



# Progression of skills and knowledge in PSHE at Anns Grove Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Being Me in My World</b></p> <p><b>Knowledge</b></p>	<p>Know special things about themselves</p> <p>Know that some people are different from themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know that being kind is good</p> <p>Know they have a right to learn and play, safely and happily</p>	<p>Know the rights and responsibilities of a member of a class</p> <p>Know that their views are important</p> <p>Know that their choices have consequences</p> <p>Know their own rights and responsibilities with their classroom</p>	<p>Know the rights and responsibilities of class members</p> <p>Know that it is important to listen to other people</p> <p>Know that their own views are valuable</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p> <p>Know how to make their class a safe and fair place</p>	<p>Know that they are important</p> <p>Know what a personal goal is</p> <p>Understanding what a challenge is</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p> <p>Know that the school has a shared set of values</p>	<p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know their place in the school community</p> <p>Know what democracy is</p> <p>Know that their own actions affect themselves and others</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p>	<p>Know how to face new challenges positively</p> <p>Know how to set personal goals</p> <p>Know the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how an individual's behavior can affect a group and the consequences of this</p> <p>Know how democracy and having a voice benefits the school community</p> <p>Know how to contribute towards the democratic process</p>	<p>Know how to set goals for the year ahead</p> <p>Know what fears and worries are</p> <p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Know that their own choices result in different consequences and rewards</p> <p>Know how democracy and having a voice benefits the school community</p> <p>Know how to contribute towards the democratic process</p>
<p><b>Being Me in My World</b></p> <p><b>Skills</b></p>	<p>Identify feelings associated with belonging</p> <p>Identify feelings of happiness and sadness</p> <p>Learn a range of skills to play cooperatively with others</p> <p>Be able to consider others' feelings</p> <p>Be responsible in the setting</p>	<p>Understanding that they are special</p> <p>Understand that they are safe in their class</p> <p>Identifying helpful behaviors 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>Identify hopes and fears for the year ahead</p> <p>Recognise own feelings and know when and where to get help</p> <p>Show good listening skills</p> <p>Recognise the feeling of being worried</p> <p>Be able to work cooperatively</p>	<p>Recognise self-worth</p> <p>Identify personal strengths</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>Identify the feelings associated with being included or excluded</p> <p>Make others feel valued and included</p> <p>Be able to take on a role in a group discussion</p> <p>And shared tasks and contribute to the overall outcome</p> <p>Make others feel cared for and welcomed</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Explain how the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Be able to regulate their emotions</p>	<p>Identify what they value most about school</p> <p>Identify hopes for the school year</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>Work as part of a group, listening and contributing effectively</p> <p>Explain why the school community benefits from a Learning Charter</p> <p>Help friends make positive choices</p> <p>Be able to regulate their emotions</p>	<p>Make others feel welcomed and valued</p> <p>Express their own wants and needs</p> <p>Compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Demonstrate the attributes of a positive role- model</p> <p>Take positive action to help others</p> <p>Contribute positively towards a group task</p> <p>Explain and demonstrate what effective group work is</p> <p>Explain and demonstrate how to regulate their emotions</p>

<p><b>Celebrating Difference</b></p> <p><b>Knowledge</b></p>	<p>Know what being proud means and that people can be proud of different things</p> <p>Know that people can be good at different things</p> <p>Know what being unique means</p> <p>Know that families can be different</p> <p>Know that people have different homes and why they are important to them</p> <p>Know different ways of making friends</p> <p>Know different ways to stand up for themselves</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know that they don't have to be 'the same as' to be a friend</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive friendship</p>	<p>Know that people have differences and similarities</p> <p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know skills to make friendships</p> <p>Know that people are unique and that it is OK to be different</p>	<p>Know there are stereotypes about boys and girls</p> <p>Know that boys and girls can be similar in lots of ways and that's OK</p> <p>Know that boys and girls can be different in lots of ways and that's OK</p> <p>Know that it is OK not to conform to a gender stereotype</p> <p>Know that it is good to be yourself</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p> <p>Know where to get help if being bullied</p> <p>Know the difference between a one-off incident and bullying</p> <p>Know that everyone's differences make themselves</p>	<p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Know that sometimes family members don't get along and some reasons for this</p> <p>Know that conflict is a normal part of relationships</p> <p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p>	<p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <p>Know there are influences that can affect how we judge a person or situation</p> <p>Know that some forms of bullying are harder to identify</p> <p>Know what to do if they think bullying is, or might be taking place</p> <p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Know that first impressions can change</p>	<p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know what racism is and why it is unacceptable</p> <p>Know that rumour spreading is a form of bullying on and offline</p> <p>Know external forms of support with regard to bullying</p> <p>Know that bullying can be direct and indirect</p> <p>Know how their life is different from the lives of children in the developing world</p>	<p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that being different could affect someone's life</p> <p>Know that power can play a part in a bullying or conflict situation</p> <p>Know that people can hold power over others individually or in a group</p> <p>Know why some people choose to bully others</p> <p>Know that people with disabilities can lead amazing lives</p> <p>Know that difference can be a source of celebration as well as conflict</p>
<p><b>Celebrating Difference</b></p> <p><b>Skills</b></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 of the 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 make a friend</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>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>Explain how being bullied can make someone feel</p> <p>Choose to be kind to someone who is being bullied</p> <p>Recognise that they shouldn't judge people because they are different</p> <p>Stand up for themselves when they need to</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>Accept people for who they are</p> <p>Identify influences that have made them think or feel positively or negatively about a situation</p> <p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Use a range of conflict resolution skills</p> <p>Identify their own uniqueness</p> <p>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>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 behaviors to make other choices</p> <p>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>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>Express their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Appreciate people for who they are</p> <p>Show empathy for others</p>



<p><b>Dreams and Goals</b></p> <p><b>Knowledge</b></p>	<p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p> <p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p>	<p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group working looks like</p> <p>Know how to share success with other people</p>	<p>Know about specific people who have overcome difficult challenges to achieve success</p> <p>Know what dreams and ambitions are important to them</p> <p>Know how they can best overcome learning challenges</p> <p>Know that they are responsible for their own learning</p> <p>Know what their own strengths are as a learner</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p> <p>Know how to evaluate their own learning progress and identify how it can be better next time</p>	<p>Know what their own hopes and dreams are</p> <p>Know that hopes and dreams don't always come true</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment</p> <p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work out the steps they need to take to achieve a goal</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p>	<p>Know that they will need money to help them to achieve some of their dreams</p> <p>Know about a range of jobs that are carried out by people I know</p> <p>Know that different jobs pay more money than others</p> <p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p> <p>Know that communicating with someone from a different culture means that they can learn from them and vice versa</p> <p>Know ways that they can support young people in their own culture and abroad</p>	<p>Know their own learning strengths</p> <p>Know how to set realistic and challenging goals</p> <p>Know what the learning steps are they need to take to achieve their goal</p> <p>Know a variety of problems that the world is facing</p> <p>Know how to work with other people to make the world a better place</p> <p>Know some ways in which they could work with others to make the world a better place</p> <p>Know what their classmates like and admire about them</p>
<p><b>Dreams and Goals</b></p> <p><b>Skills</b></p>	<p>Understand that challenges can be difficult</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Talk about a time they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Show resilience</p> <p>Recognise how kind words can encourage people</p> <p>Feel proud</p> <p>Celebrate success</p>	<p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Celebrate the achievements of a friend</p> <p>Recognise their own feelings when faced with a challenge</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>Store feelings of success so that they can be used in the future</p>	<p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>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>Recognise other people's achievements in overcoming difficulties</p> <p>Imagine how it will feel when they achieve their dream / ambition</p> <p>Break down a goal into small steps</p> <p>Recognise how other people can help them to achieve their goals</p> <p>Manage feelings of frustration linked to facing obstacles</p> <p>Share their success with others</p> <p>Store feelings of success to be used at another time</p>	<p>Talk about their hopes and dreams and feelings associated with these</p> <p>Identify the feeling of disappointment and a time when they have felt disappointed</p> <p>Use strategies for coping with disappointment and help others to do the same</p> <p>Identify what resilience is</p> <p>Take a positive attitude towards challenging tasks and experiences</p> <p>Enjoy being part of a group</p> <p>Share their successes with others</p> <p>Store feelings of success to be used at another time</p>	<p>Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>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>Identify and appreciate the differences between themselves and someone from a difference culture</p> <p>Understand their own and others' motivations for making a positive contribution to the world around them</p>	<p>Explain 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 circumstances</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><b>Healthy Me</b></p> <p><b>Knowledge</b></p>	<p>Know the names of some parts of the body</p> <p>Know what the word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p>	<p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyle choices</p>	<p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know what makes them feel relaxed / stressed</p>	<p>Know how exercise affects their bodies</p> <p>Know why their hearts and lungs are such important organs</p> <p>Know that the amount of calories, fat and sugar that they</p>	<p>Know how different friendship groups are formed and how they fit into them</p> <p>Know which friends they value most</p> <p>Know that there are leaders and</p>	<p>Know the health risks of smoking</p> <p>Know how smoking tobacco affects the lungs, liver and heart</p> <p>Know some of the risks linked to misusing alcohol, including</p>	<p>Know how to take responsibility for their own health</p> <p>Know how to make choices that benefit their own health and well-being</p> <p>Know about different types of</p>

		<p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease/ illness</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know about people who can keep them safe</p>	<p>Know how medicines work in their bodies</p> <p>Know that it is important to use medicines safely</p> <p>Know how to make some healthy snacks</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p>	<p>put into their bodies will affect their health</p> <p>Know that there are different types of drugs Know that there are things, places and people that can be dangerous</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know when something feels safe or unsafe</p> <p>Know that their bodies are complex and need taking care of</p>	<p>followers in groups</p> <p>Know that they can take on different roles according to the situation</p> <p>Know the facts about smoking and its effects on health</p> <p>Know some of the reasons some people start to smoke</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know some of the reasons some people drink alcohol</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p>	<p>antisocial behavior</p> <p>Know basic emergency procedures including the recovery position</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems/ disorders related to body image pressure</p> <p>Know what makes a healthy lifestyle</p>	<p>drugs and their uses</p> <p>Know how these different types of drugs can affect people's bodies, especially their liver and heart</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p> <p>Know what it means to be emotionally well</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause drug and alcohol misuse</p>
<p><b>Healthy Me</b></p> <p><b>Skills</b></p>	<p>Recognise how exercise makes them feel</p> <p>Recognise how different food can make them feel</p> <p>Explain what they need to do to stay healthy</p>	<p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special 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 to feel happy</p>	<p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak or 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>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>Express how being anxious or scared feels</p> <p>Take responsibility for keeping themselves and others safe</p> <p>Respect their own bodies and appreciate what they do</p>	<p>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>Identify the feelings of anxiety and fear associated with peer pressure</p> <p>Tap into their inner strength and know how to be assertive</p>	<p>Explain the information required to make informed decisions about whether or not they choose to smoke or consume alcohol when they are older</p> <p>Recognise strategies for resisting pressure</p> <p>Identify ways to keep themselves calm in an emergency</p> <p>Reflect on their own body image and know how important it is that this is positive</p> <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>Explain the importance of caring for their own physical and emotional health</p> <p>Express the importance of finding 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>Explain and demonstrate different strategies to manage stress and pressure</p>
<p><b>Relationships</b></p> <p><b>Knowledge</b></p>	<p>Know what a family is</p> <p>Know that different people in a family have different responsibilities</p> <p>Know some of the characteristics of healthy and safe friendship</p> <p>Know that friends sometimes</p>	<p>Know that everyone's family is different</p> <p>Know that there are lots of different types of families</p> <p>Know that families are founded on belonging, love and care</p> <p>Know how to make a friend</p>	<p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know that there are lots of forms of physical contact within a family</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family</p> <p>Know that gender stereotypes can be unfair</p> <p>Know some of the skills of friendship</p>	<p>Know some reasons why people feel jealousy</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p>	<p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p> <p>Know that there are rights and</p>	<p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people</p>



	<p>fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know some reasons why others might get angry</p>	<p>Know the characteristics of healthy and safe friends</p> <p>Know that physical contact can be used as a greeting</p> <p>Know about the different people in the school community and how they help</p> <p>Know who to ask for help in the school community</p>	<p>Know how to say stop if someone is hurting them</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use mending friendships or solve-it-together methods</p> <p>Know that they're good secrets and worry secrets and why worry secrets are good to share</p> <p>Know what trust is</p>	<p>Know some strategies for keeping themselves safe online</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know that they and all children have rights</p> <p>Know the lives of children around the world can be different from their own</p> <p>Know how to access help if they are concerned about anything on social media or the internet</p> <p>Understand that they are connected to the global community in many different ways</p>	<p>Know that memories can support us when we lose a special person or thing</p> <p>Know that change is a natural part of relationships and friendships</p> <p>Know that sometimes it is better for a friendship or relationship to end if it is causing negative feelings or is unsafe</p>	<p>responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p>	<p>can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p>
<p><b>Relationships</b></p> <p><b>Skills</b></p>	<p>Identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Suggest ways to make a friend or help someone who is lonely</p> <p>Use different ways to mend a friendship</p> <p>Recognise what being angry feels like</p>	<p>Express how it feels to be part of a family and to care for family members</p> <p>Explain what being a good friend means Can show skills of friendship</p> <p>Identify forms of physical contact they prefer</p> <p>Say no when they receive a touch they don't like</p> <p>Praise themselves and others</p> <p>Recognise some of their personal qualities</p> <p>Say why they appreciate a special relationship</p>	<p>Identify the different roles and responsibilities within their family</p> <p>Recognise the value some families can bring</p> <p>Recognise and talk about different types of physical contact that are acceptable and unacceptable</p> <p>Use positive problem solving techniques (mending friendship/solving it together)</p> <p>Identify the negative feelings associated with keeping a worry secret</p> <p>Identify the feelings associated with trust</p> <p>Identify who they trust with their own secrets and relationships</p> <p>Give and receive compliments. Say who they would go to if they were worried or scared</p>	<p>Identify the responsibilities they have within their family</p> <p>Empathise with people from other countries who may not have a fair job/ less fortunate</p> <p>Identify similarities in children's rights around the world</p> <p>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>Identify feelings and emotions that accompany jealousy</p> <p>Suggest positive strategies for managing jealousy</p> <p>Identify people who are special to them and express why</p> <p>Identify the feelings and emotions that accompany loss</p> <p>Suggest strategies for managing loss</p> <p>Tell you about someone they no longer see</p> <p>Suggest ways to manage relationship changes including how to negotiate</p>	<p>Suggest strategies for building the self-esteem of themselves and others</p> <p>Identify when an online community/ social media group feels risky, uncomfortable, or unsafe</p> <p>Suggest strategies for staying safe online/ social media</p> <p>Explain how to report unsafe online / social network activity</p> <p>Identify when an online game is safe or unsafe</p> <p>Suggest ways to monitor and reduce screen time</p> <p>Suggest strategies for managing unhelpful pressures online or in social networks</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Explain strategies for helping 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 or control</p> <p>Explain and demonstrate a range of strategies for resisting pressure to do something online that might hurt themselves or others</p> <p>Explain how they can take responsibility for their own safety and well-being</p>
<p><b>Changing Me</b></p> <p><b>Knowledge</b></p>	<p>Know the names and functions of some parts of the body</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p>	<p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know the names of male and female private body parts</p>	<p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old-age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p>	<p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p>	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p>	<p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically</p>

	Know that remembering happy times can help us move on	Know that there are correct names for private body parts and nicknames, and when to use them  Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these  Know who to ask for help if they are worried or frightened Know that learning brings about change	Know the physical differences between male and female bodies  Know the correct names for private body parts  Know that private body parts are special and that no one has the right to hurt these  Know who to ask for help if they are worried or frightened  Know there are different types of touch and that some are acceptable and some are unacceptable	Know that babies need love and care from their parents/carers Know some of the changes that happen between being a baby and a child  Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults  Know some of the outside body changes that happen during puberty  Know some of the changes on the inside that happen during puberty	Know how the female and male body change at puberty  Know that personal hygiene is important during puberty and as an adult  Know that change is a normal part of life and that some cannot be controlled and have to be accepted  Know that change can bring about a range of different emotions	Know that some people need help to conceive and might use IVF  Know that becoming a teenager involves various changes and also brings growing responsibility	attracted to someone changes the nature of the relationship  Know the importance of self-esteem and what they can do to develop it  Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/ moving to their next class
<b>Changing Me Skills</b>	Identify how they have changed from a baby  Say what might change for them they get older  Recognise that changing class can illicit happy and/or sad emotions  Say how they feel about changing class/ growing up  Identify positive memories from the past year in school/ home	Understand and accepts that change is a natural part of getting older  Identify some things that have changed and some things that have stayed the same since being a baby (including the body)  Express why they enjoy learning Suggest ways to manage change e.g. moving to a new class	Appreciate that changes will happen and that some can be controlled and others not  Express how they feel about changes  Show appreciation for people who are older  Recognise the independence and responsibilities they have now compared to being a baby or toddler  Say what greater responsibilities and freedoms they may have in the future  Explain who they would go to for help if worried or scared  Explain what types of touch they find comfortable/ uncomfortable  Confidently ask someone to stop if they are being hurt or frightened  Explain what they are looking forward to in the next year	Express how they feel about babies  Describe the emotions that a new baby can bring to a family  Express how they feel about puberty  Say who they can talk to about puberty if they have any worries  Identify stereotypical family roles and challenge these ideas  Identify changes they are looking forward to in the next year  Suggest ways to help them manage feelings during changes they are more anxious about	Appreciate their own uniqueness and that of others  Express how they feel about having children when they are grown up  Express any concerns they have about puberty  Explain who they can talk to about puberty if they are worried  Explain and apply strategies for managing change  Explain and apply strategies for managing the emotions relating to change	Explain what self or body image is and celebrate their uniqueness  Suggest ways to boost self-esteem of self and others  Recognise that puberty is a natural process that happens to everybody  Ask questions about puberty to seek clarification  Express how they feel about having a romantic relationship when they are an adult  Express how they feel about having children when they are an adult  Express how they feel about becoming a teenager  Explain who they can talk to if concerned about puberty or growing up	Recognise ways they can develop their own self-esteem Can express how they feel about the changes that will happen to them during puberty  Recognise how they feel when they reflect on the development and birth of a baby  Explain why mutual respect is essential in a relationship and that they shouldn't feel pressured into doing something that they don't want to  Explain what self or body image is and celebrate their uniqueness  Use strategies to prepare themselves emotionally for the transition to secondary school
<b>Online Safety</b>	<b>Sheffield Online Safety EYFS Curriculum Lesson Codes:</b>  L1: Understand that screen time can affect sleep  L2: Understand that we need to decide which games to play and what to watch  S1: Understand that we can communicate online.	<b>Sheffield Online Safety KS1 Curriculum Lesson Codes:</b>  C2: Understand the basics of what the internet is  L1: Understand that we all need to have a healthy balance of online and offline activities  Understand that some online activities can be detrimental to our mental health	<b>Sheffield Online Safety KS1 Curriculum Lesson Codes:</b>  L2: Understand that we must decide what to do and not do online  S2: Understand that being kind online is just as important as it is in real life	<b>Sheffield Online Safety LKS2 Curriculum Lesson Codes:</b>  L1: Understand that the amount of time we spend and the activities that we do online can affect our well-being  C5: Understand that secure passwords are important, and consider how to make them strong	<b>Sheffield Online Safety LKS2 Curriculum Lesson Codes:</b>  L2: Understand that getting enough sleep is related to our mental health  L3: Understand that not everything on the internet is appropriate for children  P1: Understand that people on the internet are not always who	<b>Sheffield Online Safety UKS2 Curriculum Lesson Codes:</b>  C3: Understand that we can make ourselves safer online by adjusting privacy settings and that secure passwords can keep our information safe  S2: Understand that people sometimes behave online, in a way that they would not in real	<b>Sheffield Online Safety UKS2 Curriculum Lesson Codes:</b>  L4: Recognise that our identities are defined by both our online and offline activities  Understand that the online world creates unique issues, which can affect our self-image, mental health and identity



	<p>S2: Understand what to do when they see something that makes them feel unsafe or confused online</p> <p>S3: Understand that some information is private, and shouldn't be shared, especially amongst people you don't know that well.</p> <p>P1: Understand that it is easy to hide your identity online Understand that it is important to be kind online</p>	<p>S1: Understand why we shouldn't share personal information</p> <p>Understand how to keep our personal information private and safe when we are online</p> <p>P1: Understand that people on the internet are not always who they say they are, and may have malicious intentions.</p> <p>P3: Understand how to search safely</p> <p>C1: Understand why we need passwords</p> <p><b>Further coverage through assemblies and computing curriculum.</b></p>	<p>Identify what makes a good online friend and what to do when people are unkind online</p> <p>S3: Give examples of how they might use technology to communicate with others they don't know well</p> <p>Understand what information we share with people who we don't know</p> <p>P2: Understand that there are inappropriate images and text on the internet</p> <p>Understand what to do if they see anything that makes them feel uncomfortable</p> <p>C3: Understand that computer viruses can damage our computers, phone and tablets</p> <p>N1: Understand that anybody can put things online</p> <p>Recognise the difference between truth and fiction</p> <p>Understand that things online are often not true</p> <p>Become more familiar with the term 'Fake News'</p> <p><b>Further coverage through assemblies and computing curriculum.</b></p>	<p>S1: Identify how to be kind in online social environments</p> <p>Understand that peer pressure can make us do inappropriate or unkind things Understand that friends should behave in a certain way, whether they are online or offline</p> <p>P2: Understand that we must keep our personal information safe</p> <p>C4: Understand that computer viruses can be sent via email, message and from files downloaded from the internet</p> <p>Understand that people's motivations are often financial, and that if it sounds too good to be true, then it probably is</p> <p>Understand the need to question messages that you receive</p> <p>N2: Understand that not everything they read is true or without bias Understand that bias can mislead readers, and that there are multiple perspectives to many stories</p> <p><b>Further coverage through assemblies and computing curriculum.</b></p>	<p>they say they are, and may have malicious intentions</p> <p>C2: Have a more thorough and sophisticated understanding of personal information</p> <p>Understand that websites store a lot of our information</p> <p>N1: Become more digitally literate by being able to analyse digital content</p> <p>N3: Understand that not everything they read is true or without bias</p> <p>Understand that bias can mislead readers, and that there are multiple perspectives to many stories</p> <p><b>Further coverage through assemblies and computing curriculum.</b></p>	<p>life Know a range of strategies to deal with online abuse</p> <p>L2: Begin to understand the motivations of the health industry and their advertising and media coverage</p> <p>Understand that people can feel under pressure to behave in certain ways, because of their bodies and gender</p> <p>Understand that self-esteem and confidence can affect how we behave online</p> <p>P3: Understand that attention can be both healthy and unhealthy</p> <p>P1: Understand that our personal information is valuable, sensitive and private to us</p> <p>Understand that giving away personal information can lead to both physical and emotional damage</p> <p>Understand that many small details can be pieced together to gain a much more comprehensive set of information about a person</p> <p>P4: Understand that there are dangers online for younger people</p> <p>Recognise some of the signs of online danger</p> <p><b>Further coverage through assemblies and computing curriculum.</b></p>	<p>C2: Understand that our personal information can be used to make money and target us with advertising</p> <p>L1: Understand that social media can exert pressure on us, by making us feel jealous or insecure about our own lives</p> <p>Understand that images and videos that we see online are not always a true reflection of reality</p> <p>L5: Understand that we are often exposed to stereotypes in the media, which can affect the way that we see ourselves and other people.</p> <p>P2: Understand that once images are on the internet, we have less control over them</p> <p>Understand that the Internet Watch Foundation do have the power to take down images of children, if they are inappropriate, but that this is hard to do</p> <p>Understand that they have a legal right to control pictures of their bodies</p> <p>S1: Understand that social media comes with pressure</p> <p>Understand that we have a significant amount of control over our online lives</p> <p>Understand that our actions/lack of actions can have an impact on ourselves and those around us</p> <p><b>Further coverage through assemblies and computing curriculum.</b></p>
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