



PSHE Skills and Knowledge Overview

KS1 and KS2 National Curriculum																							
Key Themes Being Me in My World Relationships Celebrating Difference Dreams and Goals Healthy Me Changing Me	Teaching sequence in PSHE PHSE lessons follow the same structure and routine to give a clear sense of predictability and therefore provide security. The structure takes account of the learning process: <ul style="list-style-type: none"> An inclusive whole class game that builds social skills based on the content of the lesson to follow. An introduction to the context of the new learning that is going to happen in the lesson. The teaching of the new knowledge and/or skill. Learning activities in which children take ownership of the new knowledge and/or skill. Draw conclusions/reflect on learning progress during the lesson which is evidenced in the class reflections books. In addition to the planned programme of PSHE lessons, specific lessons/discussions/activities/circle times are carried out when and as they required to support the application of the taught knowledge and skills into the children's everyday lives in and out of school. The programme is also enhanced by the whole school's participation in national focus weeks such as Anti-Bullying Week and Children's Mental Health Week through planned assemblies, lessons and workshops involving their families. The economic education and first aid elements of the programme are taught outside of the sequence of lessons through our collaboration with HSBC and St. John's Ambulance.	Key Concepts - Learning, working and talking like a confident, responsible citizen who values and celebrates their world	Being introduced to the key terms and vocabulary that a confident, responsible citizen would use and encouraging use of correct vocabulary when writing and talking about PSHE.																				
			<table border="1"> <thead> <tr> <th>Concepts</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>Identity</td> <td>Their personal qualities, attitudes, skills, attributes and achievements and what influences these.</td> </tr> <tr> <td>Relationships</td> <td>Including different types and in different settings.</td> </tr> <tr> <td>Health</td> <td>Including physically, emotionally and socially (including within relationships, work-life, exercise and rest, and diet).</td> </tr> <tr> <td>Risk and Safety</td> <td>Identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others. (including behaviour and strategies to employ in different settings).</td> </tr> <tr> <td>Diversity and Equality</td> <td>In all its forms.</td> </tr> <tr> <td>Rights and Responsibilities</td> <td>Including the notion of universal human rights, consent, fairness and justice, and caring for the environment.</td> </tr> <tr> <td>Change and Resilience</td> <td>As something to be managed. The skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.</td> </tr> <tr> <td>Power</td> <td>How it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes.</td> </tr> <tr> <td>Economic Wellbeing</td> <td>Including enterprise, employability, careers, spending and saving and economic understanding.</td> </tr> </tbody> </table>	Concepts	Explanation	Identity	Their personal qualities, attitudes, skills, attributes and achievements and what influences these.	Relationships	Including different types and in different settings.	Health	Including physically, emotionally and socially (including within relationships, work-life, exercise and rest, and diet).	Risk and Safety	Identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others. (including behaviour and strategies to employ in different settings).	Diversity and Equality	In all its forms.	Rights and Responsibilities	Including the notion of universal human rights, consent , fairness and justice, and caring for the environment.	Change and Resilience	As something to be managed. The skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.	Power	How it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes.	Economic Wellbeing	Including enterprise, employability, careers, spending and saving and economic understanding.
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EYFS								
Being Me in My World			Relationships			Celebrating Difference		
Skills	Knowledge	End Points	Skills	Knowledge	End Points	Skills	Knowledge	End Points
<ul style="list-style-type: none"> Identify feelings associated with belonging Identify feelings of happiness and sadness Skills to play cooperatively with others 	<ul style="list-style-type: none"> Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly 	Know/Understand: I can talk freely about the things and people that make me happy in class and at home. Do: I usually remember to take turns and share with everyone in my class. I	<ul style="list-style-type: none"> Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is 	<ul style="list-style-type: none"> Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the 	Know/Understand: I know how to be a kind friend and I know what to do if I need a friend to help me play and/or learn. Do: I know how to co-	<ul style="list-style-type: none"> Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others 	<ul style="list-style-type: none"> Know what being proud means and that people can be proud of different things Know that people can be good at different things Know what being 	Know/Understand: I am confident when I talk about the things I like and am interested in, as well as what I don't like and why. Do: I know how to be kind to others and can use words

<ul style="list-style-type: none"> • Be able to consider others' feelings • Be responsible in the setting 	<ul style="list-style-type: none"> • Know that being kind is good • Know they have a right to learn and play, safely and happily 	know how to be a good listener	<p>lonely</p> <ul style="list-style-type: none"> • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use calming strategies when angry or upset 	<p>characteristics of healthy and safe friendship</p> <ul style="list-style-type: none"> • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to calm down when feeling angry • Know some reasons why others get angry 	operate with others in my class and understand the importance for everyone to feel included. I make sure I use my words to help friends to understand me.	<p>successes</p> <ul style="list-style-type: none"> • Identify some ways they can be different and the same as others • Recognise similarities and differences between their family and other families • Identify and use skills to make a friend • Identify and use skills to stand up for themselves • Recognise emotions when they or someone else is upset, frightened or angry 	<p>unique means</p> <ul style="list-style-type: none"> • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important • Know some qualities of a positive friendship 	to stand up for myself.
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Dreams and Goals			Healthy Me			Changing Me		
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Skills	Knowledge	End Points	Skills	Knowledge	End Points	Skills	Knowledge	End Points
<ul style="list-style-type: none"> • Understand that challenges can be difficult • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience • Recognise how kind words can encourage people • Feel proud • Celebrate success 	<ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older. 	<p>Know/Understand: I know what to do so that I can persevere with things that are a bit difficult. I can talk about what makes me proud.</p> <p>Do: I regularly encourage myself and others to keep trying and not give up when things get tricky.</p>	<ul style="list-style-type: none"> • Recognise how exercise makes them feel • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep • Can explain what to do if a stranger approaches them 	<ul style="list-style-type: none"> • Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know what to do if they get lost • Know how to say No to strangers 	<p>Know/Understand: I can talk about what I do to stay healthy and safe and I know why these things are important.</p> <p>Do: I know what we all need to do to stay healthy and safe. I can talk about these things with my friends in class.</p>	<ul style="list-style-type: none"> • Can identify how they have changed from a baby • Can say what might change for them they get older • Recognise that changing class can illicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school/ home 	<ul style="list-style-type: none"> • 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) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on 	<p>Know/Understand: I can describe and ask questions about things that feel or look different about me now and about the things that will happen around me soon. I can use strategies I've been taught to stay calm and to behave kindly towards others.</p> <p>Do: I know who to speak to and how to talk about things that might be worrying or sad as well as the things that I want to know more about. I can describe to others how I thought about a problem or feeling and how I dealt with it.</p>

Year 1								
Being Me in My World			Relationships			Celebrating Difference		
Skills	Knowledge	End Points	Skills	Knowledge	End Points	Skills	Knowledge	End Points
<ul style="list-style-type: none"> Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences Understand that they have choices 	<ul style="list-style-type: none"> Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences <ul style="list-style-type: none"> Understand their own rights and responsibilities with their classroom 	<p>Know/Understand: I can explain why my class is a happy and safe place to learn.</p> <p>Do: I can give different examples where I or others make my class happy and safe.</p>	<ul style="list-style-type: none"> Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can show skills of friendship Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like Can praise themselves and others Can recognise some of their personal qualities Can say why they appreciate a special relationship 	<ul style="list-style-type: none"> Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know about the different people in the school community and how they help Know who to ask for help in the school community 	<p>Know/Understand: 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.</p> <p>Do: I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<ul style="list-style-type: none"> Recognise ways in which they are the same as their friends and ways they are different Identify what is bullying and what isn't Understand how being bullied might feel Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special 	<ul style="list-style-type: none"> Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different 	<p>Know/Understand: 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.</p> <p>Do: I can explain what bullying is and how being bullied might make somebody feel.</p>
Dreams and Goals			Healthy Me			Changing Me		
Skills	Knowledge	End Points	Skills	Knowledge	End Points	Skills	Knowledge	End Points
<ul style="list-style-type: none"> Recognise things that they do well Explain how they learn best Celebrate an achievement with a friend Recognise their own feelings when faced with a challenge Recognise their own feelings when they are faced with an obstacle Recognise how 	<ul style="list-style-type: none"> Know how to set simple goals Know how to achieve a goal Know how to work well with a partner Know that tackling a challenge can stretch their learning Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal 	<p>Know/Understand: I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>Do: I can say why my internal treasure chest is an important place to store positive feelings.</p>	<ul style="list-style-type: none"> Feel good about themselves when they make healthy choices Realise that they are special Keep themselves safe Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Recognise how being healthy helps them to feel 	<ul style="list-style-type: none"> Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know how to keep themselves clean and healthy Know that germs cause disease / illness Know that all 	<p>Know/Understand: I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>Do: I can give examples of when being healthy can help me feel happy.</p>	<ul style="list-style-type: none"> Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know the names of male and female private body parts Know that there are correct names for private body 	<ul style="list-style-type: none"> Understand and accepts that change is a natural part of getting older Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning Can suggest ways to manage change e.g. moving to a new 	<p>Know/Understand: 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.</p> <p>Do: I can explain why some changes I might experience might feel better than others.</p>

they feel when they overcome an obstacle • Can store feelings of success so that they can be used in the future	has been achieved		happy	household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know about people who can keep them safe		parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that learning brings about change	class	
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Year 2

Being Me in My World			Relationships			Celebrating Difference		
Skills	Knowledge	End Points	Skills	Knowledge	End Points	Skills	Knowledge	End Points
<ul style="list-style-type: none"> Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively 	<ul style="list-style-type: none"> Identifying hopes and fears for the year ahead Understand the rights and responsibilities of class members Know that it is important to listen to other people Understand that their own views are valuable Know about rewards and consequences and that these stem from choices Know that positive choices impact positively on self-learning and the learning of others 	<p>Know/Understand: I can explain why my behaviour can impact on other people in my class.</p> <p>Do: I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<ul style="list-style-type: none"> Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable or unacceptable Can use positive restorative techniques to resolve a friendship conflict Can identify the negative feelings associated with keeping a worry secret Can identify the feelings associated with trust Can identify who they trust in their own relationships Can give and receive compliments Can say who they would go to for help if they were worried or scared 	<ul style="list-style-type: none"> Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use restorative methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is 	<p>Know/Understand: 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.</p> <p>Do: I can give examples of some different problem solving techniques and explain how I might use them in certain situations in my relationships.</p>	<ul style="list-style-type: none"> Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Explain how being bullied can make someone feel Can choose to be kind to someone who is being bullied Know how to stand up for themselves when they need to Recognise that they shouldn't judge people because they are different Understand that everyone's differences make them special and unique 	<ul style="list-style-type: none"> Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this Know that friends can be different and still be friends Know where to get help if being bullied Know the difference between a one-off incident of bullying 	<p>Know/Understand: I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>Do: I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>
Dreams and Goals			Healthy Me			Changing Me		
Skills	Knowledge	End Points	Skills	Knowledge	End Points	Skills	Knowledge	End Points

<ul style="list-style-type: none"> • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling 	<ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group working looks like • Know how to share success with other people 	<p>Know/Understand: I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>Do: I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<ul style="list-style-type: none"> • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friends 	<ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know what makes them feel relaxed / stressed • Know how medicines work in their bodies • Know that it is important to use medicines safely • Know how to make some healthy snacks • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy 	<p>Know/Understand: I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>Do: I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<ul style="list-style-type: none"> • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/ uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can say what they are looking forward to in the next year 	<ul style="list-style-type: none"> • Know that life cycles exist in nature • Know that aging is a natural process including old-age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know the physical differences between male and female bodies • Know the correct names for private body parts • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable 	<p>Know/Understand: I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>Do: I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p>
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Year 3

Being Me in My World			Relationships			Celebrating Difference		
Skills	Knowledge	End Points	Skills	Knowledge	End Points	Skills	Knowledge	End Points
<ul style="list-style-type: none"> • Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves 	<ul style="list-style-type: none"> • Understand that they are important • Know what a personal goal is • Understanding what a challenge is • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings 	<p>Know/Understand: I can explain how my behaviour can affect how others feel and behave.</p> <p>Do: I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<ul style="list-style-type: none"> • Can identify the responsibilities they have within their family • Can use the restorative technique in a conflict scenario and find a win-win outcome • Know how to access help if they are concerned about anything on social 	<ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. 	<p>Know/Understand: I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>Do: I can explain why my choices might affect my family, friendships and people around the</p>	<ul style="list-style-type: none"> • Be able to show appreciation for their families, parents and carers • Use the restorative technique to calm and resolve conflicts with friends and family • Empathise with people who are bullied 	<ul style="list-style-type: none"> • Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Know that conflict is a normal part of relationships 	<p>Know/Understand: 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.</p> <p>Do: I can tell you how being involved with a conflict makes me feel and can offer strategies to help</p>

<p>and others</p> <ul style="list-style-type: none"> • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively 	<ul style="list-style-type: none"> • Know that others may hold different views • Know that the school has a shared set of values 		<p>media or the internet</p> <ul style="list-style-type: none"> • Can empathise with people from other countries who may not have a fair job/ less fortunate • Understand that they are connected to the global community in many different ways • Can identify similarities in children's rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	<ul style="list-style-type: none"> • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know how some of the actions and work of people around the world help and influence my life • Know that they and all children have rights (UNCRC) • Know the lives of children around the world can be different from their own 	<p>world who I don't know.</p>	<ul style="list-style-type: none"> • Employ skills to support someone who is bullied • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment 	<ul style="list-style-type: none"> • 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 • Know that some words are used in hurtful ways and that this can have consequences 	<p>the situation. e.g. Solve it Together or asking for help.</p>
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Dreams and Goals			Healthy Me			Changing Me		
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Skills	Knowledge	End Points	Skills	Knowledge	End Points	Skills	Knowledge	End Points
<ul style="list-style-type: none"> • Recognise other people's achievements in overcoming difficulties • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> • Know about specific people who have overcome difficult challenges to achieve success • Know what dreams and ambitions are important to them • Know how they can best overcome learning challenges • Know that they are responsible for their own learning • Know what their own strengths are as a learner • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know how to evaluate their own learning progress and identify how it can be better next time. 	<p>Know/Understand: I can explain the different ways that help me learn and what I need to do to improve.</p> <p>Do: 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>	<ul style="list-style-type: none"> • Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice • Identify how they feel about drugs • Can express how being anxious or scared feels • Can take responsibility for keeping themselves and others safe • Respect their own bodies and appreciate what they do 	<ul style="list-style-type: none"> • Know how exercise affects their bodies • Know why their hearts and lungs are such important organs • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know a range of strategies to keep themselves safe • Know when something feels safe or unsafe • Know that their bodies are complex and need taking care of 	<p>Know/Understand: 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.</p> <p>Do: I can express how being anxious/ scared and unwell feels.</p>	<ul style="list-style-type: none"> • Can identify the responsibilities they have within their family • Can use the restorative approach in a conflict scenario and find a win-win outcome • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job/ less fortunate • Understand that they are connected to the global community in many different ways • Can identify similarities in children's rights around the world • Can identify 	<ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know how some of the actions and work of people around the world help and influence my life • Know that they and all children have rights (UNCRC) 	<p>Know/Understand: 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>Do: I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>

						their own wants and needs and how these may be similar or different from other children in school and the global community	<ul style="list-style-type: none"> • Know the lives of children around the world can be different from their own 	
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Year 4								
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Being Me in My World			Relationships			Celebrating Difference		
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Skills	Knowledge	End Points	Skills	Knowledge	End Points	Skills	Knowledge	End Points
<ul style="list-style-type: none"> • Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the class community benefits from a Class Charter • Be able to help friends make positive choices • Know how to regulate my emotions 	<ul style="list-style-type: none"> • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know that their own actions affect themselves and others • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community. 	<p>Know/Understand: I can explain why being listened to and listening to others is important in my school community.</p> <p>Do: I can explain why being democratic is important and can help me and others feel valued.</p>	<ul style="list-style-type: none"> • Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate. 	<ul style="list-style-type: none"> • Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that memories can support us when we lose a special person or animal • Know that change is a natural part of relationships/ friendship • Know that sometimes it is better for a friendship / relationship to end if it is causing negative feelings or is unsafe 	<p>Know/Understand: I can recognise how people are feeling when they miss a special person or animal.</p> <p>Do: I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<ul style="list-style-type: none"> • Try to accept people for who they are • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the Restorative technique to practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look • Identify when a first impression they had was right or wrong • Be non-judgmental about others who are different 	<ul style="list-style-type: none"> • Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change 	<p>Know/Understand: 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.</p> <p>Do: I can explain why it is good to accept myself and others for who we are.</p>

Dreams and Goals			Healthy Me			Changing Me		
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Skills	Knowledge	End Points	Skills	Knowledge	End Points	Skills	Knowledge	End Points
<ul style="list-style-type: none"> • Be able to identify what they value most about school • Identify hopes for the school year • Empathy for people whose lives 	<ul style="list-style-type: none"> • Know how to face new challenges positively • Understand how to set personal goals • Understand the rights and 	<p>Know/Understand: I can plan and set new goals even after a disappointment.</p> <p>Do: I can explain what it means to be resilient and</p>	<ul style="list-style-type: none"> • Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community / social media group 	<ul style="list-style-type: none"> • Know that a personality is made up of many different characteristics, qualities and attributes 	<p>Know/Understand: I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>Do:</p>	<ul style="list-style-type: none"> • Identify their own culture and different cultures within their class community • Identify their own attitudes about 	<ul style="list-style-type: none"> • Know what culture means • Know that differences in culture can sometimes be a source of conflict 	<p>Know/Understand: I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p>

<p>are different from their own</p> <ul style="list-style-type: none"> • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and 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 	<p>responsibilities associated with being a citizen in the wider community and their country</p> <ul style="list-style-type: none"> • Know how an individual's behaviour can affect a group and the consequences of this • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process 	<p>to have a positive attitude.</p>	<p>feels risky, uncomfortable, or unsafe</p> <ul style="list-style-type: none"> • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online / social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> • Know that belonging to an online community can have positive and negative consequences • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends 	<p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>people from different faith and cultural backgrounds</p> <ul style="list-style-type: none"> • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Develop respect for cultures different from their own 	<ul style="list-style-type: none"> • Know what racism is and why it is unacceptable • Know that rumour spreading is a form of bullying on and offline • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know how their life is different from the lives of children in the developing world 	<p>Do:</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>
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Year 5

Being Me in My World			Relationships			Celebrating Difference		
Skills	Knowledge	End Points	Skills	Knowledge	End Points	Skills	Knowledge	End Points
<ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive 	<ul style="list-style-type: none"> • Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried out by people I know • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn from them and vice versa 	<p>Know/Understand:</p> <p>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.</p> <p>Do:</p> <p>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.</p>	<ul style="list-style-type: none"> • Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value their own bodies • Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to 	<p>Know/Understand:</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>Do:</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self- image and body-image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an 	<ul style="list-style-type: none"> • Know what perception means and that perceptions can be right or wrong • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and 	<p>Know/Understand:</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>Do:</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>

contribution to supporting others	<ul style="list-style-type: none"> • Know ways that they can support young people in their own culture and abroad 			body image pressure <ul style="list-style-type: none"> • Know what makes a healthy lifestyle 		adult <ul style="list-style-type: none"> • Can express how they feel about becoming a teenager <ul style="list-style-type: none"> • Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	also brings growing responsibility	
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Dreams and Goals			Healthy Me			Changing Me		
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Skills	Knowledge	End Points	Skills	Knowledge	End Points	Skills	Knowledge	End Points
<ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others 	<ul style="list-style-type: none"> • Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried out by people I know • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support young people in their own culture and abroad 	<p>Know/Understand: I can compare my hopes and dreams with those of young people from different cultures.</p> <p>Do: I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<ul style="list-style-type: none"> • Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value their own bodies • Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure • Know what makes a healthy lifestyle 	<p>Know/Understand: 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.</p> <p>Do: I can summarise different ways that I respect and value my body.</p>	<ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self-image and body-image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<ul style="list-style-type: none"> • Know what perception means and that perceptions can be right or wrong • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility 	<p>Know/Understand: 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. Do: 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>

Year 6								
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Being Me in My World			Relationships			Celebrating Difference		
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Skills	Knowledge	End Points	Skills	Knowledge	End Points	Skills	Knowledge	End Points
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<ul style="list-style-type: none"> • Be able to make others feel welcomed and valued • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive rolemodel • 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 	<ul style="list-style-type: none"> • Know how to set goals for the year ahead • Understand what fears and worries are • Know about children’s universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process 	<p>Know/Understand: I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>Do: I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<ul style="list-style-type: none"> • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being 	<ul style="list-style-type: none"> • Know that it is important to take care of their ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being ‘online’ • Know how to use technology safely and positively to communicate with their family and friends 	<p>Know/Understand: I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>Do: I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<ul style="list-style-type: none"> • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Appreciate people for who they are • Show empathy 	<ul style="list-style-type: none"> • Know that there are different perceptions of ‘being normal’ and where these might come from • Know that being different could affect someone’s life • Know that power can play a part in a bullying or conflict situation • Know that people can hold power over others individually or in a group • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives • Know that difference can be a source of celebration as well as conflict 	<p>Know/Understand: I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>Do: I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>
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Dreams and Goals			Healthy Me			Changing Me		
Skills	Knowledge	End Points	Skills	Knowledge	End Points	Skills	Knowledge	End Points
<ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances • Empathise with 	<ul style="list-style-type: none"> • Know their own learning strengths • Know how to set realistic and challenging goals • Know what the learning steps are they need to take to achieve their goal • Know a variety of problems that the world is facing • Know how to work with other people to make the world a better place • Know some ways in which they could work 	<p>Know/Understand: I can explain different ways to work with others to help make the world a better place.</p> <p>Do: I can explain what motivates me to make the world a better place.</p>	<ul style="list-style-type: none"> • Are motivated to care for their own physical and emotional health • Are motivated to find ways to be happy and cope with life’s situations without using drugs • Identify ways that someone who is being exploited could help themselves • Suggest strategies someone could use to avoid being pressured • Recognise that people have different 	<ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people’s bodies, especially their liver and heart • Know that some 	<p>Know/Understand: 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.</p> <p>Do: I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<ul style="list-style-type: none"> • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Recognise how they feel when they reflect on the development and birth of a baby • Understand that mutual respect is essential in a boyfriend / 	<ul style="list-style-type: none"> • Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted 	<p>Know/Understand: I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Do: 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>people who are suffering or living in difficult situations</p> <ul style="list-style-type: none"> • Be able to give praise and compliments to other people when they recognise that personal achievements 	<p>with others to make the world a better place</p> <ul style="list-style-type: none"> • Know what their classmates like and admire about them 		<p>attitudes towards mental health / illness</p> <ul style="list-style-type: none"> • Can use different strategies to manage stress and pressure 	<p>people can be exploited and made to do things that are against the law</p> <ul style="list-style-type: none"> • Know why some people join gangs and the risk that this can involve • Know what it means to be emotionally well • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse 		<p>girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</p> <ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self- image and body-image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school 	<p>to someone changes the nature of the relationship</p> <ul style="list-style-type: none"> • Know the importance of self-esteem and what they can do to develop it • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school 	
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