

Lydney C of E Primary School

'A caring Christian community where every child achieves a love of life and of learning.'

PSHE: Progression Document

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Lydney C of E PSHE Progression Document							
Vision	A caring Christian community where every child achieves a love of life and of learning						
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Questions/Units	Me and My Relationships	Me and My Relationships	Me and My Relationships	Me and My Relationships	Me and My Relationships	Me and My Relationships	Me and My Relationships
Autumn	What makes me special People close to me Getting help Valuing Difference Similarities and difference Celebrating difference Showing kindness	Feelings Getting help Classroom rules Special people Being a good friend Valuing Difference Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation Valuing Difference Being kind and helping others Celebrating difference People who help us Listening Skills	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss Valuing Difference Recognising and respecting diversity Being respectful and tolerant My community	Healthy relationships Listening to feelings Bullying Assertive skills Valuing Difference Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs Valuing Difference Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Assertiveness Cooperation Safe/unsafe touches Positive relationships Valuing Difference Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping
Key Questions/Units	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe

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Spring	Keeping my body safe Safe secrets and touches People who help to keep us safe Rights and Responsibilities Looking after things: friends, environment, money	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep Rights and Responsibilities Taking care of things: Myself My money My environment	Safe and unsafe secrets Appropriate touch Medicine safety Rights and Responsibilities Cooperation Self-regulation Online safety Looking after money – saving and spending	Managing risk Decision-making skills Drugs and their risks Staying safe online Rights and Responsibilities Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety Rights and Responsibilities Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills Rights and Responsibilities Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law) Rights and Responsibilities Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy
Key Knowledge Key Questions/Units Summer	Being My Best Keeping by body healthy – food,	Being My Best Growth Mindset Healthy eating	Being My Best Growth Mindset Looking after my body Hygiene and	Being My Best Keeping myself healthy and well Celebrating and developing my	Being My Best Having choices and making decisions about my health Taking care of my	Being My Best Growing independence and taking responsibility	Being My Best Aspirations and goal setting Managing risk

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	exercise, sleep Growth Mindset Growing and Changing Cycles Life stages	Hygiene and health Cooperation Growing and Changing Getting help Becoming independent My body parts Taking care of self and others	health Exercise and sleep Growing and Changing Life cycles Dealing with loss Being supportive Growing and changing Privacy	skills Developing empathy Growing and Changing Relationships Keeping safe Safe and unsafe secrets	environment My skills and interests Growing and Changing Body changes during puberty Managing difficult feelings Relationships including marriage	Keeping myself healthy Media awareness and safety My community Growing and Changing Managing difficult feelings Managing change How my feelings help keeping safe Getting help	Looking after my mental health Growing and Changing Coping with changes Keeping safe Body Image Sex education Self-esteem
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Progression of skills

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relationships	Children will be able to: Talk about similarities and differences. Name special people in their lives. Describe different feelings.	Children will be able to: Understand that classroom rules help everyone to learn and be safe Explain their classroom rules and be able to	Children will be able to: Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions	Children will be able to: Explain why we have rules Explore why rules are different for different age groups, in particular for	Children will be able to: Describe 'good' and 'not so good' feelings and how feelings can affect our physical state	Children will be able to: Explain what collaboration Means Give examples of how they have worked collaboratively	Children will be able to: Demonstrate a collaborative approach to a task Describe and implement the skills needed to do this

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	Identify who can help if they are sad, worried or scared.	contribute to making these	Take part in creating and agreeing classroom rules	internet-based activities	Explain how different words can express the intensity of feelings	Describe the attributes needed to work collaboratively	Explain what is meant by the terms 'negotiation' and 'compromise'
	Identify ways to help others or themselves if they are sad or worried.	Recognise how others might be feeling by reading body language/facial expressions	Use a range of words to describe feelings Recognise that people have different ways of expressing their feelings	Suggest appropriate rules for a range of settings Consider the possible consequences of breaking the rules.	Explain what we mean by a 'positive, healthy relationship'	Explain what is meant by the terms negotiation and compromise	Suggest positive strategies for negotiating and compromising within a collaborative task
		Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)	Identify helpful ways of responding to other's feelings	Explain some of the feelings someone might have when they lose something important to them	Describe some of the qualities that they admire in others	Describe strategies for resolving difficult issues or situations.	Demonstrate positive strategies for negotiating and compromising within a collaborative task
		Identify a range of feelings	Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two	Understand that these feelings are normal and a way of dealing with the situation	Recognise that there are times when they might need to say 'no' to a friend	Demonstrate how to respond to a wide range of feelings in others	Recognise some of the challenges that arise from friendships
		Identify how feelings might make us behave			Describe appropriate assertive strategies for saying 'no' to a friend	Give examples of some key qualities of friendship	
		Suggest strategies for someone experiencing 'not so good' feelings to manage these.	Identify situations as to whether they are incidents of teasing or bullying	Define and demonstrate cooperation and collaboration	Demonstrate strategies for working on a collaborative task	Reflect on their own friendship qualities	Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach
		Recognise that people's	Understand and describe	Identify the different skills		Identify what things make a relationship unhealthy	

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		bodies and feelings can be hurt	strategies for dealing with bullying	that people can bring to a group task	Define successful qualities of teamwork and collaboration	Identify who they could talk to if they needed help	List some assertive Behaviours
		Suggest ways of dealing with different kinds of hurt	Rehearse and demonstrate some of these strategies	Demonstrate how working together in a collaborative manner can help everyone	Identify a wide range of Feelings	Identify characteristics of passive, aggressive and assertive behaviours	Recognise peer influence and pressure
		Recognise that they belong to various groups and communities such as their family	Explain the difference between bullying and isolated unkind behaviour	Identify people who they have a special relationship with	Recognise that different people can have different feelings in the same situation	Understand and rehearse assertiveness skills	Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure
		Explain how these people help us and we can also help them to help us. Identify simple qualities of Friendship	Recognise that there are different types of bullying and unkind behaviour	Suggest strategies for maintaining a positive relationship with their special people	Explain how feelings can be linked to physical state	Recognise basic emotional needs, understand that they change according to circumstance	Recognise and empathise with patterns of behaviour in peer-group dynamics
		Suggest simple strategies for making up	Understand that bullying and unkind behaviour are both unacceptable ways of behaving	Rehearse and demonstrate simple strategies for resolving given conflict situations	Demonstrate a range of feelings through their facial expressions and body language	Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks	Recognise basic emotional needs and understand that they change according to circumstance
		Demonstrate attentive listening skills	Recognise that friendship is a special kind of relationship	Explain what a dare is	Recognise that their feelings might change towards someone or something once		Suggest strategies for dealing assertively with a
		Suggest simple strategies	Identify some of the ways				

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		for resolving conflict situations Give and receive positive feedback, and experience how this makes them feel	that good friends care for each other Recognise, name and understand how to deal with feelings (e.g. anger, loneliness) Explain where someone could get help if they were being upset by someone else's behaviour.	Understand that no-one has the right to force them to do a dare Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare Express opinions and listen to those of others Consider others' points of view Practise explaining the thinking behind their ideas and opinions Identify qualities of Friendship Suggest reasons why friends sometimes fall out	they have further information Give examples of strategies to respond to being bullied, including what people can do and say Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from	Understand that online communication can be misinterpreted Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	situation where someone under pressure may do something they feel uncomfortable about Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others Describe ways in which people show their commitment to each other Know the ages at which a person can marry, depending on whether their parents agree Understand that everyone has the right to be free to
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				Rehearse and use, now or in the future, skills for making up again			choose who and whether to marry Recognise that some types of physical contact can produce strong negative feelings Know that some inappropriate touch is also illegal Identify strategies for keeping personal information safe online Describe safe and respectful behaviours when using communication technology
Valuing Difference	Children will be able to: Be sensitive towards others and celebrate what makes each person unique.	Children will be able to: Identify the differences and similarities between	Children will be able to: Identify some of the physical and non-physical	Children will be able to: Recognise that there are many different types of	Children will be able to: Define the terms 'negotiation' and 'compromise'	Children will be able to: Define some key qualities of friendship	Children will be able to: Recognise that bullying and discriminatory behaviour

	Recognise that we can have things in common with others.	people	differences and similarities between people	family Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'	Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise	Describe ways of making a friendship last	can result from disrespect of people's differences
	Use speaking and listening skills to learn about the lives of their peers.	Empathise with those who are different from them	Know and use words and phrases that show respect for other people Identify people who are special to them	Define the term 'community'	Understand that they have the right to protect their personal body space	Explain why friendships sometimes end	Suggest strategies for dealing with bullying, as a bystander
	Know the importance of showing care and kindness towards others.	Begin to appreciate the positive aspects of these differences	Explain some of the ways those people are special to them	Identify the different communities that they belong to	Recognise how others' nonverbal signals indicate how they feel when people are	Rehearse active listening Skills	Describe positive attributes of their peers
	Demonstrate skills in building friendships and cooperation.	Explain the difference between unkindness, teasing and bullying Understand that bullying is usually quite rare	Explain some of the ways those people are special to them	Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing	Recognise how others' nonverbal signals indicate how they feel when people are	Demonstrate respectfulness in responding to others	Know that all people are unique but that we have far more in common with each other than what is different about us
		Explain some of their school rules and how those rules help to keep everybody safe	Recognise and explain how a person's behaviour can affect other people	Reflect on listening skills	List some of the ways that people are different to each other (including differences of race, gender, religion)	Respond appropriately to Others	Consider how a bystander can respond to someone being rude, offensive or bullying someone else
		Identify some of the people who are special to them	Explain how it feels to be part of a group	Give examples of respectful Language	Recognise potential consequences of aggressive behaviour	Develop an understanding of discrimination and its injustice, and describe this using examples	Demonstrate ways of
		Recognise and name some of the qualities that make a	Explain how it feels to be left out from a group	Give examples of how to		Empathise with people who have been, and currently are, subjected to injustice,	
			Identify groups they are part of				

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		person special to them Recognise and explain what is fair and unfair, kind and unkind Suggest ways they can show kindness to others	Suggest and use strategies for helping someone who is feeling left out Recognise and describe acts of kindness and unkindness Explain how these impact on other people's feelings Suggest kind words and actions they can show to others Show acts of kindness to others in school Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted)	challenge another's viewpoint, respectfully Explain that people living in the UK have different origins Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together Recognise the factors that make people similar to and different from each other	Suggest strategies for dealing with someone who is behaving aggressively List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals) Define the word respect and demonstrate ways of showing respect to others' differences Understand and identify stereotypes, including those promoted in the media close to their body space	including through racism Consider how discriminatory behaviour can be challenged Identify and describe the different groups that make up their school/wider community/other parts of the UK Describe the benefits of living in a diverse society Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this Understand that the information we see online,	offering support to someone who has been bullied Demonstrate ways of showing respect to others, using verbal and non-verbal communication Understand and explain the term prejudice Identify and describe the different groups that make up their school/wider community/other parts of the UK Describe the benefits of living in a diverse society Explain the importance of mutual respect for different
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			Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.	Recognise that repeated name calling is a form of bullying Suggest strategies for dealing with name calling (including talking to a trusted adult) Understand and explain some of the reasons why different people are bullied Explore why people have prejudiced views and understand what this is	Suggest people they can talk to if they feel uncomfortable with other people's actions towards them Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances) Give examples of features of these different types of relationships, including how they influence what is shared	either text or images, is not always true or accurate Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them Understand and explain the difference between sex, gender identity, gender expression and sexual orientation Identify the consequences of positive and negative behaviour on themselves and others Give examples of how individual/group actions	faiths and beliefs and how we demonstrate this Explain the difference between a friend and an acquaintance Describe qualities of a strong, positive friendship Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative) Define what is meant by the term stereotype Recognise how the media can sometimes reinforce gender stereotypes Recognise that people fall
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						can impact on others in a positive or negative way	into a wide range of what is seen as normal Challenge stereotypical gender portrayals of people.
Keeping Myself Safe	Children will be able to: Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep	Children will be able to: Understand that the body gets energy from food, water and air (oxygen) Recognise that exercise and sleep are important parts of a healthy lifestyle Recognise the importance of sleep in maintaining a healthy, balanced lifestyle Identify simple bedtime	Children will be able to: Understand that medicines can sometimes make people feel better when they're ill Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell Explain simple issues of safety and responsibility about medicines and their use	Children will be able to: Identify situations which are safe or unsafe Identify people who can help if a situation is unsafe Suggest strategies for keeping safe Define the words danger and risk and explain the difference between the two Demonstrate strategies for dealing with a risky situation	Children will be able to: Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them Identify situations which are either dangerous, risky or hazardous Suggest simple strategies for managing risk Identify images that are safe/unsafe to share online Know and explain strategies	Children will be able to: Explain what a habit is, giving examples Describe why and how a habit can be hard to change Recognise that there are positive and negative risks Explain how to weigh up risk factors when making a decision Describe some of the possible outcomes of taking a risk	Children will be able to: Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face Understand and describe the ease with which something posted online can spread Identify strategies for keeping personal information safe online Describe safe behaviours

	them safe. routines that promote healthy sleep Recognise emotions and physical feelings associated with feeling unsafe Identify people who can help them when they feel unsafe Recognise the range of feelings that are associated with loss Understand that medicines can sometimes make people feel better when they're ill Explain simple issues of safety and responsibility about medicines and their use	Identify situations in which they would feel safe or unsafe Suggest actions for dealing with unsafe situations including who they could ask for help Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation	Identify some key risks from and effects of cigarettes and alcohol Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs. Identify risk factors in given Situations Suggest ways of reducing or managing those risks Evaluate the validity of statements relating to online safety Recognise potential risks	for safe online sharing Understand and explain the implications of sharing images online without consent Define what is meant by the word 'dare' Identify from given scenarios which are dares and which are not Suggest strategies for managing dares Understand that medicines are drugs Explain safety issues for medicine use Suggest alternatives to taking a medicine when	Demonstrate strategies to deal with both face-to-face and online bullying Demonstrate strategies and skills for supporting others who are bullied Recognise and describe the difference between online and face-to-face bullying Recognise which situations are risky Explore and share their views about decision making when faced with a risky situation Suggest what someone should do when faced with a risky situation	when using communication technology Know that it is illegal to create and share sexual images of children under 18 years old Explore the risks of sharing photos and films of themselves with other people directly or online Know how to keep their information private online Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour Understand that all humans
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		Understand and learn the PANTS rules	Identify the types of touch they like and do not like	associated with browsing online	unwell	Define what is meant by a Dare	have basic emotional needs and explain some of the
		Name and know which parts should be private	Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable	Give examples of strategies for safe browsing online	Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)	Explain why someone might give a dare	ways these needs can be met
		Explain the difference between appropriate and inappropriate touch	Recognise that some touches are not fun and can hurt or be upsetting	Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens	Understand some of the key risks and effects of smoking and drinking alcohol	Suggest ways of standing up to someone who gives a dare	Explain how drugs can be categorised into different groups depending on their medical and legal context
		Understand that they have the right to say "no" to unwanted touch	Know that they can ask someone to stop touching them	Recognise and describe appropriate behaviour online as well as offline	Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory)	Reflect on what information they share offline and online	Demonstrate an understanding that drugs can have both medical and non-medical uses
		Start thinking about who they trust and who they can ask for help.	Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable	Identify what constitutes personal information and when it is not appropriate or safe to share this	Describe stages of identifying and managing risk	Recognise that people aren't always who they say they are online	Explain in simple terms some of the laws that control drugs in this country
			Identify safe secrets (including surprises) and unsafe secrets		Suggest people they can ask	Know how to protect personal information online	Understand some of the basic laws in relation to
						Understand some of the complexities of categorising drugs	

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			Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable Identify how inappropriate touch can make someone feel Understand that there are unsafe secrets and secrets that are nice surprises Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop	Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs Demonstrate strategies for assessing risks Understand and explain decision-making skills Understand where to get help from when making decisions Understand that medicines are drugs and suggest ways that they can be helpful or harmful	for help in managing risk Understand that we can be influenced both positively and negatively Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way	Know that all medicines are drugs but not all drugs are medicines Understand ways in which medicines can be helpful or harmful and used safely or unsafely Understand the actual norms around smoking and the reasons for common misperceptions of these Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks Understand the actual	drugs Explain why there are laws relating to drugs in this country Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these Describe some of the effects and risks of drinking alcohol. Understand that all humans have basic emotional needs and explain some of the ways these needs can be met Explain how these emotional needs impact on
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						norms around smoking/alcohol and the reasons for common misperceptions of these.	people's behaviour Suggest positive ways that people can get their emotional need met Understand and give examples of conflicting emotions Understand and reflect on how independence and responsibility go together
Rights and Responsibilities	Children will be able to: Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world.	Children will be able to: Recognise the importance of regular hygiene routines Sequence personal hygiene routines into a logical order Identify what they like about the school environment Recognise who cares for	Children will be able to: Describe and record strategies for getting on with others in the classroom Explain, and be able to use, strategies for dealing with impulsive behaviour Identify special people in the school and community	Children will be able to: Define what a volunteer is Identify people who are volunteers in the school community Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who	Children will be able to: Explain how different people in the school and local community help them stay healthy and safe Define what is meant by 'being responsible' Describe the various responsibilities of those who help them stay healthy	Children will be able to: Identify, write and discuss issues currently in the media concerning health and wellbeing Express their opinions on an issue concerning health and wellbeing Make recommendations on	Children will be able to: Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them Describe the language and techniques that make up a biased report Analyse a report also

	Talk about similarities and differences between themselves.	and looks after the school environment	who can help to keep them safe	volunteer	and safe	an issue concerning health and wellbeing	extract the facts from it
	Demonstrate building relationships with friends.	Demonstrate responsibility in looking after something (e.g. a class pet or plant)	Know how to ask for help. Identify what they like about the school environment	Identify key people who are responsible for them to stay safe and healthy	Suggest ways they can help the people who keep them healthy and safe	Understand the difference between a fact and an opinion	Know the legal age (and reason behind these) for having a social media account
		Explain the importance of looking after things that belong to themselves or to others	Identify any problems with the school environment (e.g. things needing repair)	Suggest ways they can help these people	Understand that humans have rights and also responsibilities	Understand what biased reporting is and the need to think critically about things we read	Understand why people don't tell the truth and often post only the good bits about themselves, online
		Explain where people get money from	Make suggestions for improving the school environment	Understand the difference between 'fact' and 'opinion'	Identify some rights and also responsibilities that come with these	Define the differences between responsibilities, rights and duties	Recognise that people's lives are much more balanced in real life, with positives and negatives
	List some of the things that money may be spent on in a family home	Recognise that they all have a responsibility for helping to look after the school environment	Understand how an event can be perceived from different viewpoints	Plan, draft and publish a recount using the appropriate language	Understand the reason we have rules	Discuss what can make them difficult to follow	Explain some benefits of saving money
	Recognise that different notes and coins have different monetary value	Understand that people have choices about what	Recognise that everyone can make a difference	Define what is meant by the Environment	Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council)	Identify the impact on individuals and the wider community if	Describe the different ways money can be saved,
				Evaluate and explain different methods of	Recognise that everyone can make a difference		

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		Explain the importance of keeping money safe	they do with their money	looking after the school environment	within a democratic process	responsibilities are not carried out	outlining the pros and cons of each method
		Identify safe places to keep money	Know that money can be saved for a use at a future time	Devise methods of promoting their priority method	Define the word influence; Recognise that reports in the media can influence the way they think about an topic	Explain what we mean by the terms voluntary, community and pressure (action) group	Describe the costs that go into producing an item
		Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).	Explain how they might feel when they spend money on different things	Understand the terms 'income', 'saving' and 'spending'	Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner	Give examples of voluntary groups, the kind of work they do and its value	Suggest sale prices for a variety of items, taking into account a range of factors
			Recognise that money can be spent on items which are essential or non-essential	Recognise that there are times we can buy items we want and times when we need to save for items	Explain the role of the bystander and how it can influence bullying or other anti-social behaviour	State the costs involved in producing and selling an item	Explain what is meant by the term interest
			Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.	Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)	Recognise that they can	Suggest questions a consumer should ask before buying a product	Recognise and explain that different jobs have different levels of pay and the factors that influence this
				Explain that people earn		Define the terms loan, credit, debt and interest	Explain the different types of tax (income tax and VAT)
						Suggest advice for a range	which help to fund public services

				their income through their jobs Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	play a role in influencing outcomes of situations by their actions Understand some of the ways that various national and international environmental organisations work to help take care of the environment Understand and explain the value of this work Define the terms 'income' and 'expenditure' List some of the items and services of expenditure in the school and in the home Prioritise items of expenditure in the home	of situations involving personal finance Explain some of the areas that local councils have responsibility for Understand that local councillors are elected to represent their local community.	Evaluate the different public services and compare their value Explain what we mean by the terms voluntary, community and pressure (action) group Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group Explain what is meant by living in an environmentally sustainable way Suggest actions that could be taken to live in a more environmentally sustainable way
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					from most essential to least essential Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT' Understand how a payslip is laid out showing both pay and deductions Prioritise public services from most essential to least essential.		
Being My Best	Children will be able to: Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions.	Children will be able to: Recognise the importance of fruit and vegetables in their daily diet Know that eating at least	Children will be able to: Explain the stages of the learning line showing an understanding of the learning process Suggest phrases and words	Children will be able to: Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body	Children will be able to: Identify ways in which everyone is unique Appreciate their own Uniqueness Recognise that there are	Children will be able to: Know two harmful effects each of smoking/drinking alcohol Explain the importance of	Children will be able to: Explain what the five ways to wellbeing are Describe how the five ways to wellbeing contribute to a

	Learn and use strategies or skills in approaching challenges.	five portions of vegetables and fruit a day helps to maintain health	of encouragement to give someone who is learning something new; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning	Explain what is meant by the term 'balanced diet'	times when they will make the same choices as their friends and times when they will choose differently	food, water and oxygen, sleep and exercise for the human body and its health	healthy lifestyle, giving examples of how they can be implemented in people's lives
	Understand that they can make healthy choices.	Recognise that they may have different tastes in food to others	Understand and give examples of things they can choose themselves and things that others choose for them	Give examples what foods might make up a healthy balanced meal	Give examples of choices they make for themselves and choices others make for them	Understand the actual norms around smoking and the reasons for common misperceptions of these	Identify aspirational goals
	Name and recognise how healthy choices can keep us well.	Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch	Explain things that they like and dislike, and understand that they have choices about these things	Explain how some infectious illnesses are spread from one person to another	Recognise that there are times when they will make the same choices as their friends and times when they will choose differently	Know the basic functions of the four systems covered and know they are interrelated	Describe the actions needed to set and achieve these
		Recognise which foods we need to eat more of and which we need to eat less of to be healthy.	Understand how diseases can spread	Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses	Understand that the body gets energy from food, water and oxygen and that	Explain the function of at least one internal organ.	Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues
		Understand and give examples of things they can choose themselves and things that others choose for them	Explain things that they like and dislike, and understand that they have choices about these things	Suggest medical and nonmedical ways of treating an illness		Understand the importance of food, water and oxygen, sleep and exercise for the	Identify risk factors in a given situation (involving alcohol)
		Recognise and use simple strategies for preventing	Understand and explain	Develop skills in discussion and debating an issue			

		the spread of diseases Recognise that learning a new skill requires practice and the opportunity to fail, safely Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges Demonstrate attentive listening skills Suggest simple strategies for resolving conflict situations Give and receive positive feedback, and experience	that some choices can be either healthy or unhealthy and can make a difference to their own health Explain how germs can be Spread Describe simple hygiene routines such as hand washing Understand that vaccinations can help to prevent certain illnesses Explain the importance of good dental hygiene Describe simple dental hygiene routines Understand that the body	Demonstrate their understanding of health and wellbeing issues that are relevant to them Empathise with different view points Make recommendations, based on their research Identify their achievements and areas of development Recognise that people may say kind things to help us feel good about ourselves Explain why some groups of people are not represented as much on television/in the media	exercise and sleep are important to our health Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate) Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs) Suggest ways the Seven Rs recycling methods can be applied to different scenarios Define what is meant by the word 'community'	human body and its health Identify their own strengths and talents Identify areas that need improvement and describe strategies for achieving those improvements State what is meant by Community Explain what being part of a school community means to them Suggest ways of improving the school community Identify people who are responsible for helping	Understand and explain the outcomes of risk-taking in a given situation, including emotional risks Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these Recognise what risk is Explain how a risk can be Reduced Understand risks related to growing up and explain the need to be aware of these Assess a risk to help keep themselves safe
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		how this makes them feel	gets energy from food, water and oxygen	Demonstrate how working together in a collaborative manner can help everyone to achieve success	Suggest ways in which different people support the school community	them stay healthy and safe	
		Recognise how a person's behaviour (including their own) can affect other people.	Recognise that exercise and sleep are important to health	Understand and explain how the brain sends and receives messages through the nerves	Identify qualities and attributes of people who support the school community	Identify ways that they can help these people	
			Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);	Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);		Describe 'star' qualities of celebrities as portrayed by the media	
			Describe how food, water and air get into the body and blood.	Describe how food, water and air get into the body and blood		Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life	
				Explain some of the different talents and skills		Describe 'star' qualities that 'ordinary' people have	

				that people have and how skills are developed			
				Recognise their own skills and those of other children in the class			
Growing and Changing	Children will be able to: Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.	Children will be able to: Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) Understand and explain the simple bodily processes associated with them Understand some of the tasks required to look after a baby Explain how to meet the basic needs of a baby, for	Children will be able to: Demonstrate simple ways of giving positive feedback to others Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to Identify different stages of growth (e.g. baby, toddler, child, teenager, adult)	Children will be able to: Identify different types of Relationships Recognise who they have positive healthy relationships with Understand what is meant by the term body space (or personal space) Identify when it is appropriate or inappropriate to allow someone into their body space	Children will be able to: Describe some of the changes that happen to people during their lives Explain how the Learning Line can be used as a tool to help them manage change more easily Suggest people who may be able to help them deal with change Name some positive and negative feelings	Children will be able to: Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these Explain strategies they can use to build resilience Identify people who can be trusted	Children will be able to: Recognise some of the changes they have experienced and their emotional responses to those changes Suggest positive strategies for dealing with change Identify people who can support someone who is dealing with a challenging time of change

		example, eye contact, cuddling, washing, changing, feeding Identify things they could do as a baby, a toddler and can do now Identify the people who help/helped them at those different stages Explain the difference between teasing and bullying Give examples of what they can do if they experience or witness bullying Say who they could get help from in a bullying situation	Understand and describe some of the things that people are capable of at these different stages Identify which parts of the human body are private Explain that a person's genitals help them to make babies when they are grown up Understand that humans mostly have the same body parts but that they can look different from person to person Explain what privacy means	Rehearse strategies for when someone is inappropriately in their body space Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret Recognise how different surprises and secrets might make them feel Know who they could ask for help if a secret made them feel uncomfortable or unsafe	Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents Take part in a role play practising how to compromise Identify parts of the body that males and females have in common and those that are different Know the correct terminology for their genitalia Recognise that babies come from the joining of an egg and sperm	Understand what kinds of touch are acceptable or unacceptable Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch Explain how someone might feel when they are separated from someone or something they like Suggest ways to help someone who is separated from someone or something they like Know the correct words for	Understand that fame can be short-lived Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks Define what is meant by the term stereotype Recognise how the media can sometimes reinforce gender stereotypes Recognise that people fall into a wide range of what is seen as normal Challenge stereotypical gender portrayals of people
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		Explain the difference between a secret and a nice surprise Identify situations as being secrets or surprises Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep Identify parts of the body that are private Describe ways in which private parts can be kept private Identify people they can talk to about their private parts.	Know that you are not allowed to touch someone's private belongings without their permission Give examples of different types of private information		Explain what happens when an egg doesn't meet a sperm Understand that for girls, periods are a normal part of puberty Understand and explain why puberty happens Know the key facts of the menstrual cycle Understand that periods are a normal part of puberty for girls Identify some of the ways to cope better with periods Define the terms 'secret'	the external sexual organs Discuss some of the myths associated with puberty Identify some products that they may need during puberty and why Know what menstruation is and why it happens Recognise how our body feels when we're relaxed List some of the ways our body feels when it is nervous or sad Describe and/or demonstrate how to be resilient in order to find someone who will listen to you	Understand the risks of sharing images online and how these are hard to control, once shared Understand that people can feel pressured to behave in a certain way because of the influence of the peer group Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be Define the word 'puberty' giving examples of some of the physical and emotional
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					and 'surprise' and know the difference between a safe and an unsafe secret Recognise how different surprises and secrets might make them feel Know who they could ask for help if a secret made them feel uncomfortable or unsafe Understand that marriage is a commitment to be entered into freely and not against someone's will Recognise that marriage includes same sex and opposite sex partners	Identify the consequences of positive and negative behaviour on themselves and others Give examples of how individual/group actions can impact on others in a positive or negative way Explain the difference between a safe and an unsafe secret Identify situations where someone might need to break a confidence in order to keep someone safe Recognise that some people	changes associated with it Suggest strategies that would help someone who felt challenged by the changes in puberty Understand what FGM is and that it is an illegal practice in this country Know where someone could get support if they were concerned about their own or another person's safety Explain the difference between a safe and an unsafe secret Identify situations where
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					Know the legal age for marriage in England or Scotland Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony	can get bullied because of the way they express their gender Give examples of how bullying behaviours can be stopped	someone might need to break a confidence in order to keep someone safe Identify the changes that happen through puberty to allow sexual reproduction to occur Know a variety of ways in which the sperm can fertilise the egg to create a baby Know the legal age of consent and what it means
Vocabulary Progression							
Me and My Relationships	Same Different Family Home Kind Kindness Friend friendship			Cooperate, challenge, include, isolated, solution, disagreement, fair, point of view, problem-solving, welcome.	Remorseful, Healthy Relationships, excluded, assertive, negotiate, consequences, compromise, collaborative, tease, pressure.	Collaborative, compromise, conflict, resolution, assertive, passive, aggressive, emotions, body language, uncomfortable.	Collaborative, compromise, negotiation, assertive, resolution, illegal, appropriate, secure, privacy, identity.

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Keeping Safe	Keep safe Keep clean Sleep Water Food Fresh air Cuddle Medicine Chemist Doctor Grown up Safe Unsafe Detective			Opinion, communication, assertive, anxious, personal safety, strategies, risks, guilty, regret, remorse.	Hazard, risk, dare, drug, social norm, danger, privacy, assertive, medicine, persevere.	Habit, alcohol/nicotine, dare, drug, influence, addition, cyberbullying, peer pressure, medicine, social norms.	Trolling, illegal, addiction, medicine, risk, personal information, habit, drug, possess, social norm.
Rights and Respect				Career, financial, saving, spending, budget, fortunate, giving, income, volunteer, charities	Community, responsible, rights, rules, influence, bystander, antisocial behaviour, bullying, income, expenditure.	Careers, borrowing, interest, pressure, loan, bias, wellbeing, debt, community, voluntary.	Bias, opinion, fact, career, financial, budgeting, democracy, taxes, essential, law.
Valuing Difference				Rules, charter, rights, responsibilities, respect, gifts, talents, strengths, skills, unique.	Conflict, negotiation, diversity, respect, tolerance, compromise, identity, stereotypes.	Self-esteem, communication, diversity, respect, tolerance, racism, discrimination, gender expression, LGBTQ, gender identity	Self-esteem, gender expression, diversity, respect, tolerance, racism, discrimination, homophobic, gender expectations, gender identity
Being My Best							

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Growing and Changing							
Spirituality	Our curriculum provides children with opportunities to explore the big questions in the world:						
Possibilities	Our curriculum intends to raise children's aspirations and set high expectations for <u>ALL</u> pupils:						
Well-Being	Our curriculum intends to raise self-esteem and self-confidence:						
Belonging	Our curriculum intends to educate children about their place in the world						
World Aware	Our curriculum intends to be based on a range of experiential opportunities to help them understand the world they live in:						