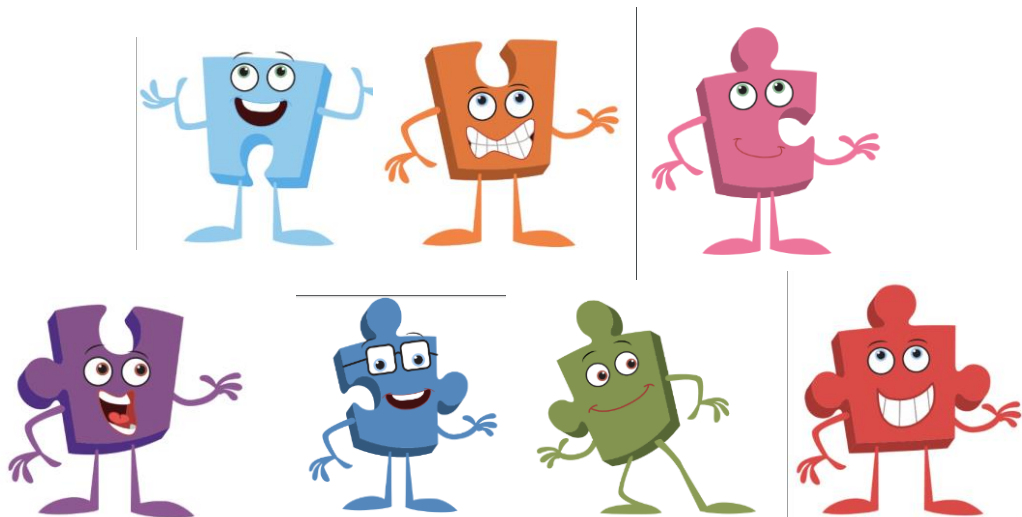




PSHE/RSE

Progression Pathways



Being in My World...

Taught Knowledge...



Year R

- Know what being unique means
- Know the names of some emotions such as happy, sad, frightened, angry
- Know why having friends is important
- Know some qualities of a positive friendship
- Know that they don't have to be 'the same as' to be a friend
- Know what being proud means and that people can be proud of different things
- Know that people can be good at different things
- Know that families can be different
- Know that people have different homes and why they are important to them
- Know different ways of making friends
- Know different ways to stand up for myself

Year 1

- Know what bullying means
- Know who to tell if they or someone else is being bullied or is feeling unhappy
- Know that people are unique and that it is OK to be different
- Know skills to make friendships
- Know that people have differences and similarities

Year 2

- Know the difference between a one-off incident and bullying
- Know that sometimes people get bullied because of difference
- Know that friends can be different and still be friends
- Know there are stereotypes about boys and girls
- Know where to get help if being bullied
- Know that it is OK not to conform to gender stereotypes
- Know it is good to be yourself
- Know the difference between right and wrong and the role that choice has to play in this

Year 3

- 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
- Know that conflict is a normal part of relationships
- Know that some words are used in hurtful ways and that this can have consequences
- Know why families are important
- Know that everybody's family is different
- Know that sometimes family members don't get along and some reasons for this

Year 4

- Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying
- Know the reasons why witnesses sometimes join in with bullying and don't tell anyone
- Know that sometimes people make assumptions about a person because of the way they look or act
- Know there are influences that can affect how we judge a person or situation
- Know what to do if they think bullying is or might be taking place
- Know that first impressions can change

Year 5

- Know external forms of support in regard to bullying e.g. Childline
- Know that bullying can be direct and indirect
- Know what racism is and why it is unacceptable
- Know what culture means
- Know that differences in culture can sometimes be a source of conflict
- Know that rumour-spreading is a form of bullying online and offline
- Know how their life is different from the lives of children in the developing world

Year 6

- Know that people can hold power over others individually or in a group
- Know that power can play a part in a bullying or conflict situation
- Know that there are different perceptions of 'being normal' and where these might come from
- Know that difference can be a source of celebration as well as conflict
- Know that being different could affect someone's life
- Know why some people choose to bully others
- Know that people with disabilities can lead amazing lives

Being me in My World...

Social and Emotional Skills....



Year 1

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Celebrating Difference....



Taught Knowledge....

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Celebrating Difference....

Social and Emotional Skills....



Year 1

Year R

- Recognise emotions when they or someone else is upset, frightened or angry
- Identify and use skills to make a friend
- Identify some ways they can be different and the same as others
- Identify and use skills to stand up for themselves
- Identify feelings associated with being proud
- Identify things they are good at
- Be able to vocalise success for themselves and about others successes
- Recognise similarities and differences between their family and other families

- Identify what is bullying and what isn't
- Understand how being bullied might feel
- Recognise ways in which they are the same as their friends and ways they are different
- Know ways to help a person who is being bullied
- Identify emotions associated with making a new friend
- Verbalise some of the attributes that make them unique and special

Year 2

- Explain how being bullied can make someone feel
- Know how to stand up for themselves when they need to
- Understand that everyone's differences make them special and unique
- Understand that boys and girls can be similar in lots of ways and that is OK
- Understand that boys and girls can be different in lots of ways and that is OK
- Can choose to be kind to someone who is being bullied
- Recognise that they shouldn't judge people because they are different

Year 3

- Use the 'Solve it together' technique to calm and resolve conflicts with friends and family
- Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary
- Be able to show appreciation for their families, parents and carers
- Empathise with people who are bullied
- Employ skills to support someone who is bullied
- Be able to recognise, accept and give compliments
- Recognise feelings associated with receiving a compliment

Year 4

- Be comfortable with the way they look
- Try to accept people for who they are
- Be non-judgemental about others who are different
- Identify influences that have made them think or feel positively/negatively about a situation
- Identify feelings that a bystander might feel in a bullying situation
- Identify reasons why a bystander might join in with bullying
- Revisit the 'Solve it together' technique to practise conflict and bullying scenarios
- Identify their own uniqueness
- Identify when a first impression they had was right or wrong

Year 5

- Appreciate the value of happiness regardless of material wealth
- Identify their own culture and different cultures within their class community
- Identify their own attitudes about people from different faith and cultural backgrounds
- Develop respect for cultures different from their own
- Identify a range of strategies for managing their own feelings in bullying situations
- Identify some strategies to encourage children who use bullying behaviours to make other choices
- Be able to support children who are being bullied

Year 6

- Empathise with people who are different and be aware of my own feelings towards them
- Identify feelings associated with being excluded
- Be able to recognise when someone is exerting power negatively in a relationship
- Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
- Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict
- Identify different feelings of the bully, bullied and bystanders in a bullying scenario
- Appreciate people for who they are
- Show empathy

Dreams and Goals....



Taught Knowledge...

Year 1

Year R

- Know what a challenge is
- Know that it is important to keep trying
- Know what a goal is
- Know how to set goals and work towards them
- Know which words are kind
- Know some jobs that they might like to do when they are older
- Know that they must work hard now in order to be able to achieve the job they want when they are older
- Know when they have achieved a goal

- Know how to set simple goals
- Know how to achieve a goal
- Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them
- Know when a goal has been achieved
- Know how to work well with a partner
- Know that tackling a challenge can stretch their learning

Year 2

- Know how to choose a realistic goal and think about how to achieve it
- Know that it is important to persevere
- Know how to recognise what working together well looks like
- Know what good group-working looks like
- Know how to share success with other people

Year 3

- Know that they are responsible for their own learning
- Know what an obstacle is and how they can hinder achievement
- Know how to take steps to overcome obstacles
- Know what dreams and ambitions are important to them
- Know about specific people who have overcome difficult challenges to achieve success
- Know how they can best overcome learning challenges
- Know what their own strengths are as a learner
- Know how to evaluate their own learning progress and identify how it can be better next time

Year 4

- Know how to make a new plan and set new goals even if they have been disappointed
- Know how to work as part of a successful group
- Know how to share in the success of a group
- Know what their own hopes and dreams are
- Know that hopes and dreams don't always come true
- Know that reflecting on positive and happy experiences can help them to counteract disappointment
- Know how to work out the steps they need to take to achieve a goal

Year 5

- Know about a range of jobs that are carried out by people I know
- Know the types of job they might like to do when they are older
- Know that young people from different cultures may have different dreams and goals
- Know that they will need money to help them to achieve some of their dreams
- Know that different jobs pay more money than others
- Know that communicating with someone from a different culture means that they can learn from them and vice versa
- Know ways that they can support young people in their own culture and abroad

Year 6

- Know their own learning strengths
- Know what their classmates like and admire about them
- Know a variety of problems that the world is facing
- Know some ways in which they could work with others to make the world a better place
- Know what the learning steps are they need to take to achieve their goal
- Know how to set realistic and challenging goals

Dreams and Goals....

Social and Emotional Skills....



Year 1

Year R

- Understand that challenges can be difficult
- Resilience
- Recognise some of the feelings linked to perseverance
- Recognise how kind words can encourage people
- Talk about a time that they kept on trying and achieved a goal
- Be ambitious
- Feel proud
- Celebrate success

- Recognise things that they do well
- Explain how they learn best
- Recognise their own feelings when faced with a challenge/obstacle
- Recognise how they feel when they overcome a challenge/obstacle
- Celebrate an achievement with a friend
- Can store feelings of success so that they can be used in the future

Year 2

- Recognise how working with others can be helpful
- Be able to work effectively with a partner
- Be able to choose a partner with whom they work well
- Be able to work as part of a group
- Be able to describe their own achievements and the feelings linked to this
- Recognise their own strengths as a learner
- Recognise how it feels to be part of a group that succeeds and store this feeling

Year 3

- Can break down a goal into small steps
- Can manage feelings of frustration linked to facing obstacles
- Imagine how it will feel when they achieve their dream/ambition
- Recognise other people's achievements in overcoming difficulties
- Recognise how other people can help them to achieve their goals
- Can share their success with others
- Can store feelings of success (in their internal treasure chest) to be used at another time

Year 4

- Have a positive attitude
- Can identify the feeling of disappointment
- Be able to cope with disappointment
- Can identify what resilience is
- Can identify a time when they have felt disappointed
- Can talk about their hopes and dreams and the feelings associated with these
- Help others to cope with disappointment
- Enjoy being part of a group challenge
- Can share their success with others
- Can store feelings of success (in their internal treasure chest) to be used at another time

Year 5

- Verbalise what they would like their life to be like when they are grown up
- Appreciate the contributions made by people in different jobs
- Reflect on the differences between their own learning goals and those of someone from a different culture
- Appreciate the differences between themselves and someone from a different culture
- Understand why they are motivated to make a positive contribution to supporting others
- Appreciate the opportunities learning and education can give them

Year 6

- Understand why it is important to stretch the boundaries of their current learning
- Be able to give praise and compliments to other people when they recognise that person's achievements
- Empathise with people who are suffering or living in difficult situations
- Set success criteria so that they know when they have achieved their goal
- Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances

Healthy Me....

Taught Knowledge....



Year 1

Year R

- Know what the word 'healthy' means
- Know some things that they need to do to keep healthy
- Know the names for some parts of their body
- Know when and how to wash their hands properly
- Know how to say no to strangers
- Know that they need to exercise to keep healthy
- Know how to help themselves go to sleep and that sleep is good for them
- Know what to do if they get lost

- Know the difference between being healthy and unhealthy
- Know some ways to keep healthy
- Know how to make healthy lifestyle choices
- Know that all household products, including medicines, can be harmful if not used properly
- Know that medicines can help them if they feel poorly
- Know how to keep safe when crossing the road
- Know how to keep themselves clean and healthy
- Know that germs cause disease/illness
- Know about people who can keep them safe

Year 2

- Know what their body needs to stay healthy
- Know what relaxed means
- Know why healthy snacks are good for their bodies
- Know which foods give their bodies energy
- Know that it is important to use medicines safely
- Know what makes them feel relaxed/stressed
- Know how medicines work in their bodies
- Know how to make some healthy snacks

Year 3

- Know how exercise affects their bodies
- Know that the amount of calories, fat and sugar that they put into their bodies will affect their health
- Know that there are different types of drugs
- Know that there are things, places and people that can be dangerous
- Know when something feels safe or unsafe
- Know why their hearts and lungs are such important organs
- Know a range of strategies to keep themselves safe
- Know that their bodies are complex and need taking care of

Year 4

- Know that there are leaders and followers in groups
- Know the facts about smoking and its effects on health
- Know the facts about alcohol and its effects on health, particularly the liver
- Know ways to resist when people are putting pressure on them
- Know what they think is right and wrong
- Know how different friendship groups are formed and how they fit into them
- Know which friends they value most
- Know that they can take on different roles according to the situation
- Know some of the reasons some people start to smoke
- Know some of the reasons some people drink alcohol

Year 5

- Know basic emergency procedures, including the recovery position
- Know the health risks of smoking
- Know how smoking tobacco affects the lungs, liver and heart
- Know how to get help in emergency situations
- Know that the media, social media and celebrity culture promotes certain body types
- Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure
- Know some of the risks linked to misusing alcohol, including antisocial behaviour
- Know what makes a healthy lifestyle

Year 6

- Know how to take responsibility for their own health
- Know what it means to be emotionally well
- Know how to make choices that benefit their own health and well-being
- Know about different types of drugs and their uses
- Know how these different types of drugs can affect people's bodies, especially their liver and heart
- Know that stress can be triggered by a range of things
- Know that being stressed can cause drug and alcohol misuse
- Know that some people can be exploited and made to do things that are against the law
- Know why some people join gangs and the risk that this can involve

Healthy Me....

Social and Emotional skills....



Year 1

Year R

- Can explain what they need to do to stay healthy
- Recognise how exercise makes them feel
- Can give examples of healthy food
- Can explain what to do if a stranger approaches them
- Can explain how they might feel if they don't get enough sleep
- Recognise how different foods can make them feel

- Keep themselves safe
- Recognise how being healthy helps them to feel happy
- Recognise ways to look after themselves if they feel poorly
- Recognise when they feel frightened and know how to ask for help
- Feel good about themselves when they make healthy choices
- Realise that they are special

Year 2

- Feel positive about caring for their bodies and keeping it healthy
- Have a healthy relationship with food
- Desire to make healthy lifestyle choices
- Identify when a feeling is weak and when a feeling is strong
- Express how it feels to share healthy food with their friends

Year 3

- Respect their own bodies and appreciate what they do
- Can take responsibility for keeping themselves and others safe
- Identify how they feel about drugs
- Can express how being anxious or scared feels
- Able to set themselves a fitness challenge
- Recognise what it feels like to make a healthy choice

Year 4

- Can identify the feelings that they have about their friends and different friendship groups
- Recognise negative feelings in peer pressure situations
- Can identify the feelings of anxiety and fear associated with peer pressure
- Can tap into their inner strength and know-how to be assertive
- Recognise how different people and groups they interact with impact on them
- Identify which people they most want to be friends with

Year 5

- Respect and value their own bodies
- Can reflect on their own body image and know how important it is that this is positive
- Recognise strategies for resisting pressure
- Can identify ways to keep themselves calm in an emergency
- Can make informed decisions about whether or not they choose to smoke when they are older
- Can make informed decisions about whether they choose to drink alcohol when they are older
- Accept and respect themselves for who they are
- Be motivated to keep themselves healthy and happy

Year 6

- Are motivated to care for their own physical and emotional health
- Suggest strategies someone could use to avoid being pressure
- Can use different strategies to manage stress and pressure
- Are motivated to find ways to be happy and cope with life's situations without using drugs
- Identify ways that someone who is being exploited could help themselves
- Recognise that people have different attitudes towards mental health/illness

Relationships....

Taught Knowledge....



Year 1

Year R

- Know what a family is
- Know that different people in a family have different responsibilities (jobs)
- Know some of the characteristics of healthy and safe friendships
- Know that friends sometimes fall out
- know some ways to mend a friendship
- Know that unkind words can never be taken back and they can hurt
- Know how to use Jigsaw's Calm Me to help when feeling angry
- Know some reasons why others get angry

- Know that everyone's family is different
- Know that families are founded on belonging, love and care
- Know that physical contact can be used as a greeting
- Know how to make a friend
- Know who to ask for help in the school community
- Know that there are lots of different types of families
- Know the characteristics of healthy and safe friends
- Know about the different people in the school community and how they help

Year 2

- Know that there are lots of forms of physical contact within a family
- Know how to stay stop if someone is hurting them
- Know there are good secrets and worry secrets and why it is important to share worry secrets
- Know what trust is
- Know that everyone's family is different
- Know that families function well when there is trust, respect, care, love and co-operation
- Know some reasons why friends have conflicts
- Know that friendships have ups and downs and sometimes change with time
- Know how to use the Mending Friendships or Solve it together problem-solving methods

Year 3

- Know that different family members carry out different roles or have different responsibilities within the family
- Know some of the skills of friendship, e.g. taking turns, being a good listener
- Know some strategies for keeping themselves safe online
- Know that they and all children have rights (UNCRC)
- Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc
- Know how some of the actions and work of people around the world help and influence my life
- Know the lives of children around the world can be different from their own

Year 4

- Know some reasons why people feel jealousy
- Know that loss is a normal part of relationships
- Know that negative feelings are a normal part of loss
- Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe
- Know that jealousy can be damaging to relationships
- Know that memories can support us when we lose a special person or animal

Year 5

- Know that there are rights and responsibilities in an online community or social network
- Know that there are rights and responsibilities when playing a game online
- Know that too much screen time isn't healthy
- Know how to stay safe when using technology to communicate with friends
- Know that a personality is made up of many different characteristics, qualities and attributes
- Know that belonging to an online community can have positive and negative consequences

Year 6

- Know that it is important to take care of their own mental health
- Know ways that they can take care of their own mental health
- Know the stages of grief and that there are different types of loss that cause people to grieve
- Know that sometimes people can try to gain power or control them
- Know some of the dangers of being 'online'
- Know how to use technology safely and positively to communicate with their friends and family

Relationships....

Social and Emotional skills....



Year 1

Year R

- Can identify what jobs they do in their family and those carried out by parents/carers and siblings
- Can suggest ways to make a friend or help someone who is lonely
- Can use different ways to mend a friendship
- Can recognise what being angry feels like
- Can use Calm Me when angry or upset

- Can express how it feels to be part of a family and to care for family members
- Can say what being a good friend means
- Can identify forms of physical contact they prefer
- Can say no when they receive a touch they don't like
- Can show skills of friendship
- Can praise themselves and others
- Can recognise some of their personal qualities
- Can say why they appreciate a special relationship

Year 2

- Can identify the different roles and responsibilities in their family
- Can recognise the value that families can bring
- Can recognise and talk about the types of physical contact that is acceptable or unacceptable
- Can identify the negative feelings associated with keeping a worry secret
- Can identify who they trust in their own relationships
- Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict
- Can identify the feelings associated with trust
- Can give and receive compliments
- Can say who they would go to for help if they were worried or scared

Year 3

- Can identify the responsibilities they have within their family
- Know how to access help if they are concerned about anything on social media or the internet
- Can empathise with people from other countries who may not have a fair job or are less fortunate
- Understand that they are connected to the global community in many different ways
- Can use Solve it together in a conflict scenario and find a win-win outcome
- Can identify similarities in children's rights around the world
- Can identify their own wants and needs and how these may be similar or different from other children in school and the global community

Year 4

- Can identify feelings and emotions that accompany jealousy
- Can suggest positive strategies for managing jealousy
- Can identify people who are special to them and express why
- Can identify the feelings and emotions that accompany loss
- Can suggest strategies for managing loss
- Can tell you about someone they no longer see
- Can suggest ways to manage relationship changes including how to negotiate

Year 5

- Can suggest strategies for building self-esteem of themselves and others
- Can identify when an online community/social media group feels risky, uncomfortable, or unsafe
- Can suggest strategies for staying safe online/ social media
- Can say how to report unsafe online/social network activity
- Can identify when an online game is safe or unsafe
- Can suggest ways to monitor and reduce screen time
- Can suggest strategies for managing unhelpful pressures online or in social networks

Year 6

- Recognise that people can get problems with their mental health and that it is nothing to be ashamed of
- Can help themselves and others when worried about a mental health problem
- Recognise when they are feeling grief and have strategies to manage them
- Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control
- Can resist pressure to do something online that might hurt themselves or others
- Can take responsibility for their own safety and well-being

Changing Me....

Taught Knowledge....



Year 1

Year R

- Know the names and functions of some parts of the body (see vocabulary list)
- Know that we grow from baby to adult
- Know who to talk to if they are feeling worried
- Know that sharing how they feel can help solve a worry
- Know that remembering happy times can help us move on

- Know the names of male and female private body parts
- 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 animals including humans have a life cycle
- Know that changes happen when we grow up
- Know that people grow up at different rates and that is normal
- Know that learning brings about change

Year 2

- Know the physical differences between male and female bodies
- 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 the correct names for private body parts
- Know that life cycles exist in nature
- Know that aging is a natural process including old age
- Know that some changes are out of an individual's control
- Know how their bodies have changed from when they were a baby and that they will continue to change as they age

Year 3

- 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 that in animals and humans lots of changes happen between conception and growing up
- Know that in nature it is usually the female that carries the baby
- Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops
- 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

Year 4

- Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm
- Know that babies are made by a sperm joining with an ovum
- Know the names of the different internal and external body parts that are needed to make a baby
- Know how the female and male body change at puberty
- Know that change can bring about a range of different emotions
- 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

Year 5

- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
- Know that sexual intercourse can lead to conception
- 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
- Know what perception means and that perceptions can be right or wrong

Year 6

- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
- Know how a baby develops from conception through the nine months of pregnancy and how it is born
- Know how being physically 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

Changing Me....

Social and Emotional skills....



Year 1

Year R

- Recognise that changing class can elicit happy and/or sad emotions
- Can say how they feel about changing class/ growing up
- Can identify how they have changed from a baby
- Can say what might change for them they get older
- Can identify positive memories from the past year in school/home

- Understand and accept that change is a natural part of getting older
- Can suggest ways to manage change, e.g. moving to a new class
- Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)
- Can express why they enjoy learning

Year 2

- Can say who they would go to for help if worried or scared
- Can say what types of touch they find comfortable/uncomfortable
- Be able to confidently ask someone to stop if they are being hurt or frightened
- Can appreciate that changes will happen and that some can be controlled and others not
- Be able to express how they feel about changes
- Show appreciation for people who are older
- Can recognise the independence and responsibilities they have now compared to being a baby or toddler
- Can say what greater responsibilities and freedoms they may have in the future
- Can say what they are looking forward to in the next year

Year 3

- Can express how they feel about puberty
- Can say who they can talk to about puberty if they have any worries
- Can suggest ways to help them manage feelings during changes they are more anxious about
- Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry
- Can express how they feel about babies
- Can describe the emotions that a new baby can bring to a family
- Can identify changes they are looking forward to in the next year

Year 4

- Can appreciate their own uniqueness and that of others
- Can express any concerns they have about puberty
- Have strategies for managing the emotions relating to change
- Can express how they feel about having children when they are grown up
- Can say who they can talk to about puberty if they are worried
- Can apply the circle of change model to themselves to have strategies for managing change

Year 5

- Can celebrate what they like about their own and others' self-image and body image
- Can suggest ways to boost self-esteem of self and others
- Recognise that puberty is a natural process that happens to everybody and that it will be OK for them
- Can ask questions about puberty to seek clarification
- Can express how they feel about having a romantic relationship when they are an adult
- Can express how they feel about having children when they are an adult
- Can express how they feel about becoming a teenager
- Can say who they can talk to if concerned about puberty or becoming a teenager/adult

Year 6

- Recognise ways they can develop their own self-esteem
- Can express how they feel about the changes that will happen to them during puberty
- Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to
- Recognise how they feel when they reflect on the development and birth of a baby
- Can celebrate what they like about their own and others' self-image and body image
- Use strategies to prepare themselves emotionally for the transition (changes) to secondary school