

Subject: PSHE Core Content – Knowledge & Skills Progression

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
KS1 Cycle A	<p>Relationships Families and Friendships (Roles of different people; families; feeling cared for) To know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers The role these different people play in children's lives and how they care for them What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. About the importance of telling someone – and how to tell them – if they are worried about something in their family No Outsiders: My Grandpa Is Amazing by Nick Butterworth (To recognise that people are different ages) / Eroll's Garden by Gillian Hibbs (To work together)</p> <p>Safe Relationships (Recognising privacy; staying safe; seeking permission) To know about situations when someone's body or feelings might be hurt and whom to go to for help</p>		<p>Living in the Wider World Belonging to a Community (What rules are; caring for others' needs; looking after the environment) To know about examples of rules in different situations, e.g. class rules, rules at home, rules outside To know that different people have different needs I know how we care for people, animals and other living things in different ways To know how they can look after the environment, e.g. recycling No Outsiders: Going to the Volcano by Andy Stanton (To join in) / My World, Your World by Melonie Walsh (To share the world with lots of people)</p> <p>Media Literacy and Digital Resilience (Using the internet and digital devices; communicating online) To know how and why people use the internet To know the benefits of using the internet and digital devices</p>		<p>Health and Well Being Physical Health and Mental Wellbeing (Keeping healthy; food and exercise; hygiene routines; sun safety) To know what it means to be healthy and why it is important To know ways to take care of themselves on a daily basis. To know about basic hygiene routines, e.g. hand washing To know about healthy and unhealthy foods, including sugar intake To know about physical activity and how it keeps people healthy To know about different types of play, including balancing indoor, outdoor and screen-based play To know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors To know how to keep safe in the sun No Outsiders: Max The Champion by Sean Stockdale, Alexandra Strick & Ros Asquith (To understand that our bodies work in different ways)</p> <p>Growing and Changing</p>		

	<p>To know what it means to keep something private, including parts of the body that are private To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) To know to respond if being touched makes them feel uncomfortable or unsafe To know when it is important to ask for permission to touch others To know how to ask for and give/not give permission</p> <p>Respecting Ourselves and Others (How behaviour affects others; being polite and respectful) To know what kind and unkind behaviour mean in and out school To know how kind and unkind behaviour can make people feel To know about what respect means To know about class rules, being polite to others, sharing and taking turns No Outsiders: Ten Little Pirates by Mike Brownlow & Simon Rickerty (To play with boys & girls) / Want to Play Trucks? by Bob Graham (To find ways to play together)</p>	<p>To know how people find things out and communicate safely with others online</p> <p>Money and Work (Strengths and interests; jobs in the community) To know that everyone has different strengths, in and out of school To know about how different strengths and interests are needed to do different jobs To know about people whose job it is to help us in the community To know about different jobs and the work people do</p>	<p>(Recognising what makes them unique and special; feelings; managing when things go wrong) To recognise what makes them special and unique including their likes, dislikes and what they are good at To know how to manage and whom to tell when finding things difficult, or when things go wrong To know how they are the same and different to others To know about different kinds of feelings To know how to recognise feelings in themselves and others To know how feelings can affect how people behave No Outsiders: Elmer by David McKee (To like the way I am) / Hair, It's a Family Affair by Mylo Freeman (To be proud of me)</p> <p>Keeping Safe (How rules and age restrictions help us; keeping safe online) To know how rules can help to keep us safe To know why some things have age restrictions, e.g. TV and film, games, toys or play areas To know basic rules for keeping safe online To know whom to tell if they see something online that makes them feel unhappy, worried, or scared</p>
KS1 Cycle B	Relationships Families and Friendships	Living in the wider world Belonging to a Community	Health and Well Being

	<p>(Making friends; feeling lonely and getting help) To how to be a good friend, e.g. kindness, listening, honesty To know about different ways that people meet and make friends To know strategies for positive play with friends, e.g. joining in, including others, etc. To know about what causes arguments between friends To know how to positively resolve arguments between friends To know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else No Outsiders: The Great Big Book of Families by Mary Hoffman & Ros Asquith (To understand what diversity is) Amazing by Steve Antony (To think about what makes a good friend)</p> <p style="text-align: center;">Safe Relationships</p> <p>(Managing secrets; resisting pressure and getting help; recognising hurtful behaviour) To know how to recognise hurtful behaviour, including online To know what to do and whom to tell if they see or experience hurtful behaviour, including online To know about what bullying is and different types of bullying To know how someone may feel if they are being bullied To know about the difference between happy surprises and secrets that make</p>	<p>(Belonging to a group; roles and responsibilities; being the same and different in the community) To know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups To know about different rights and responsibilities that they have in school and the wider community To know about how a community can help people from different groups to feel included To recognise that they are all equal, and ways in which they are the same and different to others in their community the ways in which people can access the internet e.g. phones, tablets, computers To recognise the purpose and value of the internet in everyday life No Outsiders: The First Slodge by Jeanne Willis (To understand how we share the world) / Blown Away by Rob Biddulph (To be able to work with everyone in my class) / What the Jackdaw Saw by Julia Donaldson and Nick Sharratt (To communicate in different ways) / All Are Welcome by Alexandra Penfold and Suzanne Kaufman (To know I belong)</p> <p style="text-align: center;">Media Literacy and Digital Resilience</p>	<p style="text-align: center;">Physical Health and Mental Wellbeing</p> <p>(Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help) To know about routines and habits for maintaining good physical and mental health To know why sleep and rest are important for growing and keeping healthy To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies To know the importance of, and routines for, brushing teeth and visiting the dentist To know about food and drink that affect dental health To how to describe and share a range of feelings To know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others No Outsiders: How to be a Lion by Ed Vere (To have self-confidence)</p> <p style="text-align: center;">Growing and Changing</p> <p>(Growing older; naming body parts; moving class or year) To know about the human life cycle and how people grow from young to old</p>
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	<p>them feel uncomfortable or worried, and how to get help</p> <p>To know how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>To know how to ask for help if they feel unsafe or worried and what vocabulary to use</p> <p>Respecting Ourselves and Others (Recognising things in common and differences; playing and working cooperatively; sharing opinion)</p> <p>To know about the things, they have in common with their friends, classmates, and other people</p> <p>To know how friends can have both similarities and differences</p> <p>To know how to play and work cooperatively in different groups and situations</p> <p>To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p> <p>No Outsiders: The Odd Egg by Emily Gravett (To understand what makes someone feel proud) / Can I Join Your Club? by John Kelly and Steph Laberis (To welcome different people)</p>	<p>(The internet in everyday life; online content and information)</p> <p>To know the ways in which people can access the internet e.g. phones, tablets, computers</p> <p>To recognise the purpose and value of the internet in everyday life</p> <p>To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>To know that information online might not always be true</p> <p>Money and Work (What money is; needs and wants; looking after money)</p> <p>To know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p>To know how money can be kept and looked after</p> <p>To know about getting, keeping and spending money</p> <p>To know that people are paid money for the job they do</p> <p>To know how to recognise the difference between needs and wants</p> <p>To know how people, make choices about spending money, including thinking about needs and wants</p>	<p>To know how our needs and bodies change as we grow up</p> <p>To identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles) (Non-Statutory)</p> <p>To know about change as people grow up, including new opportunities and responsibilities</p> <p>Preparing to move to a new class and setting goals for next year</p> <p>Keeping Safe (Safety in different environments; risk and safety at home; emergencies)</p> <p>To know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <p>To know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’</p> <p>To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p> <p>To know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</p> <p>To know about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</p> <p>To know how to respond if there is an accident and someone is hurt</p>
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Skills – End of Year Expectations	<p>Knowledge Year 1 I know role of different people; families; feeling cared for I know how to recognise privacy, staying safe and seeking permission I know how behaviour affects others; being polite and respectful I know how I can look after the environment I know how to use the internet and communicate online I know how rules and restrictions help us to keep safe online I know about different jobs in the community I know the importance of keeping healthy; food and exercise; hygiene routines and sun safety</p> <p>Year 2 I know how about making friends, feeling lonely and getting help I know about safe relationships and how to manage secrets I know about respecting myself and others I know about the purpose and value of the internet in everyday life I know what money is and how to look after money I know why sleep is important I know how to keep my teeth healthy I know about the human life cycle and how people grow from young to old I know how to recognise the risk in everyday situations e.g. road, water and rail safety</p> <p>Skills Year 1 Talk about people who care for me e.g. parents, siblings, grand-parents, relatives, friends, teachers Talk about how families are different e.g. single parents, same-sex parents etc Identify different types of touch and how people feel e.g. hugs, tickling, kisses, punches Talk about kind and unkind behaviour in and out of school Talk about class rules, being polite to others, sharing and taking turns Talk about how we care for people, animals and other living things in different ways Talk about how I can look after the environment e.g. recycling Talk about how and why people use the internet Talk about how people find things out and communicate safely with others online</p>		

	<p>Recall ways of keeping safe online and talk about who I can tell if I see something that makes me feel unhappy, worried or scared</p> <p>Discuss whose job it is to look after us in the community and the different jobs and work people do</p> <p>Identify ways of taking care of myself and basic hygiene routines e.g. washing hands</p> <p>Name some healthy and unhealthy foods</p> <p>Recall people who can help me stay healthy such as parents, doctors, nurses, dentists, lunch supervisors</p> <p>Talk about how I can stay safe in the sun e.g. sun hat, water bottle, sun cream, shade</p> <p>Year 2</p> <p>Discuss how to be a good friend e.g. kindness, listening, honesty</p> <p>Talk about strategies for positive play with friends e.g. joining in, including others</p> <p>Positively resolve arguments between me and my friends and know when I need to ask for help</p> <p>Talk about the difference between happy surprises and secrets that make me feel uncomfortable or worried</p> <p>Identify things I have in common with my friends and what differences we have</p> <p>Share ideas and listen to others, taking part in discussions and give reason for my views</p> <p>Recognise that some content on the internet is factual and some is for entertainment e.g. news, videos</p> <p>Identify different forms of money available e.g. coins, notes, debit cards, electronic payments</p> <p>Make comparisons about spending money between needs and wants</p> <p>Talk about why sleep and rest are important for maintaining good physical and mental health</p> <p>Talk about the routine of brushing teeth and give reasons for visiting the dentist</p> <p>Identify potential unsafe situations and who is responsible for keeping me safe in these situations</p> <p>Discuss how to get help in an emergency, including how to dial 999 and what to say</p>		
LKS2 – Cycle A	<p style="text-align: center;">Relationships Families and Friendships</p> <p>(What makes a family; features of family life)</p> <p>To recognise and respect that there are different types of families, including single parents, same-sex parents, stepparents, blended families, foster and adoptive parents</p> <p>To know that being part of a family provides support, stability and love</p> <p>To know about the positive aspects of being part of a family, such as</p>	<p style="text-align: center;">Living in the Wider World Belonging to a Community</p> <p>(The value of rules and laws; rights, freedoms and responsibilities)</p> <p>To know the reasons for rules and laws in wider society</p> <p>To know the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>To know what human rights are and how they protect people</p> <p>To identify basic examples of human rights including the rights of children</p>	<p style="text-align: center;">Health and Well Being Physical Health and Mental Wellbeing</p> <p>(Health choices and habits; what affects feelings; expressing feelings)</p> <p>To know about the choices that people make in daily life that could affect their health</p> <p>To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p>

	<p>spending time together and caring for each other To know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty To identify if/when something in a family might make someone upset or worried To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe No Outsiders: Beegu by Alexis Deacon (To be welcoming)</p> <p style="text-align: center;">Safe Relationships (Personal boundaries; safely responding to others; the impact of hurtful behaviour) To know what is appropriate to share with friends, classmates, family and wider social groups including online To know about what privacy and personal boundaries are, including online To know basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision To know that bullying and hurtful behaviour is unacceptable in any situation To know about the effects and consequences of bullying for the people involved</p>	<p>To know about how they have rights and responsibilities To know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn No Outsiders: Planet Omar: Accidental Trouble Magnet by Zanib Mian (To consider living in Britain today)</p> <p style="text-align: center;">Media Literacy and Digital Resilience (How the internet is used; assessing information online) To know how the internet can be used positively for leisure, for school and for work To recognise that images and information online can be altered or adapted and the reasons for why this happens To know strategies to recognise whether something they see online is true or accurate To evaluate whether a game is suitable to play, or a website is appropriate for their age-group To make safe, reliable choices from search results To know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> <p style="text-align: center;">Money and Work</p>	<p>To know what can help people to make healthy choices and what might negatively influence them To know about habits and that sometimes they can be maintained, changed or stopped To know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle To know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally To know that regular exercise such as walking or cycling has positive benefits for their mental and physical health To know about the things that affect feelings both positively and negatively To know strategies to identify and talk about their feelings To know about some of the different ways people express feelings e.g. words, actions, body language To recognise how feelings can change overtime and become powerful</p> <p style="text-align: center;">Growing and Changing (Personal strengths and achievements; managing and reframing setbacks) To know that everyone is an individual and has unique and valuable contributions to make To recognise how strengths and interests form part of a person's identity</p>
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	<p>To know about bullying online, and the similarities and differences to face-to-face bullying To know what to do and whom to tell if they see or experience bullying or hurtful behaviour No Outsiders: Oliver by Brigitta Sif (To understand how difference can affect someone) / Two Monsters by David McKee (To find a solution to a problem)</p> <p>Respecting Ourselves and Others (Recognising respectful behaviour; the importance of self-respect; courtesy and being polite) To recognise respectful behaviours e.g. helping or including others, being responsible To know how to model respectful behaviour in different situations e.g. at home, at school, online To know the importance of self-respect and their right to be treated respectfully by others To know what it means to treat others, and be treated politely To know the ways in which people show respect and courtesy in different cultures and in wider society No Outsiders: This Is Our House by Michael Rosen (To understand what 'discrimination' means) / The Hueys In The New Jumper by Oliver Jeffers (Use strategies to help someone who feels different) / We're All Wonders by R.J. Palacio (To understand what a</p>	<p>(Different jobs and skills; job stereotypes; setting personal goals) To know about jobs that people may have from different sectors e.g. teachers, business people, charity work To know that people can have more than one job at once or over their lifetime To know about common myths and gender stereotypes related to work To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM To know about some of the skills needed to do a job, such as teamwork and decision-making To recognise their interests, skills and achievements and how these might link to future jobs To know how to set goals that they would like to achieve this year e.g. learn a new hobby No Outsiders: The Children's Book Of Money Sense by Sophie Giles (To develop money sense, whether spending or saving).</p>	<p>To know how to identify their own personal strengths and interests and what they're proud of (in school, out of school) To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues To know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p> <p>Keeping Safe (Risks and hazards; safety in the local environment and unfamiliar places) To know how to identify typical hazards at home and in school To know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen To know about fire safety at home including the need for smoke alarms To know the importance of following safety rules from parents and other adults To know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>
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	bystander is) / The Truth About Old People by Elina Ellis (To understand what a bystander is)		
LKS2 – Cycle B	<p style="text-align: center;">Relationships Families and Friendships</p> <p>(Positive friendships, including online) To know about the features of positive healthy friendships such as mutual respect, trust and sharing interests To know strategies to build positive friendships To know how to seek support with relationships if they feel lonely or excluded To know how to communicate respectfully with friends when using digital devices To know how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know To know what to do or whom to tell if they are worried about any contact online No Outsiders: The Flower by John Light (To ask questions)</p> <p style="text-align: center;">Safe Relationships</p> <p>(Responding to hurtful behaviour; managing confidentiality; recognising risks online) To differentiate between playful teasing, hurtful behaviour and bullying, including online</p>	<p style="text-align: center;">Living in the Wider World Belonging to a Community</p> <p>(What makes a community; shared responsibilities) To know the meaning and benefits of living in a community To recognise that they belong to different communities as well as the school community To know about the different groups that make up and contribute to a community To know about the individuals and groups that help the local community, including through volunteering and work To know how to show compassion towards others in need and the shared responsibilities of caring for them</p> <p style="text-align: center;">Media Literacy and Digital Resilience</p> <p>(How data is shared and used) To know that everything shared online has a digital footprint To know that organisations can use personal information to encourage people to buy things To recognise what online adverts look like To compare content shared for factual purposes and for advertising</p>	<p style="text-align: center;">Health and Well Being Physical Health and Mental Wellbeing</p> <p>(Maintaining a balanced lifestyle; oral hygiene and dental care) To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally To know what good physical health means and how to recognise early signs of physical illness To know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary To know how to maintain oral hygiene and dental health, including how to brush and floss correctly To know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health No Outsiders: When Sadness Comes to Call by Eva Elande (To look after my mental health)</p> <p style="text-align: center;">Growing and Changing</p> <p>(Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty)</p>

	<p>To know how to respond if they witness or experience hurtful behaviour or bullying, including online To recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable To know how to manage pressures associated with dares To know when it is right to keep or break a confidence or share a secret To know how to recognise risks online such as harmful content or contact To know how people may behave differently online including pretending to be someone they are not To know how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online No Outsiders: Dogs Don’t Do Ballet by Anna Kemp and Sarah Oglivie (To choose when to be assertive)</p> <p>Respecting Ourselves and Others (Respecting differences and similarities; discussing difference sensitively) To recognise differences between people such as gender, race, faith To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations To know about the importance of respecting the differences and similarities between people</p>	<p>To know why people might choose to buy or not buy something online e.g. from seeing an advert To know that search results are ordered based on the popularity of the website and that this can affect what information people access</p> <p>Money and Work (Making decisions about money; using and keeping money safe) To know how people make different spending decisions based on their budget, values and needs To know how to keep track of money and why it is important to know how much is being spent To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them To know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics The Gold Coin by Alma Flor Ada</p>	<p>To know the importance of personal hygiene routines during puberty including washing regularly and using deodorant To know how to discuss the challenges of puberty with a trusted adult To know how to get information, help and advice about puberty To know to identify external genitalia and reproductive organs (Non-Statutory) To know about the physical and emotional changes during puberty (Non-Statutory) To know key facts about the menstrual cycle and menstrual wellbeing (Non-Statutory) To know strategies to manage the changes during puberty including menstruation (Non-Statutory)</p> <p>Keeping Safe (Medicines and household products; drugs common to everyday life) To know the importance of taking medicines correctly and using household products safely To recognise what is meant by a ‘drug’ To know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</p>
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	<p>To know vocabulary to sensitively discuss difference and include everyone</p> <p>No Outsiders: Red: A Crayon’s Story by Michael Hall (To be who you want to be) / Julian is a Mermaid by Jessica Love (To show acceptance) / Along Came a Different by Tom McLaughlin (To help someone accept difference) / Aalfred and Aalbert by Morag Hood (To find common ground)</p>		<p>To identify some of the risks associated with drugs common to everyday life</p> <p>To know that for some people using drugs can become a habit which is difficult to break</p> <p>To know how to ask for help or advice</p>
<p>Skills – End of Year Expectations</p>	<p>Knowledge Year 3</p> <p>I know what makes a family and the features of family life</p> <p>I know about personal boundaries</p> <p>I know the impact of hurtful behaviour</p> <p>I know about the importance of self-respect, courtesy and being polite</p> <p>I know the value of rules and laws and reasons for these</p> <p>I know how the internet is used</p> <p>I know how to assess information online</p> <p>I know about different jobs and skills and job stereotypes</p> <p>I know about health choices and habits</p> <p>I know about personal strengths and achievements</p> <p>I know about risks and hazards, safety in the local environment and unfamiliar places</p> <p>Year 4</p> <p>I know about positive friendships, including online</p> <p>I know how to respond to hurtful behaviour</p> <p>I know how to manage confidentiality</p> <p>I know to respect differences and similarities sensitively</p> <p>I know what makes a community</p> <p>I know how data is shared and used</p> <p>I know how to make decisions about money and how to keep money safe</p> <p>I know about the importance of maintaining a balanced lifestyle</p>		

I know how to maintain oral hygiene and dental health
I know the importance of taking medicines correctly

Skills Year 3

Recognise that there are different types of families e.g. single parents, same-sex parents, step parents, blended families, foster and adoptive parents

Identify if/when something in the family might make someone upset or worried

Discuss what is appropriate to share with friends, family and wider social groups including online

Talk about basic strategies to keep me safe online e.g. passwords, using trusted sites, adult supervision

Recognise that bullying and hurtful behaviour is unacceptable in any situation and the consequences of this

Talk about what to do and whom to tell if I see or experience bullying or hurtful behaviour

Talk about ways in which people show respect and courtesy in different cultures and in wider society

Discuss the importance of abiding by the law and what might happen if rules and laws are broken

Identify basic examples of human rights including the rights of children

Recognise that the internet can be used positively for leisure, school and work and that images and information can be altered or adapted online and reasons why this happens

Evaluate whether a game is suitable to play or a website is appropriate for my age

Report something I've seen or experienced online that concerns me e.g. images

Discuss jobs from different sectors e.g. teachers, business people charity work and common myths and gender stereotypes related to work

Recognise my interests, skills and achievements and how these might link to a future job

Set goals that I would like to achieve this year e.g. learn a new hobby

Identify healthy and unhealthy choices in relation to food, exercise and sleep

Discuss strategies to identify and talk about my feelings and how I can express feelings e.g. words, actions, body language

Identify my own personal strengths and interests and what I am proud of (in and out of school)

Recognise common challenges to self-worth e.g. finding school work difficult / friendship issues

Identify typical hazards at home and in school

Predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen

Talk about how to keep myself safe in the local environment including rail, water and firework safety

Year 4

Name strategies to build positive relationships

	<p>Communicate respectfully with my friends when using digital devices, knowing what to do and who to tell if I am worried about any contact online</p> <p>Differentiate between playful teasing, hurtful behaviour and bullying</p> <p>Recognise the risk between ‘playful dares’ and dares which put someone under pressure, at risk or make them feel uncomfortable</p> <p>Talk about when it is right to keep or break a confidence or share a secret</p> <p>Recognise differences between people such as gender, race, faith and talk about what I have in common with others e.g. shared values, likes, dislikes and aspirations</p> <p>Use vocabulary to sensitively discuss difference and include everyone</p> <p>Discuss the meaning and benefits of living in a community</p> <p>Recall different groups that make up and contribute to a community</p> <p>Identify that everything shared online has a digital footprint</p> <p>Compare content shared for factual purposes and for advertising</p> <p>Discuss how people make different spending decisions based on their budget, values and needs</p> <p>Identify different ways to pay for things e.g. cash, cards, e-payment and the reasons for using them</p> <p>Identify factors that maintain a balanced, healthy lifestyle, physically and mentally</p> <p>Talk about how to brush and floss correctly</p> <p>Discuss the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p> <p>Talk about the importance of personal hygiene including washing regularly and using deodorant</p> <p>Recognise what is meant by a ‘drug’ and identify drugs common to everyday life e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines</p> <p>Identify some of the risks associated with drugs common to everyday life</p>		
UKS2 – Cycle A	<p>Relationships Families and Friendships (Positive friendships, including online) To know about the features of positive healthy friendships such as mutual respect, trust and sharing interests To know strategies to build positive friendships</p>	<p>Living in the wider world Belonging to a Community (What makes a community; shared responsibilities) To know the meaning and benefits of living in a community To recognise that they belong to different communities as well as the school community</p>	<p>Health and Well being Physical Health and Mental Wellbeing (Maintaining a balanced lifestyle; oral hygiene and dental care) To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</p>

	<p>To know how to seek support with relationships if they feel lonely or excluded</p> <p>To know how to communicate respectfully with friends when using digital devices</p> <p>To know how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</p> <p>To know what to do or whom to tell if they are worried about any contact online</p> <p>No Outsiders: The Flower by John Light (To ask questions)</p> <p style="text-align: center;">Safe Relationships</p> <p>(Responding to hurtful behaviour; managing confidentiality; recognising risks online)</p> <p>To differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <p>To know how to respond if they witness or experience hurtful behaviour or bullying, including online</p> <p>To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</p> <p>To know how to manage pressures associated with dares</p> <p>To know when it is right to keep or break a confidence or share a secret</p> <p>To know how to recognise risks online such as harmful content or contact</p>	<p>To know about the different groups that make up and contribute to a community</p> <p>To know about the individuals and groups that help the local community, including through volunteering and work</p> <p>To know how to show compassion towards others in need and the shared responsibilities of caring for them</p> <p style="text-align: center;">Media Literacy and Digital Resilience</p> <p>(How data is shared and used)</p> <p>To know that everything shared online has a digital footprint</p> <p>To know that organisations can use personal information to encourage people to buy things</p> <p>To recognise what online adverts look like</p> <p>To compare content shared for factual purposes and for advertising</p> <p>To know why people might choose to buy or not buy something online e.g. from seeing an advert</p> <p>To know that search results are ordered based on the popularity of the website and that this can affect what information people access</p> <p style="text-align: center;">Money and Work</p> <p>(Making decisions about money; using and keeping money safe)</p> <p>To know how people make different spending decisions based on their budget, values and needs</p>	<p>To know what good physical health means and how to recognise early signs of physical illness</p> <p>To know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p> <p>To know how to maintain oral hygiene and dental health, including how to brush and floss correctly</p> <p>To know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p> <p>No Outsiders When Sadness Comes to Call by Eva Elande (To look after my mental health)</p> <p style="text-align: center;">Growing and Changing</p> <p>(Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty)</p> <p>To know the importance of personal hygiene routines during puberty including washing regularly and using deodorant</p> <p>To know how to discuss the challenges of puberty with a trusted adult</p> <p>To know how to get information, help and advice about puberty</p> <p>To know to identify external genitalia and reproductive organs (Non-Statutory)</p> <p>To know about the physical and emotional changes during puberty (Non-Statutory)</p>
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	<p>To know how people may behave differently online including pretending to be someone they are not To know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online No Outsiders: Dogs Don't Do Ballet by Anna Kemp and Sarah Oglivie (To choose when to be assertive)</p> <p>Respecting Ourselves and Others (Respecting differences and similarities; discussing difference sensitively) To recognise differences between people such as gender, race, faith To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations To know about the importance of respecting the differences and similarities between people To know vocabulary to sensitively discuss difference and include everyone No Outsiders: Red: A Crayon's Story by Michael Hall (To be who you want to be) / Julian is a Mermaid by Jessica Love (To show acceptance) / Along Came a Different by Tom McLaughlin (To help someone accept difference) / Aalfred and</p>	<p>To know how to keep track of money and why it is important to know how much is being spent To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them To know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics The Gold Coin by Alma Flor Ada</p>	<p>To know key facts about the menstrual cycle and menstrual wellbeing (Non-Statutory) To know strategies to manage the changes during puberty including menstruation (Non-Statutory)</p> <p>Keeping Safe (Medicines and household products; drugs common to everyday life) To know the importance of taking medicines correctly and using household products safely To recognise what is meant by a 'drug' To know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects To identify some of the risks associated with drugs common to everyday life To know that for some people using drugs can become a habit which is difficult to break To know how to ask for help or advice</p>
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	Aalbert by Morag Hood (To find common ground)		
UKS2 – Cycle B	<p style="text-align: center;">Relationships Families and Friendships</p> <p>(Managing friendships and peer influence)</p> <p>To know what makes a healthy friendship and how they make people feel included</p> <p>To know strategies to help someone feel included</p> <p>To know about peer influence and how it can make people feel or behave</p> <p>To know the impact of the need for peer approval in different situations, including online</p> <p>To know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>To know that it is common for friendships to experience challenges</p> <p>To know strategies to positively resolve disputes and reconcile differences in friendships</p> <p>To know that friendships can change over time and the benefits of having new and different types of friends</p> <p>To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</p> <p>To know when and how to seek support in relation to friendships</p> <p>No Outsiders: Rose Blanche by Ian McEwan and Roberto Innocenti (To</p>	<p style="text-align: center;">Living in the wider world Belonging to a Community</p> <p>(Protecting the environment; compassion towards others)</p> <p>To know about how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>To know the importance of protecting the environment and how everyday actions can either support or damage it</p> <p>To know how to show compassion for the environment, animals and other living things</p> <p>To know about the way that money is spent and how it affects the environment</p> <p>To express their own opinions about their responsibility towards the environment</p> <p>No Outsiders: Dear Greenpeace by Simon James (To understand how our household rubbish pollutes the oceans) / And Tango Makes Three by Justin Richardson and Peter Parnell (To exchange dialogue and express an opinion)</p> <p style="text-align: center;">Media Literacy and Digital Resilience</p>	<p style="text-align: center;">Health and Well being Physical Health and Mental Wellbeing</p> <p>(Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies)</p> <p>To know how sleep contributes to a healthy lifestyle</p> <p>To know healthy sleep strategies and how to maintain them</p> <p>To know about the benefits of being outdoors and in the sun for physical and mental health</p> <p>To know how to manage risk in relation to sun exposure, including skin damage and heat stroke</p> <p>To know how medicines can contribute to health and how allergies can be managed</p> <p>To know that some diseases can be prevented by vaccinations and immunisations</p> <p>To know that bacteria and viruses can affect health</p> <p>To know how they can prevent the spread of bacteria and viruses with everyday hygiene routines</p> <p>To recognise the shared responsibility of keeping a clean environment</p> <p style="text-align: center;">Growing and Changing</p>

	<p>justify my actions) / The Girls by Lauren Lee and Jenny Lovlie (To explore friendship)</p> <p>Safe Relationships (Physical contact and feeling safe) To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations To know how to ask for, give and not give permission for physical contact To know how it feels in a person's mind and body when they are uncomfortable To know that it is never someone's fault if they have experienced unacceptable contact To know how to respond to unwanted physical contact No Outsiders: How to Heal a Broken Wing by Bob Graham (To recognise when someone needs help)</p> <p>Respecting Ourselves and Others (Responding respectfully to a wide range of people; recognising prejudice and discrimination) To recognise that everyone should be treated equally To know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>(How information online is targeted; different media types, their role and impact) To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise To know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased To know that some media and online content promote stereotypes To know how to assess which search results are more reliable than others To recognise unsafe or suspicious content online To know how devices store and share information</p> <p>Money and Work (Identifying job interests and aspirations; what influences career choices; workplace stereotypes) To identify jobs that they might like to do in the future To know about the role ambition can play in achieving a future career To know how or why someone might choose a certain career To know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p>	<p>(Personal identity; recognising individuality and different qualities; mental wellbeing) To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes To know that for some people their gender identity does not correspond with their biological sex To know how to recognise, respect and express their individuality and personal qualities To know ways to boost their mood and improve emotional wellbeing To know about the link between participating in interests, hobbies and community groups and mental wellbeing No Outsiders: The Artist Who Painted a Blue Horse by Eric Carl (To appreciate artistic freedom)</p> <p>Keeping Safe (Keeping safe in different situations, including responding in emergencies, first aid and FGM) To identify when situations are becoming risky, unsafe or an emergency To identify occasions where they can help take responsibility for their own safety To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p>
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	<p>To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment To know the impact of discrimination on individuals, groups and wider society To know ways to safely challenge discrimination To know how to report discrimination online No Outsiders: Where The Poppies Now Grow by Hilary Robinson and Martin Impey (To learn from our past) / Kenny Lives With Erica and Martina by Olly Pike (To consider consequences) / Mixed by Aree Chung (To consider responses to racist behaviour)</p>	<p>To know the importance of diversity and inclusion to promote people's career opportunities To know about stereotyping in the workplace, its impact and how to challenge it To know that there is a variety of routes into work e.g. college, apprenticeships, university, training</p>	<p>To know how to deal with common injuries using basic first aid techniques To know how to respond in an emergency, including when and how to contact different emergency services To know that female genital mutilation (FGM) is against British law¹ To know what to do and whom to tell if they think they or someone they know might be at risk of FGM</p>
<p>Skills – End of Year Expectations</p>	<p>Knowledge Year 5 I know about managing feelings and peer influence I know about physical contact and feeling safe I know about responding respectfully to a wide range of people and recognise prejudice and discrimination I know about protecting the environment I know how to show compassion towards others I know how information online is targeted I know about the different types of media I know what influences career choices and workplace stereotypes I know how sleep contributes to a healthy lifestyle I know that some medicines can contribute to health I know about personal identify and what contributes to it I know how to keep safe in different situations, including responding in emergencies, first aid and FGM</p> <p>Year 6</p>		

I know what it means to be attracted to someone
I know that people who love each other can be of any gender, ethnicity or faith
I know that people have the right to choose whom they marry or whether to get married and that forcing anyone into marriage is illegal
I know about recognising and managing pressure
I know what consent means and how to seek and give/not give permission in different situations
I know how to express opinions, respect other's points of view and discuss topical issues
I know about the benefits of safe internet use
I know how online content can be designed to manipulate people's emotions and encourage them to read or share things
I know about influences and attitudes to money
I know what affects mental health and ways to take care of it
I know about the changes that might occur in life including death and how these can cause conflicting feelings
I know that balancing time online with other activities helps maintain my mental health and wellbeing
I know how to manage transitions
I know how to keep personal information safe
I know about the risks and effects of different drugs

Skills Year 5

Talk about what makes a healthy friendship and how to make people feel included
Name strategies to help someone feel included
Discuss and understand that friendships can change over time and the benefits of having new and different types of friends
Identify what physical touch is acceptable, unacceptable and unwanted in different situations
Understand that it is never someone's fault if they have experienced unacceptable contact
Recognise that everyone should be treated equally
Identify what discrimination means and different types of discrimination e.g. racism, sexism, homophobia
Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
Discuss the importance of protecting the environment and how everyday actions can either support or damage it
Express my own opinions and responsibilities towards the environment
Identify different types of media and its purpose e.g. to entertain, inform, persuade, advertise
Identify strategies to assess whether content online is based on fact, opinion or biased
Recognise unsafe or suspicious content online

Identify jobs I might like to do in the future
Discuss why someone might choose a certain career and what might influence people's decisions about a job or career e.g. pay conditions, personal interest, strengths and qualities, family, values
Identify stereotyping in the workplace and how to challenge it
Discuss the variety of routes into work e.g. college, apprenticeships, university, training
Identify benefits of being outdoors and in the sun for physical and mental health
Talk about managing risk in relation to sun exposure, including skin damage and heat stroke
Discuss how to prevent the spread of bacteria and viruses with everyday hygiene routines
Identify my personal identify and what contributes to it e.g. race, sex, gender, family, faith, culture, hobbies, likes/dislikes
Recognise that for some people their gender identify does not correspond with their biological sex
Talk about ways to boost my mood and improve my emotional wellbeing
Identify when situations are becoming risky, unsafe or an emergency
Identify occasions where I can help take responsibility for my own safety
Differentiate between positive risk taking e.g. trying a challenging new sport and dangerous behaviour
Identify and apply basic first aid techniques
Know what to do and whom to tell if I think someone I know might be at risk of FGM

Year 6

Identify different kinds of loving relationships
Discuss the difference of gender identify and sexual orientation and everyone's right to be loved
Explain what marriage and civil partnership mean e.g. legal declaration of commitment made between two adults
Talk about how and where to report forced marriage or ask for help if I am worried
Compare the features of a healthy and unhealthy friendship
Recall strategies to respond to pressure from friends including online
Discuss topical issues respectfully, listen and respect other points of view
Constructively challenge points of view I disagree with
Participate effectively in discussions online and manage conflict and agreements
Discuss how and why images online might be manipulated, altered or faked
Discuss why people choose to communicate through social media and some of the risks and challenges of doing so
Explain why some media and online content is not appropriate for children
Recognise what is appropriate to share online and report inappropriate online content or contact

	<p>Understand the value for money and judge if something is value to money</p> <p>Discuss common risks associated with money including debt, fraud and gambling</p> <p>Know how to get help if I am concerned about gambling or other financial risks</p> <p>Recognise that anyone can be anyone can be affected by mental ill-health and difficulties can be resolved with help and support.</p> <p>Recall positive strategies for managing feelings</p> <p>Recall strategies that can help someone cope with the feelings associated with loss, grief other aspects of change</p> <p>Identify strategies to manage time spent online and foster positive habits e.g. switching my phone off at night</p> <p>Recognise some of the changes as I grow up e.g. increasing independence</p> <p>Discuss practical strategies that can help manage times of change and transition e.g. practising the bus route to secondary school</p> <p>Recall strategies for dealing with requests of personal information or images of myself</p> <p>Identify types of images that are appropriate to share with others and those which might not be appropriate</p> <p>Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p>
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