

PSHE PROGRESSION OF SKILLS YEAR 1 - YEAR 6

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:
Understand that	Suggest actions that will	Explain why we have	Describe 'good' and 'not	Explain what	Demonstrate a
		rules		collaboration means	collaborative approach
		Emplementary and a second		Ohan aaramalaa afibaar	to a task
be safe	ciassroom;		our physical state		Describe and implement
Explain their classroom	Make and undertake		Explain how different		the skills needed to do
rules and be able to		for internet-based	words can express the		this
contribute to making	actions	activities	intensity of feelings	Describe the attributes	
these				needed to work	Explain what is meant
December how others				collaboratively	by the terms
				Explain what is moant	'negotiation' and 'compromise'
	Tules	settings	relationship	•	compromise
	Use a range of words to	Consider the possible	Describe some of the	,	Suggest positive
expressions	describe feelings	consequences of	qualities that they	•	strategies for
		breaking the rules.	admire in others	Describe strategies for	negotiating and
-		Emploin come of the	December that there are		compromising within a
		•		or situations.	collaborative task
	expressing their leenings	9	, ,	Demonstrate how to	Demonstrate positive
butterflies in the tummy	Identify helpful ways of		friend		strategies for
etc.)	responding to other's	them		of feelings in others	negotiating and
	feelings		Describe appropriate	_	compromising within a
,	Define Latte and M				collaborative task
teelings	-		saying 'no' to a triend		
	, ,			menusnip	
	Children will be able to: Understand that classroom rules help everyone to learn and be safe Explain their classroom rules and be able to contribute to making these Recognise how others might be feeling by reading body language/facial expressions Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy	Children will be able to: Understand that classroom rules help everyone to learn and be safe Explain their classroom rules and be able to contribute to making these Recognise how others might be feeling by reading body language/facial expressions Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Children will be able to: Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions Take part in creating and agreeing classroom rules Use a range of words to describe feelings Recognise that people have different ways of expressing their feelings Identify helpful ways of responding to other's feelings	Children will be able to: Understand that classroom rules help everyone to learn and be safe Explain their classroom rules and be able to contribute to making these Recognise how others might be feeling by reading body language/facial expressions Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Indentify a range of feelings Children will be able to: Suggest actions that will contribute by positively to the life of the classroom; Make and undertake pledges based on those actions Take part in creating and agreeing classroom rules Suggest appropriate rules for a range of settings Consider the possible consequences of breaking the rules. Explain why we have rules Explain why we have rules Suggest actions that will contribute positively to the life of the classroom; It is plain why we have rules Explain why we have rules Suggest actions that will contribute positively to the life of the classroom; It is plain why we have rules Explain why we have rules Suggest actions that will contribute positively to the life of the classroom; It is plain why we have rules Explain why we have rules Suggest actions that will contribute positively to the life of the classroom; It is plain why we have rules Explain why we have rules Suggest apropriate rules for a range of settings In their classroom; It is plain why we have rules Explain why we have different age groups, in particular for internet-based activities Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy et rules Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflie	Children will be able to: Understand that classroom rules help everyone to learn and be safe Explain their classroom rules and be able to contribute to making these Recognise how others might be feeling by reading body language/facial expressions Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Indentify a range of feelings Children will be able to: Explain why we have rules Explore why rules are different age groups, in particular for internet-based activities Suggest appropriate rules for a range of settings Consider the possible consequences of breaking the rules. Explain how different words can express the intensity of feelings Explain how different words can express the intensity of feelings and how feelings and how feelings and Explain how different age groups, in particular for internet-based activities Explain what we mean by a 'positive, healthy relationship' Describe some of the feelings someone might have when they lose something important to them Describe appropriate assertive strategies for saying 'no' to a friend	Children will be able to: Understand that classroom rules help everyone to learn and be safe Explain their classroom; Explain their classroom rules and be able to contribute be actions Explain their classroom; Itake part in creating and agreeing classroom rules for a range of settings Explain why we have rules Explain why we have rules our physical state Explain how different words can express the intensity of feelings Explain what we mean by a propriate rules for a range of breaking the rules. Consider the possible consequences of breaking the rules. Consider the possible consequences of breaking the rules. Consider the possible consequences of breaking the rules. Explain what we mean by a positive, healthy relationship' Explain what we mean by a positive, healthy relationship' Explain what we mean by a positive, healthy relationship' Explain what we mean by a positive, healthy relationship' Explain what we mean by a positive, healthy relationship' Explain what we mean by a positive, healthy relationship' Explain what we mean by a positive, healthy relationship' Explain what we mean by a positive, healthy relationship' Explain what we mean by a positive, healthy relationship' Explain some of the qualities that they are feelings someone might have when they lose something important to them Describe say 'no' to a friend sport of feelings in others' Feelings Describe say 'no' to a friend sport of feelings of feelings in others' Describe say 'no' to a friend sport of feelings of feelings in others' Describe say 'no' to a friend sport of feelings of feelings in others' Describe s

understanding of the Reflect on their own Recognise some of the **Identify how feelings Demonstrate strategies** difference between the Define and demonstrate challenges that arise might make us behave for working on a friendship qualities collaborative task from friendships cooperation and Suggest strategies for collaboration **Identify what things** someone experiencing Identify situations as to Define successful make a relationship Suggest strategies for 'not so good' feelings dealing with such whether they are Identify the different qualities of teamwork unhealthy and collaboration challenges to manage these. incidents of teasing or skills that people can Identify who they could demonstrating the need bullying bring to a group task Identify a wide range of Recognise that talk to if they needed for respect and an feelings people's bodies and **Understand** and **Demonstrate** how help assertive approach feelings can be hurt describe strategies for working together in a Recognise that different Suggest ways of dealing with bullying collaborative manner people can have **Identify characteristics** List some assertive dealing with different can help everyone to different feelings in the of passive, aggressive behaviours kinds of hurt Rehearse and achieve success same situation and assertive behaviours Recognise peer demonstrate some of Recognise that they these strategies Identify people who they **Explain how feelings** influence and pressure have a special belong to various can be linked to **Understand and** groups and Explain the difference relationship with physical state rehearse assertiveness Demonstrate using communities such as between bullying and skills some assertive their family isolated unkind Suggest strategies for Demonstrate a range of behaviours, through behaviour maintaining a positive feelings through their Recognise basic role-play, to resist peer **Explain how these** relationship with their facial expressions and emotional needs, influence and pressure people help us and we Recognise that that special people body language understand that they can also help them to there are different types change according to Recognise and help us. of bullying and unkind Rehearse and Recognise that their circumstance empathise with patterns behaviour demonstrate simple feelings might change of behaviour in peerstrategies for resolving Identify simple qualities towards someone or Identify risk factors in a group dynamics of friendship Understand that bullying given conflict situations something once they given situation and unkind behaviour have further information (involving smoking or Recognise basic Suggest simple are both unacceptable Explain what a dare is other scenarios) and emotional needs and Give examples of strategies for making ways of behaving consider outcomes of understand that they Understand that no-one strategies to respond to risk taking in this change according to up Recognise that has the right to force being bullied, including situation, including circumstance Demonstrate attentive friendship is a special them to do a dare what people can do and emotional risks kind of relationship listening skills say Suggest strategies for Suggest strategies to Understand that online dealing assertively with Identify some of the use if they are ever Understand and give communication can be a situation where Suggest simple strategies for resolving ways that good friends made to feel examples of who or misinterpreted someone under

where pressure to

behave in an unhealthy,

unacceptable or risky

way might come from

pressure may do

something they feel

uncomfortable about

Accept that responsible

behaviour is necessary

and respectful

uncomfortable or unsafe

by someone asking

them to do a dare

conflict situations

Give and receive

positive feedback, and

care for each other

Recognise, name and

understand how to deal

experience how this	with feelings (e.g. anger,	Express opinions and	when interacting with	Describe the
makes them feel	loneliness)	listen to those of others	others online as well as	consequences of
			face-to-face.	reacting to others in a
	Explain where someone	Consider others' points		positive or negative
	could get help if they	of view		way;
	were being upset by	Practise explaining the		Suggest ways that
	someone else's	thinking behind their		people can respond
	behaviour.	ideas and opinions		more positively to
				others
		Identify qualities of		
		friendship		Describe ways in which
				people show their
		Suggest reasons why		commitment to each
		friends sometimes fall		other
		out		Know the ages at which
				a person can marry,
		Rehearse and use, now		depending on whether
		or in the future, skills for		their parents agree
		making up again		
				Understand that
				everyone has the right
				to be free to choose who
				and whether to marry
				Recognise that some
				types of physical
				contact can produce
				strong negative feelings
				strong negative reenings
				Know that some
				inappropriate touch is
				also illegal
				Identify strategies for
				keeping personal
				information safe online
				Describe safe and
				respectful behaviours
				when using
				communication
				technology

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erer
Diff
ing
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Children will be able to: Identify the differences Identify some of the Recognise that there are **Define the terms** Define some kev Recognise that bullying qualities of friendship and discriminatory and similarities many different types of physical and non-'negotiation' and physical differences and between people family 'compromise' behaviour can result similarities between Describe ways of from disrespect of Understand what is Understand the need to making a friendship last people's differences **Empathise** with those people meant by 'adoption' who are different from manage conflict or Know and use words 'fostering' and 'samedifferences and suggest **Explain why friendships** Suggest strategies for them and phrases that show sex relationships." ways of doing this, sometimes end dealing with bullying, as Begin to appreciate the respect for other people through negotiation and a bystander positive aspects of Define the term compromise Rehearse active Describe positive these differences Identify people who are 'community' listening skills attributes of their peers special to them Understand that they **Explain the difference** Identify the different have the right to protect **Demonstrate** Know that all people are communities that they their personal body unique but that we have between unkindness, Explain some of the respectfulness in belong to far more in common teasing and bullying ways those people are responding to others space special to them with each other than Recognise how others' Understand that Recognise the benefits Respond appropriately what is different about bullying is usually quite Recognise and explain that come with non-verbal signals to others us how a person's indicate how they feel rare belonging to a when people are close Consider how a behaviour can affect community, in particular Develop an Explain some of their other people the benefit to mental to their body space understanding of bystander can respond school rules and how health and wellbeing discrimination and its to someone being rude, offensive or bullying those rules help to keep Explain how it feels to Suggest people they can injustice, and describe talk to if they feel everybody safe be part of a group Reflect on listening this using examples someone else skills uncomfortable with Identify some of the Explain how it feels to other people's actions **Empathise** with people Demonstrate ways of people who are special be left out from a group Give examples of towards them who have been, and offering support to to them respectful language currently are, subjected someone who has been to injustice, including Identify groups they are Recognise that they bullied Recognise and name part of Give examples of how to have different types of through racism some of the qualities challenge another's relationships with Demonstrate ways of people they know (e.g. that make a person Suggest and use viewpoint, respectfully Consider how showing respect to close family, wider others, using verbal and special to them strategies for helping discriminatory family, friends, someone who is feeling behaviour can be non-verbal **Explain that people** living in the UK have left out Recognise and explain acquaintances) challenged communication different origins what is fair and unfair. Recognise and describe kind and unkind acts of kindness and Give examples of Identify and describe the Understand and explain different groups that unkindness Identify similarities and features of these the term prejudice differences between a make up their different types of

diverse range of people

relationships, including

school/wider

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Suggest ways they can	Explain how these	from varying national,	how they influence what	community/other parts	Identify and describe the
show kindness to	impact on other people's	regional, ethnic and	is shared	of the UK	different groups that
others	feelings	religious backgrounds			make up their
			List some of the ways	Describe the benefits of	school/wider
	Suggest kind words and	Identity some of the	that people are different	living in a diverse	community/other parts
	actions they can show	qualities that people	to each other (including	society	of the UK
	to others	from a diverse range of	differences of race,		
		backgrounds need in	gender, religion)	Explain the importance	Describe the benefits of
	Show acts of kindness	order to get on together		of mutual respect for	living in a diverse
	to others in school		Recognise potential	different faiths and	society
		Recognise the factors	consequences of	beliefs and how we	
	Demonstrate active	that make people similar	aggressive behaviour	demonstrate this	Explain the importance
	listening techniques	to and different from			of mutual respect for
	(making eye contact,	each other	Suggest strategies for	Understand that the	different faiths and
	nodding head, making		dealing with someone	information we see	beliefs and how we
	positive noises, not	Recognise that repeated	who is behaving	online, either text or	demonstrate this
	being distracted)	name calling is a form of	aggressively	images, is not always	
		bullying		true or accurate	Explain the difference
	Suggest strategies for		List some of the ways in		between a friend and an
	dealing with a range of	Suggest strategies for	which people are	Recognise that some	acquaintance
	common situations	dealing with name	different to each other	people post things	
	requiring negotiation	calling (including talking	(including ethnicity,	online about themselves	Describe qualities of a
	skills to help foster and	to a trusted adult)	gender, religious beliefs,	that aren't true,	strong, positive
	maintain positive		customs and festivals)	sometimes this is so	friendship
	relationships.	Understand and explain		that people will like	
		some of the reasons	Define the word respect	them	Describe the benefits of
		why different people are	and demonstrate ways		other types of
		bullied	of showing respect to	Understand and explain	relationship (e.g.
			others' differences	the difference between	neighbour, parent/carer,
		Explore why people		sex, gender identity,	relative)
		have prejudiced views	Understand and identify	gender expression and	
		and understand what	stereotypes, including	sexual orientation	Define what is meant by
		this is	those promoted in the		the term stereotype
			media	Identify the	
				consequences of	Recognise how the
				positive and negative	media can sometimes
				behaviour on	reinforce gender
				themselves and others	stereotypes
					· ·
				Give examples of how	Recognise that people
				individual/group actions	fall into a wide range of
				can impact on others in	what is seen as normal

					a positive or negative	
					way	Challenge stereotypical gender portrayals of people.
afe	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:
Keeping myself safe	Understand that the body gets energy from food, water and air (oxygen)	Understand that medicines can sometimes make people feel better when they're ill	Identify situations which are safe or unsafe Identify people who can help if a situation is	Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them	Explain what a habit is, giving examples Describe why and how a habit can be hard to	Accept that responsible and respectful behaviour is necessary when interacting with others online and face-
Kee	Recognise that exercise and sleep are important	Give examples of some	unsafe	Identify situations which are either dangerous,	change	to-face
	parts of a healthy lifestyle	of the things that a person can do to feel better without use of	Suggest strategies for keeping safe	risky or hazardous Suggest simple	Recognise that there are positive and negative risks	Understand and describe the ease with which something posted
	Recognise the importance of sleep in maintaining a healthy,	medicines, if they are unwell	Define the words danger and risk and explain the difference between the	strategies for managing risk	Explain how to weigh up	online can spread Identify strategies for
	balanced lifestyle	Explain simple issues of safety and responsibility	two	Identify images that are safe/unsafe to share	making a decision	keeping personal information safe online
	Identify simple bedtime routines that promote healthy sleep	about medicines and their use Identify situations in	Demonstrate strategies for dealing with a risky situation	online Know and explain strategies for safe	Describe some of the possible outcomes of taking a risk	Describe safe behaviours when using communication
	Recognise emotions and physical feelings	which they would feel safe or unsafe	Identify some key risks from and effects of	online sharing	Demonstrate strategies to deal with both face-	technology
	associated with feeling unsafe	Suggest actions for dealing with unsafe	cigarettes and alcohol Know that most people	Understand and explain the implications of sharing images online	to-face and online bullying	Know that it is illegal to create and share sexual images of children
	Identify people who can help them when they feel unsafe	situations including who they could ask for help	choose not to smoke cigarettes; (Social Norms message)	without consent Define what is meant by	Demonstrate strategies and skills for supporting others who are bullied	under 18 years old Explore the risks of
		Identify situations in		the word 'dare'		sharing photos and
	Recognise the range of feelings that are associated with loss	which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping	Define the word 'drug' and understand that nicotine and alcohol are both drugs.	Identify from given scenarios which are dares and which are not	Recognise and describe the difference between online and face-to-face bullying	films of themselves with other people directly or online
	Understand that medicines can	themselves and others safe	Identify risk factors in	Suggest strategies for	Recognise which	Know how to keep their information private
	sometimes make		given situations	managing dares	situations are risky	online

people feel better when they're ill Explain simple issues of safety and responsibility about medicines and their use

Understand and learn the PANTS rules

Name and know which parts should be private

Explain the difference between appropriate and inappropriate touch

Understand that they have the right to say "no" to unwanted touch

Start thinking about who they trust and who they can ask for help.

Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation

Identify the types of touch they like and do not like

Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable

Recognise that some touches are not fun and can hurt or be upsetting

Know that they can ask someone to stop touching them

Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable

Identify safe secrets (including surprises) and unsafe secrets

Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable

Suggest ways of reducing or managing those risks

Evaluate the validity of statements relating to online safety

Recognise potential risks associated with browsing online

Give examples of strategies for safe browsing online

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

Recognise and describe appropriate behaviour online as well as offline

Identify what constitutes personal information and when it is not appropriate or safe to share this

Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs Understand that medicines are drugs

Explain safety issues for medicine use

Suggest alternatives to taking a medicine when unwell

Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)

Understand some of the key risks and effects of smoking and drinking alcohol

Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory)

Describe stages of identifying and managing risk

Suggest people they can ask for help in managing risk

Understand that we can be influenced both positively and negatively Explore and share their views about decision making when faced with a risky situation

Suggest what someone should do when faced with a risky situation

Define what is meant by a dare

Explain why someone might give a dare

Suggest ways of standing up to someone who gives a dare

Reflect on what information they share offline and online

Recognise that people aren't always who they say they are online

Know how to protect personal information online

Understand some of the complexities of categorising drugs

Know that all medicines are drugs but not all drugs are medicines

Understand ways in which medicines can be

Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour

Understand that all humans have basic emotional needs and explain some of the ways these needs can be met

Explain how drugs can be categorised into different groups depending on their medical and legal context

Demonstrate an understanding that drugs can have both medical and nonmedical uses

Explain in simple terms some of the laws that control drugs in this country

Understand some of the basic laws in relation to drugs

Explain why there are laws relating to drugs in this country

	Identify how inappropriate touch can make someone feel Understand that there are unsafe secrets and secrets that are nice surprises 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	Demonstrate strategies for assessing risks Understand and explain decision-making skills Understand where to get help from when making decisions Understand that medicines are drugs and suggest ways that they can be helpful or harmful	Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way	helpful or harmful and used safely or unsafely Understand the actual norms around smoking and the reasons for common misperceptions of these Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.	Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these Describe some of the effects and risks of drinking alcohol. Understand that all humans have basic emotional needs and explain some of the ways these needs can be met Explain how these emotional needs impact on people's behaviour Suggest positive ways that people can get their emotional need met Understand and give examples of conflicting emotions Understand and reflect on how independence and responsibility go together
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	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:
es	Cilidren will be able to.	Cilitare ii wiii be able to.	Cilidren will be able to.	Cilidren will be able to.	Cilitaren win be able to.	Cilidren will be able to.
=	Bereit de	B	B.C. Later de la company	E details like	11.000	D. C. and J. A. and J. Handl
li Q	Recognise the	Describe and record	Define what a volunteer	Explain how different	Identify, write and	Define the terms 'fact',
Si	importance of regular	strategies for getting on	is	people in the school and	discuss issues currently	'opinion', 'biased' and
O	hygiene routines	with others in the		local community help	in the media concerning	'unbiased', explaining
ds		classroom	Identify people who are	them stay healthy and	health and wellbeing	the difference between
Re	Sequence personal		volunteers in the school	safe		them
p	hygiene routines into a	Explain, and be able to	community		Express their opinions	
an	logical order	use, strategies for	•	Define what is meant by	on an issue concerning	Describe the language
S		dealing with impulsive	Recognise some of the	'being responsible'	health and wellbeing	and techniques that
Rights and Responsibilities	Identify what they like	behaviour .	reasons why people	5 .	3	make up a biased report
Ric	about the school		volunteer, including	Describe the various	Make recommendations	mano ap a blacca report
_	environment	Identify special people	mental health and	responsibilities of those	on an issue concerning	Analyse a report also
	CHVIIOIIIICH	in the school and	wellbeing benefits to	who help them stay	health and wellbeing	extract the facts from it
	Recognise who cares	community who can	those who volunteer	healthy and safe	nealth and wellbeing	extract the facts from it
	for and looks after the	help to keep them safe	those who volunteer	Healthy and Sale	Understand the	Know the legal age (and
		neip to keep them sale	I de a C.C. de la contra contra contra	0		Know the legal age (and
	school environment	Maria I a de cal de c	Identify key people who	Suggest ways they can	difference between a	reason behind these) for
	_	Know how to ask for	are responsible for them	help the people who	fact and an opinion	having a social media
	Demonstrate	help.	to stay safe and healthy	keep them healthy and		account
	responsibility in			safe	Understand what biased	
	looking after something	Identify what they like	Suggest ways they can		reporting is and the	Understand why people
	(e.g. a class pet or	about the school	help these people	Understand that humans	need to think critically	don't tell the truth and
	plant)	environment		have rights and also	about things we read	often post only the good
			Understand the	responsibilities		bits about themselves,
	Explain the importance	Identify any problems	difference between 'fact'		Define the differences	online
	of looking after things	with the school	and 'opinion'	Identify some rights and	between	
	that belong to	environment (e.g. things		also responsibilities that	responsibilities, rights	Recognise that people's
	themselves or to others	needing repair)	Understand how an	come with these	and duties	lives are much more
			event can be perceived			balanced in real life,
	Explain where people	Make suggestions for	from different	Understand the reason	Discuss what can make	with positives and
	get money from	improving the school	viewpoints	we have rules	them difficult to follow	negatives
		environment	•			
	List some of the things		Plan, draft and publish a	Suggest and engage	Identify the impact on	Explain some benefits of
	that money may be	Recognise that they all	recount using the	with ways that they can	individuals and the	saving money
	spent on in a family	have a responsibility for	appropriate language	contribute to the	wider community if	carring memory
	home	helping to look after the	appropriate language	decision making	responsibilities are not	Describe the different
	nomo	school environment	Define what is meant by	process in school (e.g.	carried out	ways money can be
	Recognise that different	School Chivitoninicht	the environment	through pupil	carried out	saved, outlining the
	notes and coins have	Understand that people	the environment	voice/school council)	Explain what we mean	pros and cons of each
	different monetary	have choices about	Evaluate and explain	voice/school council)	by the terms voluntary,	method
			different methods of	December that		metriou
	value	what they do with their	amerent methods of	Recognise that	community and	
		money		everyone can make a	pressure (action) group	

Explain the importance		looking after the school	difference within a		Describe the costs that
of keeping money safe	Know that money can be	environment	democratic process	Give examples of	go into producing an
	saved for a use at a			voluntary groups, the	item
Identify safe places to	future time	Devise methods of	Define the word	kind of work they do and	
keep money		promoting their priority	influence;	its value	Suggest sale prices for
	Explain how they might	method	Recognise that reports		a variety of items, taking
Understand the concept	feel when they spend		in the media can	State the costs involved	into account a range of
of 'saving money' (i.e.	money on different	Understand the terms	influence the way they	in producing and selling	factors
by keeping it in a safe	things	'income', 'saving' and	think about an topic	an item	
placed and adding to	3	'spending'	•		Explain what is meant
it).	Recognise that money	3	Form and present their	Suggest questions a	by the term interest
	can be spent on items	Recognise that there are	own opinions based on	consumer should ask	by the term interest
	which are essential or	times we can buy items	factual information and	before buying a product	Recognise and explain
	non-essential	we want and times when	express or present	sololo saying a product	that different jobs have
	Horr Coochilar	we need to save for	these in a respectful and	Define the terms loan,	different levels of pay
	Know that money can be	items	courteous manner	credit, debt and interest	and the factors that
	saved for a future time	nom5		ordan, addit and microst	influence this
	and understand the	Suggest items and	Explain the role of the	Suggest advice for a	illidence tills
	reasons why people	services around the	bystander and how it	range of situations	Explain the different
	(including themselves)	home that need to be	can influence bullying or	involving personal	types of tax (income tax
	might do this.	paid for (e.g. food,	other anti-social	finance	and VAT) which help to
	inight do this.	furniture, electricity etc.)	behaviour	illiance	fund public services
		furniture, electricity etc.)	benaviour	Evaluin some of the	iuna public services
		Evaleia that accula com	December that they can	Explain some of the	Evaluate the different
		Explain that people earn	Recognise that they can	areas that local councils	
		their income through	play a role in influencing	have responsibility for	public services and
		their jobs	outcomes of situations		compare their value
			by their actions	Understand that local	
		Understand that the		councillors are elected	Explain what we mean
		amount people get paid	Understand some of the	to represent their local	by the terms voluntary,
		is due to a range of	ways that various	community.	community and
		factors (skill,	national and		pressure (action) group
		experience, training,	international		
		responsibility etc.)	environmental		Describe the aim,
			organisations work to		mission statement,
			help take care of the		activity and
			environment		beneficiaries of a
					chosen voluntary,
			Understand and explain		community or action
			the value of this work		group
					-
					Explain what is meant
					by living in an
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			Define the terms	environmentally
			'income' and	sustainable way
			'expenditure'	
				Suggest actions that
			List some of the items	could be taken to live in
			and services of	a more environmentally
			expenditure in the	sustainable way
			school and in the home	
			Prioritise items of	
			expenditure in the home	
			from most essential to	
ĺ			least essential	
l			Explain what is meant	
			by the terms 'income	
			tax', 'National Insurance'	
			and 'VAT'	
			Understand how a	
			payslip is laid out	
			showing both pay and	
			deductions	
			doddollollo	
			Prioritise public	
			services from most	
			essential to least	
			essential.	
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st	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:
Being my Best	Recognise the importance of fruit and vegetables in their daily diet	Explain the stages of the learning line showing an understanding of the learning process	Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body	Identify ways in which everyone is unique Appreciate their own uniqueness	Know two harmful effects each of smoking/drinking alcohol	Explain what the five ways to wellbeing are Describe how the five ways to wellbeing
	Know that eating at least five portions of vegetables and fruit a day helps to maintain health	Suggest phrases and words of encouragement to give someone who is learning something new;	Explain what is meant by the term 'balanced diet' Give examples what	Recognise that there are times when they will make the same choices as their friends and times when they will	Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health Understand the actual	contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives
	Recognise that they may have different tastes in food to others	Identify and describe where they are on the learning line in a given	foods might make up a healthy balanced meal	choose differently Give examples of	norms around smoking and the reasons for common	Identify aspirational goals
	Select foods from the Eatwell Guide (formerly Eatwell Plate) in order	activity and apply its positive mindset strategies to their own learning	Explain how some infectious illnesses are spread from one person to another	choices they make for themselves and choices others make for them	misperceptions of these Know the basic functions of the four	Describe the actions needed to set and achieve these
	to make a healthy lunch	Understand and give examples of things they	Explain how simple hygiene routines can	Recognise that there are times when they will make the same choices	systems covered and know they are inter-	Present information they researched on a health and wellbeing issues
	Recognise which foods we need to eat more of and which we need to eat less of to be	can choose themselves and things that others choose for them	help to reduce the risk of the spread of infectious illnesses	as their friends and times when they will choose differently	Explain the function of at least one internal	outlining the key issues and making suggestions for any improvements
	healthy.	Explain things that they	Suggest medical and	Understand that the body gets energy from	organ. Understand the	concerning those issues
	Understand how diseases can spread	like and dislike, and understand that they have choices about	non-medical ways of treating an illness	food, water and oxygen and that exercise and sleep are important to	importance of food, water and oxygen, sleep and exercise for the	Identify risk factors in a given situation (involving alcohol)
	Recognise and use simple strategies for preventing the spread	these things Understand and explain	Develop skills in discussion and debating an issue	our health Plan a menu which	human body and its health	Understand and explain the outcomes of risk-
	of diseases	that some choices can be either healthy or	Demonstrate their	gives a healthy balanced of foods from across the	Identify their own strengths and talents	taking in a given situation, including
	Recognise that learning a new skill requires practice and the opportunity to fail,	unhealthy and can make a difference to their own health	understanding of health and wellbeing issues that are relevant to them	food groups on the Eatwell Guide (formerly Eatwell Plate)	Identify areas that need improvement and describe strategies for	emotional risks Understand the actual norms around
	safely	Explain how germs can	Empathise with different	Understand the ways in	achieving those	smoking/alcohol and the

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Explain some of the different talents and							
Explain some of the different talents and							
different talents and				the body and blood			
different talents and				Evaloin come of the			
Skins that people have				skills that people have			

			and how skills are			
			developed			
			developed			
			Recognise their own			
			skills and those of other			
			children in the class			
	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:
and Changing	Cilitate ii wiii be abie to.	omidien will be able to:	omidien will be able to.	omidien will be able to.	omidien will be able to:	omidien win be able to:
igi	Name major internal	Demonstrate simple	Identify different types	Describe some of the	Use a range of words	Recognise some of the
lar	body parts (heart,	ways of giving positive	of relationships	changes that happen to	and phrases to describe	changes they have
ਠ	lungs, blood, stomach,	feedback to others	or relationships	people during their lives	the intensity of different	experienced and their
pc	intestines, brain)	reedback to others	Recognise who they	people during their lives	feelings	emotional responses to
ਲ	intestines, brain)	Recognise the range of	have positive healthy	Explain how the	leelings	those changes
ng	Understand and explain	feelings that are	relationships with	Learning Line can be	Distinguish between	those changes
N.	the simple bodily	associated with losing	relationships with	used as a tool to help	good and not so good	Suggest positive
Growing	processes associated	(and being reunited)	Understand what is	them manage change	feelings, using	strategies for dealing
O	with them	with a person they are	meant by the term body	more easily	appropriate vocabulary	with change
	with them	close to	space (or personal	more easily	to describe these	with change
	Understand some of the	close to		Suggest people who	to describe these	Identify people who can
	tasks required to look	Identify different stages	space)	may be able to help	Explain strategies they	support someone who is
	•	of growth (e.g. baby,	Identify when it is		can use to build	dealing with a
	after a baby	toddler, child, teenager,	appropriate or	them deal with change	resilience	challenging time of
	Explain how to meet the	adult)	inappropriate to allow	Name some positive and	resilience	change
	basic needs of a baby,	addity	someone into their body	negative feelings	Identify popula who can	Change
		Understand and		Understand how the	Identify people who can be trusted	Understand that fame
	for example, eye contact, cuddling,	describe some of the	space		be trusted	can be short-lived
			Debegge strategies for	onset of puberty can have emotional as well	Understand what blade	
	washing, changing,	things that people are	Rehearse strategies for when someone is		Understand what kinds	Recognise that photos can be changed to
	feeding	capable of at these different stages	inappropriately in their	as physical impact	of touch are acceptable or unacceptable	match society's view of
	I de milita de imano de o c	different stages		Suggest reasons why	or unacceptable	perfect;
	Identify things they could do as a baby, a	Identify which parts of	body space	young people	Describe strategies for	Identify qualities that
	toddler and can do now	the human body are	Define the terms 'secret'	sometimes fall out with	dealing with situations	people have, as well as
	toddier and can do now					their looks
	Identify the people who	private	and 'surprise' and know the difference between a	their parents	in which they would feel uncomfortable,	uleir looks
	Identify the people who help/helped them at	Explain that a person's	safe and an unsafe	Take part in a role play	particularly in relation to	Define what is meant by
	those different stages	genitals help them to		practising how to		
	mose unierent stages		secret		inappropriate touch	the term stereotype
	Explain the difference	make babies when they	December how different	compromise	Evalois how some see	December how the
	Explain the difference	are grown up	Recognise how different	Identify wents of the	Explain how someone	Recognise how the
	between teasing and	Understand that humans	surprises and secrets	Identify parts of the	might feel when they are	media can sometimes
	bullying		might make them feel	body that males and	separated from	reinforce gender
		mostly have the same		females have in	someone or something	stereotypes
		body parts but that they			they like	

Give examples of what	can look different from	Know who they could	common and those that		Recognise that people
they can do if they	person to person	ask for help if a secret	are different	Suggest ways to help	fall into a wide range of
experience or witness	poroun se poroun	made them feel		someone who is	what is seen as normal
bullying	Explain what privacy	uncomfortable or unsafe	Know the correct	separated from	
	means		terminology for their	someone or something	Challenge stereotypical
Say who they could get		Recognise that babies	genitalia	they like	gender portrayals of
help from in a bullying	Know that you are not	come from the joining of			people
situation	allowed to touch	an egg and sperm	Understand and explain	Know the correct words	
	someone's private		why puberty happens	for the external sexual	Understand the risks of
Explain the difference	belongings without their	Explain what happens		organs	sharing images online
between a secret and a	permission	when an egg doesn't	Know the key facts of		and how these are hard
nice surprise		meet a sperm	the menstrual cycle	Discuss some of the	to control, once shared
I I are at a second	Give examples of	H. L. M. H. H. M. M.	11. 1	myths associated with	Hartana a Labora a cara
Identify situations as	different types of private	Understand that for	Understand that periods	puberty	Understand that people
being secrets or surprises	information	girls, periods are a normal part of puberty	are a normal part of puberty for girls	Identify some products	can feel pressured to behave in a certain way
surprises		normal part of puberty	puberty for girls	that they may need	because of the influence
Identify who they can			Identify some of the	during puberty and why	of the peer group
talk to if they feel			ways to cope better with	during puberty and wify	of the peer group
uncomfortable about			periods	Know what	Understand the norms
any secret they are told,			portodo	menstruation is and why	of risk-taking behaviour
or told to keep			Define the terms 'secret'	it happens	and that these are
•			and 'surprise' and know	• •	usually lower than
Identify parts of the			the difference between a	Recognise how our	people believe them to
body that are private			safe and an unsafe	body feels when we're	be
			secret	relaxed	
Describe ways in which					Define the word
private parts can be			Recognise how different	List some of the ways	'puberty' giving
kept private			surprises and secrets	our body feels when it is	examples of some of the
			might make them feel	nervous or sad	physical and emotional
Identify people they can				,	changes associated with
talk to about their			Know who they could	Describe and/or	it
private parts.			ask for help if a secret made them feel	demonstrate how to be resilient in order to find	Suggest strategies that
			uncomfortable or unsafe	someone who will listen	would help someone
			unconnortable of unsale	to you	who felt challenged by
			Understand that	to you	the changes in puberty
			marriage is a	Identify the	and changes in puberty
			commitment to be	consequences of	Understand what FGM is
			entered into freely and	positive and negative	and that it is an illegal
			not against someone's	behaviour on	practice in this country
		1	will	themselves and others	P

		Recognise that marriag includes same sex and opposite sex partners Know the legal age for marriage in England or Scotland Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony	Give examples of how individual/group actions can impact on others in a positive or negative way Explain the difference between a safe and an unsafe secret Identify situations where someone might need to break a confidence in order to keep someone safe Recognise that some people can get bullied because of the way they express their gender Give examples of how bullying behaviours can be stopped	Know where someone could get support if they were concerned about their own or another person's safety Explain the difference between a safe and an unsafe secret Identify situations where someone might need to break a confidence in order to keep someone safe Identify the changes that happen through puberty to allow sexual reproduction to occur Know a variety of ways in which the sperm can fertilise the egg to create a baby Know the legal age of consent and what it means Explain how HIV affects the body's immune system Understand that HIV is difficult to transmit Know how people can protect themselves from HIV
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