



PSHE PROGRESSION OF SKILLS YEAR N – YEAR 6

EYFS Development Matters 2020 Statements and ELGs	Birth to Three	Three and Four-Year-Olds	Children in Reception	Early Learning Goals
	<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Establish their sense of self.</p> <p>Express preferences and decision. They also try new things and start establishing their autonomy.</p> <p>Engage with others through gestures, gaze and talk.</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Find way of managing transitions, for example from their parents to their key person.</p> <p>Thrive as they develop self-assurance.</p> <p>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p>	<p>Select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>	<p><u>Self-regulation</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self</u></p> <p>Be confident to try new activities and how independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to</p>

	<p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Notice and ask questions about difference, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Are talking about their feelings in more elaborated ways: “I am sad because...” or, “I love it when...”.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Begin to understand how others might be feeling.</p>		<p>the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u></p> <p>Work and play co-operatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others’ needs.</p>
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Theme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relationships	<p>Children will be able to:</p> <p>Understand that classroom rules help everyone to learn and be safe</p> <p>Explain their classroom rules and be able to contribute to making these</p> <p>Recognise how others might be feeling by reading body language/facial expressions</p> <p>Understand and explain how our emotions can give a physical reaction in our body (e.g. 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>Children will be able to:</p> <p>Suggest actions that will contribute positively to the life of the classroom;</p> <p>Make and undertake pledges based on those actions</p> <p>Take part in creating and agreeing classroom rules</p> <p>Use a range of words to describe feelings</p> <p>Recognise that people have different ways of 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>Children will be able to:</p> <p>Explain why we have rules</p> <p>Explore why rules are different for different age groups, in particular for internet-based activities</p> <p>Suggest appropriate rules for a range of settings</p> <p>Consider the possible consequences of breaking the rules.</p> <p>Explain some of the feelings someone might have when they lose something important to them</p> <p>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</p>	<p>Children will be able to:</p> <p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state</p> <p>Explain how different words can express the intensity of feelings</p> <p>Explain what we mean by a 'positive, healthy relationship'</p> <p>Describe some of the qualities that they admire in others</p> <p>Recognise that there are times when they might need to say 'no' to a friend</p> <p>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>Children will be able to:</p> <p>Explain what collaboration means</p> <p>Give examples of how they have worked collaboratively</p> <p>Describe the attributes needed to work collaboratively</p> <p>Explain what is meant by the terms negotiation and compromise</p> <p>Describe strategies for resolving difficult issues or situations.</p> <p>Demonstrate how to respond to a wide range of feelings in others</p> <p>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>Children will be able to:</p> <p>Demonstrate a collaborative approach to a task</p> <p>Describe and implement the skills needed to do this</p> <p>Explain what is meant by the terms 'negotiation' and 'compromise'</p> <p>Suggest positive strategies for negotiating and compromising within a collaborative task</p> <p>Demonstrate positive strategies for negotiating and compromising within a collaborative task</p> <p>Recognise some of the challenges that arise from friendships</p> <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 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 resolving conflict situations</p> <p>Give and receive positive feedback, and experience how this makes them feel</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>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>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 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>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 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>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 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>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 may do something they feel uncomfortable about</p> <p>Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others</p> <p>Describe ways in which people show their commitment to each other Know the ages at which a person can marry, depending on whether their parents agree</p>
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			<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>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>
Valuing Difference	<p>Children will be able to:</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>Children will be able to:</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>Identify people who are special to them</p>	<p>Children will be able to:</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>Children will be able to:</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>Children will be able to:</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>Children will be able to:</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>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>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>Explain some of the ways those people are special to them</p> <p>Recognise and explain how a person's behaviour can affect other people</p> <p>Explain how it feels to be part of a group</p> <p>Explain how it feels to be left 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</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 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>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 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>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>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>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 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>
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		<p>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>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>Suggest strategies for dealing with someone who is behaving aggressively</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals)</p> <p>Define the word respect and demonstrate ways of showing respect to others' differences</p> <p>Understand and identify stereotypes, including those promoted in the media</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>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>
<p>Keeping myself safe</p>	<p>Children will be able to:</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>Children will be able to:</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>Children will be able to:</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>Children will be able to:</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>Children will be able to:</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>Children will be able to:</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 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>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>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>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</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>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>Recognise which situations are risky</p> <p>Explore and share their views about decision making when faced with a risky situation</p> <p>Suggest what someone should do when faced with a risky situation</p> <p>Define what is meant by a dare</p> <p>Explain why someone might give a dare</p>	<p>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>
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<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>Know that they can ask someone to stop touching them</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable</p> <p>Identify safe secrets (including surprises) and unsafe secrets</p> <p>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable</p> <p>Identify how inappropriate touch can make someone feel</p> <p>Understand that there are unsafe secrets and secrets that are nice surprises</p> <p>Explain that if someone is being touched in a way that they don’t like they have to tell someone in their safety network so they can help it stop</p>	<p>when it is not appropriate or safe to share this</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs</p> <p>Demonstrate strategies for assessing risks</p> <p>Understand and explain decision-making skills</p> <p>Understand where to get help from when making decisions</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful</p>	<p>Describe stages of identifying and managing risk</p> <p>Suggest people they can ask for help in managing risk</p> <p>Understand that we can be influenced both positively and negatively</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way</p>	<p>Suggest ways of standing up to someone who gives a dare</p> <p>Reflect on what information they share offline and online</p> <p>Recognise that people aren’t always who they say they are online</p> <p>Know how to protect personal information online</p> <p>Understand some of the complexities of categorising drugs</p> <p>Know that all medicines are drugs but not all drugs are medicines</p> <p>Understand ways in which medicines can be helpful or harmful and used safely or unsafely</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these</p> <p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in</p>	<p>Demonstrate an understanding that drugs can have both medical and non-medical uses</p> <p>Explain in simple terms some of the laws that control drugs in this country</p> <p>Understand some of the basic laws in relation to drugs</p> <p>Explain why there are laws relating to drugs in this country</p> <p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these</p> <p>Describe some of the effects and risks of drinking alcohol.</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met</p> <p>Explain how these emotional needs impact on people's behaviour</p>
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					<p>this situation, including emotional risks</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>	<p>Suggest positive ways that people can get their emotional need met</p> <p>Understand and give examples of conflicting emotions</p> <p>Understand and reflect on how independence and responsibility go together</p>
Rights and Responsibilities	<p>Children will be able to:</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>Children will be able to:</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>Children will be able 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>Children will be able to:</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>Children will be able to:</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>Children will be able to:</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>Explain where people get money from</p> <p>List some of the things that money may be spent on in a family home</p> <p>Recognise that different notes and coins have different monetary value</p> <p>Explain the importance of keeping money safe</p> <p>Identify safe places to keep money</p> <p>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p>	<p>Make suggestions for improving the school environment</p> <p>Recognise that they all have a responsibility for helping to look after the school environment</p> <p>Understand that people have choices about what they do with their money</p> <p>Know that money can be saved for a use at a future time</p> <p>Explain how they might feel when they spend money on different things</p> <p>Recognise that money can be 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>Understand how an event can be perceived from different viewpoints</p> <p>Plan, draft and publish a recount using the appropriate language</p> <p>Define what is meant by the environment</p> <p>Evaluate and explain different methods of looking after the school environment</p> <p>Devise methods of promoting their priority method</p> <p>Understand the terms 'income', 'saving' and 'spending'</p> <p>Recognise that there are times we can buy items we want and times when we need to save for items</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p>Explain that people earn their income through their jobs</p>	<p>Identify some rights and also responsibilities that come with these</p> <p>Understand the reason we have rules</p> <p>Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council)</p> <p>Recognise that everyone can make a difference within a democratic process</p> <p>Define the word influence; Recognise that reports in the media can influence the way they think about an topic</p> <p>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner</p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour</p> <p>Recognise that they can play a role in influencing</p>	<p>Define the differences between responsibilities, rights and duties</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>Recognise that people's lives are much more balanced in real life, 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 interest</p> <p>Recognise and explain that different jobs have different levels of pay and the factors that influence this</p> <p>Explain the different types of tax (income tax and VAT) which help to fund public services</p> <p>Evaluate the different public services and compare their value</p>
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			<p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>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 deductions</p> <p>Prioritise public services from most essential to least essential.</p>	<p>Explain some of the areas that local councils have responsibility for</p> <p>Understand that local councillors are elected to represent their local community.</p>	<p>Explain 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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Being my Best	<p>Children will be able to:</p> <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>Children will be able to:</p> <p>Explain the stages of the learning line showing an understanding of the learning process</p> <p>Suggest phrases and words of encouragement to give someone who is learning something new;</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>Children will be able to:</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 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 view points</p>	<p>Children will be able 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>Give examples of choices they make for themselves and choices others make for them</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 balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate)</p> <p>Understand the ways in which they can contribute</p>	<p>Children will be able to:</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 inter-related</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>Children will be able to:</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>Identify aspirational goals</p> <p>Describe the actions needed to set and achieve these</p> <p>Present information they researched on a 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 (involving alcohol)</p> <p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks</p> <p>Understand the actual norms around smoking/alcohol and the</p>
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	<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>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 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>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.</p>	<p>Make recommendations, based on their research</p> <p>Identify their achievements and areas of development</p> <p>Recognise that people may say kind things to help us feel good about ourselves</p> <p>Explain why some groups of people are not represented as much on television/in the media</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success</p> <p>Understand and explain how the brain sends and receives messages through the nerves</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); 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>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>Explain what being part of a school community means to them</p> <p>Suggest ways of improving the school community</p> <p>Identify people who are responsible for helping them stay healthy and safe</p> <p>Identify ways that they can help these people</p> <p>Describe 'star' qualities of celebrities as portrayed by the media</p> <p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life</p> <p>Describe 'star' qualities that 'ordinary' people have</p>	<p>reasons for common misperceptions of these</p> <p>Recognise what risk is</p> <p>Explain how a risk can be reduced</p> <p>Understand risks related to growing up and explain the need to be aware of these</p> <p>Assess a risk to help keep themselves safe</p>
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			Recognise their own skills and those of other children in the class			
Growing and Changing	<p>Children will be able to:</p> <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</p>	<p>Children will be able to:</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>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</p>	<p>Children will be able to:</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>Children will be able to:</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>Know the correct terminology for their genitalia</p>	<p>Children will be able to:</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>Children will be able to:</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; 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>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>private belongings without their permission</p> <p>Give examples of different types of private information</p>	<p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe</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 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>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>Recognise how our body feels when we're relaxed</p> <p>List some of the ways our body feels when it is nervous or sad</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you</p> <p>Identify the consequences of positive and negative behaviour on themselves and others</p>	<p>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>Know where someone could get support if they were concerned about their own or another person's safety</p>
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