Progression of PSHE

	KNOWLEDGE	PERFORMANCE OF SKILLS
Reception Ages 3-5	**Unit: Being Me in my World** **Vocabulary** different feelings nervous responsibilities taking turns turn taking I understand that people are similar and different • I am beginning to recognise and talk about different feelings • I understand that my classroom is a place where we learn and play together • I know that working together helps make school a good place to be • I understand why kindness matters and how it affects others • I know what using gentle hands looks like • I know that everyone has the right to learn and play • I understand what being responsible means • I know how we look after our classroom and resources • I can describe how they help everyone feel safe and able to learn	**Early Learning Goals (if achieved then the child is exp)** 1) <u>Understanding the world</u> - Talk about the lives of the people around them and their roles in society. - 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. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 2) <u>Personal, Social and Emotional Development</u> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
Year 1 Ages 5-6	**Unit: Being Me in my World** **Prior knowledge** Understanding of people's differences Understanding of what rights are and to name a few eg learn and play Being part of a team **Key Vocabulary** achievement belong calm choice consequences disappointed feelings learn learning charter proud responsibilities rewards rights safe special upset views valued • I understand the rights and responsibilities as a member of my class • I understand the rights and responsibilities for being a member of my class • I know my views are valued and can contribute to the Learning Charter • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter	**Below Expected** I can tell you something positive that I like about being in my class. I can say how I help make my class a happy and safe place. **At Expected** I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe. **Above Expected** I can explain why I have a right to learn in a happy and safe class. I can explain how everyone in my class has responsibilities to make our class happy and safe.

Year 2 Ages 6-7	**Unit: Being Me in my World** **Prior knowledge** Understanding of rights and responsibilities Understanding of rewards and consequences Recognising emotions and knowing how to manage them What makes good team work **Vocabulary** fears worries hopes negative co-operate problem-solving praise choices actions responsible assertive controlling boundaries I can identify some of my hopes and fears for this year • I know how to use my Jigsaw Journal • I understand the rights and responsibilities for being a member of my class and the importance of making contributions • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn • I can recognise the choices I make and understand the consequences	**Below Expected** I can tell you some things that make my class a safe and fair place. I can say how I feel about my class and why I like it being safe and fair. **At Expected** I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others. **Above Expected** I can justify the choices I make to help keep my class and school a safe and fair place. I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.
Year 3 Ages 7-8	**Unit: Being Me in my World** **Prior knowledge** Idea of rights and responsibilities Knowing who to ask for help Recognising the choices they make **Vocabulary** achievements actions acknowledge affirm assertive behaviour belong challenge choices controlling courtesy consequences dream emotions exclude fairness feelings fears friendship group dynamics include kind Learning Charter lonely manners nightmare personal goal pleased praise pride proud responsibilities rewards rights self-respect solutions team work view point worries I recognise my worth and can identify positive things about myself and my achievements • I can set personal goals • I know how to use my Jigsaw Journal • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view	**Below Expected** I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it. I can give you some examples of how to work/play well with others. **At Expected** I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. **Above Expected** I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities. I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.
Year 4 Ages 8-9	**Unit: Being Me in my World** **Prior knowledge** Making responsible choices Understanding other people's emotions Our actions affect other people	**Below Expected** I can tell you why my school is a community and some of the different roles people have in it. I can say how it feels to be part of a positive school community and to be listened to. **At Expected**

	Vocabulary authority choices community conflict consequence contribution courtesy decisions democracy democratic excluded friends healthy help included job description learning charter observer proud responsibility respect rights role school self-respect solution team trusted adult valued violence voting welcome wellbeing UNCRC United Nations Convention on the Rights of the Child I know my attitudes and actions make a difference to the class team I understand who is in my school community, the roles they play, how I fit in and how I can contribute • I understand how democracy works through the School Council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued. **Above Expected** I can problem-solve and offer different solutions to help my team/ class/ school be more democratic. I can justify why being in a democracy helps people feel valued and is fair.
Year 5 Ages 9-10	**Unit: Being Me in my World** **Prior knowledge** Make responsible choices Empathy Rewards and consequences Democracy- school/country School community- rights and responsibility **Vocabulary** appreciation asylum challenge choices citizen collaboration cooperation conflict consequences courtesy deprive denied education empathise goals hopes leadership Learning Charter manners migrant Jigsaw Education Group motivation opportunities participation persecution poverty prejudice privilege refugee responsibilities rewards rights self-respect vision wealth empathy I can face new challenges positively and know how to set personal goals • I understand my rights and responsibilities as a citizen of my country • I understand my rights and responsibilities as a citizen of my country and as a member of my school • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community and know how to participate in this	**Below Expected** I can give some examples of people in my country who have different lives to mine. I can tell you why being part of a community is positive and why it is important that the community is a fair one. **At Expected** I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. **Above Expected** I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community. I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/ or from a community context.
Year 6 Ages 10-11	**Unit: Being Me in my World** **Prior knowledge** Being valued Identifying emotions Setting personal goals Global citizenship Empathy Actions affect others Democracy- pupil voice Rights, responsibilities, rewards and consequences **Vocabulary**	**Below Expected** I can tell you how some of my choices affect others locally and globally. I can tell you how I try to make others feel valued by understanding their feelings and doing something positive. **At Expected** I can explain how my choices can have an impact on people in my immediate community and globally.

	behaviour choices collaboration community comparison consequences cooperation cocoa pods courtesy decision democracy discernment education empathise empathy fears Ghana goals hazard risk illegal lawful laws Learning Charter legal manners Maslow motivation needs obstacles opportunities participation proud report resilience responsibilities rights trusted adult welcome worries	I can empathise with others in my community and globally and explain how this can influence the choices I make. **Above Expected** I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share. I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.
	I can identify my goals for this year, understand my fears and worries about the future and know how to express them • I know how to use my Jigsaw Journal • I know that there are universal rights for all children but for many children these rights are not met • I understand that my actions affect other people locally and globally • I can 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 • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community	

	KNOWLEDGE	**PERFORMANCE OF SKILLS**
Reception Ages 3-5	**Unit: Celebrating Differences**	**Early Learning Goals (if achieved then the child is exp)**
	Vocabulary differences different friendship frightened similar similarities	1) <u>Communication and Language</u> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 2) <u>Understanding the World</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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. - Explain some similarities and differences between life in this country and life in other
	I know what being unique means • I can name and recognise some emotions • I understand why having friends is important • I can name qualities of a positive friendship • I know what being proud means, and that people can be proud of different things • I understand that people can be good at different things • I know all families are different • I know that everyone has different homes	

		countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 3) <u>Personal, Social and Emotional Development</u> - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions - Work and play cooperatively and take turns with others
Year 1 Ages 5-6	**Unit: Celebrating Differences** **Prior knowledge** What makes they special Showing kindness to others Similarities and differences **Vocabulary** bully bullying celebration courtesy courage deliberate difference harmful inclusive included lonely manners on purpose safe similarity special support unique unfair I can identify similarities between people in my class • I can identify di!erences between people in my class • I can tell you what bullying is • I know some people who I could talk to if I was feeling unhappy or being bullied • I know how to make new friends • I can tell you some ways I am di!erent from my friends	**Below Expected** I can talk about one thing that makes me different from my friends and one thing that we have in common I can tell you ways that I could be kind to other people in my class **At Expected** I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special I can explain why bullying is and how being bullied might make somebody feel **Above Expected** I can explain why being unique and special is important I can explain why bullying might happen and I can offer strategies to help the person who is being bullied
Year 2 Ages 6-7	**Unit: Celebrating Differences** **Prior knowledge** Similarities and differences within the class Bullying How to stand up for yourself Showing kindness Being different makes us special and unique and that is a good thing I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that bullying is sometimes about difference • I can recognise what is right and wrong and know how to look after myself • I understand that it is OK to be different from other people and to be friends with them • I can tell you some ways I am different from my friends **Vocabulary** assumptions belong boundary boys bully bystander culture courtesy difference disability fairness family feelings female friends girls help identity included inclusive kind lonely male on purpose respect self-respect similarities special stereotypes support teasing unkind unique valued	**Below Expected** I can name some differences and similarities between me and other people in my class I can give a reason why a friend is special **At Expected** I can explain that sometimes people get bullied because they can be seen as different. This might include people who do not conform to gender stereotypes I can explain how it feels to have a friend and be a friend. I can also explain why it is okay to be different from my friends. **Above Expected** I can justify why gender stereotypes are not always fair. I can also explain why difference can make some people bully other people I can offer strategies that allow me to stand up for myself and my friends
Year 3	**Unit: Celebrating Differences**	**Below Expected**

Ages 7-8	**Prior knowledge** Understand differences Bullying **Vocabulary** banter bullying bystander caring compliment connected conflict consequences difference discrimination family feelings gay hurtful include incident isolate kindness lonely loving protection resolve rights safe security self-regulation stability stereotypes support unique unkind witness	I can tell you about a conflict that I have witnessed or been involved in I can tell you how a conflict that I have seen or been involved in made me feel **At Expected** I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation **Above Expected** I can explain when my involvement with conflict situations affected other people's feelings and why this made the situation better or worse. I can explain the effect this had on relationships. I can explain how the role of a witness in a conflict situation can be helpful/unhelpful depending on their actions I can suggest other ways that I might act in these situations
	I understand that everybody's family is different and important to them • I understand that differences and conflicts sometimes happen among family members • I know what it means to be a witness to bullying • I know that witnesses can make the situation better or worse by what they do • I recognise that some words are used in hurtful ways • I can tell you about a time when my words affected someone's feelings and what the consequences were	
Year 4 Ages 8-9	**Unit: Celebrating Differences**	**Below Expected** I can tell you about my first impressions of someone. I can also give a reason why sometimes people don't tell about a bullying situation. I can say why it is good to try to get to know someone before making judgements about them. **At Expected** I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are. **Above Expected** I can explain how first impressions can be misleading. I can also appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. I can explain how I form opinions about myself and other people and what might influence me about that.
	Prior knowledge Bullying- witness Problem solving bullying Feeling special and valued **Vocabulary** accept appearance assumption bully bystander changed character characteristics courtesy deliberate different empathy friend hurtful impression influence judgement kindness manners on purpose physical feature problem solve respect secret surprised troll unique witness protected characteristics	
	I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I 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 • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them	
Year 5 Ages 9-10	**Unit: Celebrating Differences**	**Below Expected** I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel I can tell you why it is important to respect my own and other people's cultures **At Expected** I can explain the differences between direct and indirect types of bullying and can offer a range of
	Prior knowledge Problem-solving bullying Showing kindess	
	I understand that cultural differences sometimes cause conflict • I understand what racism is • I understand how rumour-spreading and name-calling can be bullying behaviours • I can explain the difference between direct and indirect types of bullying • I can compare my life	

	with people in the developing world • I can understand a different culture from my own	different strategies to help myself and others if we become involved in a bullying situation I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviours **Above Expected** I can consider a range of bullying behaviours and explain the impact these may have on everyone involved I can also explain the different roles that people have within each scenario and offer solutions to try and solve the problem I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/ discrimination and why respect is an important value.
Year 6 Ages 10-11	**Unit: Celebrating Differences** **Prior knowledge** Reasons for bullying Problem-solving strategies Difference could lead to conflict Showing kindness **Vocabuary** achievement accolade admiration argument assumption banter belonging bullying celebration community conflict control difference indirect disability discrimination empathy equality Equality Act harassment imbalance indirect misunderstanding normal paralympian perception perseverance power prejudice racism recipient respect rights stamina struggle stereotype protected characteristics I understand there are different perceptions about what normal means • I understand how being different could affect someone's life • I can explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours • I can give examples of people with disabilities who lead amazing lives • I can explain ways in which difference can be a source of conflict and a cause for celebration	**Below Expected** I can tell you some ways that difference can be a source of conflict in people's lives. I can say how I feel about people experiencing conflict in their lives because they are different. **At Expected** I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. **Above Expected** I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration. I can express my own attitudes towards people who are different and empathise with their circumstance

	KNOWLEDGE	**PERFORMANCE OF SKILLS**
Reception Ages 3-5	**Unit: Dreams and Goals**	**Early Learning Goals (if achieved then the child is exp)**

	Vocabulary achieve, challenge, difficult, dreams, encourage, earn, frustrated, future, goal, job, keep trying, kind, persevere, proud, reward, skills I know what a challenge is • I understand that it is important to keep trying • I know what a goal is • I know how to set goals and work towards them • I can recognise words that are kind • I can name some jobs that I might like to do when I am older • I know that working hard helps me to able to achieve the job I want when I am older • I know when I have achieved a goal	1) <u>Personal, Social, Emotional Development</u> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Show sensitivity to their own and to others' needs.
Year 1 Ages 5-6	**Unit: Dreams and Goals** **Prior knowledge** Goal setting Handling obstacles Achieving goals **Vocabulary** achieve, achievement, active, celebrate, celebration, challenge, confidence, coins, dreams, feelings, garden, goal, goals, happiness, internal, learning, obstacle, overcome, proud, process, rest, self-respect, special, stepping stones, stretchy, success, team work, treasure, treasure chest, working together I can set simple goals • I can set a goal and work out how to achieve it • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	**Below Expected** I can tell you about a challenge and what I did well. I can say why a challenge made me feel good about myself. **At Expected** I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings. **Above Expected** I can explain what helped me to succeed in a learning challenge and explain how this made me feel. I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.
Year 2 Ages 6-7	**Unit: Dreams and Goals** **Prior knowledge** Setting goals Preserving Group work Feelings around success **Vocabulary** achievement, calm, celebrate, challenge, community, courtesy, dream, feelings, goal, group, health, healthy choices, hobbies, interest, interests, learning together, lifestyle, manners, motivation, partner, product, proud, realistic, relax, relaxation, safety, self-care, self esteem, stress, success, team work, tense, wellbeing I can choose a realistic goal and think about how to achieve it • I know what I need to keep my body healthy • I can recognise who I work well with and who it is more difficult for me to work with • I can work well in a group to create an end-product • I can show or tell you what	**Below Expected** I can tell you what I did to help my group create an end product. I can say how I felt about working in a group. **At Expected** I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. **Above Expected** I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't. I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time

	relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I know how to share success with other people	
Year 3 Ages 7-8	**Unit: Dreams and Goals**	**Below Expected** I can tell you something I did well in a learning challenge and something I want to get better at. I am happy to talk about what I did well and say why it makes me feel good. **At Expected** I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. **Above Expected** I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.
	Prior knowledge Setting goals Facing challenges Motivation **Vocabulary** ambitions, challenge, challenges, community, design, differences, dream, dreams, enthusiastic, evaluate, frustration, future, garden, goal, goals, healthy, identity, include, learning, motivated, obstacles, outdoors, responsible, respect, review, safe choices, self-esteem, self review, solution, strengths, success, team work, teamwork, wellbeing, water safety	
	I can tell you about a person who has faced difficult challenges and achieved success • I can identify a dream / ambition that is important to me • I enjoy facing new challenges. I'm working out the best ways need to achieve them • I am motivated and enthusiastic about achieving a new challenge • I can recognise obstacles which might hinder my achievements and can take steps to overcome them • I can evaluate my own learning process and identify how it can be better next time	
Year 4 Ages 8-9	**Unit: Dreams and Goals**	**Below Expected** I know that sometimes things can go wrong and can tell you why it is good to try again. I know how it feels to be disappointed and can tell you ways to stay positive. **At Expected** I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude. **Above Expected** I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. I can explain why being resilient /having a positive attitude contributes to having greater chance of success
	Prior knowledge Break down steps to overcome challenges Managing feelings eg stress, disappointment Resilience **Vocabulary** agree/disagree, anxious, attitude, celebrate, cope, courtesy, courage, design, determination, determined, disappointed, disappointment, dream, dreams, follower, goal, goals, help, hope, hopeful, hopes, hurt, inspired, internal, treasure chest, leader, learning, manners, motivated, plans, positive, positive attitude, problem-solve, proud, resilience, review, risk, roles, safety, self-belief, self-esteem, self respect, setback, success, wellbeing	
	I can tell you about some of my hopes and dreams • I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help • I know how to cope with disappointment and find ways to move forward • I know how to make a new plan and set new goals even if I have been disappointed • I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group • I can identify the contributions made by myself and others to the group's achievement	

<table>
<tr><td rowspan="3">Year 5
Ages 9-10</td><td>Unit: Dreams and Goals</td><td rowspan="3">Below Expected
I can tell you about my dreams and goals and also some that young people from different cultures might have.
I can tell you how I feel about my dreams and goals.
At Expected
I can compare my hopes and dreams with those of young people from different cultures.
I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.
Above Expected
I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this. I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</td></tr>
<tr><td>Prior knowledge
Understanding of hopes and dreams
Understand that people have different dreams and goals
Vocabulary
adult, aspiration, attitudes, barrier, career, choice, community participation, country, culture, digital spending, dream, environment, financial harm, goal, grown up, identity, influence, job, lifestyle, media, money, motivation, opportunity, profession, rallying, reliable, rights, risk, salary, save, self-care, self-esteem, society, spend, spending decisions, sponsorship, support, team work, technology, values</td></tr>
<tr><td>I understand that I will need money to help me achieve some of my dreams • I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values • I can explore a range of different jobs and think critically about the information I see about them online • I can describe the dreams and goals of young people in a culture different to mine • I understand that communicating with someone in a different culture means we can learn from each other • I can identify a range of ways that we could support each other • I can 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</td></tr>
<tr><td rowspan="3">Year 6
Ages 10-11</td><td>Unit: Dreams and Goals</td><td rowspan="3">Below Expected
I can tell you about something I can do with others that makes the world a better place.
I can tell you how making the world a better place makes me feel.
At Expected
I can explain different ways to work with others to help make the world a better place.
I can explain what motivates me to make the world a better place.
Above Expected
I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.
I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.</td></tr>
<tr><td>Prior knowledge
Realistic goal setting
Working out steps to success
Vocabulary
chieve, achievement, admire, aspirations, awareness, collaborate, compliment, concern, contribution, cooperate, dream, feeling, feelings, global, goal, issue, leadership skills, learning, money, motivate, personal, praise, prevention, recognition, realistic, rescue, role, safety, strategy, strengths, stretch, success, success criteria, suffering, support, unrealistic</td></tr>
<tr><td>I 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) • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can identify problems in the world that concern me and talk to other people about them • I can work with other people to help make the world a better place • I can describe some ways in which I can work with other people to help make the world a better place • I know what some people in my class like or admire about me and can accept their praise</td></tr>
</table>

	KNOWLEDGE	PERFORMANCE OF SKILLS
Reception Ages 3-5	**Unit: Healthy Me**	**Early Learning Goals (if achieved then the child is exp)** 1) <u>Personal, Social and Emotional Development</u> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	asleep, challenge, clean, exercise, germs, healthy, hygiene, less healthy, movement, rest, safe, scared, sleep, stranger, stretch, teeth, unexpected, unplanned, worried	
	I can name some parts of my body and understand that being active helps keep me healthy • I understand that moving my body and resting are both important for my health • I can talk about things I need to do to stay healthy • I know what "healthy" means and can begin to make healthy food choices • I know how to help myself go to sleep and understand why sleep is important • I can wash my hands and understand why this is important, especially before eating and after using the toilet • I know who my safe adults are and how to stay safe if they are not close by	
Year 1	**Unit: Healthy Me**	**Below Expected**

Ages 5-6	**Prior knowledge** Healthy/unhealthy foods Keeping clean **Vocabulary** balanced, bacteria, body parts, choices, clean, crossing, ears, exercise, eyes, germs, healthy, hygienic, keeping clean, kerb, less healthy, listen, look, medicines, nervous, pavement, safe, scared, sleep, soap, traffic, traffic lights, trust, unhealthy, virus, wait I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy • I know how to make healthy lifestyle choices • I know how to keep myself clean and healthy, and understand how germs cause disease/illness • I know that all household products including medicines can be harmful if not used properly • I understand how medicines can help me if I feel poorly and I know how to use them safely • I know how to keep safe when crossing the road, and about people who can help me to stay safe • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy. I know that my body is special and I need to take care of it. **At Expected** I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy **Above Expected** I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy. I can suggest how my body might come to harm if I make unhealthy choices. I can explain how healthy choices affect the way I feel about myself and help to make me happy.
Year 2 Ages 6-7	**Unit: Healthy Me** **Prior knowledge** Healthy/unhealthy Harmful household products **Vocabulary** assess, balanced diet, barriers, body, choices, crossing, dangerous, energy, hazard, healthy, medicines, nutritious, portion, react, risk, risks, safe, scared, stop, drop, roll, unhealthy, unsafe, worry • I can sort foods into the correct food groups and know which foods my body needs to keep me healthy • I can make some healthy snacks and explain why they are good for my body and give me energy • I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe • I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me • I understand how medicines work in my body and how important it is to use them safely • I can explain how to keep my body healthy and safe at home and when I'm ou	**Below Expected** I can tell you some things I can put in or on my body to keep it healthy. I can tell you some things that might be unsafe at home or outside. I can say how I feel about being healthy. **At Expected** I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. **Above Expected** I can justify my choices about food and medicines and explain healthy and safe ways in which they are good for my body. I can give evidence as to why my own and my friends' choices are safe/less safe I can also evaluate how it feels to make healthy and less healthy choices.
Year 3 Ages 7-8	**Unit: Healthy Me** **Prior knowledge** Food categories Knowledge of medicines **Vocabulary** advice, ambulance, anxious, appreciate, attitude, body, calories/kilojoules, choice, coastguard helicopter,	**Below Expected** I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell. I know how to tell someone if I feel scared/unwell and explain some strategies to help myself. **At Expected**

	complex, dangerous, drugs, emergency, emergency services, energy, fat, feelings, fire engine, fitness, harmful, heartbeat, healthy, heart, labels, lungs, oxygen, police car, responsibility, risk, safe, scared, strategy, sugar, saturated fat, unsafe I understand how exercise affects my body and know why my heart and lungs are such important organs • I know that the amount of calories, fat and sugar I put into my body will affect my health • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from • I know some strategies for keeping myself safe, who to go to for help and how to call emergency services • I can identify when something feels safe or unsafe • I understand how complex my body is and how important it is to take care of it	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels. **Above Expected** I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom. I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.
Year 4 Ages 8-9	**Unit: Healthy Me** **Prior knowledge** Drugs- smoking and alcohol Handing emotions Right/wrong **Vocabulary** advice, agree/disagree, alcohol, anxiety, assertive, believe, disease, emotions, embarrassment, fear, follower, friendship groups, friendships, guilt, healthy, leader, liver, lonely, opinion, peers, pressure, puberty, relationships, right, roles, smoking, trust, value, vaping, wrong I recognise how different friendship groups are formed, how I fit into them and the friends I value the most • I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help • I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape • I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol • I can recognise when people are putting me under pressure and can explain ways to resist this when I want • I know myself well enough to have a clear picture of what I believe is right and wrong	**Below Expected** I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me. I know that I can keep asking for help if I am still worried. I can say how it feels when someone else is pushing me to do something. **At Expected** I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can explain why it is important to keep telling a trusted adult if I am worried, even if nothing changes at first. I can identify feelings of anxiety and fear associated with peer pressure. **Above Expected** I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure. I can explain why persistence in asking for help matters and suggest different people or ways to get support if my first attempt doesn't work. I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.
Year 5 Ages 9-10	**Unit: Healthy Me** **Prior knowledge** Smoking Alcohol Healthy relationship with food Making healthy lifestyle choices Accepting body image I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body • I know some of the risks with misusing alcohol, including anti-social	**Below Expected** I can give some reasons why people may worry about how they look, and I can describe healthy and unhealthy ways that people use food and substances in their lives. I can tell you why my body is good the way it is. I can tell you that some online content might make people feel bad about themselves. **At Expected** I can explain different roles that food and substances can play in people's lives.

	behaviour, and how it affects the liver and heart • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media, social media and celebrity culture promotes certain body types • I can describe the different attitudes people have to food and how these can be affected by external influences • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can explain why some online content is designed to influence how I feel about myself and how I can respond to this. I can summarise different ways that I respect and value my body. **Above Expected** I can evaluate the different roles food and substances can play in people's lives. I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse. I recognise how online content can manipulate emotions and body image, and justify strategies to protect my wellbeing I respect and value my body and health, and can consider the part this plays in maintaining my self-confidence.
Year 6 Ages 10-11	**Unit: Healthy Me** **Prior knowledge** Responsible for own health- making good choices Take care of physical well-being Drugs **Vocabulary** anti-social behaviour, choice, crime, criminal, drugs, effects, emotional health, exploited, gangs, gang, illegal, immunisation, managing stress, mental health, mental illness, motivation, new psychoactive substances, over-the-counter, prevention, prescribed, pressure, reputation, responsibility, restricted, strategies, stress, synthetic highs, symptoms, triggers, unrestricted, volatile substances, vulnerable. I can take responsibility for my health and make choices that benefit my health and well-being • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I understand that some people can be exploited and made to do things that are against the law • I know why some people join gangs and the risks this involves • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse	**Below Expected** I can tell you how substance misuse has an unhealthy impact on the body and mind. I can tell you what it feels like when my emotions are escalating, and some ways I can try to keep myself emotionally healthy. **At Expected** I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can tell you what it feels like when my emotions are escalating, and soe ways I can try to keep myself emotionally healthy. **Above Expected** I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse. I can reflect on the links between mental/emotional health and alcohol and substances. can describe triggers that might escalate my emotions and identify some different strategies to manage this. I have considered what my attitude to these may be when I am older.

	KNOWLEDGE	PERFORMANCE OF SKILLS
Reception Ages 3-5	**Unit: Relationships** Vocabulary angry, argue, calm, family, friend, feelings, jobs, lonely, relationships, upset I understand what a family is • I know that different people in a family have different responsibilities (jobs) • I understand some of the characteristics of healthy and safe friendships • I understand that friends sometimes fall out • I know some ways to mend a friendship • I understand that unkind words can never be taken back and they can hurt • I understand some reasons why others get angry	**Early Learning Goals (if achieved then the child is exp)** 1) <u>Communication and Language</u> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 2) <u>Understanding the World</u> - Talk about the lives of the people around them and their roles in society. 3) <u>Personal, Social and Emotional Development</u> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.
Year 1 Ages 5-6	**Unit: Relationships** **Prior knowledge** Family roles Sense of belonging Being a good friend- qualities **Vocabulary** appreciate, belong, celebrate, community, confidence, different, dislike, family, feel, feelings, friendship, friends, greeting, help, helpful, incredible, kind, like, praise,	**Below Expected** I can name some people who are special to me. I can tell you ways they help me stay safe and feel special. I can tell you why I like some people and who I might go to for help if I need it. **At Expected** I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.

	proud, qualities, relationships, same, skills, special, texture, touch I can identify the members of my family and understand that there are lots of different types of families • I can identify what being a good friend means to me • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I know who can help me in my school community • I can recognise my qualities as a person and a friend • I can tell you why I appreciate someone who is special to me	I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. **Above Expected** I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me. I can also explain how this helps me feel safe and good about myself. I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.
Year 2 Ages 6-7	**Unit: Relationships** **Prior knowledge** Roles within a family Physical contacts **Vocabulary** acceptable, adult, appreciate, celebrate, communication, compliments, conflict, cooperate, different, dislike, diverse, family, frightened, friends, good secret, happy, honesty, hugs, important, like, likes/dislikes, negative, not acceptable, physical contact, point of view, positive, problem solving, relationship, reliability, sad, secret, special, stereotype, surprise, touch, trust, trustworthy, worry secret I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I can identify some of the things that cause conflict with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I recognise and appreciate people who can help me in my family, my school and my community • I can express my appreciation for the people in my special relationships	**Below Expected** When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable. I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique. **At Expected** I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can explain why it is important to tell a trusted adult if something is worrying me, even if it feels difficult. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. **Above Expected** I can justify how and why some things might make me feel comfortable or uncomfortable in relationships. I can explain why telling an adult is important and suggest what I could say or do if I find it hard to talk about something. I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.
Year 3 Ages 7-8	**Unit: Relationships** **Prior knowledge** Roles in a family Friendship skills Problem-solve conflict **Vocabulary** age restriction, appreciation, careers, celebrating, conflict, culture, deprivation, differences, fairness, family, feelings/emotions, female, friendship, gaming/apps, global, happiness, influence, inequality, in-app purchases, internet, interconnected, job, location settings, male, manners, media, messaging, needs, personal information, privacy, problem solving, relationships, respect, responsibilities, rights, risky, role,	**Below Expected** I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries. I can tell you how I depend on other people and how other people depend on me. **At Expected** I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know. **Above Expected**

	safe/unsafe, sex (male and female), social media, solution, stereotype, support, trade, trusted adult, trust, united nations, unisex, wants, wellbeing, win-win I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener • I know and can use some strategies for keeping myself safe online • I understand how people around the world can help and influence my life and that media doesn't always show complete information • I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes • I know how to express my appreciation to my friends and family	I explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens. I can express a sense of the responsibility we have for each other because of these connections.
Year 4 Ages 8-9	**Unit: Relationships** **Prior knowledge** Friendship- dealing with conflict Show appreciation for people who are special **Vocabulary** anger, appreciation, attraction, betrayal, boyfriend, care, close, comfortable, compromise, conflict, critical thinking, emotions, empathy, envy, friendships, girlfriend, jealousy, lonely / loneliness, loss, love, loyalty, manage, memories, memento, negotiate, negative, personal, positive, pressure, problem-solve, reality, relationship, remember, souvenir, special, support, symbol, trust, vulnerable I can recognise situations which can cause jealousy in relationships • I can identify someone I love and can express why they are special to me • I can tell you about someone I know that I no longer see • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older • I know how to show love and appreciation to the people and animals who are special to me	**Below Expected** I can tell you some different ways that I can show love for special people and animals. I can tell you how it might feel to miss a special person or animal. **At Expected** I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal **Above Expected** I can give reasons why people may experience a range of feelings associated with personal loss. I can offer and evaluate solutions to help manage personal loss.
Year 5 Ages 9-10	**Unit: Relationships** **Prior knowledge** Sense of self **Vocabulary** addiction, age restriction, appropriate, assertive, being responsible, bullying, characteristics, choices, community, controlling, data, data protection, devices, fake online hoaxes, gambling / betting, grooming, harassed, hobbies, interests, location settings, lonely, loot boxes, mental health, offline, online, personal information, personal qualities, physical health, privacy, reliable, reporting, responsibility, responsibilities, rights, risk, risky, safe, screen time, self-esteem, self-perception, social, social network, targeting, troll, trustworthy, vulnerable, wellbeing	**Below Expected** I can tell you about different types of friendship and ways these might change. I can tell you some things online that might be harmful and some basic rules to stay safe. I can tell you why some feelings might lead to someone using technology to harm myself or others. **At Expected** I can compare different types of friendships and the feelings associated with them. I can explain how to stay safe online, including recognising harmful content, understanding age restrictions, and knowing when something doesn't feel right. I can apply strategies to manage my feelings and the pressures I

	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I understand that belonging to an online community can have positive and negative consequences • I understand there are rights and responsibilities in an online community or social network • I know there are rights and responsibilities when playing an online game • I can recognise when I am spending too much time using devices (screen time) • I can explain how to stay safe when using technology to communicate with my friends • I understand I have rights about my personal data	may face to use technology in ways that may be risky or cause harm to myself or others. **Above Expected** I can explain why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this. I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.
Year 6 Ages 10-11	**Unit: Relationships** **Prior knowledge** Assertiveness Taking responsibilities for own choices Use of technology Online safety **Vocabulary** age restrictions, AI (artificial intelligence), anxiety, ashamed, assertive, authority, bullying, communication, consent, control, courtesy, digital rights, early warning signs, emotions, feelings, grief, influences, isolation, loneliness, mental health, personal data, power, pressure, privacy, real / fake, respect, risks, safety, self-care, self-control, signs, stigma, strategies, stress, support, targeting, technology, true / untrue, warning I know that it is important to take care of my mental health • I know how to take care of my mental health • I understand there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful to me • I can use technology positively and safely to communicate with my friends and family	**Below Expected** I can say how people might feel if they lose someone special to them. I can also give some examples of when people might try to control or gain power over others. I can give some examples of how people might be harmed online. I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations. **At Expected** I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. **Above Expected** I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online. I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings.

	KNOWLEDGE	**PERFORMANCE OF SKILLS**
Reception Ages 3-5	**Unit: Changing Me** **Vocabulary** angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset	**Early Learning Goals (if achieved then the child is exp)** 1) <u>Personal, Social and Emotional Development</u> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

	I know the names and functions of some parts of the body • I understand that we grow from baby to adult • I know who to talk to if I am feeling worried • I understand that sharing how I feel can help solve a problem or worry • I understand that remembering happy times can help us move on	2) <u>Communication and Language</u> - 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. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Year 1 Ages 5-6	**Unit: Changing Me** **Prior knowledge** Names of the body Growing from a baby to an adult **Vocabulary** adult, adulthood, anus, anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, new, penis, proud, testicles, vulva, worried I am starting to understand the life cycles of animals and humans • I can tell you some things about me that have changed and some things about me that have stayed the same • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus • I understand that every time I learn something new, I change a little bit • I can tell you about changes that have happened in my life	**Below Expected** I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private. I can tell you some things that will change for me and how I feel about this. **At Expected** I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others. **Above Expected** I can use the correct terms to describe penis, testicles, anus, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not. I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.
Year 2 Ages 6-7	**Unit: Changing Me** **Prior knowledge** Life cycles Growing process Naming body parts Privacy **Vocabulary**	**Below Expected** I can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older. **At Expected**

	adult, anus, anxious, assertive, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, like, looking forward, male, nervous, old, older, penis, physical, private, public, respect, responsibilities, teenager, testicles, texture, timeline, toddler, touch, uncomfortable, vagina, vulva, young I can recognise cycles of life in nature • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private • I understand there are different types of touch and can tell you which ones I like and don't like • I can identify what I am looking forward to when I move to my next class	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me. **Above Expected** I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy. I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.
Year 3 Ages 7-8	**Unit: Changing Me** **Prior knowledge** How bodies change on the outside Where babies develop inside a female Starting to cope with change **Vocabulary** animals, babies, birth, breasts, care, challenge, change, changes, control, egg, family, female, genitals, growing up, looking forward, male, mother, ovaries, ovum / ova, penis, personal hygiene, puberty, pubic hair, roles, scrotum, sperm, stereotypes, task, testicles, vagina, womb / uterus, worries I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby • Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up • I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy • I know some simple ways of keeping clean which can keep me healthy and protect me from some infections • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I move to my next class	**Below Expected** I can tell you some of the ways that boys' and girls' bodies change as they grow up. I can tell you something I like and something that worries me about the idea of growing up. **At Expected** I can explain how boys' and girls' bodies change the during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. **Above Expected** I can describe the changes that take place outside boys' and girls' bodies know that some of these helps to prepare their bodies for making babies when they grow up. I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.
Year 4 Ages 8-9	**Unit: Changing Me** **Prior knowledge** Name some body parts Bodies change when we grow up Starting to cope with changes	**Below Expected** I can tell you that girls and boys go through puberty, and that menstruation starts for girls during this time, and when the egg is not fertilised then it is lost in a period (menstruation).

	Vocabulary acceptance, anxious, belonging, care, characteristics, change, choices, circle, control, family, fallopian tube, hobbies, hormone, identity, inner circle, interests, love, looking forward, menstrual cup, menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, panty liner, period pants, period products, periods, personality, proud, proportionate, puberty, reliable, seasons, skills, support, tampons, trusted adult, trustworthy, unique, values, vagina, vulva, womb I understand that lots of things make up a person's identity and this is what makes them unique • I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I know there are many types of family and that often our family members form part of our inner circle • I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty • I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I move to a new class	I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these. **At Expected** I can explain that during a girl's menstrual cycle, a period takes place each month and that this is a natural part of growing up for girls. I can explain why it is important to have trusted adults who can help me during times of change. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen. **Above Expected** I can explain how the natural changes of puberty may start at different times for individual children and that there are adults I can talk to about these changes. I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.
Year 5 Ages 9-10	**Unit: Changing Me** **Prior knowledge** Puberty How bodies change- inside and outside Managing changes am aware of my own self-image and how my body image fits into that • I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally • I can describe how boys' and girls' bodies change during puberty • I understand that sexual intercourse can lead to conception and that is how babies are usually made • I also understand that sometimes people need IVF to help them have a baby • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) • I can identify what I am looking forward to when I move to my next class	**Below Expected** I can identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too. I know that I will change during puberty and I can tell you how I feel about that. **At Expected** I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends. **Above Expected** I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process. I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.
Year 6 Ages 10-11	**Unit: Changing Me** **Prior knowledge** Building self-esteem Changes during puberty Looking after well-being Reflect on own development **Vocabulary**	**Below Expected** I can identify the main stages by which a baby develops through conception, pregnancy and birth. I can tell you some words that describe my feelings about becoming a teenager and how I feel about conception, pregnancy and birth of a baby. **At Expected**

	adolescent, assertive, attraction, baby, caesarean, celebrity, cervix, challenge, choice, contractions, consent, criticise, embryo, feelings/emotions, foetus, freedoms, identity, independence, journey, labour, looking forward, love, mental health, midwife, negative body-talk, opportunities, placenta, pregnancy, pressure, puberty, real self, relationship, relationships, responsibilities, secondary, self-esteem, self-image, sexting, transition, umbilical cord, values, worries	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby. **Above Expected** I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth. I can reflect on how this experience might feel from the point of view of a parent and express my own thoughts and feelings about it.
	I am aware of my own self-image and how my body image fits into that • I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend OR • I know myself well enough to maintain positive relationships with others whilst still keeping my own identity • I am aware of the importance of a positive self-esteem and what I can do to develop it • I can identify what I am looking forward to when I move to my next class	