goal Know a variety of problems that the world is facing Know how to work with other people to make the world a better place Know some ways in which they could work with others to make the world a better place Know what their classmates like and admire about them

				<p>overcome obstacles</p> <p>Know how to evaluate their own learning progress and identify how it can be better next time</p>	<p>Know how to share in the success of a group</p>	<p>learn from them and vice versa</p> <p>Know ways that they can support young</p>	
Healthy Me	<p>Recognise how exercise makes them feel</p> <p>Recognise how different foods can make them feel</p> <p>Can explain what they need to do to stay healthy</p> <p>Can give examples of healthy food</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Can explain what to do if a stranger approaches them</p>	<p>Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>Give examples of when being healthy can help me feel happy.</p> <p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p> <p>Keep themselves safe</p>	<p>Explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>Compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p> <p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Feel positive about caring for their bodies and</p>	<p>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>Express how being anxious/ scared and unwell feels.</p> <p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p>	<p>Recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>Identify feelings of anxiety and fear associated with peer pressure.</p> <p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise how different people and groups they interact with impact on them</p>	<p>Explain different roles that food and substances can play in people's lives.</p> <p>Can also explain how people can develop eating problems (disorders) relating to body image pressures and how Smoking and alcohol misuse is unhealthy.</p> <p>Summarise different ways that I respect and value my body.</p>	<p>Give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.</p> <p>Reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.</p>

	<p>Make healthy choices. Eat a balance diet. Be physically active. Try to keep themselves and others safe.</p> <p>Know how to be a good friend and have a healthy relationship.</p> <p>Keep calm and deal with tricky situations.</p> <p>Key Question: How do we stay healthy and safe?</p>	<p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Recognise how being healthy helps them to feel happy</p> <p>Key Question: What are healthy and unhealthy choices?</p>	<p>keeping it healthy</p> <ul style="list-style-type: none"> Have a healthy relationship with food Express how it feels to share healthy food with their friends <p>Key Question: What do we need to keep our bodies healthy?</p>	<ul style="list-style-type: none"> Identify how they feel about drugs Can express how being anxious or scared feels Can take responsibility for keeping themselves and others safe Respect their own bodies and appreciate what they do <p>Key question: how can we keep ourselves healthy?</p>	<ul style="list-style-type: none"> Identify which people they most want to be friends with Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure <p>Can tap into their inner strength and know-how to be assertive</p> <p>Key question? What affects my emotional well-being?</p>	<p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Recognise strategies for resisting pressure</p> <ul style="list-style-type: none"> Can identify ways to keep themselves calm in an emergency Can reflect on their own body image and know how important it is that this is positive Accept and respect themselves for who they are 	<ul style="list-style-type: none"> Are motivated to care for their own physical and emotional health Are motivated to find ways to be happy and cope with life's situations without using drugs Identify ways that someone who is being exploited could help themselves Suggest strategies someone could use to avoid being pressured Recognise that people have different attitudes towards mental health / illness Can use different
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						Respect and value their own bodies • Be motivated to keep themselves healthy and happy Key question: How social media and celebrity culture promote certain body types?	strategies to manage stress and pressure Key question: How can we stay healthy/How can we manage risk?
Knowledge	Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy	Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep themselves clean and healthy	Know what their body needs to stay healthy Know what relaxed means Know what makes them feel relaxed / stressed Know how medicines work in their bodies Know that it is important to use medicines safely	Know how exercise affects their bodies Know why their hearts and lungs are such important organs Know that the amount of calories, fat and sugar that they put into their bodies will affect their health	Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that there are leaders and followers in groups Know that they can take on different roles according to the situation Know the facts about smoking and	Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart Know some of the risks linked to misusing alcohol, including antisocial behaviour Know basic emergency procedures including the	Know how to take responsibility for their own health Know how to make choices that benefit their own health and well-being Know about different types of drugs and their uses Know how these different types of drugs can affect people's bodies, especially their liver and heart

	<ul style="list-style-type: none"> Know how to help themselves go to sleep and that sleep is good for them Know when and how to wash their hands properly Know what to do if they get lost Know how to say No to strangers 	<ul style="list-style-type: none"> Know that germs cause disease / illness Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road Know about people who can keep them safe <p><u>PE National Curriculum focus:</u></p>	<p>Know how to make some healthy snacks</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p> <p><u>Science National Curriculum focus: Animals, including humans</u></p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>DT National Curriculum focus: Cooking and nutrition</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know when something feels safe or unsafe</p> <p>Know that their bodies are complex and need taking care of</p> <p><u>Science National Curriculum focus: Animals, including humans</u></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and</p>	<p>its effects on health</p> <p>Know some of the reasons some people start to smoke</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know some of the reasons some people drink alcohol</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p> <p><u>Science National Curriculum focus: Animals, including humans</u></p> <p>Describe the simple functions of the basic parts of the digestive</p>	<p>recovery position</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure</p> <p>Know what makes a healthy lifestyle</p>	<p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p> <p>Know what it means to be emotionally well</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause drug and alcohol misuse</p> <p><u>Science National Curriculum focus: Animals, including humans</u></p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their</p>
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		<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>		<p>that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>DT National Curriculum focus: Cooking and nutrition</u></p> <p>Understand and apply the principles of a healthy and varied diet</p>	system in humans		bodies function
Relationships	<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p>	<p>Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.</p> <p>Can explain how my qualities help</p>	<p>Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of</p>	<p>Explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>Explain why my choices might affect my family, friendships and people around</p>	<p>Recognise how people are feeling when they miss a special person or animal.</p> <p>Give ways that might help me manage my feelings when missing a special person</p>	<p>Compare different types of friendships and the feelings associated with them.</p> <p>Can explain how to stay safe when using technology to communicate</p>	<p>Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>Explain the feelings I might experience if I</p>

	<p>Can use different ways to mend a friendship</p> <p>Can recognise what being angry feels like</p> <p>Can use Calm Me when angry or upset</p> <p>Know how to make friends.</p> <p>Try to solve friendship problems when they occur.</p> <p>Help others feel part of a group.</p> <p>Show respect when dealing with other people.</p> <p>Know how to help themselves and others when they feel upset.</p> <p>Know and show what makes a good friendship</p> <p>Key Question: How do we</p>	<p>these relationships.</p> <p>Give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can show skills of friendship</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p>	<p>some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a</p>	<p>the world who I don't know.</p> <p>Can identify the responsibilities they have within their family</p> <p>Can use Solve-it-together in a conflict scenario and find a win-win outcome</p> <p>Know how to access help if they are concerned about anything on social media or the internet</p> <p>Can empathise with people from other countries who may not have a fair job/ less fortunate</p> <p>Understand that they are connected to the global</p>	<p>or animal.</p> <p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p> <p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p> <p>Can suggest ways to manage relationship changes</p>	<p>with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> <p>Can suggest strategies for building self-esteem of themselves and others</p> <p>Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</p> <p>Can suggest strategies for</p>	<p>lose somebody special and when I need to stand up for myself and my friends in real or online situations.</p> <p>I can offer strategies to help me manage these feelings and situations.</p> <p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p>
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	<p>stop ourselves from being lonely?</p>	<p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p> <p>Key Question: what does being a good friend mean to us?</p> <p><u>Everyone's welcome</u></p> <p>Mommy Mama and Me</p> <p><i>I know the people in my family are special, and I can tell you who loves me.</i></p>	<p>friendship conflict</p> <ul style="list-style-type: none"> Can identify the negative feelings associated with keeping a worry secret Can identify the feelings associated with trust Can identify who they trust in their own relationships Can give and receive compliments Can say who they would go to for help if they were worried or scared <p>Key Question: How can we express appreciation?</p>	<p>community in many different ways</p> <ul style="list-style-type: none"> Can identify similarities in children's rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community <p>Key question: Why might someone feel like an outsider?</p> <p><u>Everyone's welcome</u></p> <p>Two Monsters</p> <p><i>I understand where some problems come from and I can find</i></p>	<p>including how to negotiate</p> <p><u>Everyone's welcome</u></p> <p>King and King</p> <p><i>I know what marriage is and I know who can get married in the UK and I know why people choose to get married.</i></p> <p>Key question? What makes a happy and healthy relationship?</p>	<p>staying safe online/ social media</p> <ul style="list-style-type: none"> Can say how to report unsafe online / social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks <p>Key question: What are the risks and benefits of using the internet?</p>	<p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p> <ul style="list-style-type: none"> Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being <p>Key question: Why do we need to look after our mental health?</p>
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				<i>a solution to a problem.</i>			
Knowledge	<p>Know what a family is</p> <ul style="list-style-type: none"> Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be 	<ul style="list-style-type: none"> Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can 	<p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family</p> <p>Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Know some strategies for keeping themselves safe online</p>	<p>Know some reasons why people feel jealousy</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that memories can support us when we lose a special person or animal</p> <p>Know that change is a natural part of relationships/ friendship</p> <p>Know that sometimes it is</p>	<p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p> <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screen</p>	<p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to</p>

	<p>taken back and they can hurt</p> <ul style="list-style-type: none"> Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry 	<p>be used as a greeting</p> <ul style="list-style-type: none"> Know about the different people in the school community and how they help Know who to ask for help in the school community 	<p>Know how to use the Mending Friendships or Solve-it-together problem-solving methods</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p>	<p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know that they and all children have rights (UNCRC)</p> <p>Know the lives of children around the world can be different from their own</p>	<p>better for a friendship/relationship to end if it is causing negative feelings or is unsafe</p>	<p>time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p>	<p>communicate with their friends and family</p>
Changing Me	<p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p> <p>Recognise that changing class can illicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p>	<p>Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p> <p>Can use the correct names for penis, testicles, anus, vagina, and give reasons why they are private.</p> <p>Explain why some changes I might</p>	<p>Use the correct terms to describe penis, testicles, anus, vagina, and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>Explain what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me</p>	<p>Explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Recognise how I feel about these changes happening to</p>	<p>Plan and set new goals even after a disappointment.</p> <p>Explain what it means to be resilient and to have a positive attitude.</p> <p>Can identify how they have changed from a baby</p> <ul style="list-style-type: none"> Can say what might change for them they get older 	<p>Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>Can summarise the process of conception.</p> <p>Express how I feel about the changes that will happen to</p>	<p>Explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.</p> <p>Reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it.</p>

	<p>Can identify positive memories from the past year in school/ home</p> <p>Understand that everyone is unique and special. Can express how they feel when they are happy.</p> <p>Understand and respect changes which happen in them.</p> <p>Understand changes which happen in them. Look forward to change.</p> <p>Key Question: How do we feel when changes happen?</p>	<p>experience might feel better than others.</p> <p>Understand and accepts that change is a natural part of getting older</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p> <p>Can suggest ways to manage change e.g. moving to a new class</p> <p>Key Question: How do we cope with changes?</p>	<p>Can appreciate that changes will happen and that some can be controlled and others not</p> <ul style="list-style-type: none"> · Be able to express how they feel about changes · Show appreciation for people who are older · Can recognise the independence and responsibilities they have now compared to being a baby or toddler · Can say what greater responsibilities and freedoms they may have in the future · Can say who they would go to for help if 	<p>me and can suggest some ideas to cope with these feelings.</p> <p>Can express how they feel about babies</p> <ul style="list-style-type: none"> · Can describe the emotions that a new baby can bring to a family · Can express how they feel about puberty · Can say who they can talk to about puberty if they have any worries · Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry 	<ul style="list-style-type: none"> · Recognise that changing class can illicit happy and/or sad emotions · Can say how they feel about changing class/ growing up · Can identify positive memories from the past year in school/ home <p>Key question: What is reproduction?</p>	<p>me during puberty, and that I accept these changes might happen at different times to my friends.</p> <ul style="list-style-type: none"> · Can celebrate what they like about their own and others' self-image and body-image · Can suggest ways to boost self-esteem of self and others · Recognise that puberty is a natural process that happens to everybody and that it will be OK for them · Can ask questions about puberty to seek clarification 	<p>Recognise ways they can develop their own self-esteem</p> <ul style="list-style-type: none"> · Can express how they feel about the changes that will happen to them during puberty · Recognise how they feel when they reflect on the development and birth of a baby · Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to · Can celebrate what they like about their
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			<p>worried or scared</p> <ul style="list-style-type: none"> Can say what types of touch they find comfortable/uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can say what they are looking forward to in the next year <p>Key Question: What changes can we see in ourselves and others?</p> <p><u>Everyone's welcome</u></p> <p>My Grandpa Is Amazing</p> <p><i>I know that we all grow up, and I can tell you good things about being older.</i></p>	<ul style="list-style-type: none"> Can identify changes they are looking forward to in the next year Can suggest ways to help them manage feelings during changes they are more anxious about <p>Key questions: How do we grow and change?</p>		<ul style="list-style-type: none"> Can express how they feel about having a romantic relationship when they are an adult Can express how they feel about having children when they are an adult Can express how they feel about becoming a teenager Can say who they can talk to if concerned about puberty or becoming a teenager/adult <p>Key question: What is puberty?</p>	<p>own and others' self-image and body-image</p> <ul style="list-style-type: none"> Use strategies to prepare themselves emotionally for the transition (changes) to secondary school <p>Key question: What makes a happy/healthy relationship?</p> <p><u>Everyone's welcome</u></p> <p>Love You forever</p> <p><i>I know that we all grow old and I understand the cycle of life.</i></p>
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Knowledge	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are</p>	<p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old-age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Know the physical differences between male and female bodies</p> <p>Know the correct names for private body parts</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are</p>	<p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p> <p>Know that the male and</p>	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p>	<p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking</p>
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		<p>private and that they belong to that person and that nobody has the right to hurt these</p> <p>· Know who to ask for help if they are worried or frightened</p> <p>· Know that learning brings about change</p> <p><u>Science National Curriculum</u> <u>focus: Animals, including humans</u></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p> <p><u>Science National Curriculum</u> <u>focus: Animals, including humans</u></p> <p>Notice that animals, including humans, have offspring which grow into adults</p>	<p>female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside that happen during puberty</p>	<p>Know that change can bring about a range of different emotions</p>		<p>about transition to secondary school / moving to their next class</p>
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