



PSHE

PSHE Education Progression

Knowledge/ Skills

	Nursery	Reception	Year 1	Year 2
Being Me in My World	<p><u>Understand</u> the key features of the life cycle of a plant and an animal.</p> <p>Begin to <u>understand</u> the need to respect and care for the natural environment and all living things.</p> <p><u>Explore</u> and talk about different forces they can feel.</p> <p><u>Talk</u> about the differences between materials and changes they notice.</p> <p><u>Explore</u> natural materials, indoors and outside.</p> <p><u>Explore</u> and <u>respond</u> to different natural phenomena in their setting and on trips.</p> <p><u>Explore</u> how things work.</p> <p><u>Use</u> all their senses in hands-on exploration of natural materials.</p> <p><u>Explore</u> collections of materials with similar and/or different properties.</p>	<p><u>Recognise</u> that people have different beliefs and celebrate special times in different ways.</p> <p><u>Draw</u> information from a simple map.</p> <p><u>Explore</u> the natural world around them.</p> <p><u>Describe</u> what they see, hear and feel whilst outside.</p> <p><u>Recognise</u> some environments that are different to the one in which they live.</p> <p><u>Understand</u> the effect of changing seasons on the natural world around them.</p> <p><u>Explore</u> the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><u>Know</u> some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p><u>Feel</u> special and safe in my class.</p> <p><u>Understand</u> the rights and responsibilities as a member of my class.</p> <p><u>Know</u> that I belong to my class.</p> <p><u>Know</u> how to make my class a safe place for everybody to learn.</p> <p><u>Know</u> my views are valued and can contribute to the School Rules.</p> <p><u>Recognise</u> how it feels to be proud of an achievement.</p> <p><u>Recognise</u> the choices I make and understand the consequences.</p> <p><u>Recognise</u> the range of feelings when I face certain consequences.</p>	<p><u>Identify</u> some of my hopes and fears for this year.</p> <p><u>Recognise</u> when I feel worried and <u>know</u> who to ask for help.</p> <p><u>Understand</u> the rights and responsibilities for being a member of my class and school.</p> <p><u>Help</u> make my class a safe and fair place.</p> <p><u>Listen</u> to other people and <u>contribute</u> my own ideas about rewards & consequences.</p> <p><u>Work</u> cooperatively.</p> <p><u>Understand</u> the choices I make and <u>understand</u> the consequences.</p>

	<p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>Look for clues about how to respond to something interesting.</p> <p>Develop their sense of responsibility and membership of a community.</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>Increasingly follow rules, understanding why they are important</p> <p>Do not always need an adult to remind them of a rule.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>		
--	--	---	--	--

<p>Celebrating Differences</p>	<p>Notice differences between people.</p> <p>Show interest in different occupations.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	<p>Identify similarities between people in my class</p> <p>Tell you some ways in which I am the same as my friends</p> <p>Identify differences between people in my class.</p> <p>Tell you some ways I am different from my friends.</p> <p>Tell you what bullying is.</p> <p>Understand how being bullied might feel.</p> <p>Know some people who I could talk to if I was feeling unhappy or being bullied.</p> <p>Be kind to children who are bullied.</p> <p>Know how to make new friends.</p> <p>Know how it feels to make a new friend.</p> <p>Tell you some ways I am different from my friends.</p> <p>Understand these differences make us all special and unique.</p>	<p>Understand that sometimes people make assumptions about boys & girls (stereotypes)</p> <p>Understand some ways in which boys and girls are similar and feel good about this.</p> <p>Understand some ways in which boys and girls are different and accept that this is ok.</p> <p>Understand that bullying is sometimes about difference.</p> <p>Tell you how someone who is bullied feels.</p> <p>Be kind to children who are bullied.</p> <p>Recognise what is right and wrong and know how to look after myself.</p> <p>Know how to get help if I am being bullied.</p> <p>Know some ways to make new friends.</p> <p>Know how it feels to be a friend and have a friend.</p>
---------------------------------------	--	---	---	---

				<p>Tell you some ways I am different from my friend and understand that these differences make us all special and unique.</p>
<p>Dreams and Goals</p>	<p>Thrive as they develop self-assurance.</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</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>Set simple goals.</p> <p>Identify my successes and achievements.</p> <p>Set a goal and work out how to achieve it.</p> <p>Tell you how I learn best.</p> <p>Understand how to work well with a partner I can celebrate achievement with my partner.</p> <p>Tackle a new challenge and understand this might stretch my learning.</p> <p>Identify how I feel when I am faced with a new challenge.</p> <p>Identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.</p> <p>Know how I feel when I see obstacles and how I feel when I overcome them.</p>	<p>Choose a realistic goal and think about how to achieve it.</p> <p>Identify my successes and achievements and know how this makes me feel.</p> <p>Persevere, even when I find tasks difficult.</p> <p>Tell you some of my strengths as a learner.</p> <p>Recognise who it is easy for me to work with and who it is more difficult for me to work with.</p> <p>Understand how working with other people can help me to learn.</p> <p>Work cooperatively in a group to create an end product</p> <p>Work with other people to solve problems.</p> <p>Explain some of the ways I worked cooperatively in</p>

			<p>Tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>Know how to store the feelings of success.</p>	<p>my group to create the end product.</p> <p>Express how it felt to be working as part of this group.</p> <p>Know how to share success with other people.</p> <p>Know how contributing to the success of a group feels and I can store those feelings.</p>
<p>Healthy Me</p>	<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth,</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of</p>	<p>Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</p> <p>Feel good about myself when I make healthy choices.</p> <p>Know how to make healthy lifestyle choices.</p> <p>Feel good about myself when I make healthy choices.</p> <p>Know how to keep myself clean and healthy, and understand how germs cause disease/ illness.</p> <p>Know that all household products including medicines</p>	<p>Know that I need to keep my body healthy.</p> <p>Motivated to make healthy lifestyle choices.</p> <p>Show or tell you what relaxed means and I know somethings that make me feel relaxed and some that make me feel stressed.</p> <p>Tell you when a feeling is weak and when a feeling is strong.</p> <p>Understand how medicines work in my body and how important it it's to use them safely.</p>

	<p>using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>'screen time', having a good sleep routine, being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>can be harmful if not used properly.</p> <p>I am special so I keep myself safe.</p> <p>Understand that medicines can help me if I feel poorly and I know how to use them safely.</p> <p>Know some ways to help myself when I feel poorly.</p> <p>Know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p>Recognise when I feel frightened and know who to ask for help.</p> <p>Tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>Recognise how being healthy helps me to feel happy.</p>	<p>Feel positive about caring for my body and keeping it healthy.</p> <p>Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</p> <p>Know which foods I enjoy the most and I have a healthy relationship with food.</p> <p>Decide which foods to eat to give my body energy.</p> <p>Make some healthy snacks and explain why they are good for my body.</p> <p>Express how it feels to share healthy food with my friends.</p>
<p>Relationships</p>	<p>Make connections between the features of their family and other families.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Identify the members of my family and understand that there are lots of different types of families.</p> <p>Identify what being a good friend means to me.</p>	<p>Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</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>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Engage with others through gestures, gaze and talk.</p> <p>Develop friendships with other children</p> <p>Look back as they crawl or walk away from their key person.</p> <p>Talk with others to solve conflicts.</p> <p>Develop appropriate ways of being assertive.</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>Understand that some places are special to members of their community</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>Know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>Know who can help me in my school community.</p> <p>Recognise my qualities as person and a friend.</p> <p>Tell you why I appreciate someone who is special to me.</p>	<p>Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>Identify some of the things that cause conflict with my friends.</p> <p>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>Recognise and appreciate people who can help me in my family, my school and my community.</p> <p>Express my appreciation for the people in my special relationships.</p>
--	---	---	---	--

	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Show more confidence in new social situations.</p> <p>Begin to understand how others might be feeling.</p>	<p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>		
<p>Changing Me</p>	<p>Establish their sense of self.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</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>Manage their own needs.</p> <p>Be confident to try new activities and show 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 the toilet and understanding the importance of healthy food choices.</p>	<p>Starting to understand the life cycles of animals and humans.</p> <p>Tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>Tell you how my body has changed since I was a baby.</p> <p>Identify the parts of the body that make boys different to girls and can use the correct names for these:</p> <p>Understand that every time I learn something new I change a little bit.</p> <p>Tell you about changes that have happened in my life.</p>	<p>Recognise cycles of life in nature.</p> <p>Tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>Recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.</p> <p>Understand there are different types of touch and can tell you which ones I like and don't like</p> <p>Identify what I am looking</p>

	<p><u>Become</u> more outgoing with unfamiliar people, in the safe context of their setting.</p> <p><u>Use</u> large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p><u>Show</u> an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p><u>Learn</u> to use the toilet with help, and then independently</p>			forward to when I am in Year 3.
--	---	--	--	---------------------------------

	Year 3	Year 4	Year 5	Year 6
Being Me in My World	<p>Recognise my worth and can identify positive things about myself and my achievements.</p> <p>Set personal goals</p> <p>Value myself and know how to make someone else feel welcome and valued</p> <p>Face new challenges positively, make responsible choices and ask for help when I need it</p> <p>Recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</p> <p>Understand why rules are needed and how they relate to rights and responsibilities</p> <p>Know how to make others feel valued</p> <p>Understand that my actions affect myself and others and I care about other people's feelings</p> <p>Understand that my behaviour brings rewards/consequences</p>	<p>Know my attitudes and actions make a difference to the class team</p> <p>Know how good it feels to be included in a group and understand how it feels to be excluded</p> <p>Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>I try to make people feel welcome and valued</p> <p>Understand who is in my school community, the roles they play and how I fit</p> <p>Take on a role in a group and contribute to the overall outcome</p> <p>Understand how democracy works through the school council</p> <p>Understand how rewards and consequences motivate people's behaviour</p> <p>Understand how groups come together to make decisions</p>	<p>Face new challenges positively and know how to set personal goals</p> <p>Know what I value most about my school and can identify my hopes for this school year</p> <p>Understand my rights and responsibilities as a British citizen</p> <p>Empathise with people in this country whose lives are different to my own</p> <p>Understand my rights and responsibilities as a British citizen and a member of my school</p> <p>Empathise with people in this country whose lives are different to my own</p> <p>Understand that my actions affect me and others</p> <p>Understand how an individual's behaviour can impact on a group</p> <p>Make choices about my own behaviour because I understand how rewards and consequences feel</p>	<p>Identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>Feel welcome and valued and know how to make others feel the same</p> <p>Know that there are universal rights for all children but for many children these rights are not met</p> <p>Understand my own wants and needs and can compare these with children in different communities</p> <p>Understand that my actions affect other people locally and globally</p> <p>Make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>Understand that my actions affect myself and others; I care about other people's</p>

	<p>Make responsible choices and take action</p> <p>Work cooperatively in a group</p> <p>Understand my actions affect others and try to see things from their points of view</p>	<p>Take on a role in a group and contribute to the overall outcome</p> <p>Understand how democracy and having a voice benefits the school community</p>	<p>Contribute to the group and understand how we can function best as a whole</p> <p>Understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p>Understand why our school community benefits from rules and can help others to follow them</p>	<p>feelings and try to empathise with them</p> <p>Understand how an individual's behaviour can impact on a group</p> <p>Contribute to the group and understand how we can function best as a whole</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself</p>
<p>Celebrating Differences</p>	<p>Understand that everybody's family is different and important to them</p> <p>Appreciate my family/the people who care for me</p> <p>Understand that differences and conflicts sometimes happen among family members</p> <p>Know how to calm myself down and can use the 'Solve it together' technique</p> <p>Know what it means to be a witness to bullying</p>	<p>Understand that, sometimes, we make assumptions based on what people look like</p> <p>Try to accept people for who they are</p> <p>Understand what influences me to make assumptions based on how people look like</p> <p>Question why I think what I do about other people</p> <p>Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p>	<p>Understand that cultural differences sometimes cause conflict</p> <p>Aware of my own culture</p> <p>Understand what racism is</p> <p>Aware of my attitude towards people from different races</p> <p>Understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>Tell you a range of strategies in managing my</p>	<p>Understand there are different perceptions about what normal means</p> <p>Empathise with people who are living with disabilities</p> <p>Understand how having a disability could affect someone's life</p> <p>Aware of my attitude towards people with disabilities</p> <p>Explain some of the ways in which one person or a group</p>

	<p>Know some ways of helping to make someone who is bullied feel better</p> <p>Know that witnesses can make the situation better or worse by what they do</p> <p>Problem-solve a bullying situation with others</p> <p>Recognise that some words are used in hurtful ways</p> <p>Try hard not to use hurtful words (e.g. gay, fat)</p> <p>Tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>Give and receive compliments and know how this feels</p>	<p>Know how it might feel to be a witness to and a target of bullying</p> <p>Tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>Problem-solve a bullying situation with others</p> <p>Identify what is special about me and value the ways in which I am unique</p> <p>Like and respect the unique features of my physical appearance</p> <p>Tell you a time when my first impression of someone changed when I got to know them</p> <p>Explain why it is good to accept people for who they are</p>	<p>feelings in bullying situations and for problem-solving when I'm part of one</p> <p>Explain the difference between direct and indirect types of bullying</p> <p>Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>Compare my life with people in the developing world</p> <p>Appreciate the value of happiness regardless of material wealth</p> <p>Enjoy the experience of a culture other than my own</p> <p>Respect my own and other people's cultures</p>	<p>can have power over another</p> <p>Know how it can feel to be excluded or treated badly by being different in some way</p> <p>Know some of the reasons why people use bullying behaviours</p> <p>Tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one</p> <p>Give examples of people with disabilities who lead amazing lives</p> <p>Appreciate people for who they are</p> <p>Explain ways in which difference can be a source of conflict and a cause for celebration</p> <p>Show empathy with people in either situation</p>
<p>Dreams and Goals</p>	<p>Tell you about a person who has faced difficult challenges and achieved success</p> <p>Respect and admire people who overcome obstacles and</p>	<p>Tell you about some of my hopes and dreams</p> <p>Know how it feels to have hopes and dreams</p>	<p>Understand that I will need money to help me achieve some of my dreams</p> <p>Identify what I would like my life to be like when I am grown up</p>	<p>Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)</p>

	<p>achieve their dreams and goals (e.g. through disability)</p> <p>Identify a dream/ambition that is important to me</p> <p>Imagine how I will feel when I achieve my dream/ambition</p> <p>Enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>Break down a goal into a number of steps and know how others could help me to achieve it</p> <p>I am motivated and enthusiastic about achieving our new challenge</p> <p>Know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p> <p>Recognise obstacles which might hinder my achievement and can take steps to overcome them</p> <p>Manage the feelings of frustration that may arise when obstacles occur</p>	<p>Understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>Know how disappointment feels and can identify when I have felt that way</p> <p>Know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>Know how to cope with disappointment and how to help others cope with theirs</p> <p>Know how to make a new plan and set new goals even if I have been disappointed</p> <p>Know what it means to be resilient and to have a positive attitude</p> <p>Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p> <p>Enjoy being part of a group challenge</p> <p>Identify the contributions made by myself and others to the group's achievement</p>	<p>Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>Appreciate the contributions made by people in different jobs; I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>Appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> <p>Describe the dreams and goals of young people in a culture different to mine</p> <p>Understand that communicating with someone in a different culture means we can learn from each other and identify a range of ways that we could support each other</p> <p>Appreciate the similarities and differences in aspirations between myself and young people in a different culture</p>	<p>Understand why it is important to stretch the boundaries of my current learning</p> <p>Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>Set success criteria so that I will know whether I have reached my goal</p> <p>Identify problems in the world that concern me and talk to other people about them</p> <p>Recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</p> <p>Work with other people to help make the world a better place</p> <p>Empathise with people who are suffering or who are living in difficult situations</p> <p>Describe some ways in which I can work with other people to help make the world a better place</p>
--	---	--	---	--

	<p>Evaluate my own learning process and identify how it can be better next time</p> <p>Share my success with others and can store my feelings</p>	<p>Know how to share in the success of a group</p>	<p>Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p> <p>Understand why I am motivated to make a positive contribution to supporting others</p>	<p>I can identify why I am motivated to do this</p> <p>Know what some people in my class like or admire about me and can accept their praise</p> <p>Give praise and compliments to other people when I recognise their contributions and achievements</p>
Healthy Me	<p>Understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>Set myself a fitness challenge</p> <p>Understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>Set myself a fitness challenge</p> <p>Tell you my knowledge and attitude towards drugs</p> <p>Identify how I feel towards drugs</p> <p>Identify things, people and places that I need to keep safe from, and tell you some strategies for keeping myself</p>	<p>Recognise how different friendship groups are formed.</p> <p>Recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions</p> <p>Recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations</p> <p>Be aware of how different people and groups impact on me and recognise the people I most want to be friends with</p>	<p>Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>Make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p>Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p> <p>Know and can put into practice basic emergency aid procedures (including recovery position) and know</p>	<p>Know the impact of food on the body, e.g. creating energy, giving comfort and altering mood</p> <p>Be motivated to give my body the best combination of food for my physical and emotional health</p> <p>Know about different types of drugs and their uses and their effects on the body particularly the liver and heart; I am motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>Tell you how I feel about using alcohol when I am</p>

	<p>safe including who to go to for help</p> <p>Express how being anxious or scared feels</p> <p>Understand that, like medicines, some household substances can be harmful if not used correctly</p> <p>Take responsibility for keeping myself and others safe at home</p> <p>Understand how complex my body is and how important it is to take care of it</p> <p>Respect my body and appreciate what it does for me</p>	<p>Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>Relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p> <p>Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>Relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p> <p>Recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>Identify feelings of anxiety and fear associated with peer pressure</p> <p>Know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p>how to get help in emergency situations</p> <p>Know how to keep myself calm in emergencies</p> <p>Understand how the media and celebrity culture promotes certain body types</p> <p>Reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p> <p>Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body</p> <p>Know what makes a healthy lifestyle including healthy eating and</p>	<p>older and my reasons for this</p> <p>Know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations</p> <p>Know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen</p> <p>Understand what it means to be emotionally well and can explore people's attitudes towards mental health/ illness</p> <p>Know how to help myself feel emotionally healthy and can recognise when I need help with this</p> <p>Recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse</p> <p>Use different strategies to manage stress and pressure</p>
--	--	--	---	---

<p>Relationships</p>	<p>Identify the roles and responsibilities of each member of my family and reflect on the expectations for males and females</p> <p>Identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener</p> <p>Know and can use some strategies for keeping myself safe</p> <p>Explain how some of the actions and work of people around the world help and influence my life</p> <p>Understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>Know how to express my appreciation to my friends and family</p>	<p>Identify the web of relationships that I am part of, starting from those closest to me and including those more distant</p> <p>Identify someone I love and express why they are special to me</p> <p>Tell you about someone I know that I no longer see</p> <p>Explain different points of view on an animal rights issue</p> <p>Understand how people feel when they love a special pet</p> <p>Know how to show love and appreciation to the people and animals who are special to me</p>	<p>Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>Know how to stand up for myself and how to negotiate and compromise</p> <p>Understand how it feels to be attracted to someone and what having a relationship might mean</p> <p>Understand that relationships are personal and there is no need to feel pressurised into having one</p> <p>Understand how to stay safe when using technology to communicate with my friends</p> <p>Recognise and resist pressures to use technology in ways that may be risky or may cause harm to others</p>	<p>Identify the most significant people to be in my life so far</p> <p>Understand how it feels to have people in my life that are special to me</p> <p>Know some of the feelings we can have when someone dies or leaves</p> <p>Use some strategies to manage feelings associated with loss and can help other people to do so</p> <p>Understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>Recognise when people are trying to gain power or control</p> <p>Understand how technology can be used to try to gain power or control and use strategies to prevent this from happening</p> <p>Use technology positively and safely to communicate with my friends and family</p> <p>Take responsibility for my own safety and well-being</p>
-----------------------------	--	--	---	---

<p>Changing Me</p>	<p>Understand that in animals and humans lots of changes happen between being a baby and growing up, and that usually it is the female who has the baby</p> <p>Understand how babies grow and develop in the mother's tummy</p> <p>Understand what a baby needs to live and grow</p> <p>Understand that boys' and girls' bodies need to change physically and this is a growing up process</p> <p>Start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>Identify what I am looking forward to when I am in Year 4</p>	<p>Understand that some of my personal characteristics have come from my birth parents</p> <p>Know how the circle of change works and can apply it to changes I want to make in my life</p> <p>Identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>I am confident enough to try to make changes when I think they will benefit me</p> <p>Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p> <p>Identify what I am looking forward to when I am in Year 5</p>	<p>Be aware of my own self-image and how my body image fits into that</p> <p>Explain how boy's and girl's bodies changes and understand the importance of looking after yourself physically and emotionally</p> <p>Know how to develop my own self esteem</p> <p>Understand that growing up is a natural process that happens to everybody and that it will be ok for me</p> <p>Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities</p> <p>Identify what I am looking forward to when I am in Year 6</p> <p>Start to think about changes I will make when I am in Year 6 and know how to go about this</p>	<p>Be aware of my own self-image and how my body image fits into that</p> <p>Know how to develop my own self esteem</p> <p>Explain how girls' and boys' bodies change and understand the importance of looking after yourself physically and emotionally</p> <p>Understand how being physically attracted to someone changes the nature of the relationship</p> <p>Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p> <p>Identify what I am looking forward to and what worries me about the transition to secondary school</p> <p>Know how to prepare myself emotionally for starting secondary school</p>
---------------------------	---	--	---	---