

## PSHE Progression Grid 2023-2024

Scheme – Jigsaw

EYFS		
ELG- Personal, Social and Emotional Development	Building Relationships	Children at the expected level of development will: Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs.
	Managing Self	Children at the expected level of development will: Explain the reasons for rules, know right from wrong and try to behave accordingly
	Sense of Self	Children at the expected level of development will: Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge
	Self-Regulations	Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
	Managing Self	Children at the expected level of development will: Explain the reasons for rules, know right from wrong and try to behave accordingly
ELG – Communication and Language	Listening, Attention and Understanding	Children at the expected level of development will: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Self- Regulation	Children at the expected level of development will: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
	Speaking	Children at the expected level of development will: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Health and Self Care	Children at the expected level of development will: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG – Physical Development	Gross Motor Skills	Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others.
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Being Me In My World</b>					

<p>Understanding that they are special.</p> <p>Understand that they are safe in their class.</p> <p>Can identify helpful behaviours to make the class a safe place.</p> <p>Identify what it's like to feel proud of an achievement.</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices</p>	<p>Recognise own feelings and know when and where to get help.</p> <p>Know how contribute to make their class a safe and fair place</p> <p>Show good listening skills.</p> <p>Recognise the feeling of being worried.</p> <p>Be able to work cooperatively</p>	<p>Recognise self-worth.</p> <p>Identify personal strengths.</p> <p>Be able to set a personal goal.</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others.</p> <p>Make other people feel valued.</p> <p>Develop compassion and empathy for others.</p> <p>Be able to work collaboratively</p>	<p>Identify the feelings associated with being included or excluded.</p> <p>Can make others feel valued and included.</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome .</p> <p>Can make others feel cared for and welcomed.</p> <p>Recognise the feelings of being motivated or unmotivated.</p> <p>Understand why the school community benefits from a Learning</p>	<p>Be able to identify what they value most about school.</p> <p>Identify hopes for the school year.</p> <p>Have empathy for people whose lives are different from their own.</p> <p>Consider their own actions and the effect they have on themselves and others.</p> <p>Be able to work as part of a group, listening and contributing effectively.</p> <p>Understand why the school community</p>	<p>Be able to make others feel welcomed and valued.</p> <p>Know own wants and needs.</p> <p>Be able to compare their life with the lives of those less fortunate.</p> <p>Demonstrate empathy and understanding towards others.</p> <p>Can demonstrate attributes of a positive rolemodel.</p> <p>Can take positive action to help others.</p>
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<p>Know the rights and responsibilities of a member of a class- to feel safe, to feel valued, to be able to express and opinion. Know that their views are important.</p> <p>Know that their choices have consequences .</p> <p>Know and understand their own rights and responsibilities with their classroom- linked to the classroom charter created together.</p>	<p>Can identify own hopes and fears for the year ahead.</p> <p>Understand the rights and responsibilities of class members- to feel safe, to feel valued, to be able to express and opinion.</p> <p>Know that it is important to listen to other people.</p> <p>Understand that their own views are valuable.</p> <p>Know about rewards and consequences and that these stem from choices.</p> <p>Know that positive choices impact positively on self-learning and the</p>	<p>Understand that they are important.</p> <p>Know that a personal goal is something you want to achieve for yourself.</p> <p>Understanding that a challenge is something you find difficult but can complete with effort and commitment.</p> <p>Know that rules are needed and these relate to choices and consequences.</p> <p>Know that actions can affect others' feelings.</p> <p>Know that others may hold different views .</p> <p>Know that the school has a shared set of values and</p>	<p>Know how individual attitudes and actions make a difference to a class.</p> <p>Know about the different roles in the school community.</p> <p>Know their place in the school community.</p> <p>Know that democracy is a way of leading which depends on the will of the collective people (applied to pupil voice in school)</p> <p>Know that their own actions affect themselves and others.</p> <p>Know how groups work together to reach a consensus.</p>	<p>Know how to face new challenges positively.</p> <p>Understand how to set personal goals.</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country.</p> <p>Know how an individual's behaviour can affect a group and the consequences of this.</p> <p>Understand how democracy and having a voice benefits the school community.</p> <p>Understand how to contribute towards the democratic process.</p>	<p>Know how to set goals for the year ahead.</p> <p>Understand that fears and worries are our emotional reaction to things that seem dangerous to us.</p> <p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world.</p> <p>Know that personal choices can affect others locally and globally .</p> <p>Understand that their own choices result in different consequences and rewards.</p>

	learning of others	these are linked to our school creed.	Know that having a voice and democracy benefits the school community.		
Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.	Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving	Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.	Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).	Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.	Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.
Celebrating difference					

<p>Recognise ways in which they are the same as their friends and ways they are different.</p> <p>Identify what is bullying and what isn't.</p> <p>Understand how being bullied might feel.</p> <p>Know ways to help a person who is being bullied.</p> <p>Identify emotions associated with making a new friend.</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>Understand that boys and girls can be similar in lots of ways and that is OK. For example, the way they look and the things they like and dislike.</p> <p>Understand that boys and girls can be different in lots of ways and that is OK for example the way they look and the things they like and dislike.</p> <p>Explain how being bullied can make someone feel-isolated, sad, lonely, afraid.</p> <p>Can choose to be kind to someone who is being bullied.</p> <p>Know how to stand up for themselves when they need to.</p> <p>Recognise that they shouldn't judge people because they are different.</p> <p>Understand that everyone's differences</p>	<p>Be able to show appreciation for their families, parents and carers.</p> <p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family.</p> <p>Empathise with people who are bullied .</p> <p>Employ skills to support someone who is bullied.</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary .</p> <p>Be able to recognise, accept and give compliments.</p> <p>Recognise feelings associated with receiving a compliment</p>	<p>Try to accept people for who they are.</p> <p>Identify influences that have made them think or feel positively/negatively about a situation.</p> <p>Identify feelings that a bystander might feel in a bullying situation.</p> <p>Identify reasons why a bystander might join in with bullying.</p> <p>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios.</p> <p>Identify their own uniqueness.</p> <p>Be comfortable with the way they look.</p> <p>Identify when a first impression they had was right or wrong.</p> <p>Be non-judgemental about others who are</p>	<p>Identify their own culture and different cultures within their class community.</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds.</p> <p>Identify a range of strategies for managing their own feelings in bullying situations .</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices.</p> <p>Be able to support children who are being bullied.</p> <p>Appreciate the value of happiness regardless of material wealth.</p> <p>Develop respect for cultures different from their own</p>	<p>Empathise with people who are different and be aware of my own feelings towards them.</p> <p>Identify feelings associated with being excluded.</p> <p>Be able to recognise when someone is exerting power negatively in a relationship.</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict.</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario.</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens.</p> <p>Appreciate people for</p>
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	make them special and unique		different		who they are .  Show empathy
<p>Know that people have differences and similarities.</p> <p>Know what bullying means- the use of force, hurtful teasing, coercion or threat to dominate or intimidate. It is usually repetitive.</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy.</p> <p>Know skills to make friendships.</p> <p>Know that people are unique and that it is OK to be different.</p>	<ul style="list-style-type: none"> <li>Know there are stereotypes about boys and girls.</li> </ul> <p>Know that it is OK not to conform to gender stereotypes.</p> <p>Know it is good to be yourself.</p> <p>Know that sometimes people get bullied because of difference.</p> <p>Know the difference between right and wrong and the role that choice has to play in this.</p> <p>Know that friends can be different and still be friends.</p> <p>Know where to get help if</p>	<p>Know why families are important.</p> <p>Know that everybody's family is different.</p> <p>Know that sometimes family members don't get along and some reasons for this.</p> <p>Know that conflict is a normal part of relationships .</p> <p>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.</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p>	<p>Know that sometimes people make assumptions about a person because of the way they look or act.</p> <p>Know there are influences that can affect how we judge a person or situation.</p> <p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying.</p> <p>Know what to do if they think bullying is, or might be taking place.</p> <p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone.</p>	<p>Know what culture means -the ideas, customs and social beliefs of a particular person or group of people.</p> <p>Know that differences in culture can sometimes be a source of conflict.</p> <p>Know what racism is and why it is unacceptable.</p> <p>Know that rumour spreading is a form of bullying on and offline.</p> <p>Know external forms of support in regard to bullying e.g. Childline.</p> <p>Know that bullying can be direct and indirect.</p> <p>Know how their life is</p>	<p>Know that there are different perceptions of 'being normal' and where these might come from.</p> <p>Know that being different could affect someone's life.</p> <p>Know that power can play a part in a bullying or conflict situation.</p> <p>Know that people can hold power over others individually or in a group.</p> <p>Know why some people choose to bully others.</p> <p>Know that people with disabilities can lead amazing lives.</p> <p>Know that difference can</p>

	being bullied.  Know the difference between a one-off incident and bullying		Know that first impressions can change	different from the lives of children in the developing world.	be a source of celebration as well as conflict
Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.	Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.	Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.	Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.	Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.
<b>Dreams and Goals- links to curriculum drivers of community and opportunities</b>					
Recognise things that they do well.  Explain how they learn	Be able to describe their own achievements and the feelings linked to this.	Recognise other people's achievements in overcoming difficulties.	Can talk about their hopes and dreams and the feelings associated with these.	Verbalise what they would like their life to be like when they are grown up.	Understand why it is important to stretch the boundaries of their current learning.

<p>best.</p> <p>Celebrate an achievement with a friend.</p> <ul style="list-style-type: none"> <li>• Recognise their own feelings when faced with a challenge.</li> </ul> <p>Recognise their own feelings when they are faced with an obstacle.</p> <p>Recognise how they feel when they overcome an obstacle.</p> <p>Can store feelings of success so that they can be used in the future.</p>	<p>Recognise their own strengths as a learner.</p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner.</p> <p>Be able to choose a partner with whom they work well.</p> <p>Be able to work as part of a group.</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>Imagine how it will feel when they achieve their dream / ambition.</p> <p>Can break down a goal into small steps.</p> <p>Recognise how other people can help them to achieve their goals.</p> <p>Can manage feelings of frustration linked to facing obstacles.</p> <p>Can share their success with others.</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>Can identify the feeling of disappointment.</p> <p>Can identify a time when they have felt disappointed.</p> <p>Be able to cope with disappointment.</p> <p>Help others to cope with disappointment.</p> <p>Can identify what resilience is- link this to LPP and Dr Determination.</p> <p>Have a positive attitude.</p> <p>Enjoy being part of a group challenge.</p> <p>Can share their success with others.</p>	<p>Appreciate the contributions made by people in different jobs.</p> <p>Appreciate the opportunities learning and education can give them.</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture.</p> <p>Appreciate the differences between themselves and someone from a different culture.</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p>	<p>Set success criteria so that they know when they have achieved their goal.</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances.</p> <p>Empathise with people who are suffering or living in difficult situations.</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p>
<p>Know how to set simple goals.</p> <p>Know how to achieve a goal.</p>	<p>Know how to choose a realistic goal and think about how to achieve it.</p> <p>Know that it is important</p>	<p>Know about specific people who have overcome difficult challenges to achieve success.</p>	<ul style="list-style-type: none"> <li>• Know what their own hopes and dreams are.</li> </ul> <p>Know that hopes and dreams don't always</p>	<p>Know that they will need money to help them to achieve some of their dreams.</p> <p>Know about a range of</p>	<p>Know their own learning strengths.</p> <p>Know how to set realistic and challenging goals.</p>



<p>Know how to work well with a partner.</p> <p>Know that tackling a challenge can stretch their learning.</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them.</p> <p>Know when a goal has been achieved</p>	<p>to persevere.</p> <p>Know how to recognise what working together well looks like.</p> <p>Know what good group working looks like.</p> <p>Know how to share success with other people</p>	<p>Know what dreams and ambitions are important to them.</p> <p>Know how they can best overcome learning challenges.</p> <p>Know that they are responsible for their own learning.</p> <p>Know what their own strengths are as a learner.</p> <p>Know what an obstacle is (a challenge or hinderance) and how they can hinder achievement.</p> <p>Know how to take steps to overcome obstacles.</p> <p>Know how to evaluate their own learning progress.</p>	<p>come true.</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment.</p> <p>Know how to make a new plan and set new goals even if they have been disappointed .</p> <p>Know how to work out the steps they need to take to achieve a goal.</p> <p>Know how to work as part of a successful group.</p> <p>Know how to share in the success of a group-link to our curriculum driver of community.</p>	<p>jobs that are carried out by people I know.</p> <p>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>	<p>Know what the learning steps are they need to take to achieve their goal.</p> <p>Know a variety of problems that the world is facing- e.g. poverty, global warming, pandemic.</p> <p>Know how to work with other people to make the world a better place .</p> <p>Know what their classmates like and admire about them.</p>
<p>Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working</p>	<p>Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together,</p>	<p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team</p>	<p>Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears,</p>	<p>Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary,</p>	<p>Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling,</p>

together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.	Partner, Team work, Product.	work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.	Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.	Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.	Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.
Healthy Me					
<p>Feel good about themselves when they make healthy choices.</p> <p>Realise that they are special.</p> <p>Keep themselves safe.</p> <p>Recognise ways to look after themselves if they feel poorly.</p> <p>Recognise when they feel frightened and know how to ask for help.</p> <p>Recognise how being healthy helps them to feel happy.</p>	<p>Desire to make healthy lifestyle choices.</p> <p>Identify when a feeling is weak and when a feeling is strong.</p> <p>Feel positive about caring for their bodies and keeping it healthy .</p> <p>Have a healthy relationship with food.</p> <p>Express how it feels to share healthy food with their friends</p>	<p>Able to set themselves a fitness challenge.</p> <p>Recognise what it feels like to make a healthy choice.</p> <p>Identify how they feel about drugs.</p> <p>Can express how being anxious or scared feels- they may liken this to feeling sick or having butterflies.</p> <p>Can take responsibility for keeping themselves and others safe.</p> <p>Respect their own bodies and appreciate what they do.</p>	<p>Can identify the feelings that they have about their friends and different friendship groups.</p> <p>Recognise how different people and groups they interact with impact on them .</p> <p>Identify which people they most want to be friends with .</p> <p>Recognise negative feelings in peer pressure situations.</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure .</p>	<p>Can make informed decisions about whether or not they choose to smoke when they are older.</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older.</p> <p>Recognise strategies for resisting pressure.</p> <p>Can identify ways to keep themselves calm in an emergency .</p> <p>Can reflect on their own body image and know how important it is that</p>	<p>Are motivated to care for their own physical and emotional health.</p> <p>Are motivated to find ways to be happy and cope with life's situations without using drugs.</p> <p>Identify ways that someone who is being exploited could help themselves.</p> <p>Suggest strategies someone could use to avoid being pressured.</p> <p>Recognise that people have different attitudes towards mental health / illness.</p>

			Can tap into their inner strength and knowhow to be assertive.	<p>this is positive.</p> <p>Accept and respect themselves for who they are.</p> <p>Respect and value their own bodies.</p> <p>Be motivated to keep themselves healthy and happy</p>	Can use different strategies to manage stress and pressure.
<p>Know the difference between being healthy and unhealthy.</p> <p>Know some ways to keep healthy – through diet, exercise and rest.</p> <p>Know how to make healthy lifestyle choices.</p> <p>Know how to keep themselves clean and healthy .</p> <p>Know that germs cause disease / illness.</p> <p>Know that all household</p>	<p>Know what their body needs to stay healthy, including a balanced diet of carbs, protein, fats.</p> <p>Know what relaxed means-to be free from tension and anxiety.</p> <p>Know what makes them feel relaxed / stressed.</p> <p>Know how medicines work in their bodies- they enter the bloodstream and are carried to the parts of the body that need them.</p>	<p>Know how exercise affects their bodies- it helps improve our lungs and fitness.</p> <p>Know why their hearts and lungs are such important organs -the lungs help to transport Oxygen and the heart pumps blood.</p> <p>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health.</p> <p>Know that there are</p>	<p>Know how different friendship groups are formed and how they fit into them .</p> <p>Know which friends they value most.</p> <p>Know that there are leaders and followers in groups.</p> <p>Know that they can take on different roles according to the situation.</p> <p>Know the facts about smoking and its effects on health – to know that It</p>	<p>Know the health risks of smoking – Know how smoking tobacco affects the lungs, liver and heart.</p> <ul style="list-style-type: none"> <li>• Know some of the risks linked to misusing alcohol, including antisocial behaviour .</li> </ul> <p>Know basic emergency procedures including the recovery position .</p> <p>Know how to get help in emergency situations.</p> <p>Know that the media, social media and celebrity</p>	<p>Know how to take responsibility for their own health.</p> <p>Know how to make choices that benefit their own health and well-being.</p> <p>Know about different types of drugs and their uses.</p> <p>Know how these different types of drugs can affect people's bodies, especially their liver and heart .</p> <p>Know that some people</p>

<p>products, including medicines, can be harmful if not used properly .</p> <p>Know that medicines can help them if they feel poorly.</p> <p>Know how to keep safe when crossing the road.</p> <p>Know about people who can keep them safe</p>	<p>Know that it is important to use medicines safely.</p> <p>Know how to make some healthy snacks.</p> <p>Know why healthy snacks are good for their bodies- they provide energy and the vitamins they need.</p> <p>Know which foods given their bodies energy.</p>	<p>different types of drugs.</p> <p>Know that there are things, places and people that can be dangerous.</p> <p>Know a range of strategies to keep themselves safe .</p> <p>Know when something feels safe or unsafe .</p> <p>Know that their bodies are complex and need taking care of</p>	<p>can impact on your lung health and breathing.</p> <p>Know some of the reasons some people start to smoke.</p> <p>Know the facts about alcohol and its effects on health, particularly the liver.</p> <p>Know some of the reasons some people drink alcohol.</p> <p>Know ways to resist when people are putting pressure on them.</p> <p>Know what they think is right and wrong</p>	<p>culture promotes certain body types.</p> <p>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.</p> <p>Know what makes a healthy lifestyle</p>	<p>can be exploited and made to do things that are against the law .</p> <p>Know why some people join gangs and the risk that this can involve.</p> <p>Know what it means to be emotionally well.</p> <p>Know that stress can be triggered by a range of things .</p> <p>Know that being stressed can cause drug and alcohol misuse</p>
<p>Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code,</p>	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion,</p>	<p>Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk,</p>	<p>Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety,</p>	<p>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image,</p>	<p>Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable,</p>

Eyes, Ears, Look, Listen, Wait.	Energy, Fuel, Nutritious	Feelings, Complex, Appreciate, Body, Choice	Fear, Believe, Assertive, Opinion, Right, Wrong.	Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.	Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.
Relationships					
Can express how it feels to be part of a family and to care for family members	Can identify the different roles and responsibilities in their family Can recognise the value that families can bring	Can identify the responsibilities they have within their family Can use Solve-it-together in a conflict scenario and find a win-win outcome	Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy	Can suggest strategies for building self esteem of themselves and others Can identify when an online community / social media group feels risky, uncomfortable, or unsafe .	Recognise that people can get problems with their mental health and that it is nothing to be ashamed of
Can say what being a good friend means	Can recognise and talk about the types of physical contact that is acceptable or unacceptable	Know how to access help if they are concerned about anything on social media or the internet	Can identify people who are special to them and express why	Can suggest strategies for staying safe online/ social media	Can help themselves and others when worried about a mental health problem
Can show skills of friendship	Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict	Can empathise with people from other countries who may not have a fair job/ less fortunate	Can identify the feelings and emotions that accompany loss	Can say how to report unsafe online / social network activity	Recognise when they are feeling grief and have strategies to manage them
Can identify forms of physical contact they prefer					
Can say no when they receive a touch they don't like					
Can praise themselves	Can identify the negative	Understand that they are connected to the global	Can suggest strategies for managing loss Can tell you about someone they no longer	Can identify when an online game is safe or unsafe	Demonstrate ways they could stand up for themselves and their friends in situations where

<p>and others</p> <p>Can recognise some of their personal qualities .</p> <p>Can say why they appreciate a special relationship</p>	<p>feelings associated with keeping a worry secret</p> <p>Can identify the feelings associated with trust</p> <p>Can identify who they trust in their own relationships</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p>	<p>community in many different ways</p> <p>Can identify similarities in children's rights around the world</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community.</p>	<p>see</p> <p>Can suggest ways to manage relationship changes including how to negotiate</p>	<p>Can suggest ways to monitor and reduce screen time</p> <p>Can suggest strategies for managing unhelpful pressures online or in social networks.</p>	<p>others are trying to gain power or control</p> <p>Can resist pressure to do something online that might hurt themselves or others</p> <p>Can take responsibility for their own safety and well-being</p>
<p>Know that everyone's family is different</p> <p>Know that there are lots of different types of families</p> <p>Know that families are founded on belonging, love and care.</p> <p>Know how to make a friend</p> <p>Know the characteristics of healthy and safe friends</p>	<p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family</p> <p>Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good</p>	<p>Know some reasons why people feel jealousy</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that memories can support us when we lose a special person or animal</p>	<p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p> <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are</p>	<p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain</p>

<p>Know that physical contact can be used as a greeting</p> <p>Know about the different people in the school community and how they help</p> <p>Know who to ask for help in the school community</p>	<p>have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve-it-together problem-solving methods</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p>	<p>listener</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know that they and all children have rights (UNCRC)</p> <p>Know the lives of children around the world can be different from their own</p>	<p>Know that change is a natural part of relationships/ friendship</p> <p>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe.</p>	<p>rights and responsibilities when playing a game online</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p>	<p>power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p>
<p>Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.</p>	<p>Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust,</p>	<p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global,</p>	<p>Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable,</p>	<p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate,</p>	<p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure,</p>



	Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.	Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.	Appreciation, Love.	Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules	Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety
Changing Me					
<p>Understand and accepts that change is a natural part of getting older</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p> <p>Can suggest ways to manage change e.g. moving to a new class</p>	<p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p>	<p>Can express how they feel about babies</p> <p>Can describe the emotions that a new baby can bring to a family</p> <p>Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</p> <p>Can identify changes they are looking forward to in the next year</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p>	<p>Can appreciate their own uniqueness and that of others</p> <p>Can express how they feel about having children when they are grown up</p> <p>Can express any concerns they have about puberty</p> <p>Can say who they can talk to about puberty if they are worried</p> <p>Can apply the circle of change model to themselves to have strategies for managing change</p> <p>Have strategies for</p>	<p>Can celebrate what they like about their own and others' self- image and body-image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p> <p>Can ask questions about puberty to seek clarification</p> <p>Can express how they feel about having children</p>	<p>Recognise ways they can develop their own self-esteem</p> <p>Can express how they feel about the changes that will happen to them during puberty</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p> <p>Can express how they feel about having a romantic relationship when they are an adult</p> <p>Understand that mutual respect is essential in a boyfriend / girlfriend</p>



	<p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can say what they are looking forward to in the next year</p>		managing the emotions relating to change	<p>when they are an adult</p> <p>Can express how they feel about becoming a teenager</p> <p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p>	<p>relationship and that they shouldn't feel pressured into doing something that they don't want to</p> <p>Can celebrate what they like about their own and others' self- image and body-image</p> <p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>
<p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know which parts of the body are private and that they belong to that person and that nobody</p>	<p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old-age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to</p>	<p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p>	<p>Know that personal characteristics are inherited from birth parents</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty, including</p>	<p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that becoming a teenager involves various changes and also brings</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know that sexual intercourse can lead to</p>

<p>has the right to touch these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that learning brings about change</p>	<p>change as they age</p> <p>Know that private body parts are special and that no one has the right to touch these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p>	<p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p>	<p>menstruation.</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>Know that change can bring about a range of different emotions</p>	<p>growing responsibility</p>	<p>conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</p>
<p>Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Learn, New, Grow, Feelings, Anxious,</p>	<p>Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance,</p>	<p>Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, ,</p>	<p>Personal, Unique, Characteristics, Parents, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Fertilise,</p>	<p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Puberty,</p>	<p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative</p>

Worried, Excited, Coping.	Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.	Control, Male, Female, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy	Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, egg, sperm	Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.	body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities,
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