



Personal, Social, Health Education (PSHE)



Knowledge/skills progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my world knowledge	<p>Know special things about themselves</p> <p>Know that some people are different from themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know that being kind is good</p> <p>Know they have a right to learn and play, safely and happily</p>	<p>Understand the rights and responsibilities of a member of a class</p> <p>Understand that their views are important</p> <p>Understand that their choices have consequences</p> <p>Understand their own rights and responsibilities with their classroom</p>	<p>Identifying hopes and fears for the year ahead</p> <p>Understand the rights and responsibilities of class members</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p>	<p>Understand that they are important</p> <p>Know what a personal goal is</p> <p>Understanding what a challenge is</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p> <p>Know that the school has a shared set of values</p>	<p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> <p>Know that their own actions affect themselves and others</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p>	<p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>	<p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>

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<p>Being me in my world social and emotional skills</p>	<p><i>Identify feelings associated with belonging</i></p> <p><i>Identify feelings of happiness and sadness</i></p> <p><i>Skills to play cooperatively with others</i></p> <p><i>Be able to consider others' feelings</i></p> <p><i>Be responsible in the setting</i></p>	<p><i>Understanding that they are special</i></p> <p><i>Understand that they are safe in their class</i></p> <p><i>Identifying helpful behaviours to make the class a safe place</i></p> <p><i>Identify what it's like to feel proud of an achievement</i></p> <p><i>Recognise feelings associated with positive and negative consequences</i></p> <p><i>Understand that they have choices</i></p>	<p><i>Recognise own feelings and know when and where to get help</i></p> <p><i>Know how to make their class a safe and fair place</i></p> <p><i>Show good listening skills</i></p> <p><i>Recognise the feeling of being worried</i></p> <p><i>Be able to work cooperatively</i></p>	<p><i>Recognise self-worth</i></p> <p><i>Identify personal strengths</i></p> <p><i>Be able to set a personal goal</i></p> <p><i>Recognise feelings of happiness, sadness, worry and fear in themselves and others</i></p> <p><i>Make other people feel valued</i></p> <p><i>Develop compassion and empathy for others</i></p> <p><i>Be able to work collaboratively</i></p>	<p><i>Identify the feelings associated with being included or excluded</i></p> <p><i>Can make others feel valued and included</i></p> <p><i>Be able to take on a role in a group discussion/task and contribute to the overall outcome</i></p> <p><i>Can make others feel cared for and welcomed</i></p> <p><i>Recognise the feelings of being motivated or unmotivated</i></p> <p><i>Understand why the school community benefits from a Learning Charter</i></p> <p><i>Be able to help friends make positive choices</i></p> <p><i>Know how to regulate my emotions</i></p>	<p><i>Be able to identify what they value most about school</i></p> <p><i>Identify hopes for the school year</i></p> <p><i>Empathy for people whose lives are different from their own</i></p> <p><i>Consider their own actions and the effect they have on themselves and others</i></p> <p><i>Be able to work as part of a group, listening and contributing effectively</i></p> <p><i>Understand why the school community benefits from a Learning Charter</i></p> <p><i>Be able to help friends make positive choices</i></p> <p><i>Know how to regulate my emotions</i></p>	<p><i>Be able to make others feel welcomed and valued</i></p> <p><i>Know own wants and needs</i></p> <p><i>Be able to compare their life with the lives of those less fortunate</i></p> <p><i>Demonstrate empathy and understanding towards others</i></p> <p><i>Can demonstrate attributes of a positive rolemodel</i></p> <p><i>Can take positive action to help others</i></p> <p><i>Be able to contribute towards a group task</i></p> <p><i>Know what effective group work is</i></p> <p><i>Know how to regulate my emotions</i></p>

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Celebrating differences knowledge	<p>Know what being proud means and that people can be proud of different things</p> <p>Know that people can be good at different things</p> <p>Know what being unique means</p> <p>Know that families can be different</p> <p>Know that people have different homes and why they are important to them</p> <p>Know different ways of making friends</p> <p>Know different ways to stand up for myself</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know that they don't have to be 'the same as' to be a friend</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive friendship</p>	<p>Know that people have differences and similarities</p> <p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know skills to make friendships</p> <p>Know that people are unique and that it is OK to be different</p>	<p>Know there are stereotypes about boys and girls</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p> <p>Know that friends can be different and still be friends</p> <p>Know where to get help if being bullied</p> <p>Know the difference between a one-off incident and bullying</p>	<p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Know that sometimes family members don't get along and some reasons for this</p> <p>Know that conflict is a normal part of relationships</p> <p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p>	<p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <p>Know there are influences that can affect how we judge a person or situation</p> <p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Know what to do if they think bullying is, or might be taking place</p> <p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Know that first impressions can change</p>	<p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know what racism is and why it is Unacceptable</p> <p>Know that rumour spreading is a form of bullying on and offline</p> <p>Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know how their life is different from the lives of children in the developing world</p>	<p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that being different could affect someone's life</p> <p>Know that power can play a part in a bullying or conflict situation</p> <p>Know that people can hold power over others individually or in a group</p> <p>Know why some people choose to bully others</p> <p>Know that people with disabilities can lead amazing lives</p> <p>Know that difference can be a source of celebration as well as conflict</p>

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Celebrating differences social and emotional skills	<p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for themselves and about others successes</p> <p>Identify some ways they can be different and the same as others</p> <p>Recognise similarities and differences between their family and other families</p> <p>Identify and use skills to make a friend</p> <p>Identify and use skills to stand up for themselves</p> <p>Recognise emotions when they or someone else is upset, frightened or angry</p>	<p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>Understand that boys and girls can be similar in lots of ways and that is OK</p> <p>Understand that boys and girls can be different in lots of ways and that is OK</p> <p>Explain how being bullied can make someone feel</p> <p>Can choose to be kind to someone who is being bullied</p> <p>Know how to stand up for themselves when they need to</p> <p>Recognise that they shouldn't judge people because they are different</p> <p>Understand that everyone's differences make them special and unique</p>	<p>Be able to show appreciation for their families, parents and carers</p> <p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>Empathise with people who are bullied</p> <p>Employ skills to support someone who is bullied</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p>	<p>Try to accept people for who they are</p> <p>Identify influences that have made them think or feel positively/negatively about a situation</p> <p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Be comfortable with the way they look</p> <p>Identify when a first impression they had was right or wrong</p> <p>Be non-judgemental about others who are different</p>	<p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p> <p>Appreciate the value of happiness regardless of material wealth</p> <p>Develop respect for cultures different from their own</p>	<p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Appreciate people for who they are</p> <p>Show empathy</p>

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Dreams and goals knowledge	<p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p> <p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p>	<p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group working looks like</p> <p>Know how to share success with other people</p>	<p>Know about specific people who have overcome difficult challenges to achieve success</p> <p>Know what dreams and ambitions are important to them</p> <p>Know how they can best overcome learning challenges</p> <p>Know that they are responsible for their own learning</p> <p>Know what their own strengths are as a learner</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p> <p>Know how to evaluate their own learning progress and identify how it can be better next time</p>	<p>Know what their own hopes and dreams are</p> <p>Know that hopes and dreams don't always come true</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment</p> <p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work out the steps they need to take to achieve a goal</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p>	<p>Know that they will need money to help them to achieve some of their dreams</p> <p>Know about a range of jobs that are carried out by people I know</p> <p>Know that different jobs pay more money than others</p> <p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p> <p>Know that communicating with someone from a different culture means that they can learn from them and vice versa</p> <p>Know ways that they can support people in their own culture and abroad</p>	<p>Know their own learning strengths</p> <p>Know how to set realistic and challenging goals</p> <p>Know what the learning steps are they need to take to achieve their goal</p> <p>Know a variety of problems that the world is facing</p> <p>Know how to work with other people to make the world a better place</p> <p>Know some ways in which they could work with others to make the world a better place</p> <p>Know what their classmates like and admire about them</p>

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Dreams and goals social and emotional skills	<p><i>Understand that challenges can be difficult</i></p> <p><i>Recognise some of the feelings linked to perseverance</i></p> <p><i>Talk about a time that they kept on trying and achieved a goal</i></p> <p><i>Be ambitious</i></p> <p><i>Resilience</i></p> <p><i>Recognise how kind words can encourage people</i></p> <p><i>Feel proud</i></p> <p><i>Celebrate success</i></p>	<p><i>Recognise things that they do well</i></p> <p><i>Explain how they learn best</i></p> <p><i>Celebrate an achievement with a friend</i></p> <p><i>Recognise their own feelings when faced with a challenge</i></p> <p><i>Recognise their own feelings when they are faced with an obstacle</i></p> <p><i>Recognise how they feel when they overcome an obstacle</i></p> <p><i>Can store feelings of success so that they can be used in the future</i></p>	<p><i>Be able to describe their own achievements and the feelings linked to this</i></p> <p><i>Recognise their own strengths as a learner</i></p> <p><i>Recognise how working with others can be helpful</i></p> <p><i>Be able to work effectively with a partner</i></p> <p><i>Be able to choose a partner with whom they work well</i></p> <p><i>Be able to work as part of a group</i></p> <p><i>Recognise how it feels to be part of a group that succeeds and store this feeling</i></p>	<p><i>Recognise other people's achievements in overcoming difficulties</i></p> <p><i>Imagine how it will feel when they achieve their dream / ambition</i></p> <p><i>Can break down a goal into small steps</i></p> <p><i>Recognise how other people can help them to achieve their goals</i></p> <p><i>Can manage feelings of frustration linked to facing obstacles</i></p> <p><i>Can share their success with others</i></p> <p><i>Can store feelings of success (in their internal treasure chest) to be used at another time</i></p>	<p><i>Can talk about their hopes and dreams and the feelings associated with these</i></p> <p><i>Can identify the feeling of disappointment</i></p> <p><i>Can identify a time when they have felt disappointed</i></p> <p><i>Be able to cope with disappointment</i></p> <p><i>Help others to cope with disappointment</i></p> <p><i>Can identify what resilience is</i></p> <p><i>Have a positive attitude</i></p> <p><i>Enjoy being part of a group challenge</i></p> <p><i>Can share their success with others</i></p> <p><i>Can store feelings of success (in their internal treasure chest) to be used at another time</i></p>	<p><i>Verbalise what they would like their life to be like when they are grown up</i></p> <p><i>Appreciate the contributions made by people in different jobs</i></p> <p><i>Appreciate the opportunities learning and education can give them</i></p> <p><i>Reflect on the differences between their own learning goals and those of someone from a different culture</i></p> <p><i>Appreciate the differences between themselves and someone from a different culture</i></p> <p><i>Understand why they are motivated to make a positive contribution to supporting others</i></p>	<p><i>Understand why it is important to stretch the boundaries of their current learning</i></p> <p><i>Set success criteria so that they know when they have achieved their goal</i></p> <p><i>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</i></p> <p><i>Empathise with people who are suffering or living in difficult situations</i></p> <p><i>Be able to give praise and compliments to other people when they recognise that person's achievements</i></p>

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<p>Healthy me knowledge</p>	<p>Know the names for some parts of their body</p> <p>Know what the word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know that they need to exercise to keep healthy</p> <p>Know how to help themselves go to sleep and that sleep is good for them</p> <p>Know when and how to wash their hands properly</p> <p>Know what to do if they get lost</p> <p>Know how to say No to strangers</p> <p>Know about good oral hygiene</p>	<p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease / illness</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know about people who can keep them safe</p>	<p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know what makes them feel relaxed / stressed</p> <p>Know how medicines work in their bodies</p> <p>Know that it is important to use medicines safely</p> <p>Know how to make some healthy snacks</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p>	<p>Know how exercise affects their bodies</p> <p>Know why their hearts and lungs are such important organs</p> <p>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know when something feels safe or unsafe</p> <p>Know that their bodies are complex and need taking care of</p>	<p>Know how different friendship groups are formed and how they fit into them</p> <p>Know which friends they value most</p> <p>Know that there are leaders and followers in groups</p> <p>Know that they can take on different roles according to the situation</p> <p>Know the facts about smoking and its effects on health</p> <p>Know some of the reasons some people start to smoke</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know some of the reasons some people drink alcohol</p> <p>Know ways to resist when people are putting pressure on them</p>	<p>Know the health risks of smoking</p> <p>Know how smoking tobacco affects the lungs, liver and heart</p> <p>Know some of the risks linked to misusing alcohol, including antisocial behaviour</p> <p>Know basic emergency procedures including the recovery position</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure</p> <p>Know what makes a healthy lifestyle</p>	<p>Know how to take responsibility for their own health</p> <p>Know how to make choices that benefit their own health and well-being</p> <p>Know about different types of drugs and their uses</p> <p>Know how these different types of drugs can affect people's bodies, especially their liver and heart</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p> <p>Know what it means to be emotionally well</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause drug and alcohol misuse</p>

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<p>Healthy me social and emotional skills</p>	<p><i>Recognise how exercise makes them feel</i></p> <p><i>Recognise how different foods can make them feel</i></p> <p><i>Can explain what they need to do to stay healthy</i></p> <p><i>Can give examples of healthy food</i></p> <p><i>Can explain how they might feel if they don't get enough sleep</i></p> <p><i>Can explain what to do if a stranger approaches them</i></p> <p><i>Can talk about when and how to brush their teeth</i></p>	<p><i>Feel good about themselves when they make healthy choices</i></p> <p><i>Realise that they are special</i></p> <p><i>Keep themselves safe</i></p> <p><i>Recognise ways to look after themselves if they feel poorly</i></p> <p><i>Recognise when they feel frightened and know how to ask for help</i></p> <p><i>Recognise how being healthy helps them to feel happy</i></p>	<p><i>Desire to make healthy lifestyle choices</i></p> <p><i>Identify when a feeling is weak and when a feeling is strong</i></p> <p><i>Feel positive about caring for their bodies and keeping it healthy</i></p> <p><i>Have a healthy relationship with food</i></p> <p><i>Express how it feels to share healthy food with their friends</i></p>	<p><i>Able to set themselves a fitness challenge</i></p> <p><i>Recognise what it feels like to make a healthy choice</i></p> <p><i>Identify how they feel about drugs</i></p> <p><i>Can express how being anxious or scared feels</i></p> <p><i>Can take responsibility for keeping themselves and others safe</i></p> <p><i>Respect their own bodies and appreciate what they do</i></p>	<p><i>Can identify the feelings that they have about their friends and different friendship groups</i></p> <p><i>Recognise how different people and groups they interact with impact on them</i></p> <p><i>Identify which people they most want to be friends with</i></p> <p><i>Recognise negative feelings in peer pressure situations</i></p> <p><i>Can identify the feelings of anxiety and fear associated with peer pressure</i></p> <p><i>Can tap into their inner strength and know how to be assertive</i></p>	<p><i>Can make informed decisions about whether or not they choose to smoke when they are older</i></p> <p><i>Can make informed decisions about whether they choose to drink alcohol when they are older</i></p> <p><i>Recognise strategies for resisting pressure</i></p> <p><i>Can identify ways to keep themselves calm in an emergency</i></p> <p><i>Can reflect on their own body image and know how important it is that this is positive</i></p> <p><i>Accept and respect themselves for who they are</i></p> <p><i>Respect and value their own bodies</i></p> <p><i>Be motivated to keep themselves healthy and happy</i></p>	<p><i>Are motivated to care for their own physical and emotional health</i></p> <p><i>Are motivated to find ways to be happy and cope with life's situations without using drugs</i></p> <p><i>Identify ways that someone who is being exploited could help themselves</i></p> <p><i>Suggest strategies someone could use to avoid being pressured</i></p> <p><i>Recognise that people have different attitudes towards mental health / illness</i></p> <p><i>Can use different strategies to manage stress and pressure</i></p>

Knowledge/skills progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships knowledge	<p>Know what a family is</p> <p>Know that different people in a family have different responsibilities (jobs)</p> <p>Know some of the characteristics of healthy and safe friendship</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p>	<p>Know that everyone's family is different</p> <p>Know that there are lots of different types of families</p> <p>Know that families are founded on belonging, love and care</p> <p>Know how to make a friend</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know that physical contact can be used as a greeting</p> <p>Know about the different people in the school community and how they help</p> <p>Know who to ask for help in the school community</p>	<p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love etc.</p> <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve-it-together problem-solving methods</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family</p> <p>Know that gender stereotypes can be unfair</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know that they and all children have rights (UNCRC)</p> <p>Know the lives of children around the world can be different from their own</p>	<p>Know some reasons why people feel jealousy</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that memories can support us when we lose a special person or animal</p> <p>Know that change is a natural part of relationships/ friendship</p> <p>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</p>	<p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p> <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p>	<p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p>

Knowledge/skills progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Relationships social and emotional skills</p>	<p><i>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</i></p> <p><i>Can suggest ways to make a friend or help someone who is lonely</i></p> <p><i>Can use different ways to mend a friendship</i></p> <p><i>Can recognise what being angry feels like</i></p> <p><i>Can use Calm Me when angry or upset</i></p>	<p><i>Can express how it feels to be part of a family and to care for family members</i></p> <p><i>Can say what being a good friend means</i></p> <p><i>Can show skills of friendship</i></p> <p><i>Can identify forms of physical contact they prefer</i></p> <p><i>Can say no when they receive a touch they don't like</i></p> <p><i>Can praise themselves and others</i></p> <p><i>Can recognise some of their personal qualities</i></p> <p><i>Can say why they appreciate a special relationship</i></p>	<p><i>Can identify the different roles and responsibilities in their family</i></p> <p><i>Can recognise the value that families can bring</i></p> <p><i>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</i></p> <p><i>Can use positive problem-solving techniques to resolve a friendship conflict</i></p> <p><i>Can identify the negative feelings associated with keeping a worry secret</i></p> <p><i>Can identify the feelings associated with trust</i></p> <p><i>Can identify who they trust in their own relationships</i></p> <p><i>Can give and receive compliments</i></p> <p><i>Can say who they would go to for help if they were worried or scared</i></p>	<p><i>Can identify the responsibilities they have within their family</i></p> <p><i>Can use Solve-it-together in a conflict scenario and find a win-win outcome</i></p> <p><i>Know how to access help if they are concerned about anything on social media or the internet</i></p> <p><i>Can empathise with people from other countries who may not have a fair job/less fortunate</i></p> <p><i>Understand that they are connected to the global community in many different ways</i></p> <p><i>Can identify similarities in children's rights around the world</i></p> <p><i>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</i></p>	<p><i>Can identify feelings and emotions that accompany jealousy</i></p> <p><i>Can suggest positive strategies for managing jealousy</i></p> <p><i>Can identify people who are special to them and express why</i></p> <p><i>Can identify the feelings and emotions that accompany loss</i></p> <p><i>Can suggest strategies for managing loss</i></p> <p><i>Can tell you about someone they no longer see</i></p> <p><i>Can suggest ways to manage relationship changes including how to negotiate</i></p>	<p><i>Can suggest strategies for building self-esteem of themselves and others</i></p> <p><i>Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</i></p> <p><i>Can suggest strategies for staying safe online/ social media</i></p> <p><i>Can say how to report unsafe online / social network activity</i></p> <p><i>Can identify when an online game is safe or unsafe</i></p> <p><i>Can suggest ways to monitor and reduce screen time</i></p> <p><i>Can suggest strategies for managing unhelpful pressures online or in social networks</i></p>	<p><i>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</i></p> <p><i>Can help themselves and others when worried about a mental health problem</i></p> <p><i>Recognise when they are feeling grief and have strategies to manage them</i></p> <p><i>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</i></p> <p><i>Can resist pressure to do something online that might hurt themselves or others</i></p> <p><i>Can take responsibility for their own safety and well-being</i></p>

Knowledge/skills progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Changing me knowledge</p>	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that learning brings about change</p>	<p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old-age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Know the physical differences between male and female bodies</p> <p>Know the correct names for private body parts</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p>	<p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside that happen during puberty</p>	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>Know that change can bring about a range of different emotions</p>	<p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school /moving to their next class</p>

Knowledge/skills progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changing me social and emotional skills	<p><i>Can identify how they have changed from a baby</i></p> <p><i>Can say what might change for them they get older</i></p> <p><i>Recognise that changing class can illicit happy and/or sad emotions</i></p> <p><i>Can say how they feel about changing class/ growing up</i></p> <p><i>Can identify positive memories from the past year in school/ home</i></p>	<p><i>Understand and accepts that change is a natural part of getting older</i></p> <p><i>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</i></p> <p><i>Can express why they enjoy learning</i></p> <p><i>Can suggest ways to manage change e.g. moving to a new class</i></p>	<p><i>Can appreciate that changes will happen and that some can be controlled and others not</i></p> <p><i>Be able to express how they feel about changes</i></p> <p><i>Show appreciation for people who are older</i></p> <p><i>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</i></p> <p><i>Can say what greater responsibilities and freedoms they may have in the future</i></p> <p><i>Can say who they would go to for help if worried or scared</i></p> <p><i>Can say what types of touch they find comfortable/ uncomfortable</i></p> <p><i>Be able to confidently ask someone to stop if they are being hurt or frightened</i></p> <p><i>Can say what they are looking forward to in the next year</i></p>	<p><i>Can express how they feel about babies</i></p> <p><i>Can describe the emotions that a new baby can bring to a family</i></p> <p><i>Can express how they feel about puberty</i></p> <p><i>Can say who they can talk to about puberty if they have any worries</i></p> <p><i>Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</i></p> <p><i>Can identify changes they are looking forward to in the next year</i></p> <p><i>Can suggest ways to help them manage feelings during changes they are more anxious about</i></p>	<p><i>Can appreciate their own uniqueness and that of others</i></p> <p><i>Can express how they feel about having children when they are grown up</i></p> <p><i>Can express any concerns they have about puberty</i></p> <p><i>Can say who they can talk to about puberty if they are worried</i></p> <p><i>Can apply the circle of change model to themselves to have strategies for managing change</i></p> <p><i>Have strategies for managing the emotions relating to change</i></p>	<p><i>Can celebrate what they like about their own and others' self-image and body-image</i></p> <p><i>Can suggest ways to boost self-esteem of self and others</i></p> <p><i>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</i></p> <p><i>Can ask questions about puberty to seek clarification</i></p> <p><i>Can express how they feel about having a romantic relationship when they are an adult</i></p> <p><i>Can express how they feel about having children when they are an adult</i></p> <p><i>Can express how they feel about becoming a teenager</i></p> <p><i>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</i></p>	<p><i>Recognise ways they can develop their own self-esteem</i></p> <p><i>Can express how they feel about the changes that will happen to them during puberty</i></p> <p><i>Recognise how they feel when they reflect on the development and birth of a baby</i></p> <p><i>Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</i></p> <p><i>Can celebrate what they like about their own and others' self-image and body-image</i></p> <p><i>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</i></p>