



## RADDLEBARN PRIMARY SCHOOL PROGRESSION IN PSHE



Year Groups Area of Study -	Nursery/ Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me In My World	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know special things about themselves.</li> <li>- Know that some people are different from themselves.</li> <li>- Know how happiness and sadness can be expressed.</li> <li>- Know that hands can be used kindly and unkindly.</li> <li>- Know that being kind is good.</li> <li>- Know they have a right to learn and play, safely and happily.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Identify feelings associated with belonging.</li> <li>- Identify feelings of happiness and sadness.</li> <li>- Skills to play cooperatively with others.</li> <li>- Be able to consider others' feelings.</li> <li>- Be responsible in the setting.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand the rights and responsibilities of a member of a class.</li> <li>- Understand that their views are important.</li> <li>- Understand that their choices have consequences.</li> <li>- Understand their own rights and responsibilities with their classroom.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Understanding that they are special.</li> <li>- Understand that they are safe in their class.</li> <li>- Identifying helpful behaviours to make the class a safe place.</li> <li>- Identify what it's like to feel proud of an Achievement.</li> <li>- Recognise feelings associated with positive and negative consequences.</li> <li>- Understand that they have choices.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Identifying hopes and fears for the year ahead.</li> <li>- Understand the rights and responsibilities of class members.</li> <li>- Know that it is important to listen to other people.</li> <li>- Understand that their own views are valuable.</li> <li>- Know about rewards and consequences and that these stem from choices.</li> <li>- Know that positive choices impact positively on self-learning and the learning of others.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Recognise own feelings and know when and where to get help.</li> <li>- Know how to make their class a safe and fair place.</li> <li>- Show good listening skills.</li> <li>- Recognise the feeling of being worried.</li> <li>- Be able to work cooperatively.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand that they are important.</li> <li>- Know what a personal goal is.</li> <li>- Understanding what a challenge is.</li> <li>- Know why rules are needed and how these relate to choices and consequences.</li> <li>- Know that actions can affect others' feelings.</li> <li>- now that others may hold different views.</li> <li>- Know that the school has a shared set of value.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Recognise self-worth</li> <li>- Identify personal strengths.</li> <li>- Be able to set a personal goal.</li> <li>- Recognise feelings of happiness, sadness, worry and fear in themselves and others.</li> <li>- Make other people feel valued.</li> <li>- Develop compassion and empathy for others.</li> <li>- Be able to work collaboratively.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how individual attitudes and actions make a difference to a class.</li> <li>- Know about the different roles in the school community.</li> <li>- Know their place in the school community.</li> <li>- Know what democracy is (applied to pupil voice in school).</li> <li>- Know that their own actions affect themselves and others.</li> <li>- Know how groups work together to reach a consensus.</li> <li>- Know that having a voice and democracy benefits the school community.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Identify the feelings associated with being included or excluded.</li> <li>- Can make others feel valued and included.</li> <li>- Be able to take on a role in a group discussion / task and contribute to the overall outcome.</li> <li>- Can make others feel cared for and welcomed.</li> <li>- Recognise the feelings of being motivated or unmotivated</li> <li>- Understand why the class community benefits from a Class Charter.</li> <li>- Be able to help friends make positive choices.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to face new challenges positively.</li> <li>- Understand how to set personal goals.</li> <li>- Understand the rights and responsibilities associated with being a citizen in the wider community and their country.</li> <li>- Know how an individual's behaviour can affect a group and the consequences of this.</li> <li>- Understand how democracy and having a voice benefits the school community.</li> <li>- Understand how to contribute towards the democratic process.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Be able to identify what they value most about school.</li> <li>- Identify hopes for the school year.</li> <li>- Empathy for people whose lives are different from their own.</li> <li>- Consider their own actions and the effect they have on themselves and others.</li> <li>- Be able to work as part of a group, listening and</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to set goals for the year ahead.</li> <li>- Understand what fears and worries are.</li> <li>- Know about children's universal rights (United Nations Convention on the Rights of the Child).</li> <li>- Know about the lives of children in other parts of the world.</li> <li>- Know that personal choices can affect others locally and globally.</li> <li>- Understand that their own choices result in different consequences and rewards.</li> <li>- Understand how democracy and having a voice benefits the school community.</li> <li>- Understand how to contribute towards the democratic process.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Be able to make others feel welcomed and valued.</li> <li>- Know own wants and needs.</li> <li>- Be able to compare their life with the lives of those less fortunate.</li> <li>- Demonstrate empathy and understanding towards others.</li> </ul>

					- Know how to regulate my emotions.	contributing effectively. - Understand why the school community benefits from a Class Charter. - Be able to help friends make positive choices. - Know how to regulate my emotions.	- Can demonstrate attributes of a positive role model. - Can take positive action to help others. - Be able to contribute towards a group task. - Know what effective group work is. - Know how to regulate my emotions.
	<i>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</i>	<i>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</i>	<i>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning Environment Valuing contributions Choices Recognising feelings</i>	<i>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</i>	<i>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior</i>	<i>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behavior affects groups Democracy, having a voice, participating</i>	<i>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</i>
Relationships	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know what a family is.</li> <li>- Know that different people in a family have different responsibilities (jobs).</li> <li>- Know some of the characteristics of healthy and safe friendship.</li> <li>- Know that friends sometimes fall out.</li> <li>- Know some ways to mend a friendship.</li> <li>- Know that unkind words can never be taken back and they can hurt.</li> <li>- Know how to calm down when feeling angry.</li> <li>- Know some reasons why others get angry.</li> </ul> <p><b>Skills</b></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that everyone's family is different.</li> <li>- Know that there are lots of different types of families.</li> <li>- Know that families are founded on belonging, love and care.</li> <li>- Know how to make a friend.</li> <li>- Know the characteristics of healthy and safe friends.</li> <li>- Know that physical contact can be used as a greeting.</li> <li>- Know about the different people in the school community and how they help.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that everyone's family is different.</li> <li>- Know that families function well when there is trust, respect, care, love and co-operation.</li> <li>- Know that there are lots of forms of physical contact within a family.</li> <li>- Know how to stay stop if someone is hurting them.</li> <li>- Know some reasons why friends have conflicts.</li> <li>- Know that friendships have ups and downs and sometimes change with time.</li> <li>- Know how to use restorative methods.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that different family members carry out different roles or have different responsibilities within the family.</li> <li>- Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc.</li> <li>- Know some of the skills of friendship, e.g. taking turns, being a good listener.</li> <li>- Know some strategies for keeping themselves safe online.</li> <li>- Know how some of the actions and work of people around the world</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know some reasons why people feel jealousy.</li> <li>- Know that jealousy can be damaging to relationships.</li> <li>- Know that loss is a normal part of relationships.</li> <li>- Know that negative feelings are a normal part of loss.</li> <li>- Know that memories can support us when we lose a special person or animal.</li> <li>- Know that change is a natural part of relationships/ friendship.</li> <li>- Know that sometimes it is better for a</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that a personality is made up of many different characteristics, qualities and attributes.</li> <li>- Know that belonging to an online community can have positive and negative consequences.</li> <li>- Know that there are rights and responsibilities in an online community or social network.</li> <li>- Know that there are rights and responsibilities when playing a game online.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that it is important to take care of their ways that they can take care of their own mental health.</li> <li>- Know the stages of grief and that there are different types of loss that cause people to grieve.</li> <li>- Know that sometimes people can try to gain power or control them.</li> <li>- Know some of the dangers of being 'online'.</li> <li>- Know how to use technology safely and</li> </ul>

<ul style="list-style-type: none"> <li>- Can identify what jobs they do in their family and those carried out by parents/carers and siblings.</li> <li>- Can suggest ways to make a friend or help someone who is lonely.</li> <li>- Can use different ways to mend a friendship.</li> <li>- Can recognise what being angry feels like.</li> <li>- Can use calming strategies when angry or upset.</li> </ul>	<ul style="list-style-type: none"> <li>- Know who to ask for help in the school Community.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Can express how it feels to be part of a family and to care for family members.</li> <li>- Can say what being a good friend means.</li> <li>- Can show skills of friendship.</li> <li>- Can identify forms of physical contact they prefer.</li> <li>- Can say no when they receive a touch they don't like.</li> <li>- Can praise themselves and others.</li> <li>- Can recognise some of their personal Qualities.</li> <li>- Can say why they appreciate a special Relationship.</li> </ul>	<ul style="list-style-type: none"> <li>- Know there are good secrets and worry secrets and why it is important to share worry secrets.</li> <li>- Know what trust is.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Can identify the different roles and responsibilities in their family.</li> <li>- Can recognise the value that families can bring.</li> <li>- Can recognise and talk about the types of physical contact that is acceptable or Unacceptable.</li> <li>- Can use positive restorative techniques to resolve a friendship conflict.</li> <li>- Can identify the negative feelings associated with keeping a worry secret.</li> <li>- Can identify the feelings associated with trust.</li> <li>- Can identify who they trust in their own relationships.</li> <li>- Can give and receive compliments.</li> <li>- Can say who they would go to for help if they were worried or scared.</li> </ul>	<p>help and influence my life.</p> <ul style="list-style-type: none"> <li>- Know that they and all children have rights (UNCRC)</li> <li>- Know the lives of children around the world can be different from their own.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Can identify the responsibilities they have within their family.</li> <li>- Can use the restorative technique in a conflict scenario and find a win-win outcome.</li> <li>- Know how to access help if they are concerned about anything on social media or the internet.</li> <li>- Can empathise with people from other countries who may not have a fair job/ less fortunate.</li> <li>- Understand that they are connected to the global community in many different ways.</li> <li>- Can identify similarities in children's rights around the world.</li> <li>- Can identify their own wants and needs and how these may be similar or different from other children in school and the global community.</li> </ul>	<p>friendship/ relationship to end if it is causing negative feelings or is unsafe.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Can identify feelings and emotions that accompany jealousy.</li> <li>- Can suggest positive strategies for managing jealousy.</li> <li>- Can identify people who are special to them and express why.</li> <li>- Can identify the feelings and emotions that accompany loss.</li> <li>- Can suggest strategies for managing loss.</li> <li>- Can tell you about someone they no longer see.</li> <li>- Can suggest ways to manage relationship changes including how to negotiate.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that too much screen time isn't healthy.</li> <li>- Know how to stay safe when using technology to communicate with friends.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Can suggest strategies for building self-esteem of themselves and others.</li> <li>- Can identify when an online community / social media group feels risky, uncomfortable, or unsafe.</li> <li>- Can suggest strategies for staying safe online/ social media.</li> <li>- Can say how to report unsafe online / social network activity.</li> <li>- Can identify when an online game is safe or unsafe.</li> <li>- Can suggest ways to monitor and reduce screen time.</li> <li>- Can suggest strategies for managing unhelpful pressures online or in social networks.</li> </ul>	<p>positively to communicate with their friends and family.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Recognise that people can get problems with their mental health and that it is nothing to be ashamed of.</li> <li>- Can help themselves and others when worried about a mental health problem.</li> <li>- Recognise when they are feeling grief and have strategies to manage them.</li> <li>- Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control.</li> <li>- Can resist pressure to do something online that might hurt themselves or others.</li> <li>- Can take responsibility for their own safety and well-being.</li> </ul>
<p><i>Family life</i> <i>Friendships</i> <i>Breaking friendships</i> <i>Falling out</i> <i>Dealing with bullying</i></p>	<p><i>Belonging to a family</i> <i>Making friends/being a good friend</i> <i>Physical contact preferences</i></p>	<p><i>Different types of family</i> <i>Physical contract boundaries</i> <i>Friendship and conflict</i> <i>Secrets</i></p>	<p><i>Family roles and responsibilities</i> <i>Friendship and negotiation</i></p>	<p><i>Jealousy</i> <i>Love and loss</i> <i>Memories of loved ones</i> <i>Getting on and Falling Out</i></p>	<p><i>Self-recognition and self-worth</i> <i>Building self-esteem</i> <i>Safer online communities</i></p>	<p><i>Mental health</i> <i>Identifying mental health worries and sources of support</i> <i>Love and loss</i></p>

	<i>Being a good friend</i>	<i>People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</i>	<i>Trust and appreciation Expressing appreciation for special relationships</i>	<i>Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</i>	<i>Girlfriends and boyfriends Showing appreciation to people and animals</i>	<i>Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules</i>	<i>Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</i>
Celebrating Difference	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know what being proud means and that people can be proud of different things.</li> <li>- Know that people can be good at different things.</li> <li>- Know what being unique means.</li> <li>- Know that families can be different.</li> <li>- Know that people have different homes and why they are important to them.</li> <li>- Know different ways of making friends.</li> <li>- Know different ways to stand up for myself.</li> <li>- Know the names of some emotions such as happy, sad, frightened, angry.</li> <li>- Know that they don't have to be 'the same as' to be a friend.</li> <li>- Know why having friends is important.</li> <li>- Know some qualities of a positive friendship.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Identify feelings associated with being proud.</li> <li>- Identify things they are good at.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that people have differences and similarities.</li> <li>- Know what bullying means.</li> <li>- Know who to tell if they or someone else is being bullied or is feeling unhappy.</li> <li>- Know skills to make friendships.</li> <li>- Know that people are unique and that it is OK to be different.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Recognise ways in which they are the same as their friends and ways they are different.</li> <li>- Identify what is bullying and what isn't.</li> <li>- Understand how being bullied might feel.</li> <li>- Know ways to help a person who is being Bullied.</li> <li>- Identify emotions associated with making a new friend.</li> <li>- Verbalise some of the attributes that make</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know there are stereotypes about boys and girls.</li> <li>- Know that it is OK not to conform to gender stereotypes.</li> <li>- Know it is good to be yourself.</li> <li>- Know that sometimes people get bullied because of difference.</li> <li>- Know the difference between right and wrong and the role that choice has to play in this.</li> <li>- Know that friends can be different and still be friends.</li> <li>- Know where to get help if being bullied.</li> <li>- Know the difference between a one-off incident and bullying.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Understand that boys and girls can be similar in lots of ways and that is OK.</li> <li>- Understand that boys and girls can be different in lots of ways and that is OK.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know why families are important.</li> <li>- Know that everybody's family is different.</li> <li>- Know that sometimes family members don't get along and some reasons for this.</li> <li>- Know that conflict is a normal part of Relationships.</li> <li>- Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do.</li> <li>- Know that some words are used in hurtful ways and that this can have consequences.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Be able to show appreciation for their families, parents and carers.</li> <li>- Use the restorative technique to calm and resolve conflicts with friends and family.</li> <li>- Empathies with people who are bullied.</li> <li>- Employ skills to support someone who is bullied.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that sometimes people make assumptions about a person because of the way they look or act.</li> <li>- Know there are influences that can affect how we judge a person or situation.</li> <li>- Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying.</li> <li>- Know what to do if they think bullying is, or might be taking place.</li> <li>- Know the reasons why witnesses sometimes join in with bullying and don't tell anyone.</li> <li>- Know that first impressions can change.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Try to accept people for who they are.</li> <li>- Identify influences that have made them think or feel positively/ negatively about a situation.</li> <li>- Identify feelings that a bystander might feel in a bullying situation.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know what culture means.</li> <li>- Know that differences in culture can sometimes be a source of conflict.</li> <li>- Know what racism is and why it is unacceptable.</li> <li>- Know that rumour spreading is a form of bullying on and offline.</li> <li>- Know external forms of support in regard to bullying e.g. Childline.</li> <li>- Know that bullying can be direct and indirect.</li> <li>- Know how their life is different from the lives of children in the developing world.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Identify their own culture and different cultures within their class community.</li> <li>- Identify their own attitudes about people from different faith and cultural backgrounds.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that there are different perceptions of 'being normal' and where these might come from.</li> <li>- Know that being different could affect someone's life.</li> <li>- Know that power can play a part in a bullying or conflict situation.</li> <li>- Know that people can hold power over others individually or in a group.</li> <li>- Know why some people choose to bully others.</li> <li>- Know that people with disabilities can lead amazing lives.</li> <li>- Know that difference can be a source of celebration as well as conflict.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Empathies with people who are different and be aware of my own feelings towards them.</li> </ul>

	<ul style="list-style-type: none"> <li>- Be able to vocalise success for themselves and about others successes.</li> <li>- Identify some ways they can be different and the same as others.</li> <li>- Recognise similarities and differences between their family and other families.</li> <li>- Identify and use skills to make a friend.</li> <li>- Identify and use skills to stand up for themselves.</li> <li>- Recognise emotions when they or someone else is upset, frightened or angry.</li> </ul>	<p>them unique and special.</p>	<ul style="list-style-type: none"> <li>- Explain how being bullied can make someone feel.</li> <li>- Can choose to be kind to someone who is being bullied.</li> <li>- Know how to stand up for themselves when they need to.</li> <li>- Recognise that they shouldn't judge people because they are different.</li> <li>- Understand that everyone's differences make them special and unique.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary.</li> <li>- Be able to Recognise, accept and give compliments.</li> <li>- Recognise feelings associated with receiving a compliment.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify reasons why a bystander might join in with bullying.</li> <li>- Revisit the Restorative technique to practice conflict and bullying scenarios.</li> <li>- Identify their own uniqueness.</li> <li>- Be comfortable with the way they look.</li> <li>- Identify when a first impression they had was right or wrong.</li> <li>- Be non-judgemental about others who are different.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify a range of strategies for managing their own feelings in bullying situations.</li> <li>- Identify some strategies to encourage children who use bullying behaviours to make other choices.</li> <li>- Be able to support children who are being bullied.</li> <li>- Appreciate the value of happiness regardless of material wealth.</li> <li>- Develop respect for cultures different from their own.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify feelings associated with being excluded.</li> <li>- Be able to recognize when someone is exerting power negatively in a relationship.</li> <li>- Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict.</li> <li>- Identify different feelings of the bully, bullied and bystanders in a bullying scenario.</li> <li>- Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens.</li> <li>- Appreciate people for who they are.</li> <li>- Show empathy.</li> </ul>
	<p><i>Identifying talents</i> <i>Being special</i> <i>Families</i> <i>Where we live</i> <i>Making friends</i> <i>Standing up for yourself</i></p>	<p><i>Similarities and differences</i> <i>Understanding bullying and knowing how to deal with it</i> <i>Making new friends</i> <i>Celebrating the differences in everyone</i></p>	<p><i>Assumptions and stereotypes about gender</i> <i>Understanding bullying</i> <i>Standing up for self and others</i> <i>Making new friends</i> <i>Gender diversity</i> <i>Celebrating difference and remaining friends</i></p>	<p><i>Families and their differences</i> <i>Family conflict and how to manage it (child-centred)</i> <i>Witnessing bullying and how to solve it</i> <i>Recognising how words can be hurtful</i> <i>Giving and receiving compliments</i></p>	<p><i>Challenging assumptions</i> <i>Judging by appearance</i> <i>Accepting self and others</i> <i>Understanding influences</i> <i>Understanding bullying</i> <i>Problem-solving</i> <i>Identifying how special and unique everyone is</i> <i>First impressions</i></p>	<p><i>Cultural differences and how they can cause conflict</i> <i>Racism</i> <i>Rumours and name-calling</i> <i>Types of bullying</i> <i>Material wealth and happiness</i> <i>Enjoying and respecting other cultures</i></p>	<p><i>Perceptions of normality</i> <i>Understanding disability</i> <i>Power struggles</i> <i>Understanding bullying</i> <i>Inclusion/exclusion</i> <i>Differences as conflict, difference as celebration</i> <i>Empathy</i></p>
Dreams and Goals	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know what a challenge is.</li> <li>- Know that it is important to keep trying.</li> <li>- Know what a goal is.</li> <li>- Know how to set goals and work towards them.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to set simple goals.</li> <li>- Know how to achieve a goal.</li> <li>- Know how to work well with a partner.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to choose a realistic goal and think about how to achieve it.</li> <li>- Know that it is important to persevere.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know about specific people who have overcome difficult challenges to achieve success.</li> <li>- Know what dreams and ambitions are</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know what their own hopes and dreams are.</li> <li>- Know that hopes and dreams don't always come true.</li> <li>- Know that reflecting on positive and happy</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that they will need money to help them to achieve some of their dreams.</li> <li>- Know about a range of jobs that are</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know their own learning strengths.</li> <li>- Know how to set realistic and challenging goals.</li> <li>- Know what the learning steps are</li> </ul>

<ul style="list-style-type: none"> <li>- Know which words are kind.</li> <li>- Know some jobs that they might like to do when they are older.</li> <li>- Know that they must work hard now in order to be able to achieve the job they want when they are older.</li> <li>- Know when they have achieved a goal.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Understand that challenges can be difficult.</li> <li>- Recognise some of the feelings linked to Perseverance.</li> <li>- Talk about a time that they kept on trying and achieved a goal.</li> <li>- Be ambitious.</li> <li>- Resilience.</li> <li>- Recognise how kind words can encourage people.</li> <li>- Feel proud.</li> <li>- Celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>- Know that tackling a challenge can stretch their learning.</li> <li>- Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them.</li> <li>- Know when a goal has been achieved.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Recognise things that they do well.</li> <li>- Explain how they learn best.</li> <li>- Celebrate an achievement with a friend.</li> <li>- Recognise their own feelings when faced with a challenge.</li> <li>- Recognise their own feelings when they are faced with an obstacle.</li> <li>- Recognise how they feel when they overcome an obstacle.</li> <li>- Can store feelings of success so that they can be used in the future.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to Recognise what working together well looks like.</li> <li>- Know what good group working looks like.</li> <li>- Know how to share success with other people.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Be able to describe their own achievements and the feelings linked to this.</li> <li>- Recognise their own strengths as a learner.</li> <li>- Recognise how working with others can be helpful.</li> <li>- Be able to work effectively with a partner.</li> <li>- Be able to choose a partner with whom they work well.</li> <li>- Be able to work as part of a group.</li> <li>- Recognise how it feels to be part of a group that succeeds and store this feeling.</li> </ul>	<p>important to them.</p> <ul style="list-style-type: none"> <li>- Know how they can best overcome learning challenges.</li> <li>- Know that they are responsible for their own learning.</li> <li>- Know what their own strengths are as a learner.</li> <li>- Know what an obstacle is and how they can hinder achievement.</li> <li>- Know how to take steps to overcome obstacles.</li> <li>- Know how to evaluate their own learning progress and identify how it can be better next time.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Recognise other people's achievements in overcoming difficulties.</li> <li>- Imagine how it will feel when they achieve their dream / ambition.</li> <li>- Can break down a goal into small steps.</li> <li>- Recognise how other people can help them to achieve their goals.</li> <li>- Can manage feelings of frustration linked to facing obstacles.</li> <li>- Can share their success with others.</li> <li>- Can store feelings of success (in their internal treasure chest) to be used at another time.</li> </ul>	<p>experiences can help them to counteract disappointment.</p> <ul style="list-style-type: none"> <li>- Know how to make a new plan and set new goals even if they have been disappointed.</li> <li>- Know how to work out the steps they need to take to achieve a goal.</li> <li>- Know how to work as part of a successful Group.</li> <li>- Know how to share in the success of a group.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Can talk about their hopes and dreams and the feelings associated with these.</li> <li>- Can identify the feeling of disappointment.</li> <li>- Can identify a time when they have felt disappointed.</li> <li>- Be able to cope with Disappointment.</li> <li>- Help others to cope with Disappointment.</li> <li>- Can identify what resilience is.</li> <li>- Have a positive attitude.</li> <li>- Enjoy being part of a group challenge.</li> <li>- Can share their success with others.</li> <li>- Can store feelings of success (in their internal treasure chest) to be used at another time.</li> </ul>	<p>carried out by people I know.</p> <ul style="list-style-type: none"> <li>- Know that different jobs pay more money than others.</li> <li>- Know the types of job they might like to do when they are older.</li> <li>- Know that young people from different cultures may have different dreams and goals.</li> <li>- Know that communicating with someone from a different culture means that they can learn from them and vice versa.</li> <li>- Know ways that they can support young people in their own culture and abroad.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Verbalise what they would like their life to be like when they are grown up.</li> <li>- Appreciate the contributions made by people in different jobs.</li> <li>- Appreciate the opportunities learning and education can give them.</li> <li>- Reflect on the differences between their own learning goals and those of someone from a different culture.</li> <li>- Appreciate the differences between</li> </ul>	<p>they need to take to achieve their goal.</p> <ul style="list-style-type: none"> <li>- Know a variety of problems that the world is facing.</li> <li>- Know how to work with other people to make the world a better place.</li> <li>- Know some ways in which they could work with others to make the world a better place.</li> <li>- Know what their classmates like and admire about them.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Understand why it is important to stretch the boundaries of their current learning.</li> <li>- Set success criteria so that they know when they have achieved their goal.</li> <li>- Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances.</li> <li>- Empathies with people who are suffering or living in difficult situations.</li> <li>- Be able to give praise and compliments to other people when they Recognise that person's achievements.</li> </ul>
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						<p>themselves and someone from a different culture.</p> <ul style="list-style-type: none"> <li>- Understand why they are motivated to make a positive contribution to supporting others.</li> </ul>	
	<p><i>Challenges</i>  <i>Perseverance</i>  <i>Goal-setting</i>  <i>Overcoming obstacles</i>  <i>Seeking help</i>  <i>Jobs</i>  <i>Achieving goals</i></p>	<p><i>Setting goals</i>  <i>Identifying successes and achievements</i>  <i>Learning styles</i>  <i>Working well and celebrating achievement with a partner</i>  <i>Tackling new challenges</i>  <i>Identifying and overcoming obstacles</i>  <i>Feelings of success</i></p>	<p><i>Achieving realistic goals</i>  <i>Perseverance</i>  <i>Learning strengths</i>  <i>Learning with others</i>  <i>Group co-operation</i>  <i>Contributing to and sharing success</i></p>	<p><i>Difficult challenges and achieving success</i>  <i>Dreams and ambitions</i>  <i>New challenges</i>  <i>Motivation and enthusiasm</i>  <i>Recognising and trying to overcome obstacles</i>  <i>Evaluating learning processes</i>  <i>Managing feelings</i>  <i>Simple budgeting</i></p>	<p><i>Hopes and dreams</i>  <i>Overcoming disappointment</i>  <i>Creating new, realistic dreams</i>  <i>Achieving goals</i>  <i>Working in a group</i>  <i>Celebrating contributions</i>  <i>Resilience</i>  <i>Positive attitudes</i></p>	<p><i>Future dreams</i>  <i>The importance of money</i>  <i>Jobs and careers</i>  <i>Dream job and how to get there</i>  <i>Goals in different cultures</i>  <i>Supporting others (charity)</i>  <i>Motivation</i></p>	<p><i>Personal learning goals, in and out of school</i>  <i>Success criteria</i>  <i>Emotions in success</i>  <i>Making a difference in the world</i>  <i>Motivation</i>  <i>Recognising achievements</i>  <i>Compliments</i></p>
Healthy Me	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the names for some parts of their body.</li> <li>- Know what the word 'healthy' means.</li> <li>- Know some things that they need to do to keep healthy.</li> <li>- Know that they need to exercise to keep healthy.</li> <li>- Know how to help themselves go to sleep and that sleep is good for them.</li> <li>- Know when and how to wash their hands Properly.</li> <li>- Know what to do if they get lost.</li> <li>- Know how to say No to strangers.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Recognise how exercise makes them feel.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the difference between being healthy and unhealthy.</li> <li>- Know some ways to keep healthy.</li> <li>- Know how to make healthy lifestyle choices.</li> <li>- Know how to keep themselves clean and Healthy.</li> <li>- Know that germs cause disease/illness.</li> <li>- Know that all household products, including medicines, can be harmful if not used properly.</li> <li>- Know that medicines can help them if they feel poorly.</li> <li>- Know how to keep safe when crossing the road.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know what their body needs to stay healthy.</li> <li>- Know what relaxed means.</li> <li>- Know what makes them feel relaxed / stressed.</li> <li>- Know how medicines work in their bodies.</li> <li>- Know that it is important to use medicines safely.</li> <li>- Know how to make some healthy snacks.</li> <li>- Know why healthy snacks are good for their bodies.</li> <li>- Know which foods given their bodies energy.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Desire to make healthy lifestyle choices.</li> <li>- Identify when a feeling is weak and when a feeling is strong.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how exercise affects their bodies.</li> <li>- Know why their hearts and lungs are such important organs.</li> <li>- Know that the amount of calories, fat and sugar that they put into their bodies will affect their health.</li> <li>- Know that there are different types of drugs.</li> <li>- Know that there are things, places and people that can be dangerous.</li> <li>- Know a range of strategies to keep themselves safe.</li> <li>- Know when something feels safe or unsafe.</li> <li>- Know that their bodies are complex and need taking care of.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how different friendship groups are formed and how they fit into them.</li> <li>- Know which friends they value most.</li> <li>- Know that there are leaders and followers in groups.</li> <li>- Know that they can take on different roles according to the situation.</li> <li>- Know the facts about smoking and its effects on health.</li> <li>- Know some of the reasons some people start to smoke.</li> <li>- Know the facts about alcohol and its effects on health, particularly the liver.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the health risks of smoking.</li> <li>- Know how smoking tobacco affects the lungs, liver and heart.</li> <li>- Know some of the risks linked to misusing alcohol, including antisocial behaviour.</li> <li>- Know how to get help in emergency situations.</li> <li>- Know that the media, social media and celebrity culture promotes certain body types.</li> <li>- Know the different roles food can play in people's lives and know that people can develop eating problems / disorders</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to take responsibility for their own health.</li> <li>- Know how to make choices that benefit their own health and well-being.</li> <li>- Know about different types of drugs and their uses.</li> <li>- Know how these different types of drugs can affect people's bodies, especially their liver and heart.</li> <li>- Know that some people can be exploited and made to do things that are against the law.</li> <li>- Know why some people join gangs and the risk that this can involve.</li> </ul>





	<ul style="list-style-type: none"> <li>- Know the names and functions of some parts of the body (Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand).</li> <li>- Know that we grow from baby to adult.</li> <li>- Know who to talk to if they are feeling worried.</li> <li>- Know that sharing how they feel can help solve a worry.</li> <li>- Know that remembering happy times can help us move on.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Can identify how they have changed from a baby.</li> <li>- Can say what might change for them they get older.</li> <li>- Recognise that changing class can illicit happy and/or sad emotions.</li> <li>- Can say how they feel about changing class/ growing up.</li> <li>- Can identify positive memories from the past year in school/ home.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that animals including humans have a life cycle.</li> <li>- Know that changes happen when we grow up.</li> <li>- Know that people grow up at different rates and that is normal.</li> <li>- Know the names of male and female private body parts.</li> <li>- Know that there are correct names for private body parts and nicknames, and when to use them.</li> <li>- Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.</li> <li>- Know who to ask for help if they are worried or frightened.</li> <li>- Know that learning brings about change.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Understand and accepts that change is a natural part of getting older.</li> <li>- Can identify some things that have changed and some things that have stayed the same since being a baby (including the body).</li> <li>- Can express why they enjoy learning.</li> <li>- Can suggest ways to manage change e.g. moving to a new class.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that life cycles exist in nature.</li> <li>- Know that aging is a natural process including old-age.</li> <li>- Know that some changes are out of an individual's control.</li> <li>- Know how their bodies have changed from when they were a baby and that they will continue to change as they age.</li> <li>- Know the physical differences between male and female bodies.</li> <li>- Know the correct names for private body parts.</li> <li>- Know that private body parts are special and that no one has the right to hurt these.</li> <li>- Know who to ask for help if they are worried or frightened.</li> <li>- Know there are different types of touch and that some are acceptable and some are unacceptable.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Can appreciate that changes will happen and that some can be controlled and others not.</li> <li>- Be able to express how they feel about changes.</li> <li>- Show appreciation for people who are older.</li> <li>- Can recognise the independence and responsibilities they have now compared to being a baby or toddler.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that different family members carry out different roles or have different responsibilities within the family</li> <li>- Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc.</li> <li>- Know some of the skills of friendship, e.g. taking turns, being a good listener.</li> <li>- Know some strategies for keeping themselves safe online.</li> <li>- Know how some of the actions and work of people around the world help and influence my life.</li> <li>- Know that they and all children have rights (UNCRC).</li> <li>- Know the lives of children around the world can be different from their own.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Can identify the responsibilities they have within their family.</li> <li>- Can use the restorative approach in a conflict scenario and find a win-win outcome.</li> <li>- Know how to access help if they are concerned about anything on social media or the internet.</li> <li>- Can empathise with people from other countries who may not have a fair job/ less fortunate.</li> </ul>	<ul style="list-style-type: none"> <li>- Know the names of the different internal and external body parts of the female body that are part of menstruation.</li> <li>- Know how the female body changes at puberty.</li> <li>- Know that personal hygiene is important during puberty and as an adult.</li> <li>- Know that change is a normal part of life and that some cannot be controlled and have to be accepted.</li> <li>- Know that change can bring about a range of different emotions.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Can appreciate their own uniqueness and that of others.</li> <li>- Can express any concerns they have about puberty.</li> <li>- Can say who they can talk to about puberty if they are worried.</li> <li>- Can apply the circle of change model to themselves to have strategies for managing change.</li> <li>- Have strategies for managing the emotions relating to change.</li> </ul>	<ul style="list-style-type: none"> <li>- Know what perception means and that perceptions can be right or wrong.</li> <li>- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.</li> <li>- Know that sexual intercourse can lead to conception.</li> <li>- Know that some people need help to conceive and might use IVF.</li> <li>- Know that becoming a teenager involves various changes and also brings growing responsibility.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Can celebrate what they like about their own and others' self-image and body-image.</li> <li>- Can suggest ways to boost self-esteem of self and others.</li> <li>- Recognise that puberty is a natural process that happens to everybody and that it will be OK for them.</li> <li>- Can ask questions about puberty to seek clarification.</li> <li>- Can express how they feel about having a romantic relationship when they are an adult.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.</li> <li>- Know how a baby develops from conception through the nine months of pregnancy and how it is born.</li> <li>- Know how being physically attracted to someone changes the nature of the relationship.</li> <li>- Know the importance of self-esteem and what they can do to develop it.</li> <li>- Know what they are looking forward to and what they are worried about when thinking about transition to secondary school.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Recognise ways they can develop their own self-esteem.</li> <li>- Can express how they feel about the changes that will happen to them during puberty.</li> <li>- Recognise how they feel when they reflect on the development and birth of a baby.</li> <li>- Understand that mutual respect is essential in a boyfriend/girlfriend</li> </ul>
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<p><i>Bodies</i>  <i>Respecting my body</i>  <i>Growing up</i>  <i>Growth and change</i>  <i>Fun and fears</i>  <i>Celebrations</i></p>	<p><i>Life cycles – animal and human</i>  <i>Changes in me</i>  <i>Changes since being a baby</i>  <i>Differences between female and male bodies (correct terminology)</i>  <i>Linking growing and learning</i>  <i>Coping with change</i>  <i>Transition</i></p>	<p><i>Life cycles in nature</i>  <i>Growing from young to old</i>  <i>Increasing independence</i>  <i>Differences in female and male bodies (correct terminology)</i>  <i>Assertiveness</i>  <i>Preparing for transition</i></p>	<p><i>How babies grow</i>  <i>Understand a baby's needs</i>  <i>Outside body changes</i>  <i>Family stereotypes</i>  <i>Challenging my ideas</i>  <i>Preparing for transition</i></p>	<p><i>Being unique</i>  <i>Girls and puberty</i>  <i>Confidence in change</i>  <i>Accepting change</i>  <i>Preparing for transition</i>  <i>Environmental change</i></p>	<p><i>Self-and body image</i>  <i>Influence of online and media on body image</i>  <i>Puberty for girls</i>  <i>Puberty for boys</i>  <i>Growing responsibility</i>  <i>Coping with change</i>  <i>Preparing for transition</i></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Conception is covered in UKS2 NC Science</p> </div>	<p>Self-image  Body image  Puberty and feelings  Reflections about change  Physical attraction  Respect and consent  Boyfriends/girlfriends  Transition</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Conception to birth is covered in UKS2 NC</p> </div>	