



## PSHE Progression Map

### *Intent*

*The purpose of PSHE at Padiham Green is to allow our children to learn and develop key life skills, which will ready them for the next stage of their life. By the end of their journey at Padiham Green, they will be prepared for the journey into adulthood and become active global citizens.*

*The curriculum that we follow is from the PSHE Association and is based on life in today's climate. This curriculum has been planned in a way to allow all children to learn, develop, and use skills that they will need to help them when faced with a variety of challenges and experiences day to day life brings them. Our curriculum is personalised to ensure to all children are able to access it. This personalisation of the curriculum means that we provide all learners with the opportunity and challenge to develop their own character, as well as incorporating the importance of British values, equality and diversity.*

*The intention of our curriculum is that all children are able to make informed choices for themselves about all areas of life, including healthy living and making career choices. PSHE is incorporated into everything that we do and our personalised curriculum shows how PSHE links to many areas of school life. We teach PSHE not only through direct PSHE lessons but also through whole-school activities. We also encourage the children to reflect on what they have learnt in PSHE lessons when navigating tricky social situations. PSHE is taught through a selection of other subjects, including science and RE to ensure the personal development of our children is at the heart of all that we do.*

| Implementation          |  |  |   |   |  |   |  |
|-------------------------|--|--|---|---|--|---|--|
|                         | EYFS   | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
| Me and My Relationships |  |  |   |   |  |   |  |
| Key themes              | Feelings<br>Getting help   | Feelings<br>Getting help<br>Classroom rules  | Feelings/self-regulation<br>Being a good friend<br>Bullying and teasing   | Cooperation<br>Friendships  | Recognising feelings<br>Bullying<br>Assertive skills   | Feelings<br>Friendship skills<br>including compromise<br>Assertive skills   | Cooperation<br>Assertiveness<br>Safe/unsafe touch  |
| Knowledge               | <p>To talk about similarities and differences.</p> <p>To name special people in our lives.</p> <p>To describe different feelings.</p> <p>To identify who can help if we are sad, worried, or scared.</p> <p>To identify ways to help others or ourselves if we are sad or worried.</p> | <p>To describe different feelings and how they can make our bodies feel.</p> <p>To know some strategies of dealing with bad feelings.</p> <p>To understand how our actions can hurt the feelings of others.</p> <p>To recognise special qualities in family and friends.</p> <p>To know which special people keep us safe and how.</p> | <p>To recognise that people have different ways of expressing their feelings.</p> <p>To identify different ways to respond to the feelings of others.</p> <p>To recognise the differences between bullying, unkind behaviour, and teasing.</p> <p>To learn strategies to deal with unkind behaviour, conflict, and where to get help if I am upset.</p> <p>To recognise a healthy friendship and its qualities.</p> | <p>To know that feelings and emotions help a person cope with difficult times.</p> <p>To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.</p> <p>To recognise which strategies are appropriate for particular situations.</p> <p>To listen to and debate ideas and opinions with others with respect and courtesy.</p> <p>To recognise why friends may fall out and how to resolve issues.</p> | <p>To know that feelings can vary by intensity, person, and change over time.</p> <p>To know and understand the qualities of a 'positive, healthy relationship'.</p> <p>To know when it's appropriate to say no and how.</p> <p>To know the strategies and skills needed for collaborative work.</p> <p>To recognise bullying and pressured behaviour.</p> | <p>To learn characteristics and skills in assertiveness.</p> <p>To apply collaborative skills to friendships and assertiveness.</p> <p>To learn ways to resolve conflicts in an assertive, calm and fair manner.</p> <p>To identify what things, make a relationship unhealthy and who to talk to if they need help.</p> <p>To recognise emotional needs according to circumstance and any risk factors that could affect them.</p> | <p>To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.</p> <p>To practice and use strategies in compromise and negotiation within a collaborative task or activity.</p> <p>To consider the types of touch that are safe, legal, and that I am comfortable with.</p> <p>To name assertive behaviours and recognise peer influence or pressured behaviour.</p> <p>To be aware of the variety in behaviour which is dependent on group dynamic, peer</p> |

|               |   |   |   |   |  |  |  |
|---------------|---|---|---|---|--|--|--|
|               |   |   |   |   |  |  | pressure, emotional needs, and circumstance.   |
| <b>Skills</b> | <p>To recognise and be sensitive to the differences of others.</p> <p>To name people who can help me and describe ways to help others.</p> <p>To talk about feelings and what might cause them.</p> <p>To recall which trusted adults I can ask for help.</p> <p>To help a friend if they are sad or worried.</p> | <p>To name different feelings and how they might make me behave.</p> <p>To suggest ways of dealing with bad feelings and how to help others.</p> <p>To recognise when I need help and who to ask.</p> <p>To listen to others and wait my turn to speak.</p> <p>To recognise which trusted adults at home and school keep me safe.</p> | <p>To understand we all have different ways to express our feelings.</p> <p>To express my feelings in a safe, controlled way.</p> <p>To tell some ways I can get help if am I being bullied and what I can do if someone teases me.</p> <p>To tell someone how they are making me feel.</p> <p>To give lots of ideas about what makes a good friend and also tell people how I try to be a good friend.</p> | <p>To communicate feelings and us this to try and manage my emotions.</p> <p>To collaborate with a team to achieve a goal.</p> <p>To accept I may not always agree with others.</p> <p>To listen and share my opinions respectfully.</p> <p>To say why friends may fall out and how they can make up.</p> <p>To know how to look after my friends and stay friends.</p> | <p>To talk about how feelings change and be different for others.</p> <p>To read different emotions by a person's body language.</p> <p>To say 'no' in a calm and controlled way.</p> <p>To name some qualities or strategies that help team work and to be aware of others and their needs when working together.</p> <p>To say what to do if I am, or a friend is, hurt or bullied by another person.</p> <p>To recognise the qualities of a healthy relationship.</p> | <p>To be assertive to keep themselves happy, healthy and safe.</p> <p>To use strategies to resolve arguments or disagreements.</p> <p>To reflect on my behaviour, attitudes and qualities.</p> <p>To be aware of the warning signs that a relationship could be unhealthy or safe.</p> <p>To manage my emotional needs and any risks to them.</p> <p>To respond to emotions according to the situation and the person.</p> | <p>To work through challenges I have with my friends with respect, assertiveness and understanding.</p> <p>To give examples of negotiation and compromise and use these skills in practical situations.</p> <p>To know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p> <p>To use assertive behaviours to keep myself safe from peer influence or pressure.</p> <p>To explain bystander behaviour by giving examples of what bystanders do when</p> |

*someone is being  
bullied.*

Valuing Difference

| Valuing Difference |   |  |  |  |  |  |   |
|--------------------|---|--|--|--|--|--|---|
| Key themes         | <p>Recognising and respecting difference<br/>Being kind and caring</p>  | <p>Recognising, valuing and celebrating difference<br/>Developing tolerance</p>  | <p>Being kind and helping others<br/>Listening skills</p>  | <p>Recognising and respecting diversity<br/>Being respectful and tolerant</p>  | <p>Recognising and celebrating difference, including religion and cultural difference.<br/>Understanding and challenging stereotypes.</p>  | <p>Recognising and celebrating difference including religions and cultural difference.<br/>Influence and pressure of social media.</p>   | <p>Recognising and reflecting on prejudice-based bullying<br/>Understanding bystander behaviour</p>   |
| Knowledge          | <p>To be sensitive toward others and celebrate what makes each person unique.</p> <p>To recognise that we can have things in common with others.</p> <p>To use speaking and listening skills to learn about the lives of their peers.</p> <p>To know the importance of showing care and kindness towards others.</p> <p>To demonstrate skills in building friendship and cooperation.</p> | <p>To know the key differences between teasing, being unkind, and bullying.</p> <p>To recognise that everyone is different and will have different thoughts and ideas.</p> <p>To celebrate and begin to show empathy for those who are different.</p> <p>To identify those who are special to them and their special qualities.</p> <p>To identify ways in which we can show kindness towards others and how that makes them feel.</p> | <p>To identify difference and similarities between others.</p> <p>To recognise and explain how a person's behaviour can affect other people.</p> <p>To learn and use different ways to show good listening.</p> <p>To explain how it feels to be part of a group and be left out of a group.</p> <p>To recognise and talk about acts of kindness and how they can impact others.</p> | <p>To recognise that there are many different types of families.</p> <p>To identify the different communities that they belong to.</p> <p>To learn ways of showing respect through language and communication.</p> <p>To identify different origins, national, regional, ethnic, and religious backgrounds.</p> <p>To recognise and explain why bullying can be caused by prejudice.</p> | <p>To identify different origins, national, regional, ethnic, and religious backgrounds.</p> <p>To understand the need to manage conflict or differences and suggest ways of doing this through negotiation and compromise.</p> <p>To recognise potential consequences of aggressive behaviour.</p> <p>To define the word respect.</p> <p>To understand and identify stereotypes, including those promoted in the media.</p> | <p>To describe the benefits of having a diverse society.</p> <p>To develop an understanding of discrimination and its injustice and describe this using examples.</p> <p>To understand that the information we see online, either texts or images, is not always true or accurate.</p> <p>To reflect on the impact social media puts pressure on people's life choices.</p> <p>To consider the consequences that behaviour and actions can have on a person's emotions, confidence, and behaviour.</p> | <p>To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</p> <p>To know that all people are unique but that we can have far more in common with each other than what is different about us.</p> <p>To understand and explain the term prejudice.</p> <p>To define what is meant by the term stereotype.</p> <p>To describe different types of friendships and relationships and their differing positive qualities.</p> |

|               |   |  |  |  |  |  |   |
|---------------|---|--|--|--|--|--|---|
| <b>Skills</b> | <p>To celebrate our differences.</p> <p>To talk about family life.</p> <p>To listen and be polite to what others tell me about their life.</p> <p>To be kind, caring, and helpful to others.</p> <p>To show good listening.</p> | <p>To say ways in which people are similar as well as different.</p> <p>To say why things sometimes seem unfair, even if they are not to me.</p> <p>To talk about what bullying is.</p> <p>To say ways to show kindness to others.</p> | <p>To be respectful of those who are different to me.</p> <p>To describe how someone can change someone's feelings.</p> <p>To explain why it is important to show good listening to people who think differently to me.</p> <p>To name and suggest strategies for someone who is feeling left out.</p> <p>To be kind and use kind words to my friends.</p> | <p>To give examples of different types of family and respect their differences.</p> <p>To give examples of different community groups and what is good about having different groups.</p> <p>To use respectful language and communication skills when discussing with others.</p> <p>To talk about examples in our classroom where respect and tolerance have helped making it a safer, happier place.</p> <p>To name and use the different qualities needed for people from a diverse range of backgrounds need in order to get together.</p> <p>To suggest ways to deal with bullying and prejudice.</p> | <p>To say how differences sometimes cause conflict but can also be something to celebrate.</p> <p>To begin to manage conflict by using negotiation and compromise.</p> <p>To suggest strategies for dealing with someone who is behaving aggressively.</p> <p>To demonstrate ways of showing respect to others' differences.</p> <p>To explain why it is important to challenge stereotypes that might be applied to me or others.</p> | <p>To give examples of different faiths and cultures and positive things about having these differences.</p> <p>To explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>To empathise with people who have been, and currently are, subjected to injustice, including through racism.</p> <p>To explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p>To give examples of why posting an inaccurate impression of themselves could be harmful for people that do it.</p> <p>To reflect on how individual/group actions</p> | <p>To explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>To know that all people are unique but that we have far more in common with each other than what is different about us.</p> <p>To understand and explain the term prejudice.</p> <p>To define what is meant by the term stereotype.</p> <p>To describe different types of friendships and relationships and their differing positive qualities.</p> |
|---------------|---|--|--|--|--|--|---|

|  |  |  |  |  |  |   |  |
|--|--|--|--|--|--|---|--|
|  |  |  |  |  |  | <p><i>can impact on others in a positive or negative way.</i></p> |  |
|--|--|--|--|--|--|---|--|

Keeping Myself Safe

| Keeping Myself Safe |  |   |  |  |   |  |  |
|---------------------|--|---|--|--|---|--|--|
| Key themes          | <p>Asking for help</p> <p>Keeping healthy</p> <p>Staying safe around medicines</p>   | <p>How our feelings can keep us safe</p> <p>Keeping healthy</p> <p>Medicine safety</p>  | <p>Safe and unsafe secrets</p> <p>Appropriate trust</p> <p>Medicine safety</p>   | <p>Managing risk</p> <p>Staying safe online</p> <p>Drugs and their risks</p>   | <p>Managing risk</p> <p>Understanding the norms of drug use</p> <p>Influences</p>   | <p>Managing risk, including staying safe online</p> <p>Norms around use of legal drugs</p>   | <p>Staying safe online</p> <p>Drugs: norms and risks (including the law)</p> <p>Emotional needs</p>  |
| Knowledge           | <p>To talk about how to keep their bodies healthy and safe.</p> <p>To name ways to stay safe around medicines.</p> <p>To know how to stay safe in their home, classroom, and outside.</p> <p>To know age-appropriate ways to stay safe online.</p> <p>To name adults in their lives and those in their community who keep them safe.</p> | <p>To know that our bodies need healthy foods, exercise, oxygen, and sleep for energy.</p> <p>To recognise emotions and physical feelings associated with feeling unsafe.</p> <p>To learn the PANTS rule and which parts of my body are private.</p> <p>To understand that medicine can sometimes make people feel better when they're ill.</p> <p>To talk about safety and responsibility around medicine.</p> | <p>To explain simple issues of safety and responsibility about medicines and their use.</p> <p>To identify situations in which they would feel safe or unsafe.</p> <p>To recognise that body language and facial expressions can give clues as to how comfortable and safe someone feels in a situation.</p> <p>To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret.</p> <p>To identify appropriate touch, how it can make someone feel and that people don't like the same types of</p> | <p>To identify risk factors in given situations.</p> <p>To define the words danger and risk and explain the difference between the two.</p> <p>To define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>To recognise potential risks associated with browsing online.</p> <p>To recognise and describe appropriate behaviour online as well as offline.</p> | <p>To define the words danger and risk and explain the difference between the two.</p> <p>To describe the different types of things that may influence a person to take risks.</p> <p>To understand and explain the risk that cigarettes and alcohol can have on a person's body.</p> <p>To understand that influences can be both positive and negative.</p> <p>To know and explain strategies for safe online sharing, and explain the implications of sharing images online without consent.</p> | <p>To reflect on risk and the different factors and outcomes that might influence a decision.</p> <p>To reflect on the consequences of not keeping personal information private and the risks of social media.</p> <p>To explore categorisation of drugs and the risks associated with medicines.</p> <p>To learn some key facts and information about drugs and medicines.</p> <p>To recognise the features of face to face and online bullying and the strategies that deal with it.</p> | <p>To explore the risks and legality of communicating and sharing online.</p> <p>To describe and explain how easily images can be spread online.</p> <p>To explain some of the laws, categories, and uses of drugs (both medical and non-medical).</p> <p>To understand the definition of an emotional need and how they can be met.</p> <p>To explore and understand the terms 'conflicting emotions', responsibility and independence.</p> |



|               |   |  |  |   |  |   |  |
|---------------|---|--|--|---|--|---|--|
|               |   |  | touch.   |   |  |   |  |
| <b>Skills</b> | <p>To tell you what my body needs to stay healthy.</p> <p>To make safe decisions around medicines and things I don't know.</p> <p>To name some things that can be dangerous inside and outside.</p> <p>To tell you what is safe to play online and who to talk to if I feel worried.</p> <p>To name the adults who keep me safe and when I might need their help.</p> | <p>To talk about the things my body needs to stay well (exercise, sleep, healthy foods, oxygen).</p> <p>To say what I can do if I have strong, but not so good feelings, to help me stay safe.</p> <p>To say 'no' to unwanted touch and ask for help from a trusted adult.</p> <p>To say when medicines can be helpful or might be harmful.</p> <p>To tell you how to stay safe around medicine.</p> | <p>To keep myself safe around medicines, I can explain that they can be helpful or harmful, and how they can be used safely.</p> <p>To say 'yes', 'no', 'I'll ask' or 'I'll tell' in relation to keeping myself and others safe.</p> <p>To say what I do and don't like and who to ask for help.</p> <p>To give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>To give examples of touches that are okay or not okay, even if they haven't happened to me, and I can identify a safe person to tell if I felt 'not okay' about something.</p> | <p>To say what I could do to make a situation less risky or not risky at all.</p> <p>To demonstrate strategies for dealing with a risky situation.</p> <p>To identify some key risks from and effects of cigarettes and alcohol.</p> <p>To give examples of strategies for safe online browsing.</p> <p>To identify personal information and when it is not appropriate or safe to share this.</p> <p>To get help when an unsafe situation online occurs.</p> | <p>To demonstrate strategies for dealing with a risky situation.</p> <p>To give examples of people or things that might influence me to take risks and make decisions.</p> <p>To give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>To explain what might happen if people take unsafe or inappropriate risks.</p> <p>To identify images that are safe or unsafe to share online.</p> | <p>To suggest what someone should do when faced with a risky situation.</p> <p>To protect my personal information online and recognise disrespectful behaviour online.</p> <p>To identify the risks in a specific situations, including emotional risks.</p> <p>To discuss social norms relating to cigarettes and what may influence a person's decision not to smoke.</p> <p>To support someone who is being bullied.</p> | <p>To use safe, respectful, and responsible behaviours and strategies when using social media.</p> <p>To give examples of how to safely share images online.</p> <p>To explain how social norms around alcohol can influence a person's decision whether to drink or not.</p> <p>To suggest positive ways to meet my emotional needs and how this impacts my behaviour.</p> <p>To begin to make decisions independently and responsibly.</p> |

**Rights and Responsibilities**

| Rights and Responsibilities |  |   |  |  |   |   |  |
|-----------------------------|--|---|--|--|---|---|--|
| <b>Key themes</b>           | Taking care<br>Making choices  | Looking after things  | Cooperation and self-regulation  | Skills we need to develop as we grow up<br>Helping and being helped  | Decisions about spending money<br>Media influence<br>Making a difference  | Decisions about lending, borrowing and spending<br>Rights and responsibilities relating to my health<br>Rights and responsibilities   | Earning and saving money<br>Understanding media bias, including social media<br>Caring: communities and the environment  |
| <b>Knowledge</b>            | <p>To understand that they can make a difference.</p> <p>To identify how they can care for their home, school, and special people.</p> <p>To talk about how they can make an impact on the natural world.</p> <p>To talk about similarities and differences between themselves.</p> <p>To demonstrate building relationships with friends.</p> | <p>To identify ways of taking care of their health.</p> <p>To identify how others take care of their environment.</p> <p>To take care of something or someone else.</p> <p>To talk about the importance of looking after money.</p> <p>To learn what to do when someone is injured.</p> | <p>To identify strategies in cooperation.</p> <p>To identify strategies in self-regulation.</p> <p>To name ways to stay safe when using the internet.</p> <p>To recognise that they have a responsibility to help care for their immediate and broader environment.</p> <p>To learn about saving and spending money.</p> | <p>To talk about and identify people who help them in school and the community.</p> <p>To learn differences between fact and opinion.</p> <p>To discuss, plan, and evaluate ways of helping the environment.</p> <p>To learn about saving, spending, and essential purchases.</p> <p>To consider how money is earned and the different factors effecting this.</p> | <p>To learn about human rights and responsibilities and how they can impact their community.</p> <p>To recognise that they have a part in caring for and supporting their community.</p> <p>To recognise influences, facts, and opinions and doing so in a critical manner.</p> <p>To identify the impact of bystander behaviour and how they can make a difference to a situation.</p> <p>To define terms related to finance and explain how society is supported by the income of others.</p> | <p>To identify, write, and discuss issues currently in the media concerning health and wellbeing.</p> <p>To define the terms 'responsibility', 'rights', and 'duties' and consider what they mean to me and my community.</p> <p>To identify the responsibilities to my home, community and environment I might have in the future.</p> <p>To consider what advice to give relating to saving and borrowing money.</p> <p>To define financial terms and explain how others have financial responsibility for the community.</p> | <p>To analyse and reflect on bias in the media.</p> <p>To discuss methods of saving and considerations for spending money.</p> <p>To discuss voluntary and pressure groups and their role in making changes to our communities and environments.</p> <p>To identify or suggest ways that help the environment.</p> <p>To define 'democracy' and explain how laws are made.</p> |

|               |   |  |  |  |  |  |   |
|---------------|---|--|--|--|--|--|---|
| <b>Skills</b> | <p>To help my family.</p> <p>To help clean and tidy my home and classroom.</p> <p>To tell you some ways to look after our world.</p> <p>To be kind to friends and others.</p> <p>To talk about looking after money.</p> | <p>To wash my hands correctly.</p> <p>To name ways to look after my home and school.</p> <p>To look after a special thing or person.</p> <p>To tell you some things that money is spent on.</p> <p>To get help if someone has hurt themselves.</p> | <p>To make choices that help me play and work well with others.</p> <p>To use some strategies when I feel upset or angry.</p> <p>To ask for help from a trusted adult.</p> <p>To name some ways to look after my environment.</p> <p>To make choices with money.</p> | <p>To identify people who can help me in different ways.</p> <p>To spot facts and opinions to help me share ideas.</p> <p>To plan and choose a method of helping the environment.</p> <p>To identify different times and reasons to spend money.</p> <p>To give examples of how people earn money.</p> | <p>To name some responsibilities and rights that I have.</p> <p>To share ideas and make decisions that affect others.</p> <p>To give my own opinion based on facts, opinions, and other influences.</p> <p>To give examples of how I can support others as a bystander.</p> <p>To explain how others have a financial responsibility to their families and community.</p> <p>To give examples of choices and decisions with money that will affect me.</p> | <p>To develop ideas and opinions based on a current issue and present these to a group.</p> <p>To identify how the responsibilities of others impact me and my community.</p> <p>To give examples of barriers that can stop others following their responsibilities.</p> <p>To give examples of some of the rights and responsibilities I have as I grow older, at home, in my community and in the environment. I can also give real examples of each that relate to me.</p> <p>To suggest ways to spend and save money responsibly.</p> <p>To explain some things about finance and money, and name a person who deals with money in my community.</p> | <p>To explain the difference between fact and opinion and explain what bias means.</p> <p>To discuss the reasons why people post online and the positive and negative effects relating to social media.</p> <p>To talk about how money is earned, the differences in incomes and how public services are supported by tax payers.</p> <p>To describe how a group of people can make a change, and reflect on my role in making a change in my community or environment.</p> <p>To suggest ways that I can help my environment.</p> <p>To give examples or why we need a democratic society and how laws keep us safe.</p> |
|---------------|---|--|--|--|--|--|---|

Being my Best

| Being my Best |  |  |  |  |   |  |   |
|---------------|--|--|--|--|---|--|---|
| Key themes    | Making healthy choices<br>Being persistent   | Keeping healthy<br>Growth mindset  | Looking after my body<br>Growth mindset  | Keeping myself healthy<br>Celebrating and developing my skills   | Having choices and making decisions about my health<br>Taking care of my environment  | Growing independence and taking responsibility<br>Media awareness and safety   | Managing risk<br>Aspirations and goal setting   |
| Knowledge     | <p>To feel resilient and confident in their learning.</p> <p>To name and discuss different types of feelings and emotions.</p> <p>To learn and use strategies or skills in approaching challenges.</p> <p>To understand that they can make healthy choices.</p> <p>To name and recognise how healthy choices can keep us well.</p> | <p>To recognise how a healthy variety of food can make us feel great.</p> <p>To recognise that learning a new skills requires practice and the opportunity to fail safely.</p> <p>To identify strategies to resolve a conflict.</p> <p>To give and receive praise.</p> | <p>To explain the stages of the learning line showing an understanding of the learning process.</p> <p>To understand the importance of good hand and dental hygiene.</p> <p>To recognise what the body needs to have energy and stay well.</p> <p>To identify parts of the body that process food and create energy.</p> | <p>To recognise how different food groups work in our body.</p> <p>To explain how some infectious illnesses are spread from one person to another.</p> <p>To name major internal body parts and explain the respiratory and digestive processes.</p> <p>To identify my achievements and skills to work on.</p> <p>To explain how skills are developed.</p> | <p>To identify how they and their friends are unique.</p> <p>To recognise that we all make different choices because we are unique.</p> <p>To understand that the body gets energy from food, water, and oxygen and that exercise and sleep are important to our health.</p> <p>To understand the ways in which they can contribute to the care of the environment.</p> | <p>To describe the four main internal systems of the human body.</p> <p>To understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>To identify the skills and qualities that make us successful and achieve our best.</p> <p>To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</p> <p>To consider the different responsibilities that they and others have for their health and wellbeing.</p> | <p>To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success.</p> <p>To define aspirations and goals.</p> <p>To recognise that we will meet challenges on the way to achieving our goals.</p> <p>To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>To understand risks related to growing up and explain the need to be aware of these.</p> |
| Skills        | To keep trying if the way I choose doesn't work.   | To choose a healthy meal with different food groups.   | To explain what happens when I learn something new.  | To choose foods that make a balanced meal.   | To say how being unique makes everyone special, different, and valuable.  | To explain how one organ functions and how it contributes to the health of my body.  | To explain, giving examples, how I can manage my wellbeing  |

|  |  |   |   |  |   |  |   |
|--|--|---|---|--|---|--|---|
|  | <p>To talk about the different types of feelings we have.</p> <p>To have a go at something new.</p> <p>To make my own healthy food choices.</p> <p>To make healthy sleep and exercise choices.</p> | <p>To be persistent when learning a new skill.</p> <p>To name a few different ideas of what I can do if I find something difficult.</p> <p>To help my friends when they fall out.</p> <p>To explain why praise helps me to keep trying.</p> | <p>To explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p>To explain how hand hygiene stops virus' and germs from spreading.</p> <p>To give examples of what I can do and give to my body to stay healthy.</p> <p>To name different parts of my body that are inside me and help to turn food into energy.</p> | <p>To explain how washing hands can prevent infections spreading.</p> <p>To describe how food, water, and air get into the body and blood.</p> <p>To set goals and make a plan to develop a new skill.</p> | <p>To give examples of choices I make and the choices others make for me.</p> <p>To plan a healthy, balanced meal.</p> <p>To give examples of the way people can look after their physical and mental wellbeing.</p> <p>To give different examples of some of the things that I do already to help look after my environment.</p> | <p>To explain how choices relating to smoking and drinking can affect a person's health.</p> <p>To think of ways to improve a skill and the strategies that will help them do this.</p> <p>To name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> | <p>using the five ways to wellbeing.</p> <p>To set goals so that I can achieve an aspiration.</p> <p>To tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>To identify risk factors in a given situation.</p> <p>To assess the level of risk and explain how a risk can be reduced.</p> |
|--|--|---|---|--|---|--|---|

**Growing and Changing**

| <b>Key themes</b> | <p>Life cycles<br/>Girls and boys</p>  | <p>Getting help<br/>Becoming independent<br/>Body parts</p>   | <p>Being supportive<br/>Dealing with loss<br/>Life cycles</p>   | <p>Keeping safe<br/>Relationships<br/>Menstruation</p>   | <p>Managing difficult feelings<br/>Relationships including marriage<br/>Body changes during puberty</p>  | <p>Managing difficult feelings<br/>Getting help<br/>Managing change</p>   | <p>Self-esteem<br/>Keeping safe<br/>Body image</p>   |
|-------------------|--|---|---|--|--|---|--|
| <b>Knowledge</b>  | <p>To understand that there are changes in nature and humans.</p> <p>To name the different stages in childhood and growing up.</p> <p>To understand that babies are made by a man and a woman.</p> <p>To use the correct vocabulary when naming the different parts of the body.</p> <p>To know how to keep themselves safe.</p> | <p>To think of what babies need to stay happy and healthy.</p> <p>To identify the changes they have made since they were a baby.</p> <p>To identify the difference between a surprise and a secret and identify who they can talk to about secrets.</p> <p>To identify some internal organs and systems and those body parts which are private.</p> <p>To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.</p> | <p>To give positive feedback to someone.</p> <p>To recognise the range of feelings associated with loss and to discuss things people can do to feel better.</p> <p>To identify the different stages of growth and what people are able to do at these different stages.</p> <p>To identify the human private parts/genitalia and explain that they are used to make a baby.</p> <p>To explain who can see someone's private parts, what consent means and how to protect privacy.</p> | <p>To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.</p> <p>To identify the different types of relationships people have and their purposes and qualities.</p> <p>To identify what makes a positive relationship and what makes a negative relationship.</p> <p>To identify puberty changes.</p> <p>To explain the menstruation cycle as something that happens when a sperm does not meet an egg.</p> | <p>To identify the different emotional reactions to different types of change and discuss.</p> <p>To understand how the onset of puberty can have emotional as well as physical impact.</p> <p>To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction.</p> <p>To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.</p> <p>To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p> | <p>To describe the intensity of different feelings and strategies to build resilience.</p> <p>To understand the different types of feelings and emotions associated with puberty.</p> <p>To recall the key strategies needed in dealing with inappropriate touch, secrets, and confidentiality.</p> <p>To identify the different types of products someone might use during puberty and menstruation.</p> <p>To explain how people might feel at times of change or loss and consider strategies when coping with this.</p> | <p>To identify types of emotional responses and some strategies for coping with change.</p> <p>To identify physical and emotional challenges faced during puberty and the strategies or support available for this.</p> <p>To understand that social media and fame don't always reflect true appearance and give positive feedback on a person's qualities.</p> <p>To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risk.</p> <p>To identify places or people of support and understand that</p> |

|        |   |  |   |  |   |   |  |
|--------|---|--|---|--|---|---|--|
|        |   |  |   |  | To know that marriages should be entered into freely.   |   | sometimes confidentiality must be broken to keep a person safe.  |
| Skills | <p>To describe the life cycle of an animal.</p> <p>To describe how a baby grows to an adult and what they might need.</p> <p>To tell you some things about how babies are made.</p> <p>To tell you the scientific names for my body parts.</p> <p>To tell you the PANTS rule.</p> | <p>To tell you some things that babies need.</p> <p>To tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.</p> <p>To talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</p> <p>To name body parts girls and boys have that are the same which parts are different.</p> <p>To name the adults I can talk to at home and school if I need help.</p> | <p>To give support to a friend.</p> <p>To describe feelings of loss and suggest what someone can do if a friend moves away.</p> <p>To describe the stages of growth I have been through and what I look forward to in my future.</p> <p>To name the human private parts that are used to make a baby.</p> <p>To talk about keeping private parts private.</p> | <p>To explain what body space is and how it feels when someone is too close to me.</p> <p>To tell you some of the different relationships I have.</p> <p>To tell you what qualities a healthy, positive relationship has.</p> <p>To explain how a girls and boys body will change when it reaches puberty.</p> <p>To tell you what happens to a woman's body when the sperm does not meet the egg.</p> | <p>To describe how change can make a person feel, both positive and negative.</p> <p>To explain why young people can have mixed up feelings when they go through puberty.</p> <p>To explain why puberty happens.</p> <p>To talk about how people feel during puberty and the menstruation cycle and ways to help cope with the change.</p> <p>To explain why some people choose to get married, have a civil ceremony or live together.</p> | <p>To begin to manage challenging emotions by building my resilience.</p> <p>To describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.</p> <p>To identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.</p> <p>To explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.</p> <p>To give examples of feelings and emotions people have at times of change.</p> | <p>To name some of the feelings and emotions people have during change.</p> <p>To give examples of how someone could cope with or get support during puberty.</p> <p>To identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.</p> <p>To explain how to stay safe when sharing images and information online.</p> <p>To offer advice and name people to help keep someone safe.</p> <p>To identify is a secret is unsafe.</p> |