

## PSHE and Relationships Education: Progression Grid

### Jigsaw



<b>PSHE</b> The areas of EYFS that prepare children for the National Curriculum programmes of study.		
Reception	Communication and Language	<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> </ul>
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.                             <ul style="list-style-type: none"> <li>- personal hygiene</li> </ul> </li> <li>Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school days successfully:                             <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> </li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Programme of Study	Autumn 1: Being Me in My World	<ul style="list-style-type: none"> <li>Understand their own rights and responsibilities with their classroom</li> <li>Understand that their choices have consequences</li> <li>Understand that their views are important</li> <li>Understand the rights and responsibilities of a member of a class</li> <li>Understand that they are safe in their class</li> <li>Identifying helpful behaviours to make the class a safe place</li> <li>Understand that they have choices</li> <li>Understanding that they are special</li> </ul>	<ul style="list-style-type: none"> <li>Understand the rights and responsibilities of class members</li> <li>Know about rewards and consequences and that these stem from choices</li> <li>Know that it is important to listen to other people</li> <li>Understand that their own views are valuable</li> <li>Know that positive choices impact positively on self-learning and the learning of others</li> <li>Identifying hopes and fears for the year ahead</li> <li>Know how to make their class a safe and fair place</li> <li>Show good listening skills</li> <li>Be able to work cooperatively</li> <li>Recognise own feelings and know when and where to get help</li> <li>Recognise the feeling of being worried</li> </ul>	<ul style="list-style-type: none"> <li>Know that the school has a shared set of values</li> <li>Know why rules are needed and how these relate to choices and consequences</li> <li>Know that actions can affect others' feelings</li> <li>Know that others may hold different views</li> <li>Understand that they are important</li> <li>Know what a personal goal is</li> <li>Understanding what a challenge is</li> <li>Make other people feel valued</li> <li>Develop compassion and empathy for others</li> <li>Be able to work collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>Know their place in the school community</li> <li>Know what democracy is (applied to pupil voice in school)</li> <li>Know how groups work together to reach a consensus</li> <li>Know that having a voice and democracy benefits the school community</li> <li>Know how individual attitudes and actions make a difference to a class</li> <li>Know about the different roles in the school community</li> <li>Know that their own actions affect themselves and others</li> <li>Identify the feelings associated with being included or excluded</li> <li>Be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>Know how to</li> </ul>	<ul style="list-style-type: none"> <li>Understand how democracy and having a voice benefits the school community</li> <li>Understand how to contribute towards the democratic process</li> <li>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>Know how to face new challenges positively</li> <li>Understand how to set personal goals</li> <li>Know how an individual's behaviour can affect a group and the consequences of this</li> </ul>	<ul style="list-style-type: none"> <li>Know about children's universal rights (United Nations Convention on the Rights of the Child)</li> <li>Know about the lives of children in other parts of the world</li> <li>Know that personal choices can affect others locally and globally</li> <li>Know how to set goals for the year ahead</li> <li>Understand what fears and worries are</li> <li>Understand that their own choices result in different consequences and rewards</li> <li>Understand how democracy and having a</li> </ul>
	Taught Knowledge Social and Emotional Skills						

		<ul style="list-style-type: none"> <li>Identify what it's like to feel proud of an achievement</li> <li>Recognise feelings associated with positive and negative consequences</li> </ul>		<ul style="list-style-type: none"> <li>Recognise self-worth</li> <li>Identify personal strengths</li> <li>Be able to set a personal goal</li> <li>Recognise feelings of happiness, sadness, worry and fear in themselves and others</li> </ul>	<p><b>regulate my emotions</b></p> <ul style="list-style-type: none"> <li>Can make others feel cared for and welcome</li> <li>Recognise the feelings of being motivated or unmotivated</li> <li>Can make others feel valued and included</li> <li>Understand why the school community benefits from a Learning Charter</li> <li>Be able to help friends make positive choices</li> </ul>	<ul style="list-style-type: none"> <li><b>Empathy for people whose lives are different from their own</b></li> <li><b>Consider their own actions and the effect they have on themselves and others</b></li> <li><b>Be able to work as part of a group, listening and contributing effectively</b></li> <li>Be able to identify what they value most about school</li> <li>Identify hopes for the school year</li> <li>Understand why the school community benefits from a Learning Charter</li> <li>Be able to help friends make positive choices</li> <li>Know how to regulate my emotions</li> </ul>	<p>voice benefits the school community</p> <ul style="list-style-type: none"> <li>Understand how to contribute towards the democratic process</li> <li><b>Know own wants and needs</b></li> <li><b>Be able to compare their life with the lives of those less fortunate</b></li> <li><b>Demonstrate empathy and understanding towards others</b></li> <li><b>Can demonstrate attributes of a positive role-model</b></li> <li>Can take positive action to help others</li> <li>Be able to contribute towards a group task</li> <li>Know what effective group work is</li> </ul>
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Autumn 2: Celebrating Difference	<p><b>Taught Knowledge</b></p> <p>Social and Emotional Skills</p>	<ul style="list-style-type: none"> <li>Know what bullying means</li> <li>Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>Know that people are unique and that it is OK to be different</li> <li>Know skills to make friendships</li> <li>Know that people have differences and similarities</li> <li>Identify what is bullying</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between a one-off incident and bullying</li> <li>Know that sometimes people get bullied because of difference</li> <li>Know that friends can be different and still be friends</li> <li>Know there are stereotypes about boys and girls</li> <li>Know where to get help if being bullied</li> <li>Know that it is OK not to conform to gender stereotypes</li> <li>Know it is good to be yourself</li> <li>Know the difference between right and wrong and the role that choice has to play in this</li> <li>Explain how being bullied can make someone feel</li> <li>Know how to stand up for themselves when they need to</li> <li>Understand that everyone's differences make them special and unique</li> <li>Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>Understand that boys and girls can be different in lots of ways and that is OK</li> <li>Can choose to be kind to someone who is being bullied</li> </ul>	<ul style="list-style-type: none"> <li>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</li> <li>Know that conflict is a normal part of relationships</li> <li>Know that some words are used in hurtful ways and that this can have consequences</li> <li>Know why families are important</li> <li>Know that everybody's family is different</li> <li>Know that sometimes family members don't get along and some reasons for this</li> <li>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> </ul>	<ul style="list-style-type: none"> <li>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>Know there are influences that can affect how we judge a person or situation</li> <li>Know what to do if they think bullying is or might be taking place</li> <li>Know that first impressions can change</li> <li>Be comfortable with the way they look</li> </ul>	<ul style="list-style-type: none"> <li>Know external forms of support in regard to bullying e.g. Childline</li> <li>Know that bullying can be direct and indirect</li> <li>Know what racism is and why it is unacceptable</li> <li>Know what culture means</li> <li>Know that differences in culture can sometimes be a source of conflict</li> <li>Know that rumour-spreading is a form of bullying online and offline</li> <li>Know how their life is different from</li> </ul>	<ul style="list-style-type: none"> <li>Know that people can hold power over others individually or in a group</li> <li>Know that power can play a part in a bullying or conflict situation</li> <li>Know that there are different perceptions of 'being normal' and where these might come from</li> <li>Know that difference can be a source of celebration as well as conflict</li> <li>Know that being different could affect someone's life</li> </ul>

		<p><b>and what isn't</b></p> <ul style="list-style-type: none"> <li>• <b>Understand how being bullied might feel</b></li> <li>• <b>Recognise ways in which they are the same as their friends and ways they are different</b></li> <li>• Know ways to help a person who is being bullied</li> <li>• Identify emotions associated with making a new friend</li> <li>• Verbalise some of the attributes that make them unique and special</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that they shouldn't judge people because they are different</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</b></li> <li>• <b>Be able to show appreciation for their families, parents and carers</b></li> <li>• Empathise with people who are bullied</li> <li>• Employ skills to support someone who is bullied</li> <li>• Be able to recognise, accept and give compliments</li> <li>• Recognise feelings associated with receiving a compliment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Try to accept people for who they are</b></li> <li>• <b>Be non-judgemental about others who are different</b></li> <li>• Identify influences that have made them think or feel positively/negatively about a situation</li> <li>• Identify feelings that a bystander might feel in a bullying situation</li> <li>• Identify reasons why a bystander might join in with bullying</li> <li>• Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> <li>• Identify their own uniqueness</li> <li>• Identify when a first impression they had was right or wrong</li> </ul>	<p>the lives of children in the developing world</p> <ul style="list-style-type: none"> <li>• <b>Appreciate the value of happiness regardless of material wealth</b></li> <li>• <b>Identify their own culture and different cultures within their class community</b></li> <li>• <b>Identify their own attitudes about people from different faith and cultural backgrounds</b></li> <li>• <b>Develop respect for cultures different from their own</b></li> <li>• Identify a range of strategies for managing their own feelings in bullying situations</li> <li>• Identify some strategies to encourage</li> </ul>	<ul style="list-style-type: none"> <li>• Know why some people choose to bully others</li> <li>• Know that people with disabilities can lead amazing lives</li> <li>• <b>Empathise with people who are different and be aware of my own feelings towards them</b></li> <li>• <b>Identify feelings associated with being excluded</b></li> <li>• <b>Be able to recognise when someone is exerting power negatively in a relationship</b></li> <li>• <b>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</b></li> </ul>
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						<p>children who use bullying behaviours to make other choices</p> <ul style="list-style-type: none"> <li>• Be able to support children who are being bullied</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>• Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>• Appreciate people for who they are</li> <li>• Show empathy</li> </ul>
Spring 1: Dreams and Goals	<p><b>Taught Knowledge</b></p> <p>Social and Emotional Skills</p>	<ul style="list-style-type: none"> <li>• Know how to set simple goals</li> <li>• Know how to achieve a goal</li> <li>• Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to choose a realistic goal and think about how to achieve it</li> <li>• Know that it is important to persevere</li> <li>• Know how to recognise what working together well looks like</li> <li>• Know what good group-working looks like</li> <li>• Know how to share success with other people</li> <li>• Recognise how working with others can be helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Know that they are responsible for their own learning</li> <li>• Know what an obstacle is and how they can hinder achievement</li> <li>• Know how to take steps to overcome obstacles</li> <li>• Know what dreams and</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to make a new plan and set new goals even if they have been disappointed</li> <li>• Know how to work as part of a successful group</li> <li>• Know how to share in the success of a group</li> <li>• Know what their own hopes and dreams are</li> </ul>	<ul style="list-style-type: none"> <li>• Know about a range of jobs that are carried out by people I know</li> <li>• Know the types of job they might like to do when they are older</li> <li>• Know that young people from different cultures may have different dreams and goals</li> <li>• Know that they will need money to</li> </ul>	<ul style="list-style-type: none"> <li>• Know their own learning strengths</li> <li>• Know what their classmates like and admire about them</li> <li>• Know a variety of problems that the world is facing</li> <li>• Know some ways in</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Know when a goal has been achieved</b></li> <li>• Know how to work well with a partner</li> <li>• Know that tackling a challenge can stretch their learning</li> <li>• <b>Recognise things that they do well</b></li> <li>• <b>Explain how they learn best</b></li> <li>• <b>Recognise their own feelings when faced with a challenge/obstacle</b></li> <li>• <b>Recognise how they feel when they overcome a challenge/obstacle</b></li> <li>• Celebrate an achievement with a friend</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Be able to work effectively with a partner</b></li> <li>• <b>Be able to choose a partner with whom they work well</b></li> <li>• <b>Be able to work as part of a group</b></li> <li>• Be able to describe their own achievements and the feelings linked to this</li> <li>• Recognise their own strengths as a learner</li> <li>• Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>	<p><b>ambitions are important to them</b></p> <ul style="list-style-type: none"> <li>• Know about specific people who have overcome difficult challenges to achieve success</li> <li>• Know how they can best overcome learning challenges</li> <li>• Know what their own strengths are as a learner</li> <li>• Know how to evaluate their own learning progress and identify how it can be better next time</li> <li>• <b>Can break down a goal into small steps</b></li> <li>• <b>Can manage feelings of frustration linked to facing obstacles</b></li> <li>• <b>Imagine how it will feel</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that hopes and dreams don't always come true</b></li> <li>• Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>• Know how to work out the steps they need to take to achieve a goal <ul style="list-style-type: none"> <li>• <b>Have a positive attitude</b></li> <li>• <b>Can identify the feeling of disappointment</b></li> <li>• <b>Be able to cope with disappointment</b></li> <li>• <b>Can identify what resilience is</b></li> <li>• Can identify a time when they have felt disappointed</li> <li>• Can talk about their hopes and dreams and the feelings associated with these</li> <li>• Help others to cope with disappointment</li> <li>• Enjoy being part of a group challenge</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul> </li> </ul>	<p>help them to achieve some of their dreams</p> <ul style="list-style-type: none"> <li>• Know that different jobs pay more money than others</li> <li>• Know that communicating with someone from a different culture means that they can learn from them and vice versa</li> <li>• Know ways that they can support young people in their own culture and abroad</li> <li>• <b>Verbalise what they would like their life to be like when they are grown up</b></li> <li>• <b>Appreciate the contributions made by people in different jobs</b></li> <li>• <b>Reflect on the differences between their own learning goals and those of someone from a different culture</b></li> <li>• <b>Appreciate the differences</b></li> </ul>	<p>which they could work with others to make the world a better place</p> <ul style="list-style-type: none"> <li>• Know what the learning steps are they need to take to achieve their goal</li> <li>• Know how to set realistic and challenging goals</li> <li>• <b>Understand why it is important to stretch the boundaries of their current learning</b></li> <li>• <b>Be able to give praise and compliments to other people when they recognise that person's achievements</b></li> </ul>
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		<ul style="list-style-type: none"> <li>• Can store feelings of success so that they can be used in the future</li> </ul>		<p><b>when they achieve their dream/ambition</b></p> <ul style="list-style-type: none"> <li>• Recognise other people's achievements in overcoming difficulties</li> <li>• Recognise how other people can help them to achieve their goals</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>		<p><b>between themselves and someone from a different culture</b></p> <ul style="list-style-type: none"> <li>• Understand why they are motivated to make a positive contribution to supporting others</li> <li>• Appreciate the opportunities learning and education can give them</li> </ul>	<ul style="list-style-type: none"> <li>• Empathise with people who are suffering or living in difficult situations</li> <li>• Set success criteria so that they know when they have achieved their goal</li> <li>• Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> </ul>
Spring 2: Healthy Me	<p><b>Taught Knowledge</b></p> <p>Social and Emotional Skills</p>	<ul style="list-style-type: none"> <li>• <b>Know the difference between being healthy and unhealthy</b></li> <li>• Know some ways to keep healthy</li> <li>• <b>Know how to make healthy lifestyle choices</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know what their body needs to stay healthy</b></li> <li>• <b>Know what relaxed means</b></li> <li>• <b>Know why healthy snacks are good for their bodies</b></li> <li>• <b>Know which foods given their bodies energy</b></li> <li>• Know that it is important to use medicines safely</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know how exercise affects their bodies</b></li> <li>• Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that there are leaders and followers in groups</b></li> <li>• <b>Know the facts about smoking and its effects on health</b></li> <li>• <b>Know the facts about alcohol and its effects on health, particularly the liver</b></li> <li>• <b>Know ways to resist when people are</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know basic emergency procedures, including the recovery position</b></li> <li>• Know the health risks of smoking</li> <li>• Know how smoking tobacco affects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know how to take responsibility for their own health</b></li> <li>• <b>Know what it means to be emotionally well</b></li> <li>• <b>Know how to make choices</b></li> </ul>



		<ul style="list-style-type: none"> <li>• <b>Know that all household products, including medicines, can be harmful if not used properly</b></li> <li>• Know that medicines can help them if they feel poorly</li> <li>• <b>Know how to keep safe when crossing the road</b></li> <li>• Know how to keep themselves clean and healthy</li> <li>• Know that germs cause disease/illness</li> <li>• Know about people who can keep them safe</li> <li>• <b>Keep themselves safe</b></li> <li>• <b>Recognise how being healthy helps them to feel happy</b></li> <li>• <b>Recognise ways to look after themselves if they feel poorly</b></li> <li>• <b>Recognise when they feel frightened and</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know what makes them feel relaxed/stressed</li> <li>• Know how medicines work in their bodies</li> <li>• Know how to make some healthy snacks</li> <li>• <b>Feel positive about caring for their bodies and keeping it healthy</b></li> <li>• <b>Have a healthy relationship with food</b></li> <li>• <b>Desire to make healthy lifestyle choices</b></li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Express how it feels to share healthy food with their friends</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that there are different types of drugs</b></li> <li>• <b>Know that there are things, places and people that can be dangerous</b></li> <li>• <b>Know when something feels safe or unsafe</b></li> <li>• Know why their hearts and lungs are such important organs</li> <li>• Know a range of strategies to keep themselves safe</li> <li>• Know that their bodies are complex and need taking care of <ul style="list-style-type: none"> <li>• <b>Respect their own bodies and appreciate what they do</b></li> <li>• <b>Can take responsibility for keeping themselves and others safe</b></li> </ul> </li> <li>• <b>Identify how they feel about drugs</b></li> </ul>	<p><b>putting pressure on them</b></p> <ul style="list-style-type: none"> <li>• <b>Know what they think is right and wrong</b></li> <li>• Know how different friendship groups are formed and how they fit into them</li> <li>• Know which friends they value most</li> <li>• Know that they can take on different roles according to the situation</li> <li>• Know some of the reasons some people start to smoke</li> <li>• Know some of the reasons some people drink alcohol <ul style="list-style-type: none"> <li>• <b>Can identify the feelings that they have about their friends and different friendship groups</b></li> </ul> </li> <li>• <b>Recognise negative feelings in peer pressure situations</b></li> <li>• <b>Can identify the feelings of anxiety and fear associated with peer pressure</b></li> <li>• <b>Can tap into their inner strength and know-how to be assertive</b></li> </ul>	<p>the lungs, liver and heart</p> <ul style="list-style-type: none"> <li>• <b>Know how to get help in emergency situations</b></li> <li>• <b>Know that the media, social media and celebrity culture promotes certain body types</b></li> <li>• <b>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</b></li> <li>• <b>Know some of the risks linked to misusing alcohol, including antisocial behaviour</b></li> <li>• <b>Know what makes a healthy lifestyle</b> <ul style="list-style-type: none"> <li>• <b>Respect and value their own bodies</b></li> <li>• <b>Can reflect on their own body image</b></li> </ul> </li> </ul>	<p><b>that benefit their own health and well-being</b></p> <ul style="list-style-type: none"> <li>• Know about different types of drugs and their uses</li> <li>• Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>• Know that stress can be triggered by a range of things</li> <li>• Know that being stressed can cause drug and alcohol misuse</li> <li>• <b>Know that some people can be exploited and made to do things that are against the law</b></li> <li>• <b>Know why some people join gangs and the risk that this can involve</b></li> <li>• <b>Are motivated to care for their own</b></li> </ul>
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		<p><b>know how to ask for help</b></p> <ul style="list-style-type: none"> <li>• Feel good about themselves when they make healthy choices</li> <li>• Realise that they are special</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Can express how being anxious or scared feels</b></li> <li>• Able to set themselves a fitness challenge</li> <li>• Recognise what it feels like to make a healthy choice</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how different people and groups they interact with impact on them</li> <li>• Identify which people they most want to be friends with</li> </ul>	<p><b>and know how important it is that this is positive</b></p> <ul style="list-style-type: none"> <li>• <b>Recognise strategies for resisting pressure</b></li> <li>• <b>Can identify ways to keep themselves calm in an emergency</b></li> <li>• Can make informed decisions about whether or not they choose to smoke when they are older</li> <li>• Can make informed decisions about whether they choose to drink alcohol when they are older</li> <li>• Accept and respect themselves for who they are</li> <li>• Be motivated to keep themselves healthy and happy</li> </ul>	<p><b>physical and emotional health</b></p> <ul style="list-style-type: none"> <li>• <b>Suggest strategies someone could use to avoid being pressured</b></li> <li>• <b>Can use different strategies to manage stress and pressure</b></li> <li>• Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>• Identify ways that someone who is being exploited could help themselves</li> <li>• Recognise that people have different attitudes towards mental health/illness</li> </ul>
Summer 1: Relationships	<ul style="list-style-type: none"> <li>• <b>Know that everyone's</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that there are lots of forms of physical contact within a family</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that different family</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know some reasons why</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that there are rights and</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that it is important to take care of their</b></li> </ul>	

	<p><b>Taught Knowledge</b> Social and Emotional Skills</p>	<p>family is different</p> <ul style="list-style-type: none"> <li>Know that families are founded on belonging, love and care</li> <li>Know that physical contact can be used as a greeting</li> <li>Know how to make a friend</li> <li>Know who to ask for help in the school community</li> <li>Know that there are lots of different types of families</li> <li>Know the characteristics of healthy and safe friends</li> <li>Know about the different people in the school community and how they help</li> <li>Can express how it feels</li> </ul>	<ul style="list-style-type: none"> <li>Know how to stay stop if someone is hurting them</li> <li>Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>Know what trust is</li> <li>Know that everyone's family is different</li> <li>Know that families function well when there is trust, respect, care, love and co-operation</li> <li>Know some reasons why friends have conflicts</li> <li>Know that friendships have ups and downs and sometimes change with time</li> <li>Know how to use the Mending Friendships or Solve it together problem-solving methods</li> <li>Can identify the different roles and responsibilities in their family</li> <li>Can recognise the value that families can bring</li> <li>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>Can identify the negative feelings associated with keeping a worry secret</li> <li>Can identify who they trust in their own relationships</li> <li>Can use positive problem-solving techniques</li> </ul>	<p>members carry out different roles or have different responsibilities within the family</p> <ul style="list-style-type: none"> <li>Know some of the skills of friendship, e.g. taking turns, being a good listener</li> <li>Know some strategies for keeping themselves safe online</li> <li>Know that they and all children have rights (UNCRC)</li> <li>Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc</li> <li>Know how some of the actions and work of people around the world help and influence my life</li> <li>Know the lives of</li> </ul>	<p>people feel jealousy</p> <ul style="list-style-type: none"> <li>Know that loss is a normal part of relationships</li> <li>Know that negative feelings are a normal part of loss</li> <li>Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</li> <li>Know that jealousy can be damaging to relationships</li> <li>Know that memories can support us when we lose a special person or animal</li> <li>Can identify feelings and emotions that accompany jealousy</li> <li>Can suggest positive strategies for managing jealousy</li> <li>Can identify people who are special to them and express why</li> <li>Can identify the feelings and</li> </ul>	<p>responsibilities in an online community or social network</p> <ul style="list-style-type: none"> <li>Know that there are rights and responsibilities when playing a game online</li> <li>Know that too much screen time isn't healthy</li> <li>Know how to stay safe when using technology to communicate with friends</li> <li>Know that a personality is made up of many different characteristics, qualities and attributes</li> <li>Know that belonging to an online community can have positive and negative consequences</li> <li>Can suggest strategies for</li> </ul>	<p>own mental health</p> <ul style="list-style-type: none"> <li>Know ways that they can take care of their own mental health</li> <li>Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>Know that sometimes people can try to gain power or control them</li> <li>Know some of the dangers of being 'online'</li> <li>Know how to use technology safely and positively to communicate with their friends and family</li> <li>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>Can help themselves and others when worried about a mental health problem</li> <li>Recognise when they are feeling</li> </ul>
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		<p><b>to be part of a family and to care for family members</b></p> <ul style="list-style-type: none"> <li>• <b>Can say what being a good friend means</b></li> <li>• <b>Can identify forms of physical contact they prefer</b></li> <li>• <b>Can say no when they receive a touch they don't like</b></li> <li>• Can show skills of friendship</li> <li>• Can praise themselves and others</li> <li>• Can recognise some of their personal qualities</li> <li>• Can say why they appreciate a special relationship</li> </ul>	<p>(Mending Friendships or Solve it together) to resolve a friendship conflict</p> <ul style="list-style-type: none"> <li>• Can identify the feelings associated with trust</li> <li>• Can give and receive compliments</li> <li>• Can say who they would go to for help if they were worried or scared</li> </ul>	<p><b>children around the world can be different from their own</b></p> <ul style="list-style-type: none"> <li>• Can identify the responsibilities they have within their family</li> <li>• <b>Know how to access help if they are concerned about anything on social media or the internet</b></li> <li>• Can empathise with people from other countries who may not have a fair job or are less fortunate</li> <li>• Understand that they are connected to the global community in many different ways</li> <li>• Can use Solve it together in a conflict scenario and</li> </ul>	<p><b>emotions that accompany loss</b></p> <ul style="list-style-type: none"> <li>• <b>Can suggest strategies for managing loss</b></li> <li>• Can tell you about someone they no longer see</li> <li>• <b>Can suggest ways to manage relationship changes including how to negotiate</b></li> </ul>	<p><b>building self-esteem of themselves and others</b></p> <ul style="list-style-type: none"> <li>• <b>Can identify when an online community's social media group feels risky, uncomfortable, or unsafe</b></li> <li>• Can suggest strategies for staying safe online/ social media</li> <li>• <b>Can say how to report unsafe online/social network activity</b></li> <li>• <b>Can identify when an online game is safe or unsafe</b></li> <li>• Can suggest ways to monitor and reduce screen time</li> <li>• <b>Can suggest strategies for managing unhelpful pressures online or in social networks</b></li> </ul>	<p><b>grief and have strategies to manage them</b></p> <ul style="list-style-type: none"> <li>• Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>• <b>Can resist pressure to do something online that might hurt themselves or others</b></li> <li>• <b>Can take responsibility for their own safety and well-being</b></li> </ul>
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				<p>find a win-win outcome</p> <ul style="list-style-type: none"> <li>• Can identify similarities in children's rights around the world</li> <li>• <b>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</b></li> </ul>			
<p>Summer 2: Changing me</p> <p><b>Taught Knowledge</b></p> <p>Social and Emotional Skills</p>	<ul style="list-style-type: none"> <li>• Know the names of male and female private body parts</li> <li>• Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>• Know which parts of the body are private and that they belong</li> </ul>	<ul style="list-style-type: none"> <li>• Know the physical differences between male and female bodies</li> <li>• Know that private body parts are special and that no one has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know there are different types of touch and that some are acceptable and some are unacceptable</li> <li>• Know that aging is a natural process including old age</li> <li>• Know that some changes are out of an individual's control</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>• Know some of the outside body changes that happen during puberty</li> <li>• Know some of the changes on the inside</li> </ul>	<ul style="list-style-type: none"> <li>• Know that personal characteristics are inherited from birth parents</li> <li>• Know how the female and male body change at puberty</li> <li>• Know that change can bring about a range of different emotions</li> <li>• Know that personal hygiene is important during puberty and as an adult</li> <li>• Know that change is a normal part of life and that some cannot be</li> </ul>	<ul style="list-style-type: none"> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know that becoming a teenager involves</li> </ul>	<ul style="list-style-type: none"> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know the importance of self-esteem and what they can do to develop it</li> </ul>	

		<p><b>to that person and that nobody has the right to hurt these</b></p> <ul style="list-style-type: none"> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know that animals including humans have a life cycle</li> <li>• Know that changes happen when we grow up</li> <li>• Know that people grow up at different rates and that is normal</li> <li>• Know that learning brings about change</li> <li>• <b>Understand and accept that change is a natural part of getting older</b></li> <li>• <b>Can suggest ways to</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> <li>• <b>Can say who they would go to for help if worried or scared</b></li> <li>• <b>Can say what types of touch they find comfortable/uncomfortable</b></li> <li>• <b>Be able to confidently ask someone to stop if they are being hurt or frightened</b></li> <li>• Can appreciate that changes will happen and that some can be controlled and others not</li> <li>• Be able to express how they feel about changes</li> <li>• Show appreciation for people who are older</li> <li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>• Can say what greater responsibilities and freedoms they may have in the future</li> </ul>	<p><b>that happen during puberty</b></p> <ul style="list-style-type: none"> <li>• Know that babies need love and care from their parents/carers</li> <li>• Know some of the changes that happen between being a baby and a child</li> <li>• <b>Can express how they feel about puberty</b></li> <li>• <b>Can say who they can talk to about puberty if they have any worries</b></li> <li>• <b>Can suggest ways to help them manage feelings during changes they are more anxious about</b></li> <li>• <b>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who</b></li> </ul>	<p><b>controlled and have to be accepted</b></p> <ul style="list-style-type: none"> <li>• <b>Can appreciate their own uniqueness and that of others</b></li> <li>• <b>Can express any concerns they have about puberty</b></li> <li>• <b>Have strategies for managing the emotions relating to change</b></li> <li>• Can express how they feel about having children when they are grown up</li> <li>• Can say who they can talk to about puberty if they are worried</li> <li>• Can apply the circle of change model to themselves to have strategies for managing change</li> </ul>	<p><b>various changes and also brings growing responsibility</b></p> <ul style="list-style-type: none"> <li>• Know what perception means and that perceptions can be right or wrong</li> <li>• <b>Can celebrate what they like about their own and others' self-image and body image</b></li> <li>• <b>Can suggest ways to boost self-esteem of self and others</b></li> <li>• <b>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</b></li> <li>• <b>Can ask questions about puberty to</b></li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• <b>Recognise ways they can develop their own self-esteem</b></li> <li>• <b>Can express how they feel about the changes that will happen to them during puberty</b></li> <li>• Can celebrate what they like about their own and others' self-image and body image</li> <li>• Use strategies to prepare themselves emotionally for the transition (changes) to</li> </ul>
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		<p>manage change, e.g. moving to a new class</p> <ul style="list-style-type: none"> <li>• Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>• Can express why they enjoy learning</li> </ul>		<p>does the laundry</p> <ul style="list-style-type: none"> <li>• Can identify changes they are looking forward to in the next year</li> </ul>		<p>seek clarification</p> <ul style="list-style-type: none"> <li>• Can express how they feel about becoming a teenager</li> <li>• Can say who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul>	<p>secondary school</p>
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