



Maybury Primary School
PSHCE Curriculum

Becoming a healthy, resilient citizen



Maybury Primary School

Long Term Plan: Teaching Unit Plan Overview



Long Term Plan: Teaching Unit Plan Overview

	Autumn		Spring		Summer	
	Being me in my own world	Celebrating differences	Dream and goals	Healthy me	Relationships	Changing me
F1 & F2	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles - animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line - scenarios Respect for myself and	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

	others' perspectives		Simple budgeting	others Healthy and safe choices	Awareness of how other children have different lives Expressing appreciation for family and friends	
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition



Maybury Primary School

Progression in PSHCE Knowledge, Understanding and Skills

Maybury Primary School: Becoming a healthy, resilient citizen



Progression in PSHCE Knowledge and Skills

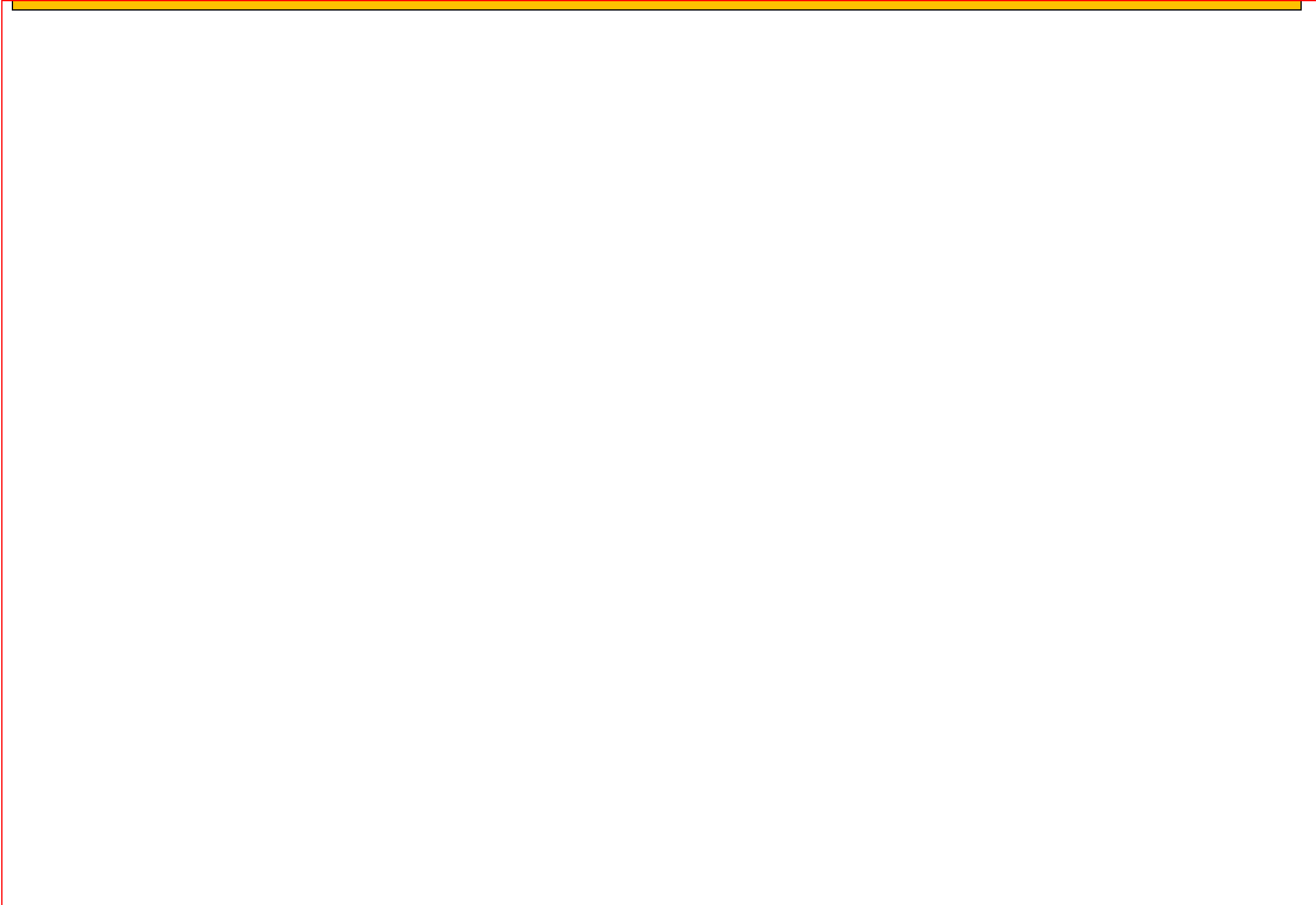
<p>EYFS Skills</p>	<p>Know special things about themselves Know how happiness and sadness can be expressed Know that being kind is good Identify feelings associated with belonging Skills to play cooperatively with others</p>	<p>Know that some people are different from themselves Know that hands can be used kindly and unkindly Know they have a right to learn and play, safely and happily Identify feelings of happiness and sadness Be able to consider others' feelings</p>	<p>Be responsible in the setting</p>
<p>National Curriculum Skills</p>	<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. 		

• where to get advice e.g. family, school and/or other sources.



Early Years Foundation Stage: PSHCE Knowledge and Skills Progression

EYFS			
Knowledge and Skills	<p>➤ 3 to 4</p> <p>Select and use activities and resources with help when needed.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Increasingly follow rules understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like happy, sad, any and worried.</p> <p>Understand gradually how others might be feeling.</p> <p>Being increasingly independent in meeting their own care needs.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>➤ Children in reception</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs – personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and well-being:</p> <ul style="list-style-type: none"> • Regular physical activity • Healthy eating • Toothbrushing • Sensible amounts of screen time • Having a good sleep routine • Being a safe pedestrian 	<p>➤ ELG</p> <p><u>Self-Regulation</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - 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. <p><u>Managing Self</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p><u>Building Relationships</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
	Vocabulary	<p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p> <p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.</p>	<p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.</p> <p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p>





KS1 and KS2: PSHCE Knowledge and Skills Progression

1) Being Me in my World

PSHE

	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
Knowledge and Skills	<ul style="list-style-type: none"> • Know how to use my Jigsaw Journal • Feel special and safe in my class • Know the rights and responsibilities of being a member of the class • Recognise the choices I make and understand the consequences 	<ul style="list-style-type: none"> • Understand the rights and responsibilities of being a member of the class • Recognise some hopes/ fears relating to themselves • Recognise the choices I make and understand the consequences 	<ul style="list-style-type: none"> • Recognise their own positive traits and achievements • Demonstrate that they ask for help <u>when</u> they need it • Explain why rules are needed • Understand the rights and responsibilities for being a member of my class • Know how actions can affect people's feelings • Explain a situation from another person's point of view 	<ul style="list-style-type: none"> • I know my attitudes and actions make a difference to the class team. • I understand who is in my school community, the roles they play and how I fit in. • I understand how democracy works through the school council. • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. • I understand how groups come together to make decisions. • I understand how democracy and having a voice benefits the school community. 	<ul style="list-style-type: none"> • Describe how to be positive when facing new challenges and setting new goals • Understand the rights and responsibilities of UK citizens • Understand the rights and responsibilities of people in school • Understand how behaviour can impact on a group • Understand how democracy works ie through school council, and the benefits of pupil voice 	<ul style="list-style-type: none"> • Identify goals for the forthcoming year • Explain fears and worries for the future and the best ways to express them • Know that there are universal rights for children but for some children these are not met • Understand how own actions can affect others locally/ globally
Sticky Knowledge	<ul style="list-style-type: none"> • I can explain why my class is a happy and safe place to learn. 	<ul style="list-style-type: none"> • I can explain why my behaviour can impact on other people in my class. 	<ul style="list-style-type: none"> • I can explain how my behaviour can affect how others feel and behave. 	<ul style="list-style-type: none"> • I can explain why being listened to and listening to others is important in my school community. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can explain how my choices can have an impact on people in my immediate community and globally.

Social and Emotional development

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<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"> 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"> Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively 	<ul style="list-style-type: none"> I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued. I can take on a role in a group and contribute to the overall outcome. I can recognise my contribution to making a learning charter for the whole school. I understand how rewards and consequences motivates people's behaviour I can take on a role in a group and contribute to the overall outcome. I understand why our school community benefits from a learning charter and can help others to follow it. 	<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 are different from their own 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 Learning Charter Be able to help friends make positive choices Know how to regulate my emotions 	<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 role model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions
Sticky Knowledge	<ul style="list-style-type: none"> I can give different examples where I or others make my class happy and safe. 	<ul style="list-style-type: none"> I can compare my own and my friends' choices and can express why some choices are better than others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can explain why being democratic is important and can help me and others feel valued. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can empathise with others in my community and globally and explain how this can influence the choices I make.
Vocabulary	Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter,	Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions,	Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge,	Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility,	Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa	Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The

Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.	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	Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC)	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.	Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.
-----------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------

2) Celebrating Difference

PSHE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<ul style="list-style-type: none"> Identify similarities/ differences between others in my class and myself To understand these differences make us all special and unique Know what bullying is Know what to do if self/ others are unhappy Know how to make new friends 	<ul style="list-style-type: none"> Begin to understand about how people can be stereotyped/ have assumptions made about them Know what bullying is and identify how it can happen (differences in people) Understand it is okay to be different to others Identify some ways in which my friend is different from me and why/how that is valued 	<ul style="list-style-type: none"> Understand that everyone's family is different and important to them Understand that differences and conflicts can happen in families Know what bullying is and identify how it can happen (differences in people) Understand what it means to be a bystander to bullying Identify how a bystander can help in a bullying situation 	<p>Understand that, sometimes, we make assumptions based on what people look like</p> <p>Understand what influences me to make assumptions based on how people look</p> <p>Know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on but I'm not sure</p> <p>Tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>Identify what is special about me and to value the ways in which I am unique</p> <p>Tell you a time when my first impression of someone changed when I got to know them</p>	<ul style="list-style-type: none"> Understand how cultural differences can cause conflict Understand what racism is Understand different forms of bullying Explain the differences between direct/indirect types of bullying Understand about a culture that is different from own 	<ul style="list-style-type: none"> Understand there are different perceptions of what 'being normal' is Know how being different can affect people's lives Explain the ways in which an individual or group, can have power over others Identify some of the reasons people may use bullying behaviour over others

Sticky knowledge	<p>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>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>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>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</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>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p>
-------------------------	---------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------

Social and Emotional development

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<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"> 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"> Be able to show appreciation for their families, parents and carers Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Empathise with people who are bullied 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"> Try to accept people for who they are Question why I think what I do about other people Know how it might feel to be a witness to and a target of bullying Problem-solve a bullying situation with others Like and respect the unique features of my physical appearance Explain why it is good to accept people for who they are 	<ul style="list-style-type: none"> Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds 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 	<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

					different from their own	<ul style="list-style-type: none"> why it happens • Appreciate people for who they are • Show empathy
Sticky Knowledge	I can explain what bullying is and how being bullied might make somebody feel.	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.	I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.	I can explain why it is good to accept myself and others for who we are.	I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour	I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
Vocabulary	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.

3) Dreams and Goals

PSHE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<ul style="list-style-type: none"> Identify simple goals Know how to work with a partner Can tell others how it felt to succeed in a new challenge 	<ul style="list-style-type: none"> Choose a realistic goal to work towards Explain/show how they have tried (persevered) even when something is difficult Recognise who they work well with/ don't 	<ul style="list-style-type: none"> Explain about someone who has had difficulties but achieved success Identify a dream/ goal that is important to them Recognise obstacles they might face and 	<ul style="list-style-type: none"> Explain own hopes and dreams Understand not all hopes and dreams are successful Know how to make a new plan and set new goals even when disappointed Know what it means to be resilient and to have a 	<ul style="list-style-type: none"> Know about a range of jobs and careers Identify a future career and understand what is needed to achieve it Describe own dreams and goals 	<ul style="list-style-type: none"> Know own learning strengths and set realistic achievable goals (in and out of school) Work out the steps needed to achieve goal Identify and explain

		<p>work well with and why</p> <ul style="list-style-type: none"> • Explain how they have contributed well to group work 	<p>identify ways to overcome them</p> <ul style="list-style-type: none"> • Evaluate own learning process and identify how it can be better next time 	<p>positive attitude</p>	<ul style="list-style-type: none"> • Describe dreams and goals of someone from a different culture • Identify ways to support someone else with their dreams/goals 	<p>about a problem in the world</p> <ul style="list-style-type: none"> • Describe 3 ways they can make the world a better place
Sticky Knowledge	I can explain how I feel when I am successful and how this can be celebrated positively.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.	I can explain the different ways that help me learn and what I need to do to improve.	I can plan and set new goals even after a disappointment.	I can compare my hopes and dreams with those of young people from different cultures.	I can explain different ways to work with others to help make the world a better place.

Social and Emotional development

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<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 they feel when they overcome an obstacle • Can store feelings of success so that they can be used in the future 	<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"> • 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"> • Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude • Enjoy being part of a group challenge • 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"> • 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 	<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 people who are suffering or living in difficult situations • Be able to give praise and compliments to other people when they recognise that person's achievements

					<ul style="list-style-type: none"> different culture Understand why they are motivated to make a positive contribution to supporting others 	
Sticky Knowledge	I can say why my internal treasure chest is an important place to store positive feelings.	I can explain how it felt to be part of a group and can identify a range of feelings about group work.	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.	I can explain what it means to be resilient and to have a positive attitude.	I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain what motivates me to make the world a better place.
Vocabulary	Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals	Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.	Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.	Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.	Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.

4) Healthy Me

PSHE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<ul style="list-style-type: none"> Understand the difference in being healthy /unhealthy Know some ways of how to be clean and healthy Understand that medicines can help people if they are poorly and how 	<ul style="list-style-type: none"> Identify what is needed for a body to be healthy Show/explain what relaxed looks like Know what makes them feel relaxed Know how to make 	<ul style="list-style-type: none"> Identify how exercise affects the body Know why heart and lungs are important body organs Know how fat/sugar can affect the body 	<ul style="list-style-type: none"> Identify how different friendship groups are formed Understand the role of leaders and followers in discussions. Understand the facts around smoking and its 	<ul style="list-style-type: none"> Know the risks of smoking and how tobacco affects health Know some of the risks of misusing alcohol and the effect on 	<ul style="list-style-type: none"> Take responsibility for own health and wellbeing choices Know the effect different drugs can have on the body, especially liver and heart

	<ul style="list-style-type: none"> to use them safely Know how to be safe when crossing the road 	<p>some healthy snacks and explain why they are good for the body</p>	<ul style="list-style-type: none"> Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help 	<p>effect on health</p> <ul style="list-style-type: none"> Identify some of the reasons someone might start smoking Understand the facts around alcohol and its effect on health Recognise when people are putting me under pressure and explain ways to resist this 	<p>heart/liver</p> <ul style="list-style-type: none"> Understand what is meant by the term anti-social Understand that body image can affect mental health Investigate and evaluate the effect of social media on body image Understand the different role of food in people's lives and link to body image / eating disorders 	<ul style="list-style-type: none"> Identify how people can be exploited to do things against the law Explain why some people join gangs and the risk this involves
Sticky Knowledge	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.

Social and Emotional development

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<ul style="list-style-type: none"> Identify own members of family Know that not all families are the same/ there are different types of families Identify what 'a good friend' means to them Know who can help me in the school community 	<ul style="list-style-type: none"> Identify own members of family and know their relationship to them Identify some of the things that cause conflict between themselves and friends Explain when it is 	<ul style="list-style-type: none"> Know the roles and responsibilities of different family members Identify and put into practice friendship skills ie turn taking, good listening Know strategies to stay safe online 	<ul style="list-style-type: none"> Recognise situations that can cause jealousy in relationships Identify someone that is special to them and explain why they love them. Recognise how friendships change Know how to make new friends and deal with 	<ul style="list-style-type: none"> Understand themselves in terms of their personal qualities and characteristics Understand that belonging to an online community can have +/- consequences 	<ul style="list-style-type: none"> Know why it is important to take care of mental health and ways in which they can do this Understand there are different stages of grief (and different types of loss) Recognise when

	<ul style="list-style-type: none"> Recognise own qualities as a person / friend Know appropriate ways to greet friends 	<p>good / not good to keep a secret</p> <ul style="list-style-type: none"> Recognise people that can help - at home, at school, elsewhere 	<ul style="list-style-type: none"> Understand how own needs / rights are shared by children around the world Explain how life/work of other people in the world influences/helps their life Know and demonstrate how to show appreciation 	<p>'falling out' situations</p> <ul style="list-style-type: none"> Know how to show love and appreciation for people/animals that are special to them. 	<ul style="list-style-type: none"> Understand and explain the rights and responsibilities of an online community / social network Understand and explain the rights and responsibilities of gaming online Recognise and understand the need for 'screen time' limitation and explain the reason/s why Know how to stay safe online 	<p>people are trying to gain power/control</p> <ul style="list-style-type: none"> Judge whether something online is safe or hurtful
Sticky Knowledge	I can give examples of when being healthy can help me feel happy.	I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can express how being anxious/ scared and unwell feels.	I can identify feelings of anxiety and fear associated with peer pressure.	I can summarise different ways that I respect and value my body	I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.
Vocabulary	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, Eyes, Ears, Look, Listen, Wait.	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.	Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.	Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.

5) Relationships

PSHE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<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 	<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 the Mending Friendships or Solve-it-together problem-solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is 	<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 	<ul style="list-style-type: none"> Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that there are leaders and followers in groups Know that they can take on different roles according to the situation Know the facts about smoking and its effects on health Know some of the reasons some people start to smoke Know the facts about alcohol and its effects on health, particularly the liver Know some of the reasons some people drink alcohol Know ways to resist when people are putting pressure on them Know what they think is right and wrong 	<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 basic emergency procedures including the recovery position 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 	<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 people can be exploited and made to do things that are against the law 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
Sticky Knowledge	I can explain why I have special relationships with some people and how these relationships help me feel	I can explain why some things might make me feel uncomfortable in a relationship and	I can explain how my life is influenced positively by people I know and also by	I can recognise how people are feeling when they miss a special person or animal.	I can compare different types of friendships and the feelings associated	I can identify when people may be experiencing feelings associated with loss

	safe and good about myself. I can also explain how my qualities help these relationships.	compare this with relationships that make me feel safe and special.	people from other countries.		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.	and also recognise when people are trying to gain power or control.
--	-------------------------------------------------------------------------------------------	---------------------------------------------------------------------	------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------

Social and Emotional development

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<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"> • 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 problem-solving techniques (Mending Friendships or Solve-it-together) 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 	<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"> • Can identify the feelings that they have about their friendship groups • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and knowhow to be assertive 	<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 identify ways to keep themselves calm in an emergency • 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"> • 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 attitudes towards mental health / illness • Can use different strategies to manage stress and pressure

		<ul style="list-style-type: none"> Can say who they would go to for help if they were worried or scared 				
Sticky Knowledge	I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can give ways that might help me manage my feelings when missing a special person or animal.	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.	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.
Vocabulary	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.	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, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.	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, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.	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, Appreciation, Love.	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, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules	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, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety

6) Changing Me

PSHE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Skills	<ul style="list-style-type: none"> Begin to understand the life cycles of humans and some animals Explain some things that have changed / stayed the same for themselves Identify the parts of the body that make boys different to girls and can use the correct names for: penis, testicles, vagina Respect own body and understand which parts are private 	<ul style="list-style-type: none"> Recognise cycles of life in nature Recognise how their bodies have changed as they have aged Demonstrate an understanding of where they are on the age continuum Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private 	<ul style="list-style-type: none"> Understand what a baby needs to live and grow Understand that boys' and girls' bodies change on the inside 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 Recognise how I feel about these changes happening to me and know how to cope with these feelings Begin to recognise stereotypical ideas around parenting and family roles 	<ul style="list-style-type: none"> Understand how/why people are unique including how some personal characteristics come from birth parents Understand and be able to name changes that are out of their control Identify changes they would like to make and how to go about it Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this 	<ul style="list-style-type: none"> Describe own self image and explain how body image fits into that Explain the changes that happen in girls and boys bodies during puberty Understand the importance of looking after themselves, physically and emotionally Understand how conception through intercourse can lead to a baby being made 	<ul style="list-style-type: none"> Describe own self image and explain how body image fits into that Explain the changes that happen in girls and boys bodies during puberty Understand the importance of looking after themselves, physically and emotionally Explain how a baby develops from conception through to 9m pregnancy Identify and explain hopes and worries re transition to secondary school
Sticky Knowledge	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, and give reasons why they are private.	I can use the correct terms to describe penis, testicles, anus, vagina, and explain why they are private. I can explain why some types of touches feel OK and others don't.	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.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
Social and Emotional development						
	Year 1	Year 2	Year 3	Year 4	Year 5	• Year 6

<p>Knowledge and Skills</p>	<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 class 	<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"> • Can express how they feel about babies • Can describe the emotions that a new baby can bring to a family • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry • Can identify changes they are looking forward to in the next year • Can suggest ways to help them manage feelings during changes they are more anxious about 	<ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change 	<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"> • 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 / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • 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>Sticky Knowledge</p>	<p>I can explain why some changes I might experience might feel better than others.</p>	<p>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</p>	<p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>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</p>	<p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at</p>	<p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>

		differently to me.		when changes happen.	different times to my friends.	
Vocabulary	Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.	Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.	Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.	Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, 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, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship,	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative 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, freedoms, responsibilities, attraction, relationship,



love, sexting, transition,
secondary, looking
forward, journey, worries,
anxiety, excitement