



Progression of PSHE

	KNOWLEDGE	PERFORMANCE OF SKILLS
Reception Ages 3-5	Unit: Being Me in my World	Early Learning Goals (if achieved then the child is exp) 1) <u>Understanding the world</u> <ul style="list-style-type: none"> - 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> <ul style="list-style-type: none"> - 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
	Self-identity Similarities and differences between people Understanding feelings and emotion and how to manage them Working with others in school Being kind and gentle Starting to think about rights- they have the right to learn and play Being to think about responsibility	
Year 1 Ages 5-6	Unit: Being Me in my World	All children (WTS) 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. Most children (EXS) 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. Some children (GDS) 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.
	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 To feel special and safe inside the classroom To be inclusive and include everyone Being part of a class- sense of belonging Rights and responsibilities as a class member Rewards and feeling proud of achievements Consequences and the feelings that are associated	
Year 2 Ages 6-7	Unit: Being Me in my World	All children (WTS) 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. Most children (EXS)
	Prior knowledge Understanding of rights and responsibilities Understanding of rewards and consequences Recognising emotions and knowing how to manage them	



	<p>What makes good team work</p> <p>Hopes and dreams for the year and the feelings associated with this</p> <p>Rights and responsibility as a class and school member</p> <p>Know how to ask for help when feeling eg worried</p> <p>Rewards and consequences- how to make the classroom a safe and fair place</p> <p>Working as part of a team/cooperatively</p> <p>Recognising the choices they make and understanding consequences</p>	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p> <p>Some children (GDS)</p> <p>I can justify the choices I make to help keep my class and school a safe and fair place.</p> <p>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.</p>
Year 3 Ages 7-8	<p>Unit: Being Me in my World</p> <p>Prior knowledge</p> <p>Idea of rights and responsibilities</p> <p>Knowing who to ask for help</p> <p>Recognising the choices they make</p> <p>Positive self-image</p> <p>Setting personal goals</p> <p>Facing new challenges with positivity</p> <p>Make responsible choices</p> <p>Ask for help when needed</p> <p>Understand the need for rules- rights and responsibility</p> <p>Understand that our actions affect other people</p> <p>Other people's feelings</p> <p>Seeing things from a different viewpoint</p>	<p>All children (WTS)</p> <p>I can name some of the responsible choices I make in school.</p> <p>I can tell you who I can go to for help if I need it.</p> <p>I can give you some examples of how to work/play well with others.</p> <p>Most children (EXS)</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>I can explain why it is important to feel valued.</p> <p>Some children (GDS)</p> <p>I can evaluate different choices that I, or others might make in school and explain what the consequences might be.</p> <p>I can link these choices to the need for rules, rights and responsibilities.</p> <p>I can express and respond appropriately to others' feelings and explain why they may be feeling that way.</p> <p>I can offer help to myself and others to feel valued.</p>
Year 4 Ages 8-9	<p>Unit: Being Me in my World</p> <p>Prior knowledge</p> <p>Making responsible choices</p> <p>Understanding other people's emotions</p> <p>Our actions affect other people</p> <p>Attitudes/actions- class team</p> <p>Inclusivity</p> <p>Feeling values and making others feel values</p> <p>Understand who is in my school community and their roles</p> <p>Democracy- school council</p> <p>How my actions affect others</p> <p>Empathy</p> <p>Group work and making decisions</p> <p>Having a voice benefits the school community</p>	<p>All children (WTS)</p> <p>I can tell you why my school is a community and some of the different roles people have in it.</p> <p>I can say how it feels to be part of a positive school community and to be listened to.</p> <p>Most children (EXS)</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p> <p>Some children (GDS)</p> <p>I can problem-solve and offer different solutions to help my team/ class/ school be more democratic.</p> <p>I can justify why being in a democracy helps people feel valued and is fair.</p>
Year 5 Ages 9-10	<p>Unit: Being Me in my World</p> <p>Prior knowledge</p> <p>Make responsible choices</p> <p>Empathy</p>	<p>All children (WTS)</p> <p>I can give some examples of people in my country who have different lives to mine.</p>



	Rewards and consequences Democracy- school/country School community- rights and responsibility	I can tell you why being part of a community is positive and why it is important that the community is a fair one.
	Setting personal goals Facing new challenges with positivity Rights and responsibilities as a citizen of a country and of a school member Empathy Make own choices about behaviour- rewards and consequence How my actions affect other people Understand how behaviour can impact a group Understand democracy and having a voice and how to participate in this	Most children (EXS) 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. Some children (GDS) 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 How to feel valued and to make others feel the same To identify worries and fears about the year ahead and how we can manage those feelings Setting personal goals and approaching them with positivity Global citizen- universal rights for children and how some of these rights are not met Empathy Compare wants and needs within different communities How actions affect locally and globally Make choices about behaviour- rights, responsibilities, rewards and consequences How individual behaviour impacts a group Contribute to group work Understand democracy and having a voice and how to participate and model this	All children (WTS) 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. Most children (EXS) I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make. Some children (GDS) 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.



	KNOWLEDGE	PERFORMANCE OF SKILLS
Reception Ages 3-5	Unit: Celebrating Differences	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. - 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 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
	Identifying something they are good at Knowing everyone is good at something different Understanding what makes them special Similarities and differences Explain why home is special to them Understand how to be a kind friend Knowing how to stand up for themselves when someone does something unkind	
Year 1 Ages 5-6	Unit: Celebrating Differences	All children (WTS) 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 Most children (EXS) 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 Some children (GDS) 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
	Prior knowledge What makes them special Showing kindness to others Similarities and differences Similarities and differences within the class Bullying and the feeling associated with it Showing kindness Knowing who to talk to if someone is being unkind Making new friends Understand that our differences make us special and unique	
Year 2 Ages 6-7	Unit: Celebrating Differences	All children (WTS) 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
	Prior knowledge Similarities and differences within the class	



	<p>Bullying How to stand up for yourself Showing kindness Being different makes us special and unique and that is a good thing</p>	<p>Most children (EXS) 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</p>
	<p>Starting to understand some assumptions made about boys and girls Understand their differences/ similarities and understand that it is okay Understand what bullying is Showing kindness Right and wrong- how to stand up for themselves/ look after themselves It is okay to be different/ shouldn't judge people based on differences Explain some ways we are all different Understand that our differences make us special and unique</p>	<p>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. Some children (GDS) 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</p>
<p>Year 3 Ages 7-8</p>	<p>Unit: Celebrating Differences</p>	<p>All children (WTS)</p>
	<p>Prior knowledge Understand differences Bullying</p>	<p>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</p>
	<p>Understand that everyone in my family is different Show appreciation for family Differences sometimes lead to conflict- knowing how to manage this Witnessing bullying Empathy Problem-solve bullying Words can be hurtful Understand that words can hurt feelings Give and receive compliments</p>	<p>Most children (EXS) 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 Some children (GDS) 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</p>
<p>Year 4 Ages 8-9</p>	<p>Unit: Celebrating Differences</p>	<p>All children (WTS)</p>
	<p>Prior knowledge Bullying- witness Problem solving bullying Feeling special and valued</p>	<p>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.</p>
	<p>Assumption made on looks Acceptance Influences based on assumptions What to do about bullying- witness or target Problem-solve bullying Identify what is special/valued about me- like and respect physical features First impressions and how they change</p>	<p>Most children (EXS) 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. Some children (GDS) I can explain how first impressions can be misleading.</p>



		<p>I can also appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation.</p> <p>I can explain how I form opinions about myself and other people and what might influence me about that.</p>
<p>Year 5 Ages 9-10</p>	<p>Unit: Celebrating Differences</p>	<p>All children (WTS)</p> <p>I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel</p> <p>I can tell you why it is important to respect my own and other people's cultures</p> <p>Most children (EXS)</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of different strategies to help myself and others if we become involved in a bullying situation</p> <p>I can explain why racism and other forms of discrimination are unkind.</p> <p>I can express how I feel about discriminatory behaviours</p> <p>Some children (GDS)</p> <p>I can consider a range of bullying behaviours and explain the impact these may have on everyone involved</p> <p>I can also explain the different roles that people have within each scenario and offer solutions to try and solve the problem</p> <p>I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour.</p> <p>I can suggest why some people are the victims of bullying/ discrimination and why respect is an important value.</p>
	<p>Prior knowledge</p> <p>Problem-solving bullying</p> <p>Showing kindness</p> <p>Cultural differences- conflict</p> <p>Racism- attitudes</p> <p>Rumour-spreading/name-calling bullying- strategies for managing feeling</p> <p>Direct and indirect bullying</p> <p>Why do people bully?</p> <p>Showing kindness towards those who are bullied</p> <p>Compare life with a developing world- money doesn't equal happiness</p> <p>Respect different cultures</p>	
<p>Year 6 Ages 10-11</p>	<p>Unit: Celebrating Differences</p>	<p>All children (WTS)</p> <p>I can tell you some ways that difference can be a source of conflict in people's lives.</p> <p>I can say how I feel about people experiencing conflict in their lives because they are different.</p> <p>Most children (EXS)</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> <p>Some children (GDS)</p> <p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</p> <p>I can express my own attitudes towards people who are different and empathise with their circumstance</p>
	<p>Prior knowledge</p> <p>Reasons for bullying</p> <p>Problem-solving strategies</p> <p>Difference could lead to conflict</p> <p>Showing kindness</p> <p>Different perceptions- what is normal?</p> <p>Empathise with people who are different</p> <p>Understand how being different might affect them- attitude</p> <p>Group power struggles- being excluded</p> <p>Reasons for bullying</p> <p>Problem-solving strategies</p> <p>Appreciation- disabled etc</p> <p>Differences- conflict/celebration</p>	



	KNOWLEDGE	PERFORMANCE OF SKILLS
Reception Ages 3-5	Unit: Dreams and Goals	Early Learning Goals (if achieved then the child is exp) 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.
	Tackle challenges- perseverance/motivation Resilience- never giving up Setting a goal Positive attitude to handle obstacles- kind words to support others Links between learning now and the future Achieving a goal- feelings eg proud	
Year 1 Ages 5-6	Unit: Dreams and Goals	All children (WTS) I can tell you about a challenge and what I did well. I can say why a challenge made me feel good about myself. Most children (EXS) 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. Some children (GDS) 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.
	Prior knowledge	
	Goal setting Handling obstacles Achieving goals Setting simple goals Work out how to achieve a goal Working well with a partner Celebrating achievements Tackling new challenges and the feelings associated with this Identify obstacles and how to manage them Feelings around success	
Year 2 Ages 6-7	Unit: Dreams and Goals	All children (WTS) 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. Most children (EXS) 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 complimented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. Some children (GDS) 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
	Prior knowledge	
	Setting goals Preserving Group work Feelings around success Setting realistic goals and thinking about how to achieve them Preserving- strengths Who do you work well/ not well with, why? Working with others can help learning Problem-solving in a group- feelings around working in a group Knowing how it feels to be successful	
Year 3 Ages 7-8	Unit: Dreams and Goals	All children (WTS)



	<p>Prior knowledge Setting goals Facing challenges Motivation</p>	<p>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.</p>
	<p>Respect and admire people who have overcome obstacles to achieve their dreams and goals eg disabilities Having a dream that is important Break down the challenges into steps and problem-solve how they could be managed and associated feelings Being responsible for own learning Motivation/enthusiasm towards a goal Evaluate learning process- what went well, what needs improving</p>	<p>Most children (EXS) 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.</p> <p>Some children (GDS) 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.</p>
<p>Year 4 Ages 8-9</p>	<p>Unit: Dreams and Goals</p>	<p>All children (WTS) I know that sometimes things can go wrong and can tell you why it is good to try again.</p>
	<p>Prior knowledge Break down steps to overcome challenges Managing feelings eg stress, disappointment Resilience</p>	<p>I know how it feels to be disappointed and can tell you ways to stay positive.</p> <p>Most children (EXS) I can plan and set new goals even after a disappointment.</p>
	<p>Tell about hopes and dreams- feelings around this Sometimes hopes don't come true- feelings of disappointment Reflect on happy/positive experiences Managing disappointment Making new goals Resilience Break down steps in order to overcome challenges Working in a team Contributing to team work and celebrating success</p>	<p>I can explain what it means to be resilient and to have a positive attitude.</p> <p>Some children (GDS) 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</p>
<p>Year 5 Ages 9-10</p>	<p>Unit: Dreams and Goals</p>	<p>All children (WTS) I can tell you about my dreams and goals and also some that young people from different cultures might have.</p>
	<p>Prior knowledge Understanding of hopes and dreams</p>	<p>I can tell you how I feel about my dreams and goals.</p>
	<p>Imagining life in the future- what will I need? Eg money Think about the range of jobs people have and what they earn- appreciation Identify a job- reflect on opportunities that will help achieve this goal Understand how different cultures might have different goals and dreams Understand we can learn from people with different cultures Making a positive contribution to young people abroad with their aspirations</p>	<p>Most children (EXS) 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.</p> <p>Some children (GDS) 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.</p>



Year 6 Ages 10-11	Unit: Dreams and Goals	All children (WTS) I can tell you about something I can do with others that makes the world a better place.
	Prior knowledge Realistic goal setting Working out steps to success	I can tell you how making the world a better place makes me feel.
	Knowing learning strengths and setting realistic goals Understanding of stretching learning boundaries Work out learning steps- success criteria Identify problems in the world- recognise the emotions of people who might be suffering Work together to make the world a better place Showing motivation to make the world better Give praise/compliments to others Recognise achievements of contributions	Most children (EXS) 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. Some children (GDS) 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.



	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.
	Exercising keeps the body healthy Moving and resting are good for the body Foods- healthy/unhealthy Healthy food choices Benefits of good sleep Washing hands- keeping clean Stranger danger- what to do	
Year 1 Ages 5-6	Unit: Healthy Me	All children (WTS) 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. Most children (EXS) 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 Some children (GDS) 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.
	Prior knowledge Healthy/unhealthy foods Keeping clean Differences between healthy and unhealthy Healthy lifestyles choices Keeping clean- germs Harmful household products Knowing ways to help when feeling poorly Road safety- who to ask for help Being healthy=happiness- my body is amazing	
Year 2 Ages 6-7	Unit: Healthy Me	All children (WTS) I can tell you some things I can put in or on my body to keep it healthy. I can say how I feel about being healthy. Most children (EXS) 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. Some children (GDS) 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 healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.
	Prior knowledge Healthy/unhealthy Harmful household products Motivation to have a healthy lifestyle Understanding on what is a healthy life Feeling relaxed and stressed How medicines work and the importance of using them safely Healthy relationship with food Sorting foods into the correct categories Knowing which foods are needed in which quantities to be healthy Healthy snacks Food nutrition Food as energy	



<p>Year 3 Ages 7-8</p>	<p>Unit: Healthy Me</p> <p>Prior knowledge Food categories Knowledge of medicines</p> <p>Exercise affects the body and organs Amounts of fat, sugar, calories- how does this affect the body Knowledge and attitude towards drugs Identify things, people, places to keep safe from Know strategies to keep safe and who to ask for help Express emotions such as anxiety and fright Safe/unsafe- responsibility to keep myself and others safe Complex body and how to take care of it</p>	<p>All children (WTS) 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.</p> <p>Most children (EXS) 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.</p> <p>Some children (GDS) 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.</p>
<p>Year 4 Ages 8-9</p>	<p>Unit: Healthy Me</p> <p>Prior knowledge Drugs- smoking and alcohol Handling emotions Right/wrong</p> <p>Different friendships- feelings I have about friends Roles of leaders/followers in a group setting How different people have an impact on a group Smoking- effects on health Alcohol- effects on health Addressing negative peer pressure Knowledge of right and wrong- inner strength/being assertive</p>	<p>All children (WTS) 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 can say how it feels when someone else is pushing me to do something.</p> <p>Most children (EXS) I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>Some children (GDS) I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure. 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.</p>
<p>Year 5 Ages 9-10</p>	<p>Unit: Healthy Me</p> <p>Prior knowledge Smoking Alcohol Healthy relationship with food Making healthy lifestyle choices Accepting body image</p> <p>Risks of smoking- making informed decisions Risks of alcohol- making informed decisions Basic first aid- keeping safe Reflect on body image (media, social media, celebrity culture)- self-love, acceptance, self-respect Healthy relationship with food- eating disorders Healthy lifestyle- making good choices</p>	<p>All children (WTS) 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.</p> <p>Most children (EXS) I can explain different roles that food and substances can play in people's lives. 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 summarise different ways that I respect and value my body.</p> <p>Some children (GDS)</p>



		<p>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.</p> <p>I respect and value my body and health, and can consider the part this plays in maintaining my self-confidence.</p>
Year 6 Ages 10-11	Unit: Healthy Me Prior knowledge Responsible for own health- making good choices Take care of physical well-being Drugs	All children (WTS) I can tell you how substance misuse has an unhealthy impact on the body and mind. I can tell you how I try to keep myself emotionally healthy Most children (EXS) 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 identify and apply skills to keep myself emotionally healthy and to manage stress and pressure Some children (GDS) 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. I have considered what my attitude to these may be when I am older.
	Take responsibility for health and well-being Care for physical and mental health Drugs and their effects Exploitation- ways to help Gangs- why people join, strategies to help avoid Emotional and mental health- recognise when help is needed Managing stress and pressure- triggers	



	KNOWLEDGE	PERFORMANCE OF SKILLS
Reception Ages 3-5	Unit: Relationships	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.
	Identify family roles Sense of belonging Make friends- avoid loneliness Problem-solving to stay friends Falling out/bullying- unkind words Manage feelings How to be a good friend	
Year 1 Ages 5-6	Unit: Relationships	All children (WTS) 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. Most children (EXS) I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. 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. Some children (GDS) I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. 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.
	Prior knowledge Family roles Sense of belonging Being a good friend- qualities Different family types Sense of belonging and importance of family Identify what makes a good friend- implement Appropriate physical contact Know who can help in our school community Recognise good qualities in ourselves and praise yourself Appreciate someone special	
Year 2 Ages 6-7	Unit: Relationships	All children (WTS)



	<p>Prior knowledge Roles within a family Physical contacts</p> <p>Identify the different relationships within a family-sharing and cooperation Physical contact- acceptable/unacceptable Conflicts within friendships- problem-solve Secrets- good or not Appreciate the people that can help me- trust Accepting appreciation from others</p>	<p>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.</p> <p>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.</p> <p>Most children (EXS) 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 give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>Some children (GDS) I can justify how and why some things might make me feel comfortable or uncomfortable in relationships. I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.</p>
Year 3 Ages 7-8	<p>Unit: Relationships</p> <p>Prior knowledge Roles in a family Friendship skills Problem-solve conflict</p> <p>Roles and responsibilities for family members and expectations on males/females Practice skills of friendship Negotiate conflict Strategies for online safety Actions and work of people around the world influence life Awareness of how choice impact others Rights and needs are shared by children around the world- compare Learn from these new experiences Express appreciation for friends and family</p>	<p>All children (WTS) 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.</p> <p>Most children (EXS) 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.</p> <p>Some children (GDS) 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.</p>
Year 4 Ages 8-9	<p>Unit: Relationships</p> <p>Prior knowledge Friendship- dealing with conflict Show appreciation for people who are special</p> <p>Jealousy and associated feelings Identify why someone is special to me Recognise and manage feelings of loss Talk about someone/something you no longer see Friendship changes- compromise, negotiation, assertiveness Boyfriends/girlfriends- special relationships Show love and appreciation for people or animals who are special</p>	<p>All children (WTS) 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.</p> <p>Most children (EXS) 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</p> <p>Some children (GDS) 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.</p>
Year 5	Unit: Relationships	All children (WTS)



<p>Ages 9-10</p>	<p>Prior knowledge Sense of self</p> <hr/> <p>Build accurate picture of who you are- self-esteem, characteristics/personality Online community (rights /responsibilities)- positive/negative consequences Online gaming- unsafe/unhelpful Reducing screen time Safe technology usage- resist pressure</p>	<p>I can tell you about different types of friendship and ways these might change. I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends. I can tell you why some feelings might lead to someone using technology to harm myself or others. Most children (EXS) I can tell you about different types of friendship and ways these might change. I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends. I can tell you why some feelings might lead to someone using technology to harm myself or others. Some children (GDS) I can justify 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.</p>
<p>Year 6 Ages 10-11</p>	<p>Unit: Relationships</p> <p>Prior knowledge Assertiveness Taking responsibilities for own choices Use of technology Online safety</p> <hr/> <p>Understanding and taking care of mental health Help ourselves and others when worried about their mental health Different stages of grief- different types of loss Recognise when people are trying to take control- stand up for yourself, be assertive Judge to see whether online is safe or harmful Take responsibilities for own well-being Use technology safely to communicate with family and friends</p>	<p>All children (WTS) 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 tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations. Most children (EXS) 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. Some children (GDS) 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.</p>



	KNOWLEDGE	PERFORMANCE OF SKILLS
Reception Ages 3-5	Unit: Changing 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. 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.
	Name parts of the body Explain how to stay healthy- activity and food Grow from babies to adults Moving into Year 1- worries/ excitement Recall the memories from Reception year	
Year 1 Ages 5-6	Unit: Changing Me	All children (WTS) 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. Most children (EXS) 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. Some children (GDS) I can use the correct terms to describe penis, testicles, anus, vagina, 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.
	Prior knowledge Names of the body Growing from a baby to an adult Life cycle of humans and other animals What has changed about you/ what has stayed the same- how do you feel about that Growing up is natural and everyone grows at a different rate Naming parts of the body with correct terminology- boys and girls What parts are private Learning= changing Cope with changes Identify some changes that have happened so far	
Year 2	Unit: Changing Me	All children (WTS)



<p>Ages 6-7</p>	<p>Prior knowledge Life cycles Growing process Naming body parts Privacy</p> <p>Life cycles in nature Natural process of growing Respecting those who are older than me How your body has changed- feeling proud/more independent Using correct vocab for body parts Difference between boys and girls Need for privacy</p> <p>Different types of touch- like/dislike Moving into next year</p>	<p>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.</p> <p>I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older.</p> <p>Most children (EXS) 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.</p> <p>I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it.</p> <p>I can explain why other people may feel differently to me and give some examples.</p> <p>Some children (GDS) 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.</p> <p>I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it.</p> <p>I can explain why other people may feel differently to me and give some examples.</p>
<p>Year 3 Ages 7-8</p>	<p>Unit: Changing Me</p> <p>Prior knowledge How bodies change on the outside Where babies develop inside a female Starting to cope with change</p> <p>How babies grow- feelings around this What does a baby need to survive Babies develop in the female's uterus Feelings around a new baby How boy's and girl's bodies change- inside and outside Know how to cope with the feelings associated with change Why are the changes necessary Stereotypical ideas around parenting and family roles Challenge other people's ideas on this Moving class</p>	<p>All children (WTS) I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies.</p> <p>I can tell you something I like and something that worries me about the idea of growing up.</p> <p>Most children (EXS) I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p> <p>Some children (GDS) I can describe fully the changes that take place inside/outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p> <p>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.</p>



<p>Year 4 Ages 8-9</p>	<p>Unit: Changing Me</p> <p>Prior knowledge Name some body parts Bodies change when we grow up Starting to cope with changes</p> <p>Personal characteristics- from mum and dad (sperm meets egg) Name internal/external body parts Having a baby is a personal choice- express feelings around having a child in the future Girls bodies change in order to have a baby- menstruation Cope with emotional and physical changes during puberty Accept changes outside my control- express fears and concerns and manage positively Moving into new class</p>	<p>All children (WTS) I can tell you that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation). 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.</p> <p>Most children (EXS) I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. 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 any feelings when changes happen.</p> <p>Some children (GDS) I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this. 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 feeling</p>
<p>Year 5 Ages 9-10</p>	<p>Unit: Changing Me</p> <p>Prior knowledge Puberty How bodies change- inside and outside Managing changes</p> <p>Self and body image- developing self-esteem Puberty for boys and girls- natural process How bodies change during puberty- worries/concerns Sexual intercourse can lead to conception and having a child- amazing how human bodies can reproduce- IVF Build confidence to manage changes when growing up Becoming a teenager- growing responsibilities (age of consent) Moving into new class</p>	<p>All children (WTS) 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.</p> <p>Most children (EXS) 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.</p> <p>Some children (GDS) 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.</p>
<p>Year 6 Ages 10-11</p>	<p>Unit: Changing Me</p> <p>Prior knowledge Building self-esteem Changes during puberty Looking after well-being Reflect on own development</p> <p>Self-image- developing self-esteem Changes during puberty</p>	<p>All children (WTS) 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.</p> <p>Most children (EXS)</p>



	<p>Importance of looking after yourself emotionally and physically</p> <p>Pregnancy- conception through to 9 months</p> <p>Reflect on their own development</p> <p>Physical attraction- respect/consent</p> <p>Importance of positive self-esteem and how to develop it</p> <p>Challenge 'body talk'</p> <p>Identify worries/concerns about moving to secondary school</p> <p>Prepare emotionally for the changes</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p> <p>Some children (GDS)</p> <p>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.</p> <p>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.</p>
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