PSHE Skills Progression

Substantive knowledge
Disciplinary knowledge

Early Years Foundation Stage				
	Stage One	**Stage Two**	**Stage Three**	**Children at the expected level of development will:**
Self-regulation	- Is beginning to use language rather than physical outbursts to express themselves. - Is beginning to use appropriate behaviour for different settings, e.g. indoor voices. - Can name some basic feelings, e.g. happy, sad, angry and scared. - Identifies basic character virtues, e.g. kindness. - Uses the toilet independently. - Develop appropriate ways of being assertive. - Understand gradually how others might be feeling.	- Express their feelings and consider the feelings of others. - Identify and moderate their own feelings, socially and emotionally. - Is becoming confident and self-assured. - Enjoys dramatic play. - Can cope with delays in having needs met. - Demonstrates persistence and some emotional control. - Can identify basic character virtues and opportunities to use them. - Identifies basic feelings and some strategies to manage them. - Understands how to eat healthily-eating too much junk food can give you a tummy ache.	- Can complete tasks with independence. - Identifies more complex feelings and begins to recognise them in others. - Has a stable view of themselves. - Demonstrates some basic character virtues. - Manages own needs. - Takes responsibility for washing, dressing and using the toilet independently.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing self	- Takes turns and shares. - Seeks the approval of an adult. - Enjoys make-believe play. - Has a set of feelings about themselves. - How they feel about themselves is influenced by their relationships with people around them. - Select and use activities and resources, with help, when needed. - Show more confidence in new social situations. - Is beginning to follow rules, understanding why they are important. - Beginning to remember rules without an adult reminding them. - Be increasingly independent in meeting their own care needs. - Make healthy choices about food, drink, activity and tooth brushing.	- Is beginning to identify what makes them special and sees themselves as a valuable individual - Show resilience and perseverance in the face of challenge. - Is sociable and enjoys silly talk. - May have a best friend. - Plays with a group. - Has a stable self-concept. - Develop their sense of responsibility and their membership of a community - Follows basic hygiene rules. - Talk about the different factors that support their overall health and wellbeing.	- Is developing a sense of social rules. - Enjoys cooperative play. - Shows sensitivity to the needs of others. - Much of their personality is established. - Is beginning to recognise differences between themselves and others. - Think about the perspectives of others.	**Children at the expected level of development will:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Building relationships	- Is beginning to follow rules. Takes interest in roles in the home, e.g. who makes their meals, who reads their bedtime stories. - Can describe their local environment. - Knows that money is used to buy things.	- Helps to create rules. - Takes notice of roles performed by members of their family outside the home. - Knows that people earn money by working. - Can describe what they like and don't like about their environment.	- Follows negotiated rules and uses strategies to manage noncompliance. - Takes notice of roles performed outside their family, e.g. doctors, firefighters, teachers, police officers. - Knows that to buy some things you may have to save up money. - Can describe what might be done to care for their environment.	**Children at the expected level of development will:** Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs.

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my world 	• I know that I belong in my class and am part of a group • I understand that people are similar and different • I am beginning to recognise and talk about different feelings • I understand that my classroom is a place where we learn and play together • I know that working together helps make school a good place to be • I understand why kindness matters and how it affects others • I know what using gentle hands looks like • I know that everyone has the right to learn and play • I understand what being	• I know how to use my Jigsaw Journal • I understand the rights and responsibilities as a member of my class • I understand the rights and responsibilities for being a member of my class • I know my views are valued and can contribute to the Learning Charter • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter • I feel special and safe in my class • I know that I belong to my class • I know how to make my class a safe place for everybody to learn • I recognise how it feels to be proud of an achievement • I recognise the range of feelings	• I can identify some of my hopes and fears for this year • I know how to use my Jigsaw Journal • I understand the rights and responsibilities for being a member of my class and the importance of making contributions • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn • I can recognise the choices I make and understand the consequences • I can recognise when I feel worried and know who to ask for help • I can help myself and others feel like we belong	• I recognise my worth and can identify positive things about myself and my achievements • I can set personal goals • I know how to use my Jigsaw Journal • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view • I value myself and know how to make someone else feel	•I know my attitudes and actions make a difference to the class team • I know how to use my Jigsaw Journal • I understand who is in my school community, the roles they play, how I fit in and how I can contribute • I understand how democracy works through the School Council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community • I know how good it feels to be included in a group and	•I can face new challenges positively and know how to set personal goals • I know how to use my Jigsaw Journal • I understand my rights and responsibilities as a citizen of my country • I understand my rights and responsibilities as a citizen of my country and as a member of my school • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community and know how to participate in this • I know what I value most about my	•I can identify my goals for this year, understand my fears and worries about the future and know how to express them • I know how to use my Jigsaw Journal • I know that there are universal rights for all children but for many children these rights are not met • I understand that my actions affect other people locally and globally • I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice

	responsible means • I know how we look after our classroom and resources • I can describe how they help everyone feel safe and able to learn • I can name my feelings • I know how work and play with others • I know why it is important to be kind and gentle • I understand why it is important to care about others' feelings • I can make good choices • I can follow our class rules	when I face certain consequences • I understand my choices in following the Learning Charter	• I can help make my class a safe and fair place • I can listen to others and share my ideas • I can work cooperatively with others • I can follow our Learning Charter	welcome and valued • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I know how to make others feel valued • I understand that my behaviour brings rewards/consequences • I can work cooperatively in a group • I am choosing to follow the Learning Charter	understand how it feels to be excluded • I try to make people feel welcome and valued • I can take on a role in a group and contribute to the overall outcome • I can recognise my contribution to making a Learning Charter for the whole school • I understand how rewards and consequences motivate people's behaviour • I understand why our school community benefits from a Learning Charter and can help others to follow it	school and can identify my hopes for this school year • I can empathise with people in this country whose lives are different to my own • I understand that my actions affect me and others • I can contribute to the group and understand how we can function best as a whole • I understand why our school community benefits from a Learning Charter and can help others to follow it	benefits the school community • I feel welcome and valued and know how to make others feel the same • I understand my own wants and needs and can compare these with children in different communities • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I can contribute to the group and understand how we can function best as a whole • I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself

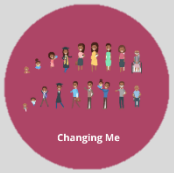
Key Vocabulary	*angry choice different excited feelings friend gentle happy kind learn nervous responsibilities rights sad share similar taking turns turn taking unique*	*achievement belong belonging calm choice choices consequences disappointed feelings learn learning charter proud responsibilities rewards rights safe safe place special upset valued views*	*actions assertive belong belonging boundaries choices consequence consequences controlling contributions fair fears hopes learning charter negative positive praise problem solving responsible responsibilities reward rewards rights safe worried worries*	*achievements actions acknowledge affirm assertive behaviour belong challenge choices controlling courtesy consequences dream emotions exclude fairness feelings fears friendship group dynamics ideal school include kind learning learning charter loneliness lonely manners nightmare personal goal pleased praise pride proud responsibilities rewards rights self-respect solutions support team work valued view point welcome wellbeing worries*	*authority charter choices community conflict consequence contribution courtesy decisions democracy democratic excluded friend friendship healthy help included job description learning charter observer proud responsibility responsibilities respect rights role school self-respect solution team trusted adult un convention on rights of the child valued violence voting welcome wellbeing*	*denied education empathise goals hopes leadership learning charter manners migrant motivation opportunities participation persecution poverty prejudice privilege refugee responsibilities rewards rights self-respect vision wealth appreciation asylum challenge choices citizen collaboration cooperation conflict consequences courtesy deprive*	*behaviour choice choices collaboration community comparison consequences cooperation cocoa plantation cocoa pods courtesy decision democracy discernment education empathise empathy fears Ghana goals hazard/risk illegal lawful laws learning charter legal manners Maslow motivation needs obstacles opportunities participation proud report resilience responsibilities rewards rights trusted adult value welcome wants west Africa worries*
Celebrating differences ***(Antibullying)***  	•Know what being unique means Recognise the names of some emotions •Know why having friends is important •Know what being proud means, and that people can be proud of different things •Understand	•I can identify similarities between people in my class • I can identify differences between people in my class • I can tell you what bullying is • I know some people who I could talk to if I was feeling unhappy or being bullied • I know how to make new friends	•I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that bullying is sometimes about difference • I can recognise what is right and wrong and know how to look after myself • I understand that it is OK to be different from other people	•I understand that everybody's family is different and important to them • I understand that differences and conflicts sometimes happen among family members • I know what it means to be a witness to bullying • I know that witnesses can make the situation better or worse by what they do	•I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure	•I understand that cultural differences sometimes cause conflict • I understand what racism is • I understand how rumour spreading and name calling can be bullying behaviours • I can explain the difference between direct and indirect types of bullying	•I understand there are different perceptions about what normal means • I understand how being different could affect someone's life • I can explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours

	that people can be good at different things •Know that families can be different •Know that people have different homes and why they are important to them •Name some ways of making friends • Recognise emotions when they or someone else is upset, frightened or angry • Identify and use skills to make a friend • Identify some ways they can be different and the same as others • Identify and use skills to stand up for themselves • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes	• I can tell you some ways I am different from my friends • I can tell you some ways in which I am the same as my friends • I can tell you some ways I am different from my friends • I understand how being bullied might feel • I can be kind to children who are bullied • I know how it feels to make a new friend • I understand these differences make us all special and unique	and to be friends with them • I can tell you some ways I am different from my friends • I understand some ways in which boys and girls are similar and feel good about this • I understand some ways in which boys and girls are different and accept that this is OK • I can tell you how someone who is bullied feels • I can be kind to children who are bullied • I know when and how to stand up for myself and others • I know how to get help if I am being bullied • I understand we shouldn't judge people if they are different • I know how it feels to be a friend and have a friend • I understand these differences make us all special and unique	• I recognise that some words are used in hurtful ways • I can tell you about a time when my words affected someone's feelings and what the consequences were • I appreciate my family/the people who care for me • I know how to calm myself down and can use the 'Solve it together' technique • I know some ways of helping to make someone who is bullied feel better • I can problem-solve a bullying situation with others • I try hard not to use hurtful words (e.g., gay, fat) • I can give and receive compliments and know how this feels	• I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them • I try to accept people for who they are • I can question why I think what I do about other people • I know how it might feel to be a witness to and a target of bullying • I can problem-solve a bullying situation with others • I like and respect the unique features of my physical appearance • I can explain why it is good to accept people for who they are	• I can compare my life with people in the developing world • I can understand a different culture from my own • I am aware of my own culture • I am aware of my attitude towards people from different races • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied • I can appreciate the value of happiness regardless of material wealth • I respect my own and other people's cultures	• I can give examples of people with disabilities who lead amazing lives • I can explain ways in which difference can be a source of conflict and a cause for celebration • I can empathise with people who are different • I am aware of my attitude towards people who are different • I know how it can feel to be excluded or treated badly by being different in some way • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I appreciate people for who they are • I can show empathy with people in either situation

	• Recognise similarities and differences between their family and other families						
Key Vocabulary	*differences different friendship frightened family friends happy home kind proud sad similar similarities special unique unkind*	*bully bullied bullying bullying behaviour celebration courtesy courage deliberate difference different from harmful inclusive included lonely manners on purpose safe same as similarity similar special support unique unfair*	*assumptions belong belonging boundary boys bully bystander culture courtesy difference different disability fairness family feelings female friends girls help identity included inclusive kind kindness lonely male on purpose purpose respect sad self-respect shield similarities special stereotypes stand up for support teasing unkind unique value*	*banter bullying bystander caring compliment conflict connected consequences difference discrimination family feelings gay hurtful include incident isolate kindness lonely love loving protection resolve rights safe security self-regulation similarity solve it together special stability stereotype support tell unique unkind witness*	*accept appearance assumption bully bullying bystander changed character characteristics courtesy deliberate different empathy friend hurtful impression influence judgement kindness manners on purpose physical features problem solve protected characteristics respect secret special surprised troll unique witness*	*appearance assumptions banter bullying colour community continuum culture cyber bullying difference direct developing world disability discrimination fair happiness homophobic indirect included name-calling race racist racism respected respect rumour sexist similarity stereotype texting*	*achievement accolade admiration argument assumption banter belonging bullying bullying behaviour celebration community conflict control difference direct disability discrimination empathy equality equality act harassment imbalance indirect misunderstanding normal Paralympian perception perseverance power prejudice protected characteristics racism recipient respect rights sport stamina struggle stereotype*

Relationships 	•Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help	•I can identify the members of my family and understand that there are lots of different types of families • I can identify what being a good friend means to me • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I know who can help me in my school community • I can recognise my qualities as a person and a friend • I can tell you why I appreciate someone who is special to me • I know how it feels to belong to a family and care about the people who are important to me • I know how to make a new friend • I can recognise which forms of physical contact are acceptable and unacceptable to me • I know when I need help and know how to ask for it • I know ways to praise myself	•I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I can identify some of the things that cause conflict with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I recognise and appreciate people who can help me in my family, my school and my community • I can express my appreciation for the people in my special relationships • I accept that everyone's family is different and understand that most people value their family • I know which types of physical contact I	•I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener • I know and can use some strategies for keeping myself safe online • I understand how people around the world help and influence my life and that media doesn't always show complete information • I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes • I know how to express my appreciation to my friends and family • I can describe how taking some responsibility in my family makes me feel • I know how to	•I can recognise situations which can cause jealousy in relationships • I can identify someone I love and can express why they are special to me • I can tell you about someone I know that I no longer see • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older • I know how to show love and appreciation to the people and animals who are special to me • I can identify feelings associated with jealousy and suggest strategies to problem solve when this happens • I know how most people feel when they lose someone or something they love	•I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I understand that belonging to an online community can have positive and negative consequences • I understand there are rights and responsibilities in an online community or social network • I know there are rights and responsibilities when playing an online game • I can recognise when I am spending too much time using devices (screen time) • I can explain how to stay safe when using technology to communicate with my friends • I understand I have rights about my personal data • I know to keep building my own self-esteem • I can recognise when an online community feels	• I know that it is important to take care of my mental health • I know how to take care of my mental health • I understand there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful to me • I can use technology positively and safely to communicate with my friends and family • I can understand that people can get problems with their mental health and that it is nothing to be ashamed of • I can help myself and others when worried about a mental health problem • I can recognise when I am feeling those emotions and

	someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset	• I can express how I feel about them	like and don't like and can talk about this • I can demonstrate how to use the positive problem-solving technique to resolve conflicts • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • I understand how it feels to trust someone • I am comfortable accepting appreciation from others	negotiate in conflict situations to try to find a win-win solution • I know who to ask for help if I am worried or concerned about anything online • I can appreciate different cultures, and question stereotypes I might see in photos or information • I can empathise with children whose lives are different to mine and know who I can talk to when I need help • I enjoy being part of a family and friendship groups	• I understand that we can remember people even if we no longer see them • I know how to stand up for myself and how to negotiate and compromise • I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend • I can love and be loved	unsafe or uncomfortable • I can recognise when an online community is helpful or unhelpful to me • I can recognise when an online game is becoming unhelpful or unsafe • I can identify things I can do to reduce screen time, so my health isn't affected • I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable	have strategies to manage them • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control • I can resist pressure to do something online that might hurt myself or others • I can take responsibility for my own safety and well-being
Key Vocabulary	*angry argue calm family feelings friends jobs lonely relationships upset*	*appreciate belong celebrate community confidence different dislike family feel feelings friendship friends greeting help helpful incredible kind like praise proud qualities relationships same skills special texture touch*	*acceptable adult appreciate celebrate communication compliments conflict cooperate different dislike diverse family frightened friends good secret happy honesty hugs important like likes/dislikes negative not acceptable physical contact point of view positive problem-solving relationship reliability sad secret special stereotype surprise touch trust*	*age restriction appreciation careers celebrating conflict culture deprivation differences fairness family feelings/emotions female friendship gaming/apps global happiness influence inequality in-app purchases internet interconnected job location settings male manners media messaging needs personal information privacy problem solving relationships*	*anger appreciation attraction betrayal boyfriend care close comfortable compromise conflict critical thinking emotions empathy envy friendships girlfriend jealousy lonely / loneliness loss love loyalty manage memories memento negotiate negative personal positive pressure problem-solve reality relationship remember souvenir special support*	*addiction age restriction appropriate assertive being responsible bullying characteristics choices community controlling data data protection devices fake online hoaxes gambling / betting grooming harassed hobbies interests location settings lonely loot boxes mental health offline online personal information personal qualities physical*	*age restrictions ai (artificial intelligence) anxiety ashamed assertive authority bullying communication consent control courtesy digital rights early warning signs emotions feelings grief influences isolation loneliness mental health personal data power pressure privacy real / fake respect risks safety self-care self-control signs stigma strategies stress*

			trustworthy worry secret	*respect responsibilities rights risky role safe/unsafe sex (male and female) social media solution*	*symbol trust vulnerable*	*health privacy reliable reporting responsibility responsibilities rights risk risky safe screen time self-esteem self-pe*	*support targeting technology true / untrue warning*
Changing me (RSE) 	• Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on • Recognise that changing class can elicit happy and/or sad emotions	• I am starting to understand the life cycles of animals and humans • I can tell you some things about me that have changed and some things about me that have stayed the same • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus • I understand that every time I learn something new, I change a little bit • I can tell you about changes that have happened in my life	• I can recognise cycles of life in nature • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	• I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby • Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up • I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy • I know some simple ways of keeping clean which can keep me	• I understand that lots of things make up a person's identity and this is what makes them unique • I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I know there are many types of family and that often our family members form part of our inner circle • I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty	• I am aware of my own selfimage and how my body image fits into that • I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally • I can describe how boys' and girls' bodies change during puberty • I understand that sexual intercourse can lead to conception and that is how babies are usually made • I also understand that sometimes people need IVF to help them have a baby	• I am aware of my own self-image and how my body image fits into that • I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend

	• Can say how they feel about changing class/ growing up • Can identify how they have changed from a baby • Can say what might change for them they get older • Can identify positive memories from the past year in school/home	• I understand that changes happen as we grow and that this is OK • I know that changes are OK and that sometimes they will happen whether I want them to or not • I understand that growing up is natural and that everybody grows at different rates • I respect my body and understand which parts are private • I enjoy learning new things • I know some ways to cope with changes	• I understand there are different types of touch and can tell you which ones I like and don't like • I can identify what I am looking forward to when I move to my next class • I understand there are some changes that are outside my control and can recognise how I feel about this • I can identify people I respect who are older than me • I feel proud about becoming more independent • I can describe what I enjoy about being a boy or girl whilst understanding we are all different • I am confident to say what I like and don't like and can ask for help • I can start to think about changes I will make when I am in Year 3 and know how to go about this	healthy and protect me from some infections • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I move to my next class • I can express how I feel when I see babies or baby animals • Recognise how I feel about these changes happening to me and know how to cope with those feelings • I have started to think about the ways to keep my body clean as I grow up and how I feel about this • I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes • I can start to think about changes I will make next year and know how to go about this	• I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I move to a new class • I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am • I have strategies to help me cope with the physical and emotional changes I will experience during puberty • I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me • I am confident enough to try to make changes when I think they will benefit me	• I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities • I can identify what I am looking forward to when I move to my next class • I know how to develop my own self esteem • I understand that puberty is a natural process that happens to everybody and that it will be OK for me • I can express how I feel about the changes that will happen to me during puberty • I appreciate how amazing it is that human bodies can reproduce in these ways • I am confident that I can cope with the changes that growing up will bring • I can start to think about changes I will make next year and know how to go about this	• I am aware of the importance of a positive self-esteem and what I can do to develop it • I can identify what I am looking forward to when I move to my next class • I know how to develop my own self esteem • I can express how I feel about the changes that will happen to me during puberty • I can recognise how I feel when I reflect on the development and birth of a baby • I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to • I can express how I feel about my self-image and know how to challenge negative 'body-talk' • I know how to prepare myself emotionally for the changes next year

					• I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively • I can reflect on the changes I would like to make next year and describe how to go about this		
Key Vocabulary	*angry argue calm family feelings friends jobs lonely relationships upset*	*adult adulthood anus anxious baby change changes coping curious excited feelings female grow growing up growth happy learn life cycle male nervous new penis proud testicles vulva worried*	*adult anus anxious assertive baby change child cope comfortable control dislike elderly excited female freedom fully grown grow growing up hug independent life cycle like looking forward male nervous old older penis physical private public respect responsibilities teenager testicles texture timeline toddler*	*animals babies birth breasts care challenge change changes control egg family female genitals growing up looking forward male mother ovaries ovum / ova penis personal hygiene puberty pubic hair roles scrotum sperm stereotypes task testicles vagina womb / uterus worries*	*acceptance anxious belonging care characteristics change choices circle control family fallopian tube hobbies hormone identity inner circle interests love looking forward menstrual cup menstrual cycle menstrual pads menstrual towel menstruation ovaries panty liner period pants period products periods personality proud proportionate puberty reliable seasons skills support tampons trusted adult*	*affirmation anxious aspects authentic body image change characteristics cope conception contraception consent erection edited embryo emotions excitement facial hair fallopian tube fear fertilisation fertility treatment (IVF) filter growth spurt hormone hope hormones influences larynx making love manage media media influencer menstrual pads menstrual towels menstruation mental health/wellbeing milestone opportunities oestrogen ovary ovaries perception perceptions periods pregnancy puberty relationships reliable sources*	*responsibilities secondary self-esteem self-image sexting transition umbilical cord values worries adolescent assertive attraction baby caesarean celebrity cervix challenge choice contractions consent criticise embryo feelings/emotions foetus freedoms identity independence journey labour looking forward love mental health midwife negative body-talk opportunities placenta pregnancy pressure puberty real self-relationship relationships*

						responsibilities scrotum self self-esteem self-image sexual intercourse semen sperm teenager testicles testes testosterone vagina vulva wet dream womb/uterus	
Healthy me 	• I can name some parts of my body and understand that being active helps keep me healthy • I understand that moving my body and resting are both important for my health • I can talk about things I need to do to stay healthy • I know what "healthy" means and can begin to make healthy food choices • I know how to help myself go to sleep and understand why sleep is important • I can wash my hands and understand why this is important, especially before eating and after using the toilet	• I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy • I know how to make healthy lifestyle choices • I know how to keep myself clean and healthy, and understand how germs cause disease/illness • I know that all household products including medicines can be harmful if not used properly • I understand how medicines can help me if I feel poorly and I know how to use them safely • I know how to keep safe when crossing the road, and about people who can help me to stay safe • I can tell you why I think my body is amazing and can	• I can sort foods into the correct food groups and know which foods my body needs to keep me healthy • I can make some healthy snacks and explain why they are good for my body and give me energy • I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe • I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me • I understand how medicines work in my body and how important it is to use them safely • I can explain how to keep my body healthy and safe at	• I understand how exercise affects my body and know why my heart and lungs are such important organs • I know that the amount of calories, fat and sugar I put into my body will affect my health • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from • I know some strategies for keeping myself safe, who to go to for help and how to call emergency services • I can identify when something feels safe or unsafe • I understand how complex my body is and how important it is to take care of it	• I recognise how different friendship groups are formed, how I fit into them and the friends I value the most • I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help • I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape • I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol • I can recognise when people are putting me under pressure and can	• I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media, social media and celebrity culture promotes certain body types • I can describe the different attitudes people have to food and how these can be affected by external influences	• I can take responsibility for my health and make choices that benefit my health and well-being • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I understand that some people can be exploited and made to do things that are against the law • I know why some people join gangs and the risks this involves • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse

	• I know who my safe adults are and how to stay safe if they are not close by • I can notice how my body feels when I am active and understand that moving helps keep me well • I can recognise when my body needs movement or rest • I can talk about some ways I can look after myself and keep my body healthy • I can make simple healthy choices and notice how these help my body and feelings • I can use strategies that help me feel calm and ready for sleep • I can take responsibility for caring for my body by keeping myself clean and healthy • I can identify trusted adults and ask for help when I feel unsafe or unsure	identify some ways to keep it safe and healthy • I feel good about myself when I make healthy choices • I am special so keep myself safe • I know some ways to help myself when I feel poorly • I can recognise when I feel frightened and know who to ask for help • I can recognise how being healthy helps me to feel happy	home and when I'm out • I have a healthy relationship with food and know which foods I enjoy the most • I can express how it feels to share healthy food with my friends • I can recognise when I feel worried or unsafe and know to tell an adult straight away • I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice • I feel positive about caring for my body and keeping it healthy • I can make good choices that help me stay healthy and safe	• I can set myself a fitness challenge • I know what it feels like to make a healthy choice • I can identify how I feel towards drugs • I can express how being anxious or scared feels • I can take responsibility for keeping myself and others safe • I respect my body and appreciate what it does for me	explain ways to resist this when I want • I know myself well enough to have a clear picture of what I believe is right and wrong • I can identify the feelings I have about my friends and my different friendship groups • I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe • I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others • I can identify feelings of anxiety and fear associated with peer pressure • I can tap into my inner strength and know how to be assertive	• I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy • I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure • I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure • I know how to keep myself calm in emergencies • I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am • I respect and value my body • I am motivated to keep myself healthy and happy	• I am motivated to care for my physical and emotional health • I am motivated to find ways to be happy and cope with life's situations without using drugs • I can suggest ways that someone who is being exploited can help themselves • I can suggest strategies someone could use to avoid being pressurised • I know how to help myself feel emotionally healthy and can recognise when I need help with this • I use different strategies to manage stress and pressure

Key Vocabulary	*asleep challenge clean exercise germs healthy hygiene less healthy movement rest safe scared sleep stranger stretch teeth unexpected unplanned worried*	*balanced bacteria body parts choices clean crossing ears exercise eyes germs healthy hygienic keeping clean kerb less healthy listen look medicines nervous pavement safe scared sleep soap traffic traffic lights trust unhealthy virus wait*	*assess balanced diet barriers body choices crossing dangerous energy hazard healthy medicines nutritious portion react risk risks safe scared stop, drop, roll unhealthy unsafe worry*	*advice ambulance anxious appreciate attitude body calories/kilojoules choice coastguard helicopter complex dangerous drugs emergency emergency services energy fat feelings fire engine fitness harmful heartbeat healthy heart labels lungs oxygen police car responsibility risk safe scared strategy sugar saturated fat unsafe*	*advice agree/disagree alcohol anxiety assertive believe disease emotions embarrassment fear follower friendship groups friendships guilt healthy leader liver lonely opinion peers pressure puberty relationships right roles smoking trust value vaping wrong*	*addicted alcohol altered body image calm celebrity choices comparison debate emergency fact healthy behaviour healthy lifestyle informed decision influence level-headed media motivation nicotine obesity opinion pressure procedure recovery position self-respect smoking social media tobacco unhealthy behaviour vaping*	*anti-social behaviour choice crime criminal drugs effects emotional health exploited gangs gang illegal immunisation managing stress mental health mental illness motivation new psychoactive substances over-the-counter prevention prescribed pressure reputation responsibility restricted strategies stress synthetic highs symptoms triggers unrestricted volatile substances vulnerable*
Dreams and goals 	• Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve	• I can set simple goals • I can set a goal and work out how to achieve it • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I can tell you how I felt when I succeeded	• I can choose a realistic goal and think about how to achieve it • I know what I need to keep my body healthy • I can recognise who I work well with and who it is more difficult for me to work with • I can work well in a group to create an end product • I can show or tell you what relaxed means and I know some things that make me feel relaxed	• I can tell you about a person who has faced difficult challenges and achieved success • I can identify a dream / ambition that is important to me • I enjoy facing new challenges. I'm working out the best ways need to achieve them • I am motivated and enthusiastic about achieving a new challenge • I can recognise obstacles which might hinder my achievements and	• I can tell you about some of my hopes and dreams • I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help • I know how to cope with disappointment and find ways to move forward • I know how to make a new plan and set new goals even if I have been disappointed	• I understand that I will need money to help me achieve some of my dreams • I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values • I can explore a range of different jobs and think critically about the information I see about them online • I can describe the dreams and goals of young people in a	• I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can identify problems in the world that concern me and talk to other people about them • I can work with other people to help

	the job they want when they are older • Know when they have achieved a goal • Understand that challenges can be difficult • Resilience • Recognise some of the feelings linked to perseverance • Recognise how kind words can encourage people • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Feel proud • Celebrate success	in a new challenge and how I celebrated it • I can tell you about a thing I do well • I can tell you how I learn best • I can celebrate achievement with my partner • I can identify how I feel when I am faced with a new challenge • I know how I feel when I see obstacles and how I feel when I overcome them • I know how to store the feelings of success in my internal treasure chest	and some that make me feel stressed • I know how to share success with other people • I can tell you things I have achieved and say how that makes me feel • I am motivated to make healthy choices that help me to reach my goals • I can tell you how working with other people helps me learn • I can work with others in a group to solve problems • I can tell you when a feeling is weak and when a feeling is strong • I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest	can take steps to overcome them • I can evaluate my own learning process and identify how it can be better next time • I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) • I can imagine how I will feel when I achieve my dream / ambition • I can break down a goal into a number of steps and know how others could help me to achieve it • I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge • I can manage the feelings of frustration that may arise when obstacles occur • I am confident in sharing my success with others and can store my feelings in my internal treasure chest	• I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group • I can identify the contributions made by myself and others to the group's achievement • I know how it feels to have hopes and dreams • I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me • I can respect myself and notice how coping builds my self-esteem and resilience • I know what it means to be resilient and to have a positive attitude • I can enjoy being part of a group challenge • I know how to share in the success of a group and how to store this success experience in my	culture different to mine • I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other • I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship • I can identify what I would like my life to be like when I am grown up • I recognise that people have different attitudes towards saving and spending money, and towards risk • I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow • I can reflect on how these relate to my own	make the world a better place • I can describe some ways in which I can work with other people to help make the world a better place • I know what some people in my class like or admire about me and can accept their praise • I understand why it is important to stretch the boundaries of my current learning • I can set success criteria so that I will know whether I have reached my goal • I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations • I can empathise with people who are suffering or who are living in difficult situations • I can identify why I am motivated to do this • I can give praise and compliments to other people when I recognise their

					internal treasure chest	• I appreciate the similarities and differences in aspirations between myself and young people in a different culture • I understand why I am motivated to make a positive contribution to supporting others	contributions and achievements
Key Vocabulary	*achieve challenge difficult dreams encourage earn frustrated future goal job keep trying kind persevere proud reward skills*	*achieve achievement active celebrate celebration challenge confidence coins dreams feelings garden goal goals happiness internal learning obstacle overcome proud process rest self-respect special stepping stones stretchy success team work treasure chest working together*	*achievement calm celebrate challenge community courtesy dream feelings goal group health healthy choices hobbies interest interests learning together lifestyle manners motivation partner product proud realistic relax relaxation safety self-care self-esteem stress success team work tense wellbeing*	*ambitions challenge challenges community design differences dream dreams enthusiastic evaluate frustration future garden goal goals healthy identity include learning motivated obstacles outdoors responsible respect review safe choices self-esteem self-review solution strengths success team work teamwork wellbeing water safety*	*agree/disagree anxious attitude celebrate cope courtesy courage design determination determined disappointed | disappointment dream | dreams follower goal | goals help hope hopeful hopes hurt inspired internal treasure chest leader learning manners motivated plans positive attitude problem-solve proud resilience review risk roles safety self-belief self-esteem self-respect setback success wellbeing*	*adult aspiration attitudes barrier career choice community participation country culture digital spending dream environment financial harm goal grown up identity influence job lifestyle media money motivation opportunity profession rallying reliable rights risk salary save self-care self-esteem society spend spending decisions sponsorship support team work technology values*	*achieve achievement admire aspirations awareness collaborate compliment concern contribution cooperate dream feeling feelings global goal issue leadership skills learning money motivate personal praise prevention recognition realistic rescue role safety strategy strengths stretch success criteria suffering support unrealistic*