




The Echelford Primary School - PSHE Progression Document

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Being Me in My World</p> <p>This topic, taught in Autumn 1, covers a wide range of topics including a sense of belonging, welcoming others and being part of a school community. It also looks at children's rights and responsibilities.</p>	<p><i>Self-identity</i> <i>Understanding feelings</i> <i>Being in a classroom</i> <i>Being gentle</i> <i>Rights and responsibilities</i></p>	<p><i>Feeling special and safe</i> <i>Being part of a class</i> <i>Rights and responsibilities</i> <i>Rewards and feeling proud</i> <i>Consequences</i> <i>Owning the Learning Charter</i></p>	<p><i>Hopes and fears for the year</i> <i>Rights and responsibilities</i> <i>Rewards and consequences</i> <i>Safe and fair learning environment</i> <i>Valuing contributions</i> <i>Choices</i> <i>Recognising feelings</i></p>	<p><i>Setting personal goals</i> <i>Self-identity and worth</i> <i>Positivity in challenges</i> <i>Rules, rights and responsibilities</i> <i>Rewards and consequences</i> <i>Responsible choices</i> <i>Seeing things from others' perspectives</i></p>	<p><i>Being part of a class team</i> <i>Being a school citizen</i> <i>Rights, responsibilities and democracy (school council)</i> <i>Rewards and consequences</i> <i>Group decision-making</i> <i>Having a voice</i> <i>What motivates behaviour</i></p>	<p><i>Planning the forthcoming year</i> <i>Being a citizen</i> <i>Rights and responsibilities</i> <i>Rewards and consequences</i> <i>How behaviour affects groups</i> <i>Democracy, having a voice,</i> <i>Participating</i></p>	<p><i>Identifying goals for the year</i> <i>Global citizenship</i> <i>Children's universal rights</i> <i>Feeling welcome and valued</i> <i>Choices, consequences and rewards</i> <i>Group dynamics</i> <i>Democracy, having a voice</i> <i>Anti-social behaviour</i> <i>Role-modelling</i></p>
Skills							
	<p>Identify feelings associated with belonging</p> <p>Identify feelings of happiness and sadness</p>	<p>Understand that they are special</p> <p>Understand that they are safe in their class</p>	<p>Recognise own feelings and know when and where to get help</p>	<p>Recognise self-worth</p> <p>Identify personal strengths</p>	<p>Identify the feelings associated with being included or excluded</p>	<p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p>	<p>Be able to make others feel welcomed and valued</p> <p>Know own wants and needs</p>

	<p>Play cooperatively with others</p> <p>Able to consider others' feelings</p> <p>Responsible in the setting.</p> <p>I can recognise my feelings.</p>	<p>Identifying helpful behaviours to make the class a safe place</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices</p> <p>I can explain why my class is a happy and safe place to learn.</p>	<p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Recognise the feeling of being worried</p> <p>Be able to work cooperatively</p> <p>I can explain why my behaviour can impact other people in my class.</p>	<p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p> <p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p> <p>I can recognise that rules are good for me and impact relationships around me.</p>	<p>Can make others feel valued and included</p> <p>Be able to take on a role in a group discussion/task and contribute to the overall outcome</p> <p>Can make others feel cared for and welcomed</p> <p>Understand why a school community benefits from a learning charter</p> <p>Be able to help friends make positive changes</p> <p>Know how to regulate my emotions</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>Show empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Understand why a school community benefits from a learning charter</p> <p>Be able to make positive changes</p> <p>Know how to regulate my emotions</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities.</p>	<p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role model</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p>
<p>Knowledge</p>							

	<p>Zones of regulation show me that I can have a range of feelings.</p> <p>Vocabulary: Kind Gentle Friend Similar(ity) Different Rights Responsibilities Feelings Angry Happy Excited Nervous Sharing Taking Turns</p>	<p>My class is a safe place where I am able to learn.</p> <p>Vocabulary: Safe Special Calm Belonging Special Rights Responsibilities Learning Charter Rewards Proud Consequences Upset Disappointed</p>	<p>Negative behaviour is disruptive to me and others in class. Positive behaviour helps me learn in class.</p> <p>Vocabulary: Worries Hopes Fears Belonging Rights Responsibilities Responsible Actions Praise Reward Consequence Positive Negative Choices Co-operate Learning Charter Problem Solving</p>	<p>Rules are guidelines of how I should behave. Rules help me to form relationships.</p> <p>Vocabulary: Welcome Valued Achievements Personal Praise Acknowledge Emotions Solutions Consequences Fairness Choices Co-operate Group dynamics Belong</p>	<p>Being democratic means I can have an opinion and a voice of thought. Democracy means 'rule by the people'.</p> <p>A good citizen is a person who understands and fulfils their rights and duties within their society.</p> <p>Vocabulary: Included Excluded Valued Team Charter Role Democracy Democratic Reward Decisions Voting Authority Contribution Observer</p>	<p>Rules, rights and responsibilities are there to make the country, school and wider community a better place.</p> <p>Vocabulary: Community Education Wants Needs Empathy Empathise Obstacles Cooperation Collaboration Legal Illegal Lawful Participation Motivation Democracy</p>	<p>My positive and negative actions have a consequence on me, my community and globally.</p> <p>My choices can have an impact on people in my immediate community and globally. The choices I make can be influenced by my empathy for others in the community and globally.</p> <p>Vocabulary: Challenge Attitude United Nations Convention on the Rights of the Child Collaboration Collective decision Democracy</p>
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<p>Celebrating Differences</p> <p>This topic, taught in Autumn 2, focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict. During this topic we take part in the National Anti-Bullying Week in November</p>	<p><i>Identifying talents</i> <i>Being special</i> <i>Families</i> <i>Where we live</i> <i>Making friends</i> <i>Standing up for yourself</i></p>	<p><i>Similarities and differences</i> <i>Understanding bullying and knowing how to deal with it</i> <i>Making new friends</i> <i>Celebrating the differences in everyone</i></p>	<p><i>Assumptions and stereotypes about gender</i> <i>Understanding bullying</i> <i>Standing up for self and others</i> <i>Making new friends</i> <i>Gender diversity</i> <i>Celebrating difference and remaining friends</i></p>	<p><i>Families and their differences</i> <i>Family conflict and how to manage it (child-centred)</i> <i>Witnessing bullying and how to solve it</i> <i>Recognising how words can be hurtful</i> <i>Giving and receiving compliments</i></p>	<p><i>Challenging assumptions</i> <i>Judging by appearance</i> <i>Accepting self and others</i> <i>Understanding influences</i> <i>Understanding bullying</i> <i>Problem-solving</i> <i>Identifying how special and unique everyone is</i> <i>First Impressions</i></p>	<p><i>Cultural differences and how they can cause conflict</i> <i>Racism</i> <i>Rumours and name-calling</i> <i>Types of bullying</i> <i>Material wealth and happiness</i> <i>Enjoying and respecting other cultures</i></p>	<p><i>Perceptions of normality</i> <i>Understanding disability</i> <i>Power struggles</i> <i>Understanding bullying</i> <i>Inclusion/exclusion</i> <i>Differences as conflict, difference as celebration</i> <i>Empathy</i></p>
							
<p>Skills</p>							

	<p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for themselves and about others successes</p> <p>Identify some ways they can be different and the same as others</p> <p>Recognise similarities and differences between their family and other families</p> <p>Identify and use skills to stand up for themselves</p> <p>Recognise emotions when they or someone else is upset, frightened or angry</p> <p>I can tell you what makes me special.</p>	<p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p> <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p>	<p>Understand that boys and girls can be similar in lots of ways and that is ok</p> <p>Understand that boys and girls can be different in lots of ways and that is ok</p> <p>Explain how being bullied can make someone feel</p> <p>Can choose to be kind to someone who is being bullied</p> <p>Know how to stand up for themselves when they need to</p> <p>Recognise that they shouldn't judge people because they are different</p> <p>Understand that everyone's differences make them special and unique</p> <p>I can explain how it feels to have a friend and be a friend.</p>	<p>Be able to show appreciation for their families, parents and carers</p> <p>Empathise with people who are bullied</p> <p>Employ skills to support someone who is bullied</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p> <p>I can describe different conflicts that might happen in family or friendship groups.</p>	<p>Try and accept people for who they are</p> <p>Identify influences that have made them think or feel positively/negatively about a situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Identify their own uniqueness Be comfortable with the way they look</p> <p>Identify when a first impression they had was right or wrong</p> <p>Be non-judgemental about others who are different</p> <p>I can explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p>	<p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</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>Appreciate the value of happiness regardless of material wealth</p> <p>Develop respect for cultures different from their own</p> <p>I can express how I feel about</p>	<p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</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>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Appreciate people for who they are</p> <p>Show empathy</p>
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						discriminatory behaviour.	I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
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Knowledge

	<p>I am special because I have interests, talents and personal reasons.</p> <p>Vocabulary: Different Special Proud Friends Kind Same Similar Happy Sad Frightened Angry Family</p>	<p>We are all different from each other. This makes us special.</p> <p>Our school is a happy and safe place to learn We are all different and unique.</p> <p>We should celebrate the differences between us and our classmates.</p> <p>Vocabulary: Similarity Same as Different from Difference Bullying Bullying behaviour Deliberate Unfair Included</p>	<p>A stereotype is an idea or opinion of a person, group or thing. Mostly, it is an incorrect judgement people have about a group that is based upon how they look or behave.</p> <p>Being kind, helpful and caring makes me a good friend.</p> <p>Vocabulary: Similarities Assumptions Shield Stereotypes Special Differences Bully Purpose Kind Unkind Feelings Lonely Help</p>	<p>Unkind words and actions can be used in a hurtful way and create conflict.</p> <p>Vocabulary: Family Loving Caring Connected Conflict Solutions Resolve Witness Bystander Bullying Unkind Consequences Hurtful Compliment Unique</p>	<p>Bullying can be verbal or physical. Bullying should be dealt with by an adult in school as soon as it arises.</p> <p>Vocabulary: Character Assumption Judgement Appearance Accept Influence Opinion Attitude Deliberate Problem solve Cyber bullying Troll Impression</p>	<p>Discrimination is an unfair treatment of people based on characteristics such as race, age, gender or age.</p> <p>Culture is the way that people live and food, clothing, language and celebrations are all part of this.</p> <p>Vocabulary: Culture Conflict Culture Racism Colour Race Discrimination Rumour Racist Homophobic Indirect Direct Developing World</p>	<p>Differences in race, age or gender should be promoted and a cause of celebration to create an inclusive world.</p> <p>Vocabulary: Ability Disability Empathy Perception Diversity Transgender Gender diversity Courage Power Imbalance Harassment Recipient Accolade Perseverance Admiration Conflict</p>
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		Bully Bullied Celebrations Special Unique	Stand up for Male Female Diversity Fairness Kindness Friends Unique Value				
<p>Dreams and Goals</p> <p>Taught in Spring 1, this topic aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks.</p>	<p><i>Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals</i></p>	<p><i>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success</i></p>	<p><i>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</i></p>	<p><i>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</i></p>	<p><i>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</i></p>	<p><i>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</i></p>	<p><i>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</i></p>
 							
Skills							

	<p>Understand that challenges can be difficult</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Shows resilience</p> <p>Recognise how kind words can encourage people</p> <p>Celebrates success</p> <p>I can set a goal that will challenge me and perseverance to achieve.</p>	<p>Recognise things they do well</p> <p>Explain how they learn best</p> <p>Celebrate an achievement with a friend</p> <p>Recognise their own feelings when they are faced with an obstacle</p> <p>Recognise how they feel when they overcome an obstacle</p> <p>Can store feelings of success so that they can be used in the future</p> <p>I can explain how I feel when I am successful and how this can be celebrated positively.</p>	<p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learning</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>Recognise how it feels to be part of a group that succeeds and store this feeling</p> <p>I can explain how mine and our peoples skills complement each other to achieve an end goal.</p>	<p>Recognise other people's achievements in overcoming difficulties</p> <p>Imagine how it will feel when the achieve their dream/ambition</p> <p>Can break down a goal into small steps</p> <p>Recognise how other people can help them to achieve their goals</p> <p>Can manage feelings of frustration linked to facing obstacles</p> <p>Can share their success with others</p> <p>Can store feelings of success to be used at another time</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p>	<p>Can talk about their hopes and dreams and the feelings associated with these</p> <p>Can identify the feeling of disappointment</p> <p>Help others to cope with disappointment</p> <p>Can identify what resilience is</p> <p>Have a positive attitude</p> <p>Enjoy being part of a group challenge</p> <p>Can share their success with others</p> <p>Can store feelings of success to be used at another time</p> <p>I can explain what it means to be resilient when faced with an obstacle and to have a positive attitude.</p>	<p>Verbalise what they would like their life to be when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>Appreciate the opportunities learning and education can give them</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>Understand why they are motivated to make a positive contributions to supporting others</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Understand why it is important to stretch the boundaries of their current learning</p> <p>Set success criteria so that they know when they have achieved their goal</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult situations</p> <p>Empathise with people who are suffering or living in difficult situations</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p> <p>I can explain what motivates me to make the world a better place.</p>
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Knowledge

	<p>A goal is a desired result that I want to achieve.</p> <p>Vocabulary; Dream Goal Challenge Job Ambition Perseverance Achievement Happy Kind Encouragement</p>	<p>My goals are personal to me and I feel accomplished when I meet them.</p> <p>Vocabulary: Proud Success Achievement Goal Learning Stepping-stones Team work Celebrate Learning Stretchy Challenge Obstacle Feelings Overcome Achieve</p>	<p>People can choose a realistic goal (aim) and consider the steps needed to achieve it; this involves perseverance.</p> <p>To meet goals, I should work well with others and co-operate through listening and sharing ideas.</p> <p>Vocabulary: Realistic Proud Success Achievement Celebrate Strength Persevere Challenge Team work Product</p>	<p>An obstacle can stop me from achieving a goal. An obstacle can include working independently.</p> <p>Vocabulary: Perseverance Obstacles Ambitions Future Aspirations Enterprise Cooperation Product Motivated Enthusiastic Responsible Frustration Solutions Evaluate</p>	<p>Resilience is the ability to cope when things go wrong, bouncing back after difficult times and dealing with challenges and still holding your head up.</p> <p>Vocabulary; Determination Perseverance Resilience Positive attitude Disappointment Self belief Motivation Commitment Enterprise</p>	<p>Young people from different cultures often have different hopes and dreams.</p> <p>Vocabulary: Lifestyle Career Profession Job Salary Contribution Society Determination Aspiration Sponsorship Communication Cooperation</p>	<p>Being able to help other people in different cultures can motivate me to make the world a better place.</p> <p>Vocabulary: Strengths Stretch Realistic Unrealistic Global issue Suffering Concern Hardship Sponsorship Empathy Admire Respect Compliment Contribution Recognition</p>
<p>Healthy Me</p> <p>This important topic, taught in Spring 2, covers two main areas of health: Emotional/mental health and Physical health.</p>	<p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>




Skills

<p>Recognise how exercise makes them feel</p> <p>Recognise how different foods can make them feel</p> <p>Can explain what they need to do to stay healthy</p> <p>Can give examples of healthy food</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Can explain what to do if a stranger approaches them</p> <p>I can explain ways in which I can keep my body healthy.</p>	<p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p> <p>Keep themselves safe</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Recognise how being healthy helps them feel happy</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Express how it feels to share healthy food with their friends</p> <p>I can explain why foods and medicines can be good for my body by comparing my ideas with less healthy/ unsafe choices.</p>	<p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Respect their own bodies and appreciate what they do</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself</p>	<p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which people they most want to be friends with</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and knowhow to be assertive</p>	<p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether or not they choose to drink when they are older</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p> <p>Can reflect on their own body image and know how important it is that this is positive</p>	<p>Are motivated to care for their own physical and emotional health</p> <p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Identify ways that someone who is being exploited could help themselves</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Recognise that people have different attitudes towards mental health/illness</p> <p>Can use different strategies to</p>
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				safe and healthy including who to go to for help.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.	<p>Accept and respect themselves for who they are</p> <p>Respect and value their own bodies</p> <p>Be motivated to keep themselves healthy and happy</p> <p>I can explain different roles that food and substances can play in people's lives.</p>	<p>manage stress and pressure</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>
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Knowledge

	<p>Exercising, healthy food and sleep is good for my body</p> <p>Vocabulary: Healthy Exercise Sleep Wash Clean Stranger Trust Scared.</p>	<p>Exercising keeps my body and mind active and makes me feel happy.</p> <p>Vocabulary: Healthy Unhealthy Balanced Exercise Choices Hygienic Safe medicines Trust Safe Green cross code</p>	<p>A balanced diet is when you eat the correct proportions of each food group.</p> <p>Vocabulary: Healthy choices Lifestyle Motivation Relax Tense Calm Healthy Unhealthy Dangerous Medicines Safe Balanced diet Portion</p>	<p>It is important to stay safe online and offline and I should tell a grown up if an issue arises.</p> <p>Vocabulary: Oxygen Energy Calories Heartbeat Saturated fat Healthy drugs Attitude Anxious Strategy Advice Harmful Complex</p>	<p>People who are your age, like your classmates, are called peers. When they try to get you to act a certain way, or try to get you to do something, it's called peer pressure.</p> <p>Vocabulary: Friendship groups Relationships Value Roles Leader Follower Assertive</p>	<p>People can develop eating disorders relating to body image pressures. Smoking and alcohol misuse can lead to antisocial behaviour.</p> <p>Vocabulary: Healthy Unhealthy Informed decision Pressure Media Influence Body-image Level-headed</p>	<p>Keeping healthy and exercising will help me manage stress. People able to take a trusted adult can help with stress and pressure.</p> <p>Vocabulary: Responsibility Choice Immunisation Unrestricted Restricted Illegal Volatile Substances Exploited Vulnerable</p>
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			Proportion Energy Fuel Nutritious	Appreciate Choice	Agree Disagree Smoking Pressure Peers Guild Advice Alcohol Anxiety Fear Assertive Opinion	Self-respect Comparison Eating disorder Respect Debate Motivation	Criminal Pressure Reputation Anti-social behaviour Mental health Stress Triggers
Relationships Taught in Summer 1, this topic starts with building a respectful relationship with oneself and looks at our relationships with families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe.	<i>Family life</i> <i>Friendships</i> <i>Breaking friendships</i> <i>Falling out</i> <i>Dealing with bullying</i> <i>Being a good friend</i>	<i>Belonging to a family</i> <i>Making friends/being a good friend</i> <i>Physical contact preferences</i> <i>People who help us</i> <i>Qualities as a friend and person</i> <i>Self-acknowledgement</i> <i>Being a good friend to myself</i> <i>Celebrating special relationships</i>	<i>Different types of family</i> <i>Physical contact boundaries</i> <i>Friendship and conflict</i> <i>Secrets</i> <i>Trust and appreciation</i> <i>Expressing appreciation for special relationships</i>	<i>Family roles and responsibilities</i> <i>Friendship and negotiation</i> <i>Keeping safe online and who to go to for help</i> <i>Being a global citizen</i> <i>Being aware of how my choices affect others</i> <i>Awareness of how other children have different lives</i> <i>Expressing appreciation for family and friends</i>	<i>Jealousy</i> <i>Love and loss</i> <i>Memories of loved ones</i> <i>Getting on and Falling Out</i> <i>Girlfriends and boyfriends</i> <i>Showing appreciation to people and Animals</i>	<i>Self-recognition and self-worth</i> <i>Building self-esteem</i> <i>Safer online communities</i> <i>Rights and responsibilities online</i> <i>Online gaming and gambling</i> <i>Reducing screen time</i> <i>Dangers of online grooming</i> <i>SMART internet safety rules</i>	<i>Mental health</i> <i>Identifying mental health worries and sources of support</i> <i>Love and loss</i> <i>Managing feelings</i> <i>Power and control</i> <i>Assertiveness</i> <i>Technology safety</i> <i>Take responsibility with technology use</i>
							
Skills							

	<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 to mend a friendship</p> <p>Can recognise what being angry feels like</p> <p>I can talk about relationships I have with people.</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 show skills of friendship</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p> <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.</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 use positive problem-solving techniques to resolve a friendship conflict</p> <p>Can identify the feelings associated with trust</p> <p>Can identify who they trust in their own relationships</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p> <p>I can explain why some things might make me feel uncomfortable in a</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 empathise with people from other countries who may not have a fair job/less fortunate</p> <p>Understand that they are connected to the global community in many different ways</p> <p>Can identify similarities in children's rights around the world</p> <p>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> <p>I can explain why my choices might affect my family, friendships and</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 identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p> <p>Can suggest ways to manage relationship changes including how to negotiate</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</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 staying safe online/social media</p> <p>Can say how to report unsafe online/social media network activity</p> <p>Can identify when an online game is safe or unsafe</p> <p>Can suggest ways to monitor and reduce screen time</p> <p>Can suggest strategies for managing unhelpful pressures online or in social networks</p> <p>I can apply strategies to</p>	<p>Recognise that people can get problems with their mental health and it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power and control</p> <p>Can resist pressure to do something online that might hurt themselves or others</p> <p>Can take responsibility for their own safety and well-being</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to</p>
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			relationship and compare this with relationships that make me feel safe and special.	people around the world who I don't know.		manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	stand up for myself and my friends in real or online situations.
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Knowledge

	<p>My family is made up of people who are important to me. Every family is different.</p> <p>Vocabulary: Family Jobs Relationship Friend Lonely Argue Feelings Angry Upset Calm Breathing</p>	<p>A good friend is someone who is kind, helpful, caring and good at sharing.</p> <p>Vocabulary: Family Belong Same Different Friendship Qualities Caring Sharing Kind Greeting Helpful Community Confidence Praise Self-belief Incredible Appreciate</p>	<p>It is sometimes good to keep a secret and sometimes not good to keep a secret. A secret is something that is not meant to be known by others.</p> <p>Vocabulary: Special Relationship Co-operate Physical contact Like Dislike Acceptable Not acceptable Conflict Point of view Solving Secret Trust Trustworthy Reliability Compliments</p>	<p>All families are different, each member has a role. Being a good friend means taking turns and listening to others, being supportive and using kind words and actions. I show I am a good friend by being considerate of others feelings and emotions.</p> <p>Vocabulary: Unisex Stereotype Respect Conflict Risky Global Communication Fair trade Inequality Exploitation Rights Justice United Nations</p>	<p>Memories can help people cope with feelings of loss or missing someone.</p> <p>Vocabulary: Jealousy Emotions Positive Negative Loss Shock Disbelief Numb Denial Despair Hope Memorial Acceptance Relief Negotiate Compromise Empathy Betrayal Amicable Appreciation</p>	<p>Social media can affect our self image and can damage self esteem.</p> <p>Vocabulary: Personal attributes Qualities Characteristics Self-esteem Negative self-talk Violence Grooming Troll Gambling Betting Peer pressure Influences</p>	<p>People experience different feelings associated with loss.</p> <p>Power and control over different relationships, such as friendships, can be gained through technology and different social situations.</p> <p>There may be times in life when people experience grief or loss.</p> <p>Coping with loss or sadness is a difficult task and people experience different feelings associated with loss.</p> <p>Vocabulary: Mental health</p>
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				<p>Equality Deprivation Hardship Appreciation Gratitude</p>			<p>Ashamed Stigma Stress Anxiety Support Self-harm Denial Despair Hopelessness Anger Acceptance Bereavement Coping strategies Power Control Authority Assertive Influences Self-control Abuse</p>
<p>Changing Me</p> <p>This topic, taught in Summer 2, deals with change of many types: from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead and how to cope positively with such changes.</p>	<p><i>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</i></p>	<p><i>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</i></p>	<p><i>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</i></p>	<p><i>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</i></p>	<p><i>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</i></p>	<p><i>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</i></p>	<p><i>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</i></p>

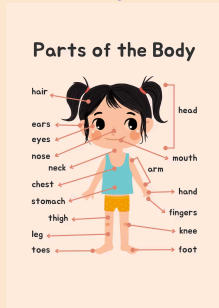


Skills

	<p>Can identify how they have changed from a baby</p> <p>Can say what might change for them as they get older</p> <p>Recognise that changing class can illicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/growing up</p> <p>Can identify positive memories from the past year in school/home</p> <p>I can name parts of my body.</p>	<p>Understand and accepts that change is a natural part of getting older</p> <p>Can identify some things that have changed and some that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p> <p>Can suggest ways to manage change e.g. moving to a new class</p> <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p>	<p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch</p>	<p>Can express how they feel about babies</p> <p>Can describe the emotions that a new baby can bring to a family</p> <p>Can express how they feel about puberty</p> <p>Can say who they can talk to about puberty if they have any worries</p> <p>Can identify stereotypical family roles and challenge these</p> <p>Can identify changes they are looking forward to in the next year</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p> <p>I can explain how boys' and girls'</p>	<p>Can appreciate their own uniqueness and that of others</p> <p>Can express how they feel about having children when they are grown up</p> <p>Can express any concerns they have about puberty</p> <p>Can say who they can talk to about puberty if they are worried</p> <p>Have strategies for managing the emotions relating to change</p> <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p>	<p>Can celebrate what they like about their own and others' self-image and body-image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be ok for them</p> <p>Can ask questions about puberty to seek clarification</p> <p>Can express how they feel about having a romantic relationship when they are an adult</p> <p>Can express how they feel about having children when they are an adult</p>	<p>Recognise ways they can develop their own self esteem</p> <p>Can express how they feel about the changes that will happen to them during puberty</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p> <p>Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something they don't want to</p> <p>Can celebrate what they like about their own and others' self-image and body-image</p> <p>Use strategies to prepare</p>
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			<p>they find comfortable/uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can say what they are looking forward to next year</p> <p>I can use the correct terminology and explain why they are private.</p>	<p>bodies change on the outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p>		<p>Can express how they feel about becoming a teenager</p> <p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>	<p>themselves emotionally for the transition to secondary school</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
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Knowledge

	<p>The parts of my body include arms, knees. My face has eyes, ears, a mouth and nose.</p> <p>Vocabulary:</p>  <p>Baby Grown-Up Adult</p>	<p>As babies grow they develop and change, for example walking and talking. I will continue to change and develop as I grow.</p> <p>Vocabulary: Changes Life cycles Baby Adult Adulthood Grown Up Mature Male Female Vagina Penis Testicles</p>	<p>The biological names for these parts are, penis, testicles, anus and vagina. These body parts are private.</p> <p>Vocabulary: Baby Toddler Child Teenager Independent Vagina Penis Testicles Vulva Anus Public Private</p>	<p>A lot of changes happen to our body between conception and growing up. Babies grow in their mother's uterus and need food, nurture and shelter from their parents to survive. Boys and girls' bodies change on the outside during the growing up process.</p> <p>Vocabulary: Changes Birth Uterus</p>	<p>A baby starts to grow when a sperm and an egg meet and join together.</p> <p>A period is the 2 to 7 days that a girl or woman has her menstrual flow, which is when blood leaves her body through her vagina. A period happens when the egg is not fertilised.</p> <p>Vocabulary: Personal Unique</p>	<p>Boys and girls go through puberty, this is a normal period of change for everyone but it may take place at different times.</p> <p>Changes take place inside our body, including testicles growing and ovaries releasing eggs, to prepare adults for having a baby.</p> <p>If a man and a woman have sexual intercourse, the egg can be</p>	<p>A baby develops from conception through nine months of pregnancy. The foetus is the name of the developing baby inside the womb. The placenta is an organ that collects oxygen and food from the mother's blood and passes them to the growing baby.</p> <p>Vocabulary: Uterus Womb Oestrogen Fallopian tube</p>
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	<p>Change Worry Excited Memories</p>	<p>Vulva Anus</p>	<p>Like Dislike Acceptable Unacceptable</p>	<p>Womb Nutrients Puberty Testicles Sperm Penis Ovaries Egg Ovum/ova Womb/uterus vagina Stereotypes</p>	<p>Parents Sper Egg/ovum Penis Testicles Vagina Vulva Womb Uterus Ovaries Making love Having sex Sexual Intercourse Fertilise Conception Puberty Menstruation Periods</p>	<p>fertilised by the sperm, this is called conception.</p> <p>Vocabulary: Body image Self image Affirmation Uterus Womb Oestrogen Fallopian tube Cervix Develops Puberty Breasts Adam's Apple Scrotum Genitals Sperm Seamen Erection Ejaculation Urethra Wet dream Larynx Pubic hair Hormones Scrotum Testosterone Period Fertilised Unfertilised Conception Embryo Umbilical cord IVF Foetus Conception Pregnancy Menstruation Sanitary Products Tampon Pad, towel, liner</p>	<p>Cervix Puberty Breasts Vagina Vulva Hips Penis Testicle Adam's Apple Scrotum Genitals Sperm Semen Ejaculation Urethra Wed dreams Larynx Pubic hair Hormones Scrotum Testosterone Circumcised Uncircumcised Foreskin Epididymis Ovaries Period Fertilised Unfertilised Conception Pregnancy Midwife Labour Menstruation Sanitary produces Hygiene Age appropriateness Sexting</p>
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