



St Luke's CE Primary

# RSHE (and PSHE )Progression Map and End Points



# St Luke's CE Primary

## RSHE (and PSHE) Curriculum Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Me and my relationships</b>	<ul style="list-style-type: none"> <li>Understand that classroom rules help everyone to learn and be safe;</li> <li>Explain their classroom rules and be able to contribute to making these</li> <li>Recognise how others might be feeling by reading body language/facial expressions;</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.</li> <li>Identify a range of feelings;</li> <li>Identify how feelings might make us behave:</li> <li>Suggest strategies for someone experiencing 'not so good' feelings to manage these</li> <li>Recognise that people's bodies and feelings can be hurt;</li> <li>Suggest ways of dealing with different kinds of hurt.</li> <li>Recognise that they belong to various groups and communities such as their family;</li> <li>Explain how these people help us and we can also help them to help us</li> <li>Identify simple qualities of friendship;</li> <li>Suggest simple strategies for making up</li> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>Understand that classroom rules help everyone to learn and be safe;</li> <li>Explain their classroom rules and be able to contribute to making these</li> <li>Recognise how others might be feeling by reading body language/facial expressions;</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.</li> <li>Identify a range of feelings;</li> <li>Identify how feelings might make us behave:</li> <li>Suggest strategies for someone experiencing 'not so good' feelings to manage these</li> <li>Recognise that people's bodies and feelings can be hurt;</li> <li>Suggest ways of dealing with different kinds of hurt.</li> <li>Recognise that they belong to various groups and communities such as their family;</li> <li>Explain how these people help us and we can also help them to help us</li> <li>Identify simple qualities of friendship;</li> <li>Suggest simple strategies for making up</li> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>Suggest actions that will contribute positively to the life of the classroom;</li> <li>Make and undertake pledges based on those actions.</li> <li>Take part in creating and agreeing classroom rules.</li> <li>Use a range of words to describe feelings;</li> <li>Recognise that people have different ways of expressing their feelings;</li> <li>Identify helpful ways of responding to other's feelings.</li> <li>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>Identify situations as to whether they are incidents of teasing or bullying.</li> <li>Understand and describe strategies for dealing with bullying:</li> <li>Rehearse and demonstrate some of these strategies.</li> <li>Explain the difference between bullying and isolated unkind behaviour;</li> <li>Recognise that there are different types of bullying and unkind behaviour;</li> <li>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>Recognise that friendship is a special kind of relationship;</li> <li>Identify some of the ways that good friends care for each other.</li> <li>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why we have rules;</li> <li>Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>Suggest appropriate rules for a range of settings;</li> <li>Consider the possible consequences of breaking the rules.</li> <li>Explain some of the feelings someone might have when they lose something important to them;</li> <li>Understand that these feelings are normal and a way of dealing with the situation.</li> <li>Define and demonstrate cooperation and collaboration;</li> <li>Identify the different skills that people can bring to a group task;</li> <li>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> <li>Identify people who they have a special relationship with;</li> <li>Suggest strategies for maintaining a positive relationship with their special people.</li> <li>Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>Explain what a dare is;</li> <li>Understand that no-one has the right to force them to do a dare;</li> <li>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> <li>Express opinions and listen to those of others;</li> <li>Consider others' points of view;</li> <li>Practise explaining the thinking behind their ideas and opinions.</li> <li>Identify qualities of friendship;</li> <li>Suggest reasons why friends sometimes fall out;</li> <li>Rehearse and use, now or in the future, skills for making up again.</li> </ul>	<ul style="list-style-type: none"> <li>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>Explain how different words can express the intensity of feelings.</li> <li>Explain what we mean by a 'positive, healthy relationship';</li> <li>Describe some of the qualities that they admire in others.</li> <li>Recognise that there are times when they might need to say 'no' to a friend;</li> <li>Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>Demonstrate strategies for working on a collaborative task;</li> <li>Define successful qualities of teamwork and collaboration.</li> <li>Identify a wide range of feelings;</li> <li>Recognise that different people can have different feelings in the same situation;</li> <li>Explain how feelings can be linked to physical state.</li> <li>Demonstrate a range of feelings through their facial expressions and body language;</li> <li>Recognise that their feelings might change towards someone or something once they have further information.</li> <li>Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what collaboration means;</li> <li>Give examples of how they have worked collaboratively;</li> <li>Describe the attributes needed to work collaboratively.</li> <li>Explain what is meant by the terms negotiation and compromise;</li> <li>Describe strategies for resolving difficult issues or situations.</li> <li>Demonstrate how to respond to a wide range of feelings in others;</li> <li>Give examples of some key qualities of friendship;</li> <li>Reflect on their own friendship qualities.</li> <li>Identify what things make a relationship unhealthy;</li> <li>Identify who they could talk to if they needed help.</li> <li>Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>Understand and rehearse assertiveness skills.</li> <li>Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>Understand that online communication can be misinterpreted;</li> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a collaborative approach to a task;</li> <li>Describe and implement the skills needed to do this.</li> <li>Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> <li>Recognise some of the challenges that arise from friendships;</li> <li>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> <li>List some assertive behaviours;</li> <li>Recognise peer influence and pressure;</li> <li>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> <li>Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> <li>Describe the consequences of reacting to others in a positive or negative way;</li> <li>Suggest ways that people can respond more positively to others.</li> <li>Describe ways in which people show their commitment to each other;</li> <li>Know the ages at which a person can marry, depending on whether their parents agree;</li> <li>Understand that everyone has the right to be free to choose who and whether to marry.</li> <li>Recognise that some types of physical contact can produce strong negative feelings;</li> <li>Know that some inappropriate touch is also illegal.</li> <li>Identify strategies for keeping personal information safe online;</li> <li>Describe safe and respectful behaviours when using communication technology.</li> </ul>

## Valuing Difference

<ul style="list-style-type: none"> <li>Identify the differences and similarities between people;</li> <li>Empathise with those who are different from them;</li> <li>Begin to appreciate the positive aspects of these differences.</li> <li>Explain the difference between unkindness, teasing and bullying;</li> <li>Understand that bullying is usually quite rare.</li> <li>Explain some of their school rules and how those rules help to keep everybody safe.</li> <li>Identify some of the people who are special to them;</li> <li>Recognise and name some of the qualities that make a person special to them</li> <li>Recognise and explain what is fair and unfair, kind and unkind;</li> <li>Suggest ways they can show kindness to others.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> <li>Recognise and explain how a person's behaviour can affect other people.</li> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them</li> <li>Explain how it feels to be part of a group;</li> <li>Explain how it feels to be left out from a group;</li> <li>Identify groups they are part of;</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> <li>Recognise and describe acts of kindness and unkindness;</li> <li>Explain how these impact on other people's feelings;</li> <li>Suggest kind words and actions they can show to others;</li> <li>Show acts of kindness to others in school.</li> <li>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that there are many different types of family;</li> <li>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> <li>Define the term 'community';</li> <li>Identify the different communities that they belong to;</li> <li>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> <li>Reflect on listening skills;</li> <li>Give examples of respectful language;</li> <li>Give examples of how to challenge another's viewpoint, respectfully.</li> <li>Explain that people living in the UK have different origins;</li> <li>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> <li>Recognise the factors that make people similar to and different from each other;</li> <li>Recognise that repeated name calling is a form of bullying;</li> <li>Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> <li>Understand and explain some of the reasons why different people are bullied;</li> <li>Explore why people have prejudiced views and understand what this is.</li> </ul>	<ul style="list-style-type: none"> <li>Define the terms 'negotiation' and 'compromise';</li> <li>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>Understand that they have the right to protect their personal body space;</li> <li>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> <li>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>Give examples of features of these different types of relationships, including how they influence what is shared.</li> <li>List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>Recognise potential consequences of aggressive behaviour;</li> <li>Suggest strategies for dealing with someone who is behaving aggressively.</li> <li>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</li> <li>Understand and identify stereotypes, including those promoted in the media.</li> </ul>	<ul style="list-style-type: none"> <li>Define some key qualities of friendship;</li> <li>Describe ways of making a friendship last;</li> <li>Explain why friendships sometimes end.</li> <li>Rehearse active listening skills;</li> <li>Demonstrate respectfulness in responding to others;</li> <li>Respond appropriately to others.</li> <li>Develop an understanding of discrimination and its injustice, and describe this using examples;</li> <li>Empathise with people who have been, and currently are, subjected to injustice, including through racism;</li> <li>Consider how discriminatory behaviour can be challenged.</li> <li>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>Describe the benefits of living in a diverse society;</li> <li>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>Understand that the information we see online, either text or images, is not always true or accurate;</li> <li>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</li> <li>Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>Suggest strategies for dealing with bullying, as a bystander;</li> <li>Describe positive attributes of their peers.</li> <li>Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>Demonstrate ways of offering support to someone who has been bullied .</li> <li>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>Understand and explain the term prejudice;</li> <li>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>Describe the benefits of living in a diverse society;</li> <li>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>Explain the difference between a friend and an acquaintance;</li> <li>Describe qualities of a strong, positive friendship;</li> <li>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> <li>Define what is meant by the term stereotype;</li> <li>Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Recognise that people fall into a wide range of what is seen as normal;</li> <li>Challenge stereotypical gender portrayals of people.</li> </ul>
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## Keeping myself safe

- Understand that the body gets energy from food, water and air (oxygen);
  - Recognise that exercise and sleep are important parts of a healthy lifestyle.
  - Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
  - Identify simple bedtime routines that promote healthy sleep.
  - Recognise emotions and physical feelings associated with feeling unsafe;
  - Identify people who can help them when they feel unsafe.
  - Recognise the range of feelings that are associated with loss.
  - Understand that medicines can sometimes make people feel better when they're ill;
  - Explain simple issues of safety and responsibility about medicines and their use.
  - Understand and learn the PANTS rules;
  - Name and know which parts should be private;
  - Explain the difference between appropriate and inappropriate touch;
  - Understand that they have the right to say "no" to unwanted touch;
  - Start thinking about who they trust and who they can ask for help.
- Understand that medicines can sometimes make people feel better when they're ill;
  - Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;
  - Explain simple issues of safety and responsibility about medicines and their use.
  - Identify situations in which they would feel safe or unsafe;
  - Suggest actions for dealing with unsafe situations including who they could ask for help
  - Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
  - Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
  - Identify the types of touch they like and do not like;
  - Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable
  - Recognise that some touches are not fun and can hurt or be upsetting;
  - Know that they can ask someone to stop touching them;
  - Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
  - Identify safe secrets (including surprises) and unsafe secrets;
  - Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
  - Identify how inappropriate touch can make someone feel;
  - Understand that there are unsafe secrets and secrets that are nice surprises;
  - Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
- Identify situations which are safe or unsafe;
  - Identify people who can help if a situation is unsafe;
  - Suggest strategies for keeping safe.
  - Define the words danger and risk and explain the difference between the two;
  - Demonstrate strategies for dealing with a risky situation.
  - Identify risk factors in given situations;
  - Suggest ways of reducing or managing those risks.
  - Identify some key risks from and effects of cigarettes and alcohol;
  - Know that most people choose not to smoke cigarettes; (Social Norms message)
  - Define the word 'drug' and understand that nicotine and alcohol are both drugs.
  - Evaluate the validity of statements relating to online safety;
  - Recognise potential risks associated with browsing online;
  - Give examples of strategies for safe browsing online.
  - Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;
  - Recognise and describe appropriate behaviour online as well as offline;
  - Identify what constitutes personal information and when it is not appropriate or safe to share this;
  - Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
  - Demonstrate strategies for assessing risks;
  - Understand and explain decision-making skills;
  - Understand where to get help from when making decisions.
  - Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
  - Identify situations which are either dangerous, risky or hazardous;
  - Suggest simple strategies for managing risk.
  - Identify images that are safe/unsafe to share online;
  - Know and explain strategies for safe online sharing;
  - Understand and explain the implications of sharing images online without consent.
  - Define what is meant by the word 'dare';
  - Identify from given scenarios which are dares and which are not;
  - Suggest strategies for managing dares.
  - Understand that medicines are drugs;
  - Explain safety issues for medicine use;
  - Suggest alternatives to taking a medicine when unwell;
  - Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
  - Understand some of the key risks and effects of smoking and drinking alcohol;
  - Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
  - Describe stages of identifying and managing risk;
  - Suggest people they can ask for help in managing risk.
  - Understand that we can be influenced both positively and negatively;
  - Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
- Explain what a habit is, giving examples;
  - Describe why and how a habit can be hard to change.
  - Recognise that there are positive and negative risks;
  - Explain how to weigh up risk factors when making a decision;
  - Describe some of the possible outcomes of taking a risk.
  - Demonstrate strategies to deal with both face-to-face and online bullying;
  - Demonstrate strategies and skills for supporting others who are bullied;
  - Recognise and describe the difference between online and face-to-face bullying.
  - Define what is meant by a dare;
  - Explain why someone might give a dare;
  - Suggest ways of standing up to someone who gives a dare.
  - Recognise which situations are risky;
  - Explore and share their views about decision making when faced with a risky situation;
  - Suggest what someone should do when faced with a risky situation.
  - Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;
  - Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;
  - Know how to protect personal information online;
  - Recognise disrespectful behaviour online and know how to respond to it.
  - Understand some of the complexities of categorising drugs;
  - Know that all medicines are drugs but not all drugs are medicines;
  - Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
  - Understand the actual norms around smoking and the reasons for common misperceptions of these.
  - Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
  - Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
  - Understand and describe the ease with which something posted online can spread.
  - Identify strategies for keeping personal information safe online;
  - Describe safe behaviours when using communication technology.
  - Know that it is illegal to create and share sexual images of children under 18 years old;
  - Explore the risks of sharing photos and films of themselves with other people directly or online;
  - Know how to keep their information private online.
  - Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;
  - Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
  - Explain how drugs can be categorised into different groups depending on their medical and legal context;
  - Demonstrate an understanding that drugs can have both medical and non-medical uses;
  - Explain in simple terms some of the laws that control drugs in this country.
  - Understand some of the basic laws in relation to drugs;
  - Explain why there are laws relating to drugs in this country.
  - Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
  - Describe some of the effects and risks of drinking alcohol.
  - Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
  - Explain how these emotional needs impact on people's behaviour;
  - Suggest positive ways that people can get their emotional need met.
  - Understand and give examples of conflicting emotions;
  - Understand and reflect on how independence and responsibility go together.

## Rights and Responsibilities

<ul style="list-style-type: none"> <li>Recognise the importance of regular hygiene routines;</li> <li>Sequence personal hygiene routines into a logical order.</li> <li>Identify what they like about the school environment;</li> <li>Recognise who cares for and looks after the school environment.</li> <li>Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>Explain the importance of looking after things that belong to themselves or to others.</li> <li>Explain where people get money from;</li> <li>List some of the things that money may be spent on in a family home.</li> <li>Recognise that different notes and coins have different monetary value;</li> <li>Explain the importance of keeping money safe;</li> <li>Identify safe places to keep money;</li> <li>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> </ul>	<ul style="list-style-type: none"> <li>Describe and record strategies for getting on with others in the classroom.</li> <li>Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>Identify special people in the school and community who can help to keep them safe;</li> <li>Know how to ask for help.</li> <li>Identify what they like about the school environment;</li> <li>Identify any problems with the school environment (e.g. things needing repair);</li> <li>Make suggestions for improving the school environment;</li> <li>Recognise that they all have a responsibility for helping to look after the school environment</li> <li>Understand that people have choices about what they do with their money;</li> <li>Know that money can be saved for a use at a future time;</li> <li>Explain how they might feel when they spend money on different things.</li> <li>Recognise that money can be spent on items which are essential or non-essential;</li> <li>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this</li> </ul>	<ul style="list-style-type: none"> <li>Define what a volunteer is;</li> <li>Identify people who are volunteers in the school community;</li> <li>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> <li>Identify key people who are responsible for them to stay safe and healthy;</li> <li>Suggest ways they can help these people.</li> <li>Understand the difference between 'fact' and 'opinion';</li> <li>Understand how an event can be perceived from different viewpoints;</li> <li>Plan, draft and publish a recount using the appropriate language.</li> <li>Define what is meant by the environment;</li> <li>Evaluate and explain different methods of looking after the school environment;</li> <li>Devise methods of promoting their priority method</li> <li>Understand the terms 'income', 'saving' and 'spending';</li> <li>Recognise that there are times we can buy items we want and times when we need to save for items;</li> <li>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> <li>Explain that people earn their income through their jobs;</li> <li>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Explain how different people in the school and local community help them stay healthy and safe;</li> <li>Define what is meant by 'being responsible';</li> <li>Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>Suggest ways they can help the people who keep them healthy and safe.</li> <li>Understand that humans have rights and also responsibilities;</li> <li>Identify some rights and also responsibilities that come with these.</li> <li>Understand the reason we have rules;</li> <li>Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</li> <li>Recognise that everyone can make a difference within a democratic process.</li> <li>Define the word <i>influence</i>;</li> <li>Recognise that reports in the media can influence the way they think about a topic;</li> <li>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> <li>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>Recognise that they can play a role in influencing outcomes of situations by their actions.</li> <li>Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</li> <li>Understand and explain the value of this work.</li> <li>Define the terms 'income' and 'expenditure';</li> <li>List some of the items and services of expenditure in the school and in the home;</li> <li>Prioritise items of expenditure in the home from most essential to least essential.</li> <li>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>Understand how a payslip is laid out showing both pay and deductions;</li> <li>Prioritise public services from most essential to least essential.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>Express their opinions on an issue concerning health and wellbeing;</li> <li>Make recommendations on an issue concerning health and wellbeing.</li> <li>Understand the difference between a fact and an opinion;</li> <li>Understand what biased reporting is and the need to think critically about things we read.</li> <li>Define the differences between responsibilities, rights and duties;</li> <li>Discuss what can make them difficult to follow;</li> <li>Identify the impact on individuals and the wider community if responsibilities are not carried out.</li> <li>Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>Give examples of voluntary groups, the kind of work they do and its value.</li> <li>State the costs involved in producing and selling an item;</li> <li>Suggest questions a consumer should ask before buying a product.</li> <li>Define the terms loan, credit, debt and interest;</li> <li>Suggest advice for a range of situations involving personal finance.</li> <li>Explain some of the areas that local councils have responsibility for;</li> <li>Understand that local councillors are elected to represent their local community.</li> </ul>	<ul style="list-style-type: none"> <li>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>Describe the language and techniques that make up a biased report;</li> <li>Analyse a report also extract the facts from it.</li> <li>Know the legal age (and reason behind these) for having a social media account;</li> <li>Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> <li>Explain some benefits of saving money;</li> <li>Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>Describe the costs that go into producing an item;</li> <li>Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>Explain what is meant by the term <i>interest</i>.</li> <li>Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>Explain the different types of tax (income tax and VAT) which help to fund public services;</li> <li>Evaluate the different public services and compare their value.</li> <li>Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> <li>Explain what is meant by living in an environmentally sustainable way;</li> <li>Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul>
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## Being my best

<ul style="list-style-type: none"> <li>• Recognise the importance of fruit and vegetables in their daily diet;</li> <li>• Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> <li>• Recognise that they may have different tastes in food to others;</li> <li>• Select foods from the <b>Eatwell Guide</b> (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>• Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> <li>• Understand how diseases can spread;</li> <li>• Recognise and use simple strategies for preventing the spread of diseases.</li> <li>• Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> <li>• Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> <li>• Recognise how a person's behaviour (including their own) can affect other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the stages of the learning line showing an understanding of the learning process;</li> <li>• Help themselves and others develop a positive attitude that support their wellbeing;</li> <li>• Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> <li>• Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>• Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>• Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>• Explain how germs can be spread;</li> <li>• Describe simple hygiene routines such as hand washing;</li> <li>• Understand that vaccinations can help to prevent certain illnesses</li> <li>• Explain the importance of good dental hygiene;</li> <li>• Describe simple dental hygiene routines</li> <li>• Understand that the body gets energy from food, water and oxygen;</li> <li>• Recognise that exercise and sleep are important to health</li> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>• Describe how food, water and air get into the body and blood</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how each of the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate) benefits the body;</li> <li>• Explain what is meant by the term 'balanced diet';</li> <li>• Give examples what foods might make up a healthy balanced meal.</li> <li>• Explain how some infectious illnesses are spread from one person to another;</li> <li>• Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>• Suggest medical and non-medical ways of treating an illness.</li> <li>• Develop skills in discussion and debating an issue;</li> <li>• Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>• Empathise with different view points;</li> <li>• Make recommendations, based on their research.</li> <li>• Identify their achievements and areas of development;</li> <li>• Recognise that people may say kind things to help us feel good about ourselves;</li> <li>• Explain why some groups of people are not represented as much on television/in the media.</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>• Understand and explain how the brain sends and receives messages through the nerves.</li> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> <li>• Explain some of the different talents and skills that people have and how skills are developed;</li> <li>• Recognise their own skills and those of other children in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways in which everyone is unique;</li> <li>• Appreciate their own uniqueness;</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>• Give examples of choices they make for themselves and choices others make for them;</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>• Plan a menu which gives a healthy balanced of foods from across the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate).</li> <li>• Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>• Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> <li>• Define what is meant by the word 'community';</li> <li>• Suggest ways in which different people support the school community;</li> <li>• Identify qualities and attributes of people who support the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Know two harmful effects each of smoking/drinking alcohol.</li> <li>• Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> <li>• Know the basic functions of the four systems covered and know they are inter-related.</li> <li>• Explain the function of at least one internal organ.</li> <li>• Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>• Identify their own strengths and talents;</li> <li>• Identify areas that need improvement and describe strategies for achieving those improvements.</li> <li>• State what is meant by community;</li> <li>• Explain what being part of a school community means to them;</li> <li>• Suggest ways of improving the school community.</li> <li>• Identify people who are responsible for helping them stay healthy and safe;</li> <li>• Identify ways that they can help these people.</li> <li>• Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>• Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>• Describe 'star' qualities that 'ordinary' people have.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify aspirational goals;</li> <li>• Describe the actions needed to set and achieve these.</li> <li>• Explain what the five ways to wellbeing are;</li> <li>• Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> <li>• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> <li>• Identify risk factors in a given situation;</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</li> <li>• Recognise what risk is;</li> <li>• Explain how a risk can be reduced;</li> <li>• Understand risks related to growing up and explain the need to be aware of these;</li> <li>• Assess a risk to help keep themselves safe.</li> </ul>
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## Growing and changing

- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
- Understand and explain the simple bodily processes associated with them
- Understand some of the tasks required to look after a baby;
- Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
- Identify things they could do as a baby, a toddler and can do now;
- Identify the people who help/helped them at those different stages
- Explain the difference between teasing and bullying;
- Give examples of what they can do if they experience or witness bullying;
- Say who they could get help from in a bullying situation.
- Explain the difference between a secret and a nice surprise;
- Identify situations as being secrets or surprises;
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep
- Identify parts of the body that are private;
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts

- Demonstrate simple ways of giving positive feedback to others.
- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
- Understand and describe some of the things that people are capable of at these different stages.
- Identify which parts of the human body are private;
- Explain that a person's genitals help them to make babies when they are grown up;
- Understand that humans mostly have the same body parts but that they can look different from person to person.
- Explain what privacy means;
- Know that you are not allowed to touch someone's private belongings without their permission;
- Give examples of different types of private information.

- Identify different types of relationships;
- Recognise who they have positive healthy relationships with.
- Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.
- Explain whose responsibility it is to look after the local environment;
- Plan and carry out an event which will benefit the local environment.

- Describe some of the changes that happen to people during their lives;
- Explain how the Learning Line can be used as a tool to help them manage change more easily;
- Suggest people who may be able to help them deal with change.
- Name some positive and negative feelings;
- Understand how the onset of puberty can have emotional as well as physical impact
- Suggest reasons why young people sometimes fall out with their parents;
- Take part in a role play practising how to compromise.
- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens.
- Know the key facts of the menstrual cycle;
- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways to cope better with periods.
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
- Understand that marriage is a commitment to be entered into freely and not against someone's will;
- Recognise that marriage includes same sex and opposite sex partners;
- Know the legal age for marriage in England or Scotland;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
- Define what a volunteer is;
- Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.

- Use a range of words and phrases to describe the intensity of different feelings
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
- Explain strategies they can use to build resilience.
- Identify people who can be trusted;
- Understand what kinds of touch are acceptable or unacceptable;
- Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
- Explain how someone might feel when they are separated from someone or something they like;
- Suggest ways to help someone who is separated from someone or something they like.
- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.
- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.
- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.
- Recognise how our body feels when we're relaxed;
- List some of the ways our body feels when it is nervous or sad;
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
- Recognise that some people can get bullied because of the way they express their gender;
- Give examples of how bullying behaviours can be stopped.
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.

- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change.
- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;
- Identify qualities that people have, as well as their looks.
- Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.
- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety.
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.
- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.
- Explain how HIV affects the body's immune system;
- Understand that HIV is difficult to transmit;
- Know how a person can protect themselves from HIV.

