

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;




built upon Christian values encouraging **aspirational achievement**.

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Carleton Endowed CE (VA) Primary School

Whole School PSHE Progression Map

Our Curricular Goal: To ensure children become healthy, independent and responsible members of society with good values and attitudes. To prepare children to be a global citizen now and in the future. To deliver a progressive PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum.

|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Taught Knowledge (key objectives are in bold)</p> | <p>Autumn 1 Being Me in My World</p> <ul style="list-style-type: none"> Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know happiness and sadness can be expressed Know that being kind is good | <p>Autumn 1 Being Me in My World</p> <ul style="list-style-type: none"> Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class Know that we have different types of feelings | <p>Autumn 1 Being Me in My World</p> <ul style="list-style-type: none"> Understand the rights and responsibilities of class members Know about rewards and consequences and that these stem from choices Know that it is important to listen to other people Understand that their own views are valuable Know that positive choices impact positively on self-learning and the learning of others | <p>Autumn 1 Being Me in My World</p> <ul style="list-style-type: none"> Know that school has a shared set of values Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views Understand that they are important Know what a personal goal is Understanding what a challenge is Know how to deal with put downs | <p>Autumn 1 Being Me in My World</p> <ul style="list-style-type: none"> Know their place in the school community Know what democracy is (applied to pupil voice school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know that their own actions affect | <p>Autumn 1 Being Me in My World</p> <ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process Understand the rights and responsibilities associated with being a citizen in the wider community and their country Know how to face new challenges positively Understand how to set personal goals | <p>Autumn 1 Being Me in My World</p> <ul style="list-style-type: none"> Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Know how to set goals for the year ahead Understand what fears and worries are Understand that their own choices |

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| <p>Social and Emotional Skills</p> <p>(Key objectives in bold)</p> | <ul style="list-style-type: none"> Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others' feeling Identify feelings of happiness and sadness Be responsible in the setting | <ul style="list-style-type: none"> Know how to manage different feelings Understand that they are safe in class Identifying helpful behaviours to make the class a safe place Understand that they have choices Understand that they are special Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and | <ul style="list-style-type: none"> Identifying hopes and fears for the year ahead Know how to make their class a safe and fair place Show good listening skills Be able to work co-operatively Recognise own feelings and know when and where to get help Recognise the feeling of being worried | <ul style="list-style-type: none"> Know some positive ways to deal with setbacks Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others | <p>themselves and others</p> <ul style="list-style-type: none"> Know some positive ways to deal with setbacks Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions Can make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated | <ul style="list-style-type: none"> Know how an individual's behaviour can affect a group and the consequences of this Identify a wide range of emotions and feelings and how these are experienced in the body Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Be able to identify what they value most about school | <ul style="list-style-type: none"> result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Can take positive action to help others |
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| | | negative consequences | | | <ul style="list-style-type: none"> Can make others feel valued and included Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices | <ul style="list-style-type: none"> Identify hopes for the school year Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions | <ul style="list-style-type: none"> Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions Be able to make others feel welcomed and valued |
| <p>Taught Knowledge</p> <p>(key objectives are in bold)</p> | <p>Autumn 2 Celebrating Difference</p> <ul style="list-style-type: none"> 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' | <p>Autumn 2 Celebrating Difference</p> <ul style="list-style-type: none"> 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 | <p>Autumn 2 Celebrating Difference</p> <ul style="list-style-type: none"> 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 | <p>Autumn 2 Celebrating Difference</p> <ul style="list-style-type: none"> 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 | <p>Autumn 2 Celebrating Difference</p> <ul style="list-style-type: none"> 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 | <p>Autumn 2 Celebrating Difference</p> <ul style="list-style-type: none"> 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 | <p>Autumn 2 Celebrating Difference</p> <ul style="list-style-type: none"> 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 |

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| <p>Social and Emotional Skills</p> | <p>as' to be a friend</p> <ul style="list-style-type: none"> 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 <p>Recognise emotions when they or someone else is upset, frightened or angry</p> | <ul style="list-style-type: none"> Identify what is bullying and what isn't Understand how being | <ul style="list-style-type: none"> 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 <p>Explain how being bullied can make someone feel</p> | <ul style="list-style-type: none"> Know that sometimes family members don't get along and some reasons for this <p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>Be able to 'problem-solve' a bullying</p> | <p>affect how we judge a person or situation</p> <ul style="list-style-type: none"> Know what to do if they think bullying is or might be taking place Know that first impressions can change <p>Be comfortable with the way you look</p> <p>Try to accept people for who they are</p> | <ul style="list-style-type: none"> 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 <p>Appreciate the value of happiness regardless of material wealth</p> | <ul style="list-style-type: none"> 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 <p>Empathise with people who are different and be aware of my own feelings towards them</p> |
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| <p>(Key objectives in bold)</p> | <ul style="list-style-type: none"> Identify and use skills to make a friend Identify some ways they can be different ad 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 | <p>bullied might feel</p> <ul style="list-style-type: none"> 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 new friend Verbalise some of the attributes that make them unique and special | <ul style="list-style-type: none"> 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 different 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 | <p>situation accessing appropriate support if necessary</p> <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Be non-judgemental about other 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 situation 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 |
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| <p>Taught Knowledge</p> <p>(key objectives are in bold)</p> | <p>Spring 1 Dreams and Goals</p> | <p>Spring 1 Dreams and Goals</p> | <p>Spring 1 Dreams and Goals</p> | <p>Spring 1 Dreams and Goals</p> | <p>Spring 1 Dreams and Goals</p> | <p>Spring 1 Dreams and Goals</p> | <p>Spring 1 Dreams and Goals</p> |
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| | <ul style="list-style-type: none"> • 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 get older • Know when they have achieved a goal | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Know their own learning strengths • Know what their classmates like and admire about them • Know a variety of problems that they 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 |



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| <p>Social and Emotional Skills (Key objectives in bold)</p> | <ul style="list-style-type: none"> • Understand that challenges can be difficult • Resilience • Recognise some 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 feelings | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <p>their own culture and abroad</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
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| <p>Taught Knowledge</p> <p>(key objectives are in bold)</p> | <p>Spring 2 Healthy Me</p> <ul style="list-style-type: none"> 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 | <p>Spring 2 Healthy Me</p> <ul style="list-style-type: none"> 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 | <p>Spring 2 Healthy Me</p> <ul style="list-style-type: none"> 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 | <p>Spring 2 Healthy Me</p> <ul style="list-style-type: none"> 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 | <p>Spring 2 Healthy Me</p> <ul style="list-style-type: none"> 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 | <p>Spring 2 Healthy Me</p> <ul style="list-style-type: none"> 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 | <p>Spring 2 Healthy Me</p> <ul style="list-style-type: none"> 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 |

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| <p>Social and Emotional Skills</p> <p>(Key objectives in bold)</p> | <ul style="list-style-type: none"> • 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 | <p>clean and healthy</p> <ul style="list-style-type: none"> • Know that germs cause disease / illness • Know about people who can keep them safe | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • know some of the reasons soe people drink alcohol | <ul style="list-style-type: none"> • know some of the risks linked to misusing alcohol, including antisocial behaviour • know what makes a healthy lifestyle | <p>made to do things that are against the law</p> <ul style="list-style-type: none"> • Know why some people join gangs and the risk that this can involve • Know different ways that I can take care of my oral hygiene and why this is important • Know that the lifestyle choices people make can have an impact on dental health |
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| | <ul style="list-style-type: none"> • Can explain how they might feel if they don't get enough sleep • Recognise how different foods make them feel | <ul style="list-style-type: none"> • Feel good about themselves when they make healthy choices • Realise that they are special | <ul style="list-style-type: none"> • Express how it feels to share healthy food with their friends | <ul style="list-style-type: none"> • Recognise what it feels like to make a healthy choice | <p>know-how to be assertive</p> <ul style="list-style-type: none"> • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with | <p>Can identify ways to keep themselves calm in an emergency</p> <ul style="list-style-type: none"> • Can make informed decisions about whether or not they choose to smoke when they get 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 | <p>happy and cope with life's situations without using drugs</p> <ul style="list-style-type: none"> • Identify ways that someone who is being exploited could help themselves • Recognise that people have different attitudes towards mental health/illness |
| <p>Taught Knowledge</p> <p>(key objectives are in bold)</p> | <p>Summer 1 Relationships</p> <ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) | <p>Summer 1 Relationships</p> <ul style="list-style-type: none"> • Know that everyone's family is different • Know that families are founded on belonging, love and care | <p>Summer 1 Relationships</p> <ul style="list-style-type: none"> • Know that there are lots of forms of physical contact within a family • Know how to say stop if someone is hurting them • Know there are good secrets and | <p>Summer 1 Relationships</p> <ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibility within the family • Know some of the skills of friendship, | <p>Summer 1 Relationships</p> <ul style="list-style-type: none"> • 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 | <p>Summer 1 Relationships</p> <ul style="list-style-type: none"> • Know that there are right and responsibilities in an online community or social network • Know that there are rights and responsibilities | <p>Summer 1 Relationships</p> <ul style="list-style-type: none"> • 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 that stages of grief and that |

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| | <ul style="list-style-type: none"> • 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 how to say no/stop if something feels uncomfortable • Know who I can ask for help | <ul style="list-style-type: none"> • 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 • identify ways that the internet can be used safely to find things out and communicate in everyday life • recognise that not everything that is online is true <ul style="list-style-type: none"> • Know how to say no/stop if | <p>worry secrets and why it is important to share worry secrets</p> <ul style="list-style-type: none"> • 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 • Know ways that some people might behave differently online and who to ask for help if I am worried | <p>e.g. taking turns, being a good listener</p> <ul style="list-style-type: none"> • 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 • Know some strategies to say no in relation to consent • Know when it is okay to consent • Know who I can ask for help | <ul style="list-style-type: none"> • 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 • Know a range of strategies to say no in relation to consent • Know when it is okay to consent • Know who I can ask for help | <p>when playing a game online</p> <ul style="list-style-type: none"> • 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 many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences • Know a range of strategies to say no in relation to consent • Know when it is okay to consent • Know who I can ask for help | <p>there are different types of loss that cause people to grieve</p> <ul style="list-style-type: none"> • 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 |
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'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

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| <p>Social and Emotional Skills</p> <p>(Key objectives in bold)</p> | <ul style="list-style-type: none"> • 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 | <p>something feels uncomfortable</p> <ul style="list-style-type: none"> • Know who I can ask for help <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Know that not everything that is online is true, including who people say they are • Know some strategies to say no in relation to consent • Know who I can ask for help • Know how to solve problems that might arise with friendships • Know how to make friends and who can help with friendships <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
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| | <ul style="list-style-type: none"> • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset | <p>contact they prefer</p> <ul style="list-style-type: none"> • 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 | <p>acceptable or unacceptable</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 need sand how these may be similar or different from other children in school and the global community | <p>emotions that accompany loss</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
| <p>Taught Knowledge</p> <p>(key objectives are in bold)</p> | <p>Summer 2 Changing Me</p> <ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see | <p>Summer 2 Changing Me</p> <ul style="list-style-type: none"> • Know the names of male and female private body parts | <p>Summer 2 Changing Me</p> <ul style="list-style-type: none"> • Know the physical differences between male and female bodies | <p>Summer 2 Changing Me</p> <ul style="list-style-type: none"> • Know that in animals and humans lots of changes happen between conception and growing up | <p>Summer 2 Changing Me</p> <ul style="list-style-type: none"> • Know that change can bring about a range of different emotions | <p>Summer 2 Changing Me</p> <ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the | <p>Summer 2 Changing Me</p> <ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the |

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| | <p>vocabulary list on Jigsaw overview)</p> <ul style="list-style-type: none"> • 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 to move on • NSPCC Pants | <ul style="list-style-type: none"> • 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 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 | <ul style="list-style-type: none"> • 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 NSPCC Pants • 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 | <ul style="list-style-type: none"> • Know that in nature it is usually the female that carries the baby • 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 • NSPCC Pants | <ul style="list-style-type: none"> • 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 • NSPCC Pants | <p>importance of looking after themselves physically and emotionally</p> <ul style="list-style-type: none"> • 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 • NSPCC Pants | <p>importance of looking after themselves physically and emotionally</p> <ul style="list-style-type: none"> • 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 • NSPCC Pants • Know the meaning of consent |
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| <p>Social and Emotional Skills</p> <p>(Key objectives in bold)</p> | <ul style="list-style-type: none"> 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 as they get older Can identify positive memories from the past year in school/home | <ul style="list-style-type: none"> NSPCC Pants 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 | <p>change as they age</p> <ul style="list-style-type: none"> 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 Can express how they feel about changes show appreciation for people who are older can recognise the independence and responsibilities they have now | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Know that both parties must consent to sexual intercourse 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' |
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| | | | <p>compared to being a baby or toddler</p> <ul style="list-style-type: none">• 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 | | | <ul style="list-style-type: none">• 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 | <p>self-image and body image</p> <ul style="list-style-type: none">• Use strategies to prepare themselves emotionally for the transition (changes) to secondary school |
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