



## Progression of Knowledge and Skill in PSHE

### To knowledge, Skills and Understanding breakdown for PSHE

	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	<ul style="list-style-type: none"> <li>To know special things about themselves</li> <li>To know that some people are different from themselves</li> <li>To know how happiness and sadness can be expressed</li> <li>To know that hands can be used kindly and unkindly</li> <li>To know that being kind is good</li> <li>To know they have a right to learn and play, safely and happily</li> <li>To identify feelings associated with belonging.</li> <li>To identify feelings of happiness and sadness</li> <li>To develop skills to play cooperatively with others</li> <li>To be able to consider others' feelings</li> <li>To be responsible in the setting</li> </ul>	<ul style="list-style-type: none"> <li>To know what being proud means and that people can be proud of different things</li> <li>To know that people can be good at different things</li> <li>To know what being unique means</li> <li>To know that families can be different</li> <li>To know that people have different homes and why they are important to them</li> <li>To know different ways of making friends</li> <li>To know different ways to stand up for myself</li> <li>To know the names of some emotions such as happy, sad, frightened, angry</li> <li>To know that they don't have to be 'the same as' to be a friend</li> <li>To know why having friends is important</li> <li>To know some qualities of a positive friendship</li> <li>To identify feelings associated with being proud               <ul style="list-style-type: none"> <li>To identify things they are good at</li> <li>To be able to vocalise success for themselves and about others successes</li> <li>To identify some ways they can be different and the same as others</li> </ul> </li> <li>To recognise similarities and differences between their family and other families</li> <li>To identify and use skills to make a friend</li> <li>To identify and use skills to stand up for themselves               <ul style="list-style-type: none"> <li>To recognise emotions when they or someone else is upset, frightened or angry</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know what a challenge is</li> <li>To know that it is important to keep trying</li> <li>To know what a goal is</li> <li>To know how to set goals and work towards them</li> <li>To know which words are kind</li> <li>To know some jobs that they might like to do when they are older</li> <li>To know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>To know when they have achieved a goal</li> <li>To understand that challenges can be difficult</li> <li>To recognise some of the feelings linked to perseverance</li> <li>Talk about a time that they kept on trying and achieved a goal</li> <li>To be:               <ul style="list-style-type: none"> <li>Ambitious</li> <li>Resilience</li> </ul> </li> <li>To recognise how kind words can encourage people</li> <li>To Feel proud</li> <li>To Celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>To know the names for some parts of their body</li> <li>To know what the word 'healthy' means</li> <li>To know some things that they need to do to keep healthy               <ul style="list-style-type: none"> <li>To know that they need to exercise to keep healthy</li> <li>To know how to help themselves go to sleep and that sleep is good for them</li> <li>To know when and how to wash their hands properly</li> </ul> </li> <li>To know what to do if they get lost</li> <li>To know how to say no to strangers</li> <li>To recognise how exercise makes them feel               <ul style="list-style-type: none"> <li>To recognise how different foods can make them feel</li> <li>To explain what they need to do to stay healthy</li> </ul> </li> <li>To give examples of healthy food</li> <li>To explain how they might feel if they don't get enough sleep               <ul style="list-style-type: none"> <li>To explain what to do if a stranger approaches them</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know what a family is               <ul style="list-style-type: none"> <li>To know that different people in a family have different responsibilities (jobs)</li> <li>To know some of the characteristics of healthy and safe friendship</li> </ul> </li> <li>To know that friends sometimes fall out</li> <li>To know some ways to mend a friendship               <ul style="list-style-type: none"> <li>To know that unkind words can never be taken back and they can hurt</li> <li>To know how to use Jigsaw's Calm Me to help when feeling angry</li> </ul> </li> <li>To know some reasons why others get angry               <ul style="list-style-type: none"> <li>To identify what jobs they do in their family and those carried out by parents/carers and siblings</li> </ul> </li> <li>To suggest ways to make a friend or help someone who is lonely</li> <li>To use different ways to mend a friendship</li> <li>To recognise what being angry feels like</li> <li>To use Calm Me when angry or upset</li> </ul>	<ul style="list-style-type: none"> <li>To know the names and functions of some parts of the body (see vocabulary list)</li> <li>To know that we grow from baby to adult</li> <li>To know who to talk to if they are feeling worried</li> <li>To know that sharing how they feel can help solve a worry</li> <li>To know that remembering happy times can help us move on</li> <li>Can identify how they have changed from a baby</li> <li>To say what might change for them they get older</li> <li>To recognise that changing class can illicit happy and/or sad emotions</li> <li>To say how they feel about changing class/ growing up</li> <li>To identify positive memories from the past year in school/ home</li> </ul>

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	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	<ul style="list-style-type: none"> <li>Understand the rights and responsibilities of a member of a class</li> <li>Understand that their views are important               <ul style="list-style-type: none"> <li>Understand that their choices have consequences</li> <li>Understand their own rights and responsibilities with their classroom</li> </ul> </li> <li>Understanding that they are special</li> <li>Understand that they are safe in their class               <ul style="list-style-type: none"> <li>Identifying helpful behaviours to make the class a safe place</li> </ul> </li> <li>Identify what it's like to feel proud of an achievement               <ul style="list-style-type: none"> <li>To recognise feelings associated with positive and negative consequences</li> </ul> </li> <li>Understand that they have choices</li> </ul>	<ul style="list-style-type: none"> <li>To know that people have differences and similarities</li> <li>To know what bullying means               <ul style="list-style-type: none"> <li>To know who to tell if they or someone else is being bullied or is feeling unhappy</li> </ul> </li> <li>To know skills to make friendships</li> <li>To know that people are unique and that it is OK to be different               <ul style="list-style-type: none"> <li>To recognise ways in which they are the same as their friends and ways they are different</li> </ul> </li> <li>Identify what is bullying and what isn't</li> <li>Understand how being bullied might feel</li> <li>To know ways to help a person who is being bullied</li> <li>Identify emotions associated with making a new friend</li> <li>Verbalise some of the attributes that make them unique and special</li> </ul>	<ul style="list-style-type: none"> <li>To know how to set simple goals</li> <li>To know how to achieve a goal</li> <li>To know how to work well with a partner               <ul style="list-style-type: none"> <li>To know that tackling a challenge To stretch their learning</li> </ul> </li> <li>To know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>To know when a goal has been achieved</li> <li>To recognise things that they do well</li> <li>Explain how they learn best</li> <li>Celebrate an achievement with a friend</li> <li>To recognise their own feelings when faced with a challenge</li> <li>To recognise their own feelings when they are faced with an obstacle</li> <li>To recognise how they feel when they overcome an obstacle</li> <li>To store feelings of success so that they can be the future</li> </ul>	<ul style="list-style-type: none"> <li>To know the difference between being healthy and unhealthy</li> <li>To know some ways to keep healthy</li> <li>To know how to make healthy lifestyle choices</li> <li>To know how to keep themselves clean and healthy</li> <li>To know that germs cause disease / illness</li> <li>To know that all household products, including medicines, To be harmful if not used properly               <ul style="list-style-type: none"> <li>To know that medicines are used to help them if they feel poorly</li> </ul> </li> <li>To know how to keep safe when crossing the road               <ul style="list-style-type: none"> <li>To know about people who ???</li> <li>To keep them safe feel good about themselves when they make healthy choices                   <ul style="list-style-type: none"> <li>To realise that they are special</li> </ul> </li> </ul> </li> <li>Keep themselves safe</li> <li>To recognise ways to look after themselves if they feel poorly</li> <li>To recognise when they feel frightened and</li> </ul>	<ul style="list-style-type: none"> <li>To know that everyone's family is different               <ul style="list-style-type: none"> <li>To know that there are lots of different types of families</li> <li>To know that families are founded on belonging, love and care</li> </ul> </li> <li>To know how to make a friend               <ul style="list-style-type: none"> <li>To know the characteristics of healthy and safe friends                   <ul style="list-style-type: none"> <li>To know that physical contact To be used as a greeting</li> </ul> </li> <li>To know about the different people in the school community and how they help</li> <li>To know who to ask for help in the school Community                   <ul style="list-style-type: none"> <li>To express how it feels to be part of a family and to care for family members</li> </ul> </li> </ul> </li> <li>To say what being a good friend means</li> <li>To show skills of friendship               <ul style="list-style-type: none"> <li>To identify forms of physical contact they prefer</li> <li>To say no when they receive a touch they don't like</li> </ul> </li> <li>To praise themselves and others               <ul style="list-style-type: none"> <li>To recognise some of their personal qualities</li> <li>To say why they appreciate a special relationship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know that animals including humans have a life cycle</li> <li>To know that changes happen when we grow up</li> <li>To know that people grow up at different rates and that is normal</li> <li>To know the names of male and female private body parts</li> <li>To know that there are correct names for private body parts and nicknames, and when to use them</li> <li>To know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>To know who to ask for help if they are worried or frightened</li> <li>To know that learning brings about change</li> <li>Understand and accepts that change is a natural part of getting older</li> <li>To identify some things that have changed and some things that have stayed the same since being a baby</li> <li>To express why they enjoy learning</li> <li>To suggest ways to manage change e.g. moving to a new class</li> </ul>

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				<ul style="list-style-type: none"> <li>To know how to ask for help</li> <li>To recognise how being healthy helps them to feel happy</li> </ul>		
Year 2	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 2	<ul style="list-style-type: none"> <li>To identify hopes and fears for the year ahead</li> <li>Understand the rights and responsibilities of class members               <ul style="list-style-type: none"> <li>To know that it is important to listen to other people</li> </ul> </li> <li>Understand that their own views are valuable</li> <li>To know about rewards and consequences and that these stem from choices               <ul style="list-style-type: none"> <li>To know that positive choices impact positively on self-learning and the learning of others</li> </ul> </li> <li>To recognise own feelings and to know when and where to get help</li> <li>To know how to make their class a safe and fair place</li> <li>To show good listening skills</li> <li>To recognise the feeling of being worried</li> <li>Be able to work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>To know there are stereotypes about boys and girls               <ul style="list-style-type: none"> <li>To know that it is OK not to conform to gender stereotypes</li> </ul> </li> <li>To know it is good to be yourself               <ul style="list-style-type: none"> <li>To know that sometimes people get bullied because of difference</li> </ul> </li> <li>To know the difference between right and wrong and the role that choice has to play in this               <ul style="list-style-type: none"> <li>To know that friends</li> <li>To be different and still be friends</li> </ul> </li> <li>To know where to get help if being bullied</li> <li>To know the difference between a one-off incident and bullying               <ul style="list-style-type: none"> <li>Understand that boys and girls can be similar</li> <li>in lots of ways and that it is OK</li> <li>Understand that boys and girls can be different in lots of ways and that it is OK</li> <li>To explain how being bullied can make someone feel                   <ul style="list-style-type: none"> <li>To choose to be kind to someone who is being bullied</li> </ul> </li> </ul> </li> <li>To know how to stand up for themselves when they need to</li> </ul>	<ul style="list-style-type: none"> <li>To know how to choose a realistic goal and think about how to achieve it</li> <li>To know that it is important to persevere</li> <li>To know how to recognise what working together well looks like</li> <li>To know what good group working looks like</li> <li>To know how to share success with other people</li> <li>To be able to describe their own achievements and the feelings linked to this</li> <li>To recognise their own strengths as a learner               <ul style="list-style-type: none"> <li>To recognise how working with others can be helpful</li> </ul> </li> <li>To be able to work effectively with a partner</li> <li>To be able to choose a partner with whom they work well</li> <li>To be able to work as part of a group</li> <li>To recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>	<ul style="list-style-type: none"> <li>To know what their body needs to stay healthy</li> <li>To know what relaxed means</li> <li>To know what makes them feel relaxed / stressed</li> <li>To know how medicines work in their bodies               <ul style="list-style-type: none"> <li>To know that it is important to use medicine safely</li> </ul> </li> <li>To know how to make some healthy snacks               <ul style="list-style-type: none"> <li>To know why healthy snacks are good for their bodies</li> </ul> </li> <li>To know which foods give their bodies energy</li> <li>To show a desire to make healthy lifestyle choices               <ul style="list-style-type: none"> <li>To identify when a feeling is weak and when a feeling is strong</li> </ul> </li> <li>To feel positive about caring for their bodies and keeping it healthy</li> <li>To have a healthy relationship with food</li> <li>To express how it feels to share healthy food with their friends</li> </ul>	<ul style="list-style-type: none"> <li>To know that everyone's family is different</li> <li>To know that families function well when there is trust, respect, care, love and co-operation</li> <li>To know that there are lots of forms of physical contact within a family</li> <li>To know how to stop if someone is hurting them</li> <li>To know some reasons why friends have conflicts</li> <li>To know that friendships have ups and downs and sometimes change with time</li> <li>To know how to use the Mending Friendships or Solve-it-together problem-solving methods</li> <li>To know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>To know what trust is</li> <li>To identify the different roles and responsibilities in their family               <ul style="list-style-type: none"> <li>To recognise the value that families bring</li> </ul> </li> <li>To recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>To use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</li> <li>To identify the negative feelings associated with keeping a worry secret</li> <li>To identify the feelings associated with trust</li> <li>To identify who they trust in their own relationships</li> <li>To give and receive compliments</li> </ul>	<ul style="list-style-type: none"> <li>To know that life cycles exist in nature</li> <li>To know that aging is a natural process including old-age</li> <li>To know that some changes are out of an individual's control</li> <li>To know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> <li>To know the physical differences between male and female bodies</li> <li>To know the correct names for private body parts</li> <li>To know that private body parts are special and that no one has the right to hurt these</li> <li>To know who to ask for help if they are worried or frightened</li> <li>To know there are different types of touch and that some are acceptable and some are unacceptable</li> <li>To appreciate that changes will happen and that some can be controlled and others not</li> <li>To be able to express how they feel about changes</li> <li>To show appreciation for people who are older</li> <li>To recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>To say what greater responsibilities and freedoms they may have in the future</li> <li>To say who they would go to for help if worried or scared</li> </ul>



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		<ul style="list-style-type: none"> <li>To recognise that they shouldn't judge people because they are different             <ul style="list-style-type: none"> <li>To understand that everyone's differences make them special and unique</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>To say who they would go to for help if they were worried or scared</li> </ul>	<ul style="list-style-type: none"> <li>To say what types of touch they find comfortable/ uncomfortable</li> <li>To be able to confidently ask someone to stop if they are being hurt or frightened</li> <li>To say what they are looking forward to in the next year</li> </ul>
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Year 3	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3	<p>To understand that they are important</p> <ul style="list-style-type: none"> <li>To know what a personal goal is</li> <li>To understand what a challenge is</li> <li>To know why rules are needed and how these relate to choices and consequences</li> <li>To know that actions can affect others' feelings</li> <li>To know that others may hold different views</li> <li>To know that the school has a shared set of Values             <ul style="list-style-type: none"> <li>To recognise self-worth</li> </ul> </li> <li>To identify personal strengths</li> <li>To be able to set a personal goal</li> <li>To recognise feelings of happiness, sadness, worry and fear in themselves and others</li> <li>To make other people feel valued</li> <li>To develop compassion and empathy for others</li> <li>To be able to work collaboratively</li> </ul>	<p>To know why families are important</p> <ul style="list-style-type: none"> <li>To know that everybody's family is different</li> <li>To know that sometimes family members don't get along and some reasons for this</li> <li>To know that conflict is a normal part of relationships</li> <li>To know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</li> <li>To know that some words are used in hurtful ways and that this can have consequences             <ul style="list-style-type: none"> <li>To be able to show appreciation for their families, parents and carers</li> </ul> </li> <li>To use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> <li>To empathise with people who are bullied</li> <li>Employ skills to support someone who is bullied</li> <li>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</li> <li>Be able to recognise, accept and give compliments</li> </ul>	<ul style="list-style-type: none"> <li>To know about specific people who have overcome difficult challenges to achieve success             <ul style="list-style-type: none"> <li>To know what dreams and ambitions are important to them</li> <li>To know how they can best overcome learning challenges</li> <li>To know that they are responsible for their own learning</li> <li>To know what their own strengths are as a learner</li> <li>To know what an obstacle is and how they can hinder achievement</li> <li>To know how to take steps to overcome obstacles</li> <li>To know how to evaluate their own learning progress and identify how it can be better next time             <ul style="list-style-type: none"> <li>To recognise other people's achievements in overcoming difficulties</li> </ul> </li> <li>To imagine how it will feel when they achieve their dream / ambition</li> <li>To be able to break down a goal into small steps</li> <li>To recognise how other people can help them to achieve their goals</li> <li>To manage feelings of frustration linked to facing obstacles</li> <li>To share their success with others</li> </ul> </li> </ul>	<p>To know how exercise affects their bodies</p> <ul style="list-style-type: none"> <li>To know why their hearts and lungs are such important organs</li> <li>To know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> <li>To know that there are different types of drugs</li> <li>To know that there are things, places and people that can be dangerous</li> <li>To know a range of strategies to keep themselves safe</li> <li>To know when something feels safe or unsafe</li> <li>To know that their bodies are complex and need taking care of             <ul style="list-style-type: none"> <li>To be able to set themselves a fitness challenge</li> </ul> </li> <li>To recognise what it feels like to make a healthy choice</li> <li>To identify how they feel about drugs</li> </ul>	<p>To know that different family members carry out different roles or have different responsibilities within the family</p> <ul style="list-style-type: none"> <li>To know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</li> <li>To know some of the skills of friendship, e.g. taking turns, being a good listener</li> <li>To know some strategies for keeping themselves safe online</li> <li>To know how some of the actions and work of people around the world help and influence my life</li> <li>To know that they and all children have rights (UNCRC)</li> <li>To know the lives of children around the world can be different from their own             <ul style="list-style-type: none"> <li>To identify the responsibilities they have within their family</li> </ul> </li> <li>To use Solve-it-together in a conflict scenario and find a win-win outcome</li> <li>To know how to access help if they are concerned about anything on social media or the internet</li> <li>Can empathise with people from other countries who may not have a fair job/ less fortunate</li> </ul>	<p>To know that in animals and humans lots of changes happen as they grow.</p> <ul style="list-style-type: none"> <li>To know that in nature it is usually the female that carries the baby</li> <li>To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li> <li>To know that babies need love and care from their parents/carers</li> <li>To know some of the changes that happen between being a baby and a child</li> <li>Can describe the emotions that a new baby can bring to a family</li> <li>Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</li> <li>Can identify changes they are looking forward to in the next year             <ul style="list-style-type: none"> <li>Can suggest ways to help them manage feelings during changes they are more anxious about</li> </ul> </li> </ul>



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		<ul style="list-style-type: none"> <li>To recognise feelings associated with receiving a compliment</li> </ul>	<ul style="list-style-type: none"> <li>To store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<ul style="list-style-type: none"> <li>To express how being anxious or scared feels</li> <li>To take responsibility for keeping themselves and others safe</li> <li>To respect their own bodies and appreciate what they do</li> </ul>	<ul style="list-style-type: none"> <li>To understand that they are connected to the global community in many different ways</li> <li>To identify similarities in children's rights around the world</li> <li>To identify their own wants and needs and how these may be similar or different from other children in school and the global community</li> </ul>	
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Year 4	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	<p>To know how individual attitudes and actions make a difference to a class</p> <ul style="list-style-type: none"> <li>To know about the different roles in the school community</li> <li>To know their place in the school community</li> <li>To know what democracy is (applied to pupil voice in school)</li> <li>To know that their own actions affect themselves and others</li> <li>To know how groups work together to reach a consensus</li> <li>To know that having a voice and democracy benefits the school community</li> <li>To identify the feelings associated with being included or excluded</li> <li>To make others feel valued and included</li> <li>To be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>To make others feel cared for and welcomed</li> <li>To recognise the feelings of being motivated or unmotivated</li> <li>Understand why the school community benefits from a Learning Charter</li> <li>To be able to help friends make positive choices</li> </ul>	<p>To know that sometimes people make assumptions about a person because of the way they look or act</p> <ul style="list-style-type: none"> <li>To know there are influences that can affect how we judge a person or situation</li> <li>To know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>To know what to do if they think bullying is, or might be taking place</li> <li>To know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>To know that first impressions can change               <ul style="list-style-type: none"> <li>To try to accept people for who they are</li> </ul> </li> <li>To identify influences that have made them think or feel positively/negatively about a situation</li> <li>To identify feelings that a bystander might feel in a bullying situation</li> <li>To identify reasons why a bystander might join in with bullying</li> <li>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> <li>To identify their own uniqueness</li> <li>To be comfortable with the way they look</li> <li>To identify when a first impression they had was right or wrong</li> <li>To be non-judgemental about others who are different</li> </ul>	<p>To know what their own hopes and dreams are</p> <ul style="list-style-type: none"> <li>To know that hopes and dreams don't always come true</li> <li>To know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>To know how to make a new plan and set new goals even if they have been disappointed</li> <li>To know how to work out the steps they need to take to achieve a goal</li> <li>To know how to work as part of a successful group</li> <li>To know how to share in the success of a group               <ul style="list-style-type: none"> <li>To talk about their hopes and dreams and the feelings associated with these</li> </ul> </li> <li>To identify the feeling of disappointment</li> <li>To identify a time when they have felt disappointed</li> <li>To be able to cope with disappointment and help others to cope with disappointment</li> <li>To identify what resilience is to a positive attitude</li> <li>To enjoy being part of a group challenge</li> <li>To share their success with others</li> <li>To store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<p>To know how different friendship groups are formed and how they fit into them</p> <ul style="list-style-type: none"> <li>To know which friends they value most</li> <li>To know that there are leaders and followers in groups</li> <li>To know that they can take on different roles according to the situation</li> <li>To know the facts about smoking and its effects on health</li> <li>To know some of the reasons some people start to smoke</li> <li>To know the facts about alcohol and its effects on health, particularly the liver</li> <li>To know some of the reasons some people drink alcohol</li> <li>To know ways to resist when people are putting pressure on them</li> <li>To know what they think is right and wrong               <ul style="list-style-type: none"> <li>To identify the feelings that they have about their friends and different friendship groups</li> </ul> </li> </ul>	<p>To know some reasons why people feel jealousy</p> <ul style="list-style-type: none"> <li>To know that jealousy can be damaging to relationships</li> <li>To know that loss is a normal part of relationships</li> <li>To know that negative feelings are a normal part of loss</li> <li>To know that memories can support us when we lose a special person or animal</li> <li>To know that change is a natural part of relationships/ friendship</li> <li>To know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe               <ul style="list-style-type: none"> <li>To identify feelings and emotions that accompany jealousy</li> </ul> </li> <li>To suggest positive strategies for managing jealousy</li> <li>To identify people who are special to them and express why</li> <li>To identify the feelings and emotions that accompany loss</li> <li>To suggest strategies for managing loss</li> <li>To be able to tell you about someone they no longer see</li> <li>To suggest ways to manage relationship changes including how to negotiate</li> </ul>	<p>To know that personal characteristics are inherited from birth parents</p> <ul style="list-style-type: none"> <li>To know that change is a normal part of life and that some changes cannot be controlled and have to be accepted</li> <li>To know that change can bring about a range of different emotions</li> </ul> <p>To appreciate their own uniqueness and that of others</p> <ul style="list-style-type: none"> <li>To apply the circle of change model to themselves to have strategies for managing change</li> <li>To have strategies for managing the emotions relating to change</li> </ul>

## Progression of Knowledge and Skill in PSHE

	<ul style="list-style-type: none"> <li>To know how to regulate my emotions</li> </ul>			<ul style="list-style-type: none"> <li>To recognise how different people and groups they interact with impact on them</li> <li>To identify which people they most want to be friends with</li> <li>To recognise negative feelings in peer pressure situations</li> <li>To identify the feelings of anxiety and fear associated with peer pressure</li> <li>To be able to tap into their inner strength and To knowhow to be assertive</li> </ul>		
Year 5	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5	<ul style="list-style-type: none"> <li>To know how to face new challenges positively</li> <li>To understand how to set personal goals</li> <li>To understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>To know how an individual's behaviour To affect a group and the consequences of this</li> <li>To understand how democracy and having a voice benefits the school community</li> <li>To understand how to contribute towards the democratic process               <ul style="list-style-type: none"> <li>To be able to identify what they value most about school</li> </ul> </li> <li>To identify hopes for the school year</li> <li>To show empathy for people whose lives are different from their own</li> <li>To consider their own actions and the effect they have on themselves and others</li> <li>To be able to work as part of a group, listening and contributing effectively</li> </ul>	<p>To know what culture means</p> <ul style="list-style-type: none"> <li>To know that differences in culture To sometimes be a source of conflict</li> <li>To know what racism is and why it is unacceptable</li> <li>To know that rumour spreading is a form of bullying on and offline</li> <li>To know external forms of support in regard to bullying e.g. Childline</li> <li>To know that bullying To be direct and indirect</li> <li>To know how their life is different from the lives of children in the developing world           <ul style="list-style-type: none"> <li>To identify their own culture and different cultures within their class community</li> </ul> </li> <li>To identify their own attitudes about people from different faith and cultural backgrounds</li> <li>To identify a range of strategies for managing their own feelings in bullying situations</li> <li>To identify some strategies to encourage children who use bullying behaviours to make other choices</li> <li>To be able to support children who are being bullied</li> <li>To appreciate the value of happiness regardless of material wealth</li> <li>To develop respect for cultures different from their own</li> </ul>	<p>To know that they will need money to help them to achieve some of their dreams</p> <ul style="list-style-type: none"> <li>To know about a range of jobs that are carried out by people</li> <li>To know that different jobs pay more money than others</li> <li>To know the types of job they might like to do when they are older</li> <li>To know that young people from different cultures may have different dreams and goals</li> <li>To know that communicating with someone from a different culture means that they To learn from them and vice versa</li> <li>To know ways that they To support young people in their own culture and abroad           <ul style="list-style-type: none"> <li>To verbalise what they would like their life to be like when they are grown up</li> </ul> </li> <li>To appreciate the contributions made by people in different jobs</li> <li>To appreciate the opportunities learning and education To give them</li> <li>To reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>To appreciate the differences between themselves and someone from a different culture</li> </ul>	<p>To know the health risks of smoking</p> <ul style="list-style-type: none"> <li>To know how smoking tobacco affects the lungs, liver and heart</li> <li>To know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>To know basic emergency procedures including the recovery position</li> <li>To know how to get help in emergency situations</li> <li>To know that the media, social media and celebrity culture promotes certain body types</li> <li>To know the different roles food can play in people's lives and To know that people can develop eating problems / disorders related to body image pressure</li> <li>To know what makes a healthy lifestyle</li> <li>To make informed decisions about whether or not they choose to smoke when they are older</li> <li>To make informed decisions about whether they choose to drink alcohol when they are older</li> </ul>	<p>To know that a personality is made up of many different characteristics, qualities and attributes</p> <ul style="list-style-type: none"> <li>To know that belonging to an online community can have positive and negative consequences</li> <li>To know that there are rights and responsibilities in an online community or social network</li> <li>To know that there are rights and responsibilities when playing a game online</li> <li>To know that too much screen time isn't healthy</li> <li>To know how to stay safe when using technology to communicate with friends           <ul style="list-style-type: none"> <li>To suggest strategies for building selfesteem</li> </ul> </li> <li>To identify when an online community / social media group feels risky, uncomfortable, or unsafe</li> <li>To suggest strategies for staying safe online/ social media</li> <li>To say how to report unsafe online / social network activity</li> <li>To identify when an online game is safe or unsafe</li> <li>To suggest ways to monitor and reduce screen time</li> <li>To suggest strategies for managing</li> </ul>	<p>To know what perception means and that perceptions To be right or wrong</p> <ul style="list-style-type: none"> <li>To know how girls' and boys' bodies change during puberty and to understand the importance of looking after themselves physically and emotionally</li> <li>To know that becoming a teenager involves various changes and also brings growing responsibility           <ul style="list-style-type: none"> <li>To celebrate what they like about their own and others' self- image and body-image</li> <li>To suggest ways to boost self-esteem of self and others</li> </ul> </li> <li>To recognise that puberty is a natural process that happens to everybody and that it will be ok for them           <ul style="list-style-type: none"> <li>To ask questions about puberty to seek clarification</li> <li>To express how they feel about becoming a teenager</li> <li>To say who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul> </li> </ul>



## Progression of Knowledge and Skill in PSHE

	<ul style="list-style-type: none"> <li>To understand why the school community benefits from a Learning Charter</li> <li>To be able to help friends make positive choices</li> <li>To know how to regulate my emotions</li> </ul>		<ul style="list-style-type: none"> <li>To understand why they are motivated to make a positive contribution to supporting others</li> </ul>	<ul style="list-style-type: none"> <li>To recognise strategies for resisting pressure</li> <li>To identify ways to keep themselves calm in an emergency</li> <li>To reflect on their own body image and to know how important it is that this is positive</li> <li>To accept and respect themselves for who they are</li> <li>To respect and value their own bodies</li> <li>To be motivated to keep themselves healthy</li> </ul>	unhelpful pressures online or in social networks	
<b>Year 6</b>	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Year 6</b>	<ul style="list-style-type: none"> <li>To know how to set goals for the year ahead</li> <li>To understand what fears and worries are</li> <li>To know about children's universal rights (United Nations Convention on the Rights of the Child)</li> <li>To know about the lives of children in other parts of the world</li> <li>To know that personal choices can affect others locally and globally</li> <li>To understand that their own choices result in different consequences and rewards</li> <li>To understand how democracy and having a voice benefits the school community</li> <li>To understand how to contribute towards the democratic process               <ul style="list-style-type: none"> <li>To be able to make others feel welcomed and valued</li> </ul> </li> <li>To know own wants and needs</li> </ul>	<ul style="list-style-type: none"> <li>To know that there are different perceptions of 'being normal' and where these might come from</li> <li>To know that being different could affect someone's life</li> <li>To know that power can play a part in a bullying or conflict situation</li> <li>To know that people can hold power over others individually or in a group</li> <li>To know why some people choose to bully others</li> <li>To know that people with disabilities can lead amazing lives</li> <li>To know that difference can be a source of celebration as well as conflict</li> <li>To be able to empathise with people who are different and be aware of my own feelings towards them</li> <li>To be able to identify feelings associated with being excluded</li> <li>To be able to recognise when someone is exerting power negatively in a relationship</li> <li>To use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>To identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> </ul>	<ul style="list-style-type: none"> <li>To know their own learning strengths</li> <li>To know how to set realistic and challenging goals</li> <li>To know what the learning steps are they need to take to achieve their goal</li> <li>To know a variety of problems that the world is facing</li> <li>To know how to work with other people to make the world a better place</li> <li>To know some ways in which they could work with others to make the world a better place</li> <li>To know what their classmates like and admire about them</li> <li>To understand why it is important to stretch the boundaries of their current learning</li> <li>To set success criteria so that they when they have achieved their goal</li> <li>To recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> </ul>	<ul style="list-style-type: none"> <li>To know how to take responsibility for their own health</li> <li>To know how to make choices that benefit their own health and well-being</li> <li>To know about different types of drugs and their uses</li> <li>To know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>To know that some people can be exploited and made to do things that are against the law</li> <li>To know why some people join gangs and the risk that this can involve</li> <li>To know what it means to be emotionally well</li> <li>To know that stress can be triggered by a range of things</li> <li>To know that being stressed can cause drug and alcohol misuse</li> <li>To be motivated to care for their own physical and emotional health</li> <li>To be motivated to find ways to be happy and</li> </ul>	<ul style="list-style-type: none"> <li>To know that it is important to take care of their own mental health</li> <li>To know ways that they can take care of their own mental health</li> <li>To know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>To know that sometimes people can try to gain power or control them</li> <li>To know some of the dangers of being 'online'</li> <li>To know how to use technology safely and positively to communicate with their friends and family</li> <li>To recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>To help themselves and others when worried about a mental health problem</li> <li>To recognise when they are feeling grief and have strategies to manage them</li> <li>To demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> </ul>	<ul style="list-style-type: none"> <li>To know how girls' and boys' bodies change during puberty and to understand the importance of looking after themselves physically and emotionally               <ul style="list-style-type: none"> <li>To know the importance of self-esteem and what they can do to develop it</li> <li>To know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</li> <li>To recognise ways they can develop their own self-esteem</li> <li>To express how they feel about the changes that will happen to them during puberty</li> <li>To understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</li> <li>To celebrate what they like about their own and others' self-image and body-image</li> <li>To strategies to prepare themselves emotionally for the transition (changes) to secondary school</li> </ul> </li> </ul>



## Progression of Knowledge and Skill in PSHE

	<ul style="list-style-type: none"> <li>• To be able to compare their life with the lives of those less fortunate</li> <li>• To demonstrate empathy and understanding towards others</li> <li>• To demonstrate attributes of a positive rolemodel</li> <li>• To know to take positive action to help others</li> <li>• To be able to contribute towards a group task</li> <li>• To know what effective group work is</li> <li>• To know how to regulate my emotions</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>• To appreciate people for who they are</li> <li>• To show empathy</li> </ul>	<ul style="list-style-type: none"> <li>• To empathise with people who are suffering or living in difficult situations</li> <li>• To be able to give praise and compliments to other people when they recognise that person's achievements</li> </ul>	<p>cope with life's situations without using drugs</p> <ul style="list-style-type: none"> <li>• To identify ways that someone who is being exploited could help themselves</li> <li>• To suggest strategies someone could use to avoid being pressured</li> <li>• To recognise that people have different attitudes towards mental health / illness</li> <li>• To know to use different strategies to manage stress and pressure</li> </ul>	<ul style="list-style-type: none"> <li>• To resist pressure to do something online that might hurt themselves or others</li> <li>• To take responsibility for their own safety and well-being</li> </ul>	
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