



**KRISHNA AVANTI**

Excellence · Virtue · Devotion

## **PSHE Progression Map**

	<b>EYFS</b>	<b>KS1</b>		<b>KS2</b>			
<b>Knowledge and Skills</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><u>Being Me in My World</u></p> <p>Taught Knowledge</p>	<p>Know they have a right to learn and play, safely and happily.</p> <p>Know that some people are different from themselves.</p> <p>Know that hands can be used kindly and unkindly.</p> <p>Know special things about themselves.</p>	<p>Understand their own rights and responsibilities with their classroom.</p> <p>Understand that their choices have consequences.</p> <p>Understand that their views are important.</p> <p>Understand the rights and responsibilities of a member of a class.</p>	<p>Understand the rights and responsibilities of class members.</p> <p>Know about rewards and consequences and that these stem from choices.</p> <p>Know that it is important to listen to other people.</p> <p>Understand that their own views are valuable.</p> <p>Know that positive choices impact positively on self-</p>	<p>Know that the school has a shared set of values.</p> <p>Know why rules are needed and how these relate to choices and consequences.</p> <p>Know that actions can affect others' feelings.</p> <p>Know that others may</p>	<p>Know their place in the school community Know what democracy is (applied to pupil voice in school).</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community.</p> <p>Know how individual attitudes and actions make a</p>	<p>Understand how democracy and having a voice benefits the school community.</p> <p>Understand how to contribute towards the democratic process.</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country.</p>	<p>Know about children's universal rights (United Nations Convention on the Rights of the Child).</p> <p>Know about the lives of children in other parts of the world.</p> <p>Know that personal choices can affect others locally and globally.</p>

	Know how happiness and sadness can be expressed. Know that being kind is good.		learning and the learning of others.  Identifying hopes and fears for the year ahead	hold different views.  Understand that they are important.  Know what a personal goal is.  Understanding what a challenge is.	difference to a class.  Know about the different roles in the school community.  Know that their own actions affect themselves and others	Know how to face new challenges positively.  Understand how to set personal goals.  Know how an individual's behaviour can affect a group and the consequences of this.	Know how to set goals for the year ahead.  Understand what fears and worries are.  Understand that their own choices result in different consequences and rewards.  Understand how democracy and having a voice benefits the school community.  Understand how to contribute towards the democratic process.

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

					Be able to help friends make positive choices	Be able to help friends make positive choices  Know how to regulate my emotions	group work is  Know how to regulate my emotions  Be able to make others feel welcomed and valued
<p><u>Celebrating Differences</u></p> <p>Taught Knowledge</p>	<p>Know what being unique means</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive friendship</p> <p>Know that they don't have to be 'the same'</p>	<p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that it is OK to be different</p> <p>Know skills to make friendships</p> <p>Know that people have differences and similarities</p>	<p>Know the difference between a one-off incident and bullying</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know that friends can be different and still be friends</p> <p>Know there are stereotypes about boys and girls</p> <p>Know where to get help if being bullied</p> <p>Know that it is OK not to conform to gender stereotypes</p>	<p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know that conflict is a normal part of relationships</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p>	<p>Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know what racism is and why it is unacceptable</p> <p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p>	<p>Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>Explain why racism and other forms of discrimination are unkind.</p>	<p>Know that people can hold power over others individually or in a group</p> <p>Know that power can play a part in a bullying or conflict situation</p> <p>Know that there are different perceptions of 'being normal' and where these</p>

	as' to be a friend		Know it is good to be yourself	Know why families are important	Know that rumour spreading is a form of bullying online and offline	I can express how I feel about discriminatory behaviour.	might come from
	Know what being proud means and that people can be proud of different things		Know the difference between right and wrong and the role that choice has to play in this	Know that everybody's family is different	Know how their life is different from the lives of children in the developing world		Know that difference can be a source of celebration as well as conflict
	Know that people can be good at different things			Know that sometimes family members don't get along and some reasons for this			Know that being different could affect someone's life
	Know that families can be different						Know why some people choose to bully others
	Know that people have different homes and why they are important to them						Know that people with disabilities can lead amazing lives
	Know different ways of making friends						

	Know different ways to stand up for myself						
<u>Celebrating Differences</u>  Social and Emotional Skills	Recognise emotions when they or someone else is upset, frightened or angry	Identify what is bullying and what isn't	Explain how being bullied can make someone feel	Use the 'Solve it together' technique to calm and resolve conflicts with friends and family	Be comfortable with the way they look	Appreciate the value of happiness regardless of material wealth	Empathise with people who are different and be aware of my own feelings towards them
	Identify and use skills to make a friend	Understand how being bullied might feel	Know how to stand up for themselves when they need to	Be able to 'problem solve' a bullying situation	Try to accept people for who they are	Identify their own culture and different cultures within their class community	Identify feelings associated with being excluded
	Identify some ways they can be different and the same as others	Recognise ways in which they are the same as their friends and ways they are different	Understand that everyone's differences make them special and unique	Accessing appropriate support if necessary	Be non-judgemental about others who are different	Identify their own attitudes about people from different faith and cultural backgrounds	Be able to recognise when someone is exerting power negatively in a relationship
	Identify and use skills to stand up for themselves	Know ways to help a person who is being bullied	Understand that boys and girls can be similar in lots of ways and that is OK	Be able to show appreciation for their families, parents and carers	Identify influences that have made them think or feel positively/negatively about a situation	Develop respect for cultures different from their own	Be able to vocalise their thoughts and feelings about prejudice and
	Identify feelings associated with being proud	Identify emotions associated with making a new friend	Understand that boys and girls can be different in lots of ways and that is OK	Empathise with people who are bullied	Identify feelings that a bystander might feel in a bullying situation	Identify a range of strategies for managing their own feelings in bullying situations	
	Identify things they are good at	Verbalise some of the attributes that make them unique	Can choose to be kind to someone who is being bullied	Employ skills to support	Identify reasons why a bystander might join in with bullying		
			Recognise that they shouldn't judge people because they are different		Revisit the 'Solve it together' technique		

	<p>Be able to vocalise success for themselves and about others successes</p> <p>Recognise similarities and differences between their family and other families</p>			<p>someone who is bullied</p> <p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p>	<p>to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Identify when a first impression they had was right or wrong</p>	<p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p>	<p>discrimination and why it happens</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Appreciate people for who they are</p> <p>Show empathy</p>
	Know what a challenge is	Know how to set simple goals	Know how to choose a realistic goal and think	Know that they are responsible for	Know how to make a new plan and set new goals even if	Know about a range of jobs that are carried	Know their own learning strengths

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



				<p>Know what their own strengths are as a learner</p> <p>Know how to evaluate their own learning progress and identify how it can be better next time</p>		<p>Know ways that they can support young people in their own culture and abroad</p>	challenging goals
<p><u>Dreams and Goals</u></p> <p>Social and Emotional Skills</p>	<p>Understand that challenges can be difficult</p> <p>Resilience</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Recognise how kind words can encourage people</p> <p>Talk about a time that they kept on trying and achieved a goal</p>	<p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Recognise their own feelings when faced with a challenge/obstacle</p> <p>Recognise how they feel when they overcome a challenge/obstacle</p> <p>Celebrate an achievement with a friend</p>	<p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p>	<p>Can break down a goal into small steps</p> <p>Can manage feelings of frustration linked to facing obstacles</p> <p>Imagine how it will feel when they achieve their dream/ambition</p> <p>Recognise other people's achievements in overcoming difficulties</p>	<p>Have a positive attitude</p> <p>Can identify the feeling of disappointment</p> <p>Be able to cope with disappointment</p> <p>Can identify what resilience is</p> <p>Can identify a time when they have felt disappointed</p> <p>Can talk about their hopes and dreams and the feelings associated with these</p>	<p>Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>Appreciate the differences between</p>	<p>Understand why it is important to stretch the boundaries of their current learning</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p> <p>Empathise with people who are</p>

	Be ambitious  Feel proud  Celebrate success	Can store feelings of success so that they can be used in the future	Recognise how it feels to be part of a group that succeeds and store this feeling	Recognise how other people can help them to achieve their goals  Can share their success with others  Can store feelings of success (in their internal treasure chest) to be used at another time	Help others to cope with disappointment  Enjoy being part of a group challenge  Can share their success with others  Can store feelings of success (in their internal treasure chest) to be used at another time	themselves and someone from a different culture  Understand why they are motivated to make a positive contribution to supporting others  Appreciate the opportunities learning and education can give them	suffering or living in difficult situations  Set success criteria so that they know when they have achieved their goal  Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
Healthy Me  Taught Knowledge	Know what the word 'healthy' means  Know some things that they need to do to keep healthy	Know the difference between being healthy and unhealthy  Know some ways to keep healthy	Know what their body needs to stay healthy  Know what relaxed means  Know why healthy snacks are good for their bodies	Know how exercise affects their bodies  Know that the amount of calories, fat and sugar that	Know that there are leaders and followers in groups  Know the facts about smoking and its effects on health	Know basic emergency procedures, including the recovery position	Know how to take responsibility for their own health  Know what it means to be

	Know the names for some parts of their body	Know how to make healthy lifestyle choices	Know which foods given their bodies energy	they put into their bodies will affect their health	Know the facts about alcohol and its effects on health, particularly the liver	Know the health risks of smoking	emotionally well
	Know when and how to wash their hands properly	Know that all household products, including medicines, can be harmful if not used properly	Know that it is important to use medicines safely	Know that there are different types of drugs	Know ways to resist when people are putting pressure on them	Know how smoking tobacco affects the lungs, liver and heart	Know how to make choices that benefit their own health and well-being
	Know how to say no to strangers	Know that medicines can help them if they feel poorly	Know how medicines work in their bodies	Know that there are things, places and people that can be dangerous	Know what they think is right and wrong	Know how to get help in emergency situations	Know about different types of drugs and their uses
	Know that they need to exercise to keep healthy	Know how to keep safe when crossing the road	Know how to make some healthy snacks	Know when something feels safe or unsafe	Know how different friendship groups are formed and how they fit into them	Know that the media, social media and celebrity culture promotes certain body types	Know how these different types of drugs can affect people's bodies, especially their liver and heart
	Know how to help themselves go to sleep and that sleep is good for them	Know how to keep themselves clean and healthy		Know why their hearts and lungs are such important organs	Know which friends they value most	Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure	Know that stress can be triggered by a range of things
	Know what to do if they get lost	Know that germs cause disease/illness		Know a range of strategies to keep themselves safe	Know that they can take on different roles according to the situation		
		Know about people who can keep them safe			Know some of the reasons some people start to smoke		
				Know that their bodies		Know some of the risks linked	Know that being

				are complex and need taking care of	Know some of the reasons some people drink alcohol	to misusing alcohol, including antisocial behaviour  Know what makes a healthy lifestyle	stressed can cause drug and alcohol misuse  Know that some people can be exploited and made to do things that are against the law  Know why some people join gangs and the risk that this can involve
<u>Healthy Me</u>  Social and Emotional Skills	Can explain what they need to do to stay healthy  Recognise how exercise makes them feel  Can give examples of healthy food	Keep themselves safe  Recognise how being healthy helps them to feel happy  Recognise ways to look after themselves if they feel poorly	Feel positive about caring for their bodies and keeping it healthy  Have a healthy relationship with food  Desire to make healthy lifestyle choices  Identify when a feeling is weak and when a feeling is strong	Respect their own bodies and appreciate what they do  Can take responsibility for keeping themselves and others safe	Can identify the feelings that they have about their friends and different friendship groups  Recognise negative feelings in peer pressure situations	Respect and value their own bodies  Can reflect on their own body image and know how important it is that this is positive  Recognise strategies for	Can explain what they need to do to stay healthy  Recognise how exercise makes them feel  Can give examples of

	Can explain what to do if a stranger approaches them	Recognise when they feel frightened and know how to ask for help	Express how it feels to share healthy food with their friends	Identify how they feel about drugs	Can identify the feelings of anxiety and fear associated with peer pressure	resisting pressure	healthy food
	Can explain how they might feel if they don't get enough sleep	Feel good about themselves when they make healthy choices		Can express how being anxious or scared feels	Can tap into their inner strength and know-how to be assertive	Can identify ways to keep themselves calm in an emergency	Can explain what to do if a stranger approaches them
	Recognise how different foods can make them feel	Realise that they are special		Able to set themselves a fitness challenge	Recognise how different people and groups they interact with impact on them	Can make informed decisions about whether or not they choose to smoke when they are older	Can explain how they might feel if they don't get enough sleep
				Recognise what it feels like to make a healthy choice	Identify which people they most want to be friends with	Can make informed decisions about whether they choose to drink alcohol when they are older	Recognise how different foods can make them feel
						Accept and respect themselves for who they are	
						Be motivated to keep themselves healthy and happy	

<p><u>Relationships</u></p> <p>Taught Knowledge</p>	Know what a family is	Know that everyone's family is different	Know that there are lots of forms of physical contact within a family	Know that different family members carry out different roles or have different responsibilities within the family	Know some reasons why people feel jealousy	Know that there are rights and responsibilities in an online community or social network	Know that it is important to take care of their own mental health
	Know that different people in a family have different responsibilities (jobs)	Know that families are founded on belonging, love and care	Know how to stay stop if someone is hurting them	Know there are good secrets and worry secrets and why it is important to share worry secrets	Know that loss is a normal part of relationships	Know that there are rights and responsibilities when playing a game online	Know ways that they can take care of their own mental health
	Know some of the characteristics of healthy and safe friendships	Know that physical contact can be used as a greeting	Know what trust is	Know some of the skills of friendship, e.g. taking turns, being a good listener	Know that negative feelings are a normal part of loss	Know that too much screen time isn't healthy	Know the stages of grief and that there are different types of loss that cause people to grieve
	Know that friends sometimes fall out	Know how to make a friend	Know that everyone's family is different	Know that families function well when there is trust, respect, care, love and co-operation	Know that sometimes it is better for a friendship/relations hip to end if it is causing negative feelings or is unsafe	Know how to stay safe when using technology to communicate with friends	Know that
	Know that ways to mend a friendship	Know who to ask for help in the school community	Know that everyone's family is different	Know that families function well when there is trust, respect, care, love and co-operation	Know that jealousy can be damaging to relationships	Know that a personality is made up of many different characteristics, qualities and attributes	Know that sometimes people can try to gain power or control them
	Know that unkind words can never be taken back and they can hurt	Know that there are lots of different types of families	Know that everyone's family is different	Know that families function well when there is trust, respect, care, love and co-operation	Know that and all children have rights (UNCRC)	Know that memories can support us when we lose a special person or animal	Know that
	Know that unkind words can never be taken back and they can hurt	Know the characteristics of healthy and safe friends	Know that everyone's family is different	Know that families function well when there is trust, respect, care, love and co-operation	Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad	Know that belonging to an online community can	Know that
	Know how to use Jigsaw's Calm Me to	Know about the different people in the school	Know that everyone's family is different	Know that families function well when there is trust, respect, care, love and co-operation	Know that and all children have rights (UNCRC)	Know that memories can support us when we lose a special person or animal	Know that
	Know how to use Jigsaw's Calm Me to	Know about the different people in the school	Know that everyone's family is different	Know that families function well when there is trust, respect, care, love and co-operation	Know that and all children have rights (UNCRC)	Know that memories can support us when we lose a special person or animal	Know that

	<p>help when feeling angry</p> <p>Know some reasons why others get angry</p>	community and how they help	Solve it together problem-solving methods	<p>always goes to work etc</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know the lives of children around the world can be different from their own</p>		have positive and negative consequences	<p>being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p>
<p><u>Relationships</u></p> <p>Social and Emotional Skills</p>	<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can use different ways</p>	<p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a</p>	<p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can identify the negative feelings</p>	<p>Can identify the responsibilities they have within their family</p> <p>Know how to access help if they are concerned about anything on social media or the internet</p>	<p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p>	<p>Can suggest strategies for building self-esteem of themselves and others</p> <p>Can identify when an online community/social media group feels risky, uncomfortable, or unsafe</p> <p>Can suggest strategies for</p>	<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p>

	to mend a friendship	touch they don't like	associated with keeping a worry secret	Can empathise with people from other countries who may not have a fair job or are less fortunate	Can identify the feelings and emotions that accompany loss	staying safe online/ social media	Can use different ways to mend a friendship
	Can recognise what being angry feels like	Can show skills of friendship	Can identify who they trust in their own relationships		Can suggest strategies for managing loss	Can say how to report unsafe online/social network activity	Can recognise what being angry feels like
	Can use Calm Me when angry or upset	Can praise themselves and others	Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict	Understand that they are connected to the global community in many different ways	Can tell you about someone they no longer see	Can identify when an online game is safe or unsafe	
		Can say why they appreciate a special relationship	Can identify the feelings associated with trust	Can use Solve it together in a conflict scenario and find a win-win outcome	Can suggest ways to manage relationship changes including how to negotiate	Can suggest ways to monitor and reduce screen time	Can use Calm Me when angry or upset
			Can give and receive compliments	Can identify similarities in children's rights around the world		Can suggest strategies for managing unhelpful pressures online or in social networks	
			Can say who they would go to for help if they were worried or scared	Can identify their own wants and needs and how these may be similar or			



				different from other children in school and the global community			
<p><u>Changing Me</u></p> <p>Taught Knowledge</p>	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p>	<p>Know the physical differences between male and female bodies</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p> <p>Know the correct names for private body parts</p> <p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old age</p>	<p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside that happen during puberty</p> <p>Know that in animals and humans lots of changes</p>	<p>Know that personal characteristics are inherited from birth parents</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that change can bring about a range of different emotions</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p> <p>Know what perception means and that perceptions</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know the importance of self-</p>

		<p>Know that learning brings about change</p>	<p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p>	<p>happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p>	<p>life and that some cannot be controlled and have to be accepted</p>	<p>can be right or wrong</p>	<p>esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class</p>
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<p>Changing Me</p> <p>Social and Emotional Skills</p>	Recognise that changing class can elicit happy and/or sad emotions	Understand and accept that change is a natural part of getting older	Can say who they would go to for help if worried or scared	Can express how they feel about puberty	Can appreciate their own uniqueness and that of others	Can celebrate what they like about their own and others' self-image and body image	Recognise ways they can develop their own self-esteem
	Can say how they feel about changing class/ growing up	Can suggest ways to manage change, e.g. moving to a new class	Can say what types of touch they find comfortable/uncomfortable	Can say who they can talk to about puberty if they have any worries	Can express any concerns they have about puberty	Can suggest ways to boost self-esteem of self and others	Can express how they feel about the changes that will happen to them during puberty
	Can identify how they have changed from a baby	Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)	Be able to confidently ask someone to stop if they are being hurt or frightened	Can suggest ways to help them manage feelings during changes they are more anxious about	Have strategies for managing the emotions relating to change	Recognise that puberty is a natural process that happens to everybody and that it will be OK for them	Understand that mutual respect is essential in friendship and that they shouldn't feel pressured into doing something that they don't want to
	Can say what might change for them they get older		Can appreciate that changes will happen and that some can be controlled and others not		Can express how they feel about having children when they are grown up		
	Can identify positive memories from the past year in school/home	Can express why they enjoy learning	Be able to express how they feel about changes	Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry	Can say who they can talk to about puberty if they are worried	Can ask questions about puberty to seek clarification	
			Show appreciation for people who are older		Can apply the circle of change model to themselves to have strategies for managing change	Can express how they feel about having children when they are an adult	Recognise how they feel when they reflect on the development and birth of a baby
			Can recognise the independence and responsibilities they have now compared to being a baby or toddler				
			Can say what greater responsibilities and freedoms they may have in the future	Can express how they feel about babies		Can express how they feel about becoming a teenager	

			Can say what they are looking forward to in the next year	Can describe the emotions that a new baby can bring to a family  Can identify changes they are looking forward to in the next year		Can say who they can talk to if concerned about puberty or becoming a teenager/adult	Can celebrate what they like about their own and others' self-image and body image  Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
<b>Key Vocabulary</b>	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.  Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.  Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash,	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.  Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate,	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.  Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.  Healthy choices, Lifestyle, Motivation, Relax,	Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.  Perseverance, Challenges,	Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.  Dream, Hope, Goal, Determination,	Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.	Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration,

	Clean, Stranger, Scared, Trust.	<p>Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.</p> <p>Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.</p>	Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.	<p>Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.</p> <p>Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe,</p>	<p>Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.</p> <p>Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.</p>	<p>Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.</p> <p>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison,</p>	<p>Artefacts, Display, Presentation.</p> <p>Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.</p> <p>Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter,</p>
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