

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




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

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<p><b>Social and Emotional Skills</b></p> <p>(Key objectives in bold)</p>	<ul style="list-style-type: none"> <li>Identify feelings associated with belonging</li> <li>Skills to play co-operatively with others</li> <li><b>Be able to consider others' feeling</b></li> <li>Identify feelings of happiness and sadness</li> <li>Be responsible in the setting</li> </ul>	<ul style="list-style-type: none"> <li><b>Know how to manage different feelings</b></li> <li>Understand that they are safe in class</li> <li>Identifying helpful behaviours to make the class a safe place</li> <li><b>Understand that they have choices</b></li> <li>Understand that they are special</li> <li>Identify what it's like to feel proud of an achievement</li> <li>Recognise feelings associated with positive and</li> </ul>	<ul style="list-style-type: none"> <li>Identifying hopes and fears for the year ahead</li> <li>Know how to make their class a safe and fair place</li> <li>Show good listening skills</li> <li><b>Be able to work co-operatively</b></li> <li>Recognise own feelings and know when and where to get help</li> <li>Recognise the feeling of being worried</li> </ul>	<ul style="list-style-type: none"> <li><b>Know some positive ways to deal with setbacks</b></li> <li>Make other people feel valued</li> <li>Develop compassion and empathy for others</li> <li><b>Be able to work collaboratively</b></li> <li>Recognise self-worth</li> <li>Identify personal strengths</li> <li>Be able to set a personal goal</li> <li>Recognise feelings of happiness, sadness, worry and fear in themselves and others</li> </ul>	<p>themselves and others</p> <ul style="list-style-type: none"> <li><b>Know some positive ways to deal with setbacks</b></li> <li>Identify the feelings associated with being included or excluded</li> <li><b>Be able to take on a role in a group discussion / task and contribute to the overall outcome</b></li> <li><b>Know how to regulate my emotions</b></li> <li>Can make others feel cared for and welcome</li> <li>Recognise the feelings of being motivated or unmotivated</li> </ul>	<ul style="list-style-type: none"> <li>Know how an individual's behaviour can affect a group and the consequences of this</li> <li><b>Identify a wide range of emotions and feelings and how these are experienced in the body</b></li> <li><b>Empathy for people whose lives are different from their own</b></li> <li><b>Consider their own actions and the effect they have on themselves and others</b></li> <li><b>Be able to work as part of a group, listening and contributing effectively</b></li> <li>Be able to identify what they value most about school</li> </ul>	<ul style="list-style-type: none"> <li>result in different consequences and rewards</li> <li>Understand how democracy and having a voice benefits the school community</li> <li>Understand how to contribute towards the democratic process</li> <li><b>Know own wants and needs</b></li> <li><b>Be able to compare their life with the lives of those less fortunate</b></li> <li><b>Demonstrate empathy and understanding towards others</b></li> <li><b>Can demonstrate attributes of a positive role-model</b></li> <li>Can take positive action to help others</li> </ul>
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		negative consequences			<ul style="list-style-type: none"> <li>• Can make others feel valued and included</li> <li>• Understand why the school community benefits from a Learning Charter</li> <li>• Be able to help friends make positive choices</li> </ul>	<ul style="list-style-type: none"> <li>• Identify hopes for the school year</li> <li>• Understand why the school community benefits from a Learning Charter</li> <li>• Be able to help friends make positive choices</li> <li>• Know how to regulate my emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to contribute towards a group task</li> <li>• Know what effective group work is</li> <li>• Know how to regulate my emotions</li> <li>• Be able to make others feel welcomed and valued</li> </ul>
<p><b>Taught Knowledge</b></p> <p><b>(key objectives are in bold)</b></p>	<p><b>Autumn 2 Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Know what being unique means</li> <li>• Know the names of some emotions such as happy, sad, frightened, angry</li> <li>• Know why having friends is important</li> <li>• Know some qualities of a positive friendship</li> <li>• Know that they don't have to be 'the same'</li> </ul>	<p><b>Autumn 2 Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Know what bullying means</li> <li>• Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>• Know that people are unique and that it is OK to be different</li> <li>• Know skills to make friendships</li> <li>• Know that people have differences and similarities</li> </ul>	<p><b>Autumn 2 Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Know the difference between a one-off incident and bullying</li> <li>• Know that sometimes people get bullied because of difference</li> <li>• Know that friends can be different and still be friends</li> <li>• Know there are stereotypes about boys and girls</li> <li>• Know where to get help if being bullied</li> </ul>	<p><b>Autumn 2 Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Know that conflict is a normal part of relationships</li> <li>• Know that some words are used in hurtful ways and that this can have consequences</li> <li>• Know why families are important</li> <li>• Know that everybody's family is different</li> </ul>	<p><b>Autumn 2 Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Know that some forms of bullying are harder to identify e.g tactical ignoring, cyber-bullying</li> <li>• Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>• Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>• Know there are influences that can</li> </ul>	<p><b>Autumn 2 Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Know external forms of support in regard to bullying e.g. Childline</li> <li>• Know that bullying can be direct and indirect</li> <li>• Know what racism is and why it is unacceptable</li> <li>• Know what culture means</li> <li>• Know that differences in culture can sometimes be a source of conflict</li> </ul>	<p><b>Autumn 2 Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Know that people can hold power over others individually or in a group</li> <li>• Know that power can play a part in a bullying or conflict situation</li> <li>• Know that there are different perceptions of 'being normal' and where these might come from</li> <li>• Know that difference can be a source of celebration as well as conflict</li> </ul>

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<p><b>Social and Emotional Skills</b></p>	<p><b>as' to be a friend</b></p> <ul style="list-style-type: none"> <li>• Know what being proud means and that people can be proud of different things</li> <li>• Know that people can be good at different things</li> <li>• Know that families can be different</li> <li>• Know that people have different homes and why they are important to them</li> <li>• Know different ways of making friends</li> <li>• Know different ways to stand up for myself</li> </ul> <p><b>Recognise emotions when they or someone else is upset, frightened or angry</b></p>	<ul style="list-style-type: none"> <li>• <b>Identify what is bullying and what isn't</b></li> <li>• <b>Understand how being</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know that it is OK not to conform to gender stereotypes</li> <li>• Know it is good to be yourself</li> <li>• Know the difference between right and wrong and the role that choice has to play in this</li> </ul> <p><b>Explain how being bullied can make someone feel</b></p>	<ul style="list-style-type: none"> <li>• Know that sometimes family members don't get along and some reasons for this</li> </ul> <p><b>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</b></p> <p><b>Be able to 'problem-solve' a bullying</b></p>	<p>affect how we judge a person or situation</p> <ul style="list-style-type: none"> <li>• Know what to do if they think bullying is or might be taking place</li> <li>• Know that first impressions can change</li> </ul> <p><b>Be comfortable with the way you look</b></p> <p><b>Try to accept people for who they are</b></p>	<ul style="list-style-type: none"> <li>• Know that rumour-spreading is a form of bullying online and offline</li> <li>• Know how their life is different from the lives of children in the developing world</li> </ul> <p><b>Appreciate the value of happiness regardless of material wealth</b></p>	<ul style="list-style-type: none"> <li>• Know that being different could affect someone's life</li> <li>• Know why some people choose to bully others</li> <li>• Know that people with disabilities can lead amazing lives</li> </ul> <p><b>Empathise with people who are different and be aware of my own feelings towards them</b></p>
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<p><b>(Key objectives in bold)</b></p>	<ul style="list-style-type: none"> <li>Identify and use skills to make a friend</li> <li>Identify some ways they can be different ad the same as others</li> <li><b>Identify and use skills to stand up for themselves</b></li> <li>Identify feelings associated with being proud</li> <li>Identify things they are good at</li> <li>Be able to vocalise success for themselves and about others successes</li> <li>Recognise similarities and differences between their family and other families</li> </ul>	<p>bullied might feel</p> <ul style="list-style-type: none"> <li>Recognise ways in which they are the same as their friends and ways they are different</li> <li>Know ways to help a person who is being bullied</li> <li>Identify emotions associated with making new friend</li> <li>Verbalise some of the attributes that make them unique and special</li> </ul>	<ul style="list-style-type: none"> <li>Know how to stand up for themselves when they need to</li> <li>Understand that everyone's differences make them special and unique</li> <li>Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>Understand that boys and girls can be different in lots of different ways and that is OK</li> <li>Can choose to be kind to someone who is being bullied</li> <li>Recognise that they shouldn't judge people because they are different</li> </ul>	<p>situation accessing appropriate support if necessary</p> <ul style="list-style-type: none"> <li>Be able to show appreciation for their families, parents and carers</li> <li>Empathise with people who are bullied</li> <li>Employ skills to support someone who is bullied</li> <li>Be able to recognise, accept and give compliments</li> <li>Recognise feelings associated with receiving a compliment</li> </ul>	<ul style="list-style-type: none"> <li><b>Be non-judgemental about other who are different</b></li> <li>Identify influences that have made them think or feel positively/negatively about a situation</li> <li>Identify feelings that a bystander might feel in a bullying situation</li> <li>Identify reasons why a bystander might join in with bullying</li> <li>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> <li>Identify their own uniqueness</li> <li>Identify when a first impression they had was right or wrong</li> </ul>	<ul style="list-style-type: none"> <li>Identify their own culture and different cultures within their class community</li> <li>Identify their own attitudes about people from different faith and cultural backgrounds</li> <li><b>Develop respect for cultures different from their own</b></li> <li>Identify a range of strategies for managing their own feelings in bullying situations</li> <li>Identify some strategies to encourage children who use bullying behaviours to make other choices</li> <li>Be able to support children who are being bullied</li> </ul>	<ul style="list-style-type: none"> <li>Identify feelings associated with being excluded</li> <li>Be able to recognise when someone is exerting power negatively in a relationship</li> <li>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>Use a range of strategies when involved in a bullying situation or in situation where difference is a source of conflict</li> <li>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>Appreciate people for who they are</li> <li>Show empathy</li> </ul>
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<p><b>Taught Knowledge</b></p> <p><b>(key objectives are in bold)</b></p>	<p><b>Spring 1</b> Dreams and Goals</p>	<p><b>Spring 1</b> Dreams and Goals</p>	<p><b>Spring 1</b> Dreams and Goals</p>	<p><b>Spring 1</b> Dreams and Goals</p>	<p><b>Spring 1</b> Dreams and Goals</p>	<p><b>Spring 1</b> Dreams and Goals</p>	<p><b>Spring 1</b> Dreams and Goals</p>
	<ul style="list-style-type: none"> <li>• <b>Know what a challenge is</b></li> <li>• <b>Know that it is important to keep trying</b></li> <li>• <b>Know what a goal is</b></li> <li>• Know how to set goals and work towards them</li> <li>• Know which words are kind</li> <li>• Know some jobs that they might like to do when they are older</li> <li>• Know that they must work hard now in order to be able to achieve the job they want when they get older</li> <li>• Know when they have achieved a goal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know how to set simple goals</b></li> <li>• <b>Know how to achieve a goal</b></li> <li>• <b>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</b></li> <li>• <b>Know when a goal has been achieved</b></li> <li>• Know how to work well with a partner</li> <li>• Know that tackling a challenge can stretch their learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know how to choose a realistic goal and think about how to achieve it</b></li> <li>• <b>Know that it is important to persevere</b></li> <li>• <b>Know how to recognise what working together well looks like</b></li> <li>• Know what good group-working looks like</li> <li>• Know how to share success with other people</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that they are responsible for their own learning</b></li> <li>• <b>Know what an obstacle is and how they can hinder achievement</b></li> <li>• <b>Know how to take steps to overcome obstacles</b></li> <li>• <b>Know what dreams and ambitions are important to them</b></li> <li>• Know about specific people who have overcome difficult challenges to achieve success</li> <li>• Know how they can best overcome learning challenges</li> <li>• Know what their own strengths are as a learner</li> <li>• Know how to evaluate their own learning progress and identify how it can be better next time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know how to make a new plan and set new goals even if they have been disappointed</b></li> <li>• <b>Know how to work as part of a successful group</b></li> <li>• <b>Know how to share in the success of a group</b></li> <li>• Know what their own hopes and dreams are</li> <li>• <b>Know that hopes and dreams don't always come true</b></li> <li>• Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>• Know how to work out the steps they need to take to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know about a range of jobs that are carried out by people I know</b></li> <li>• <b>Know the types of job they might like to do when they are older</b></li> <li>• <b>Know that young people from different cultures may have different dreams and goals</b></li> <li>• Know that they will need money to help them to achieve some of their dreams</li> <li>• Know that different jobs pay more money than others</li> <li>• Know that communicating with someone from a different culture means that they can learn from them and vice versa</li> <li>• Know ways that they can support young people in</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know their own learning strengths</b></li> <li>• <b>Know what their classmates like and admire about them</b></li> <li>• <b>Know a variety of problems that they world is facing</b></li> <li>• <b>Know some ways in which they could work with others to make the world a better place</b></li> <li>• Know what the learning steps are they need to take to achieve their goal</li> <li>• Know how to set realistic and challenging goals</li> </ul>



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<p><b>Social and Emotional Skills</b>  (Key objectives in bold)</p>	<ul style="list-style-type: none"> <li>• Understand that challenges can be difficult</li> <li>• Resilience</li> <li>• Recognise some feelings linked to perseverance</li> <li>• Recognise how kind words can encourage people</li> <li>• Talk about a time that they kept on trying and achieved a goal</li> <li>• Be ambitious</li> <li>• Feel proud</li> <li>• Celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise things that they do well</li> <li>• Explain how they learn best</li> <li>• Recognise their own feelings when faced with a challenge/obstacle</li> <li>• Recognise how they feel when they overcome a challenge/obstacle</li> <li>• Celebrate an achievement with a friend</li> <li>• Can store feelings of success so that they can be used in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how working with others can be helpful</li> <li>• Be able to work effectively with a partner</li> <li>• Be able to choose a partner with whom they work well</li> <li>• Be able to work as part of a group</li> <li>• Be able to describe their own achievements and the feelings linked to this</li> <li>• Recognise their own strengths as a learner</li> <li>• Recognise how it feels to be part of a group that succeeds and store this feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Can break down a goal into small steps</li> <li>• Can manage feelings of frustration linked to facing obstacles</li> <li>• Imagine how it will feel when they achieve their dream/ambition</li> <li>• Recognise other people's achievements in overcoming difficulties</li> <li>• Recognise how other people can help them to achieve their goals</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<ul style="list-style-type: none"> <li>• Have a positive attitude</li> <li>• Can identify the feeling of disappointment</li> <li>• Be able to cope with disappointment</li> <li>• Can identify what resilience is</li> <li>• Can identify a time when they have felt disappointed</li> <li>• Can talk about their hopes and dreams and the feelings associated with these</li> <li>• Help others to cope with disappointment</li> <li>• Enjoy being part of a group challenge</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<p>their own culture and abroad</p> <ul style="list-style-type: none"> <li>• Verbalise what they would like their life to be like when they are grown up</li> <li>• Appreciate the contributions made by people in different jobs</li> <li>• Reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>• Appreciate the differences between themselves and someone from a different culture</li> <li>• Understand why they are motivated to make a positive contribution to supporting others</li> <li>• Appreciate the opportunities learning and</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why it is important to stretch the boundaries of their current learning</li> <li>• Be able to give praise and compliments to other people when they recognise that person's achievements</li> <li>• Empathise with people who are suffering or living in difficult situations</li> <li>• Set success criteria so that they know when they have achieved their goal</li> <li>• Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> </ul>
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						education can give them	
<p><b>Taught Knowledge</b></p> <p>(key objectives are in bold)</p>	<p><b>Spring 2</b> Healthy Me</p> <ul style="list-style-type: none"> <li>Know what the word 'healthy' means</li> <li>Know some things that they need to do to keep healthy</li> <li>Know the names for some parts of their body</li> <li>Know when and how to wash their hands properly</li> <li>Know how to say no to strangers</li> <li>Know that they need to exercise to keep healthy</li> <li>Know how to help themselves go to sleep and that sleep is good for them</li> <li>Know what to do if they get lost</li> </ul>	<p><b>Spring 2</b> Healthy Me</p> <ul style="list-style-type: none"> <li>Know the difference between being healthy and unhealthy</li> <li>Know some ways to keep healthy</li> <li>Know how to make healthy lifestyle choices</li> <li>Know that all household products, including medicines, can be harmful if not used properly</li> <li>Know that medicines can help them if they feel poorly</li> <li>Know how to keep safe when crossing the road</li> <li>Know how to keep themselves</li> </ul>	<p><b>Spring 2</b> Healthy Me</p> <ul style="list-style-type: none"> <li>Know what their body needs to stay healthy</li> <li>Know what relaxed means</li> <li>Know why healthy snacks are good for their bodies</li> <li>Know which foods give their bodies energy</li> <li>Know that it is important to use medicines safely</li> <li>Know what makes them feel relaxed / stressed</li> <li>Know how medicines work in their bodies</li> <li>Know how to make some healthy snacks</li> </ul>	<p><b>Spring 2</b> Healthy Me</p> <ul style="list-style-type: none"> <li>Know how exercise affects their bodies</li> <li>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> <li>Know that there are different types of drugs</li> <li>Know that there are things, places and people that can be dangerous</li> <li>Know when something feels safe or unsafe</li> <li>Know why their hearts and lungs are such important organs</li> <li>Know a range of strategies to keep themselves safe</li> <li>Know that their bodies are complex and need taking care of</li> </ul>	<p><b>Spring 2</b> Healthy Me</p> <ul style="list-style-type: none"> <li>Know that there are leaders and followers in groups</li> <li>Know the facts about smoking and its effects on health</li> <li>Know the facts about alcohol and its effects on health, particularly the liver</li> <li>Know ways to resist when people are putting pressure on them</li> <li>Know what they think is right and wrong</li> <li>Know how different friendship groups are formed and how they fit into them</li> <li>know which friends they value most</li> <li>know that they can take on different roles according to the situation</li> <li>know some of the reasons some people start to smoke</li> </ul>	<p><b>Spring 2</b> Healthy Me</p> <ul style="list-style-type: none"> <li>Know basic emergency procedures, including the recovery position</li> <li>Know the health risks of smoking</li> <li>Know how smoking tobacco affects the lungs, liver and heart</li> <li>Know how to get help in emergency situations</li> <li>Know that the media, social media and celebrity culture promotes certain body types</li> <li>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</li> </ul>	<p><b>Spring 2</b> Healthy Me</p> <ul style="list-style-type: none"> <li>Know how to take responsibility for their own health</li> <li>Know what it means to be emotionally well</li> <li>Know how to make choices that benefit their own health and well-being</li> <li>Know about different types of drugs and their uses</li> <li>Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>Know that stress can be triggered by a range of things</li> <li>Know that being stressed can cause drug and alcohol misuse</li> <li>Know that some people can be exploited and</li> </ul>



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<p><b>Social and Emotional Skills</b></p> <p>(Key objectives in bold)</p>	<ul style="list-style-type: none"> <li>• Can explain what they need to do to stay healthy</li> <li>• Recognise how exercise makes them feel</li> <li>• Can give examples of healthy food</li> <li>• Can explain what to do if a stranger approaches them</li> </ul>	<p><b>clean and healthy</b></p> <ul style="list-style-type: none"> <li>• Know that germs cause disease / illness</li> <li>• Know about people who can keep them safe</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Feel positive about caring for their bodies and keeping it healthy</b></li> <li>• Have a healthy relationship with food</li> <li>• <b>Desire to make healthy lifestyle choices</b></li> <li>• Identify when a feeling is weak and when a feeling is strong</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respect their own bodies and appreciate what they do</b></li> <li>• Can take responsibility for keeping themselves and others safe</li> <li>• <b>Identify how they feel about drugs</b></li> <li>• <b>Can express how being anxious or scared feels</b></li> <li>• Able to set themselves a fitness challenge</li> </ul>	<ul style="list-style-type: none"> <li>• know some of the reasons soe people drink alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>• know what makes a healthy lifestyle</li> </ul>	<p><b>made to do things that are against the law</b></p> <ul style="list-style-type: none"> <li>• <b>Know why some people join gangs and the risk that this can involve</b></li> <li>• <b>Know different ways that I can take care of my oral hygiene and why this is important</b></li> <li>• <b>Know that the lifestyle choices people make can have an impact on dental health</b></li> </ul>
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***Parable of the Wise and the Foolish Builders from Matthew 7:24-27***

	<ul style="list-style-type: none"> <li>• Can explain how they might feel if they don't get enough sleep</li> <li>• Recognise how different foods make them feel</li> </ul>	<ul style="list-style-type: none"> <li>• Feel good about themselves when they make healthy choices</li> <li>• Realise that they are special</li> </ul>	<ul style="list-style-type: none"> <li>• Express how it feels to share healthy food with their friends</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise what it feels like to make a healthy choice</li> </ul>	<p><b>know-how to be assertive</b></p> <ul style="list-style-type: none"> <li>• Recognise how different people and groups they interact with impact on them</li> <li>• Identify which people they most want to be friends with</li> </ul>	<p><b>Can identify ways to keep themselves calm in an emergency</b></p> <ul style="list-style-type: none"> <li>• Can make informed decisions about whether or not they choose to smoke when they get older</li> <li>• Can make informed decisions about whether they choose to drink alcohol when they are older</li> <li>• Accept and respect themselves for who they are</li> <li>• be motivated to keep themselves healthy and happy</li> </ul>	<p>happy and cope with life's situations without using drugs</p> <ul style="list-style-type: none"> <li>• Identify ways that someone who is being exploited could help themselves</li> <li>• Recognise that people have different attitudes towards mental health/illness</li> </ul>
<p><b>Taught Knowledge</b></p> <p><b>(key objectives are in bold)</b></p>	<p><b>Summer 1 Relationships</b></p> <ul style="list-style-type: none"> <li>• <b>Know what a family is</b></li> <li>• Know that different people in a family have different responsibilities (jobs)</li> </ul>	<p><b>Summer 1 Relationships</b></p> <ul style="list-style-type: none"> <li>• <b>Know that everyone's family is different</b></li> <li>• <b>Know that families are founded on belonging, love and care</b></li> </ul>	<p><b>Summer 1 Relationships</b></p> <ul style="list-style-type: none"> <li>• <b>Know that there are lots of forms of physical contact within a family</b></li> <li>• <b>Know how to say stop if someone is hurting them</b></li> <li>• <b>Know there are good secrets and</b></li> </ul>	<p><b>Summer 1 Relationships</b></p> <ul style="list-style-type: none"> <li>• <b>Know that different family members carry out different roles or have different responsibility within the family</b></li> <li>• <b>Know some of the skills of friendship,</b></li> </ul>	<p><b>Summer 1 Relationships</b></p> <ul style="list-style-type: none"> <li>• <b>Know some reasons why people feel jealousy</b></li> <li>• <b>Know that loss is a normal part of relationships</b></li> <li>• <b>Know that negative feelings are a normal part of loss</b></li> </ul>	<p><b>Summer 1 Relationships</b></p> <ul style="list-style-type: none"> <li>• <b>Know that there are right and responsibilities in an online community or social network</b></li> <li>• <b>Know that there are rights and responsibilities</b></li> </ul>	<p><b>Summer 1 Relationships</b></p> <ul style="list-style-type: none"> <li>• <b>Know that it is important to take care of their own mental health</b></li> <li>• <b>Know ways that they can take care of their own mental health</b></li> <li>• <b>Know that stages of grief and that</b></li> </ul>

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	<ul style="list-style-type: none"> <li>• Know some of the characteristics of healthy and safe friendships</li> <li>• Know that friends sometimes fall out</li> <li>• Know some ways to mend a friendship</li> <li>• Know that unkind words can never be taken back and they can hurt</li> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>• Know some reasons why others get angry</li> <li>• Know how to say no/stop if something feels uncomfortable</li> <li>• Know who I can ask for help</li> </ul>	<ul style="list-style-type: none"> <li>• Know that physical contact can be used as a greeting</li> <li>• Know how to make a friend</li> <li>• Know who to ask for help in the school community</li> <li>• Know that there are lots of different types of families</li> <li>• Know the characteristics of healthy and safe friends</li> <li>• Know about the different people in the school community and how they help</li> <li>• identify ways that the internet can be used safely to find things out and communicate in everyday life</li> <li>• recognise that not everything that is online is true             <ul style="list-style-type: none"> <li>• Know how to say no/stop if</li> </ul> </li> </ul>	<p>worry secrets and why it is important to share worry secrets</p> <ul style="list-style-type: none"> <li>• Know what trust is</li> <li>• Know that everyone's family is different</li> <li>• Know that families function well when there is trust, respect, care, love and co-operation</li> <li>• Know some reasons why friends have conflicts</li> <li>• Know that friendships have ups and downs and sometimes change with time</li> <li>• Know how to use the Mending Friendships or Solve it together problem-solving methods</li> <li>• Know ways that some people might behave differently online and who to ask for help if I am worried</li> </ul>	<p>e.g. taking turns, being a good listener</p> <ul style="list-style-type: none"> <li>• Know some strategies for keeping themselves safe online</li> <li>• Know that they and all children have rights (UNCRC)</li> <li>• Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc</li> <li>• Know how some of the actions and work of people around the world help and influence my life</li> <li>• Know the lives of children around the world can be different from their own</li> <li>• Know some strategies to say no in relation to consent</li> <li>• Know when it is okay to consent</li> <li>• Know who I can ask for help</li> </ul>	<ul style="list-style-type: none"> <li>• Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</li> <li>• Know that jealousy can be damaging to relationships</li> <li>• know that memories can support us when we lose a special person or animal</li> <li>• Know a range of strategies to say no in relation to consent</li> <li>• Know when it is okay to consent</li> <li>• Know who I can ask for help</li> </ul>	<p>when playing a game online</p> <ul style="list-style-type: none"> <li>• Know that too much screen time isn't healthy</li> <li>• Know how to stay safe when using technology to communicate with friends</li> <li>• Know that a personality is made up many different characteristics, qualities and attributes</li> <li>• Know that belonging to an online community can have positive and negative consequences</li> <li>• Know a range of strategies to say no in relation to consent</li> <li>• Know when it is okay to consent</li> <li>• Know who I can ask for help</li> </ul>	<p>there are different types of loss that cause people to grieve</p> <ul style="list-style-type: none"> <li>• Know that sometimes people can try to gain power or control them</li> <li>• Know some of the dangers of being 'online'</li> <li>• Know how to use technology safely and positively to communicate with their friends and family</li> </ul>
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<p><b>Social and Emotional Skills</b></p> <p>(Key objectives in bold)</p>	<ul style="list-style-type: none"> <li>• Can identify what jobs they do in their family and those carried out by parents/carers and siblings</li> <li>• Can suggest ways to make a friend or help someone who is lonely</li> </ul>	<p>something feels uncomfortable</p> <ul style="list-style-type: none"> <li>• Know who I can ask for help</li> </ul> <ul style="list-style-type: none"> <li>• Can express how it feels to be part of a family and to care for family members</li> <li>• Can say what being a good friend means</li> <li>• Can identify forms of physical</li> </ul>	<ul style="list-style-type: none"> <li>• Know that not everything that is online is true, including who people say they are</li> <li>• Know some strategies to say no in relation to consent</li> <li>• Know who I can ask for help</li> <li>• Know how to solve problems that might arise with friendships</li> <li>• Know how to make friends and who can help with friendships</li> </ul> <ul style="list-style-type: none"> <li>• Can identify the different roles and responsibilities in their family</li> <li>• Can recognise the value that families can bring</li> <li>• Can recognise and talk about the types of physical contact that is</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the responsibilities they have within their family</li> <li>• Know how to access help if they are concerned about anything on social media or the internet</li> <li>• Can empathise with people from other countries who may not</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify feelings and emotions that accompany jealousy</li> <li>• Can suggest positive strategies for managing jealousy</li> <li>• Can identify people who are special to them and express why</li> <li>• Can identify the feelings and</li> </ul>	<ul style="list-style-type: none"> <li>• Can suggest strategies for building self-esteem of themselves and others</li> <li>• Can identify when an online community/ social media group feels risky, uncomfortable, or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>• Can help themselves and others when worried about a mental health problem</li> </ul>
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	<ul style="list-style-type: none"> <li>Can use different ways to mend a friendship</li> <li><b>Can recognise what being angry feels like</b></li> <li>Can use Calm Me when angry or upset</li> </ul>	<p><b>contact they prefer</b></p> <ul style="list-style-type: none"> <li><b>Can say no when they receive a touch they don't like</b></li> <li>Can show skills of friendship</li> <li>Can praise themselves and others</li> <li>Can recognise some of their personal qualities</li> <li>Can say why they appreciate a special relationship</li> </ul>	<p><b>acceptable or unacceptable</b></p> <ul style="list-style-type: none"> <li><b>Can identify the negative feelings associated with keeping a worry secret</b></li> <li><b>Can identify who they trust in their own relationships</b></li> <li>Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</li> <li>Can identify the feelings associated with trust</li> <li>Can give and receive compliments</li> <li>Can say who they would go to for help if they were worried or scared</li> </ul>	<ul style="list-style-type: none"> <li>have a fair job or are less fortunate</li> <li>Understand that they are connected to the global community in many different ways</li> <li>Can use Solve it together in a conflict scenario and find a win-win outcome</li> <li>Can identify similarities in children's rights around the world</li> <li><b>Can identify their own wants and need sand how these may be similar or different from other children in school and the global community</b></li> </ul>	<p><b>emotions that accompany loss</b></p> <ul style="list-style-type: none"> <li><b>Can suggest strategies for managing loss</b></li> <li>Can tell you about someone they no longer see</li> <li><b>Can suggest ways to manage relationship changes including how to negotiate</b></li> </ul>	<ul style="list-style-type: none"> <li>Can suggest strategies for staying safe online/ social media</li> <li><b>Can say how to report unsafe online / social network activity</b></li> <li><b>Can identify when an online game is safe or unsafe</b></li> <li>Can suggest ways to monitor and reduce screen time</li> <li><b>Can suggest strategies for managing unhelpful pressures online or in social networks</b></li> </ul>	<ul style="list-style-type: none"> <li>Recognise when they are feeling grief and have strategies to manage them</li> <li>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li><b>Can resist pressure to do something online that might hurt themselves or others</b></li> <li><b>Can take responsibility for their own safety and well-being</b></li> </ul>
<p><b>Taught Knowledge</b></p> <p><b>(key objectives are in bold)</b></p>	<p><b>Summer 2</b> Changing Me</p> <ul style="list-style-type: none"> <li><b>Know the names and functions of some parts of the body (see</b></li> </ul>	<p><b>Summer 2</b> Changing Me</p> <ul style="list-style-type: none"> <li><b>Know the names of male and female private body parts</b></li> </ul>	<p><b>Summer 2</b> Changing Me</p> <ul style="list-style-type: none"> <li><b>Know the physical differences between male and female bodies</b></li> </ul>	<p><b>Summer 2</b> Changing Me</p> <ul style="list-style-type: none"> <li>Know that in animals and humans lots of changes happen between conception and growing up</li> </ul>	<p><b>Summer 2</b> Changing Me</p> <ul style="list-style-type: none"> <li><b>Know that change can bring about a range of different emotions</b></li> </ul>	<p><b>Summer 2</b> Changing Me</p> <ul style="list-style-type: none"> <li><b>Know how girls' and boys' bodies change during puberty and understand the</b></li> </ul>	<p><b>Summer 2</b> Changing Me</p> <ul style="list-style-type: none"> <li>Know how girls' and boys' bodies change during puberty and understand the</li> </ul>

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	<p><b>vocabulary list on Jigsaw overview)</b></p> <ul style="list-style-type: none"> <li>• Know that we grow from baby to adult</li> <li>• Know who to talk to if they are feeling worried</li> <li>• Know that sharing how they feel can help solve a worry</li> <li>• Know that remembering happy times can help us to move on</li> <li>• <b>NSPCC Pants</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>• Know which parts of the body are private and that they belong to that person and nobody has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know that animals including humans have a life cycle</li> <li>• Know that changes happen when we grow up</li> <li>• Know that people grow up at different rates and that is normal</li> <li>• Know that learning brings about change</li> </ul>	<ul style="list-style-type: none"> <li>• Know that private body parts are special and that no one has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know there are different types of touch and that some are acceptable and some are unacceptable <b>NSPCC Pants</b></li> <li>• Know the correct names for private body parts</li> <li>• Know that life cycles exist in nature</li> <li>• Know that aging is a natural process including old age</li> <li>• Know that some changes are out of an individual's control</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to</li> </ul>	<ul style="list-style-type: none"> <li>• Know that in nature it is usually the female that carries the baby</li> <li>• Know that babies need love and care from their parents/carers</li> <li>• Know some of the changes that happen between being a baby and a child</li> <li>• <b>NSPCC Pants</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know that personal hygiene is important during puberty and as an adult</li> <li>• Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> <li>• <b>NSPCC Pants</b></li> </ul>	<p><b>importance of looking after themselves physically and emotionally</b></p> <ul style="list-style-type: none"> <li>• Know that becoming a teenager involves various changes and also brings growing responsibility</li> <li>• Know what perception means and that perceptions can be right or wrong</li> <li>• <b>NSPCC Pants</b></li> </ul>	<p>importance of looking after themselves physically and emotionally</p> <ul style="list-style-type: none"> <li>• Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>• Know how being physically attracted to someone changes the nature of the relationship</li> <li>• Know the importance of self-esteem and what they can do to develop it</li> <li>• 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</li> <li>• <b>NSPCC Pants</b></li> <li>• Know the meaning of consent</li> </ul>
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<p><b>Social and Emotional Skills</b></p> <p>(Key objectives in bold)</p>	<ul style="list-style-type: none"> <li>Recognise that changing class can elicit happy and/or sad emotions</li> <li>Can say how they feel about changing class / growing up</li> <li>Can identify how they have changed from a baby</li> <li>Can say what might change for them as they get older</li> <li>Can identify positive memories from the past year in school/home</li> </ul>	<ul style="list-style-type: none"> <li><b>NSPCC Pants</b></li> <li>Understand and accept that change is a natural part of getting older</li> <li>Can suggest ways to manage change, e.g. moving to a new class</li> <li>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>Can express why they enjoy learning</li> </ul>	<p>change as they age</p> <ul style="list-style-type: none"> <li>Can say who they would go to for help if worried or scared</li> <li>Can say what types of touch they find comfortable / uncomfortable</li> <li>Be able to confidently ask someone to stop if they are being hurt or frightened</li> <li>Can appreciate that changes will happen and that some can be controlled and others not</li> <li>Can express how they feel about changes</li> <li>show appreciation for people who are older</li> <li>can recognise the independence and responsibilities they have now</li> </ul>	<ul style="list-style-type: none"> <li>Can express how they feel about puberty</li> <li>Can say who they can talk to about puberty if they have any worries</li> <li>Can suggest ways to help them manage feelings during changes they are more anxious about</li> <li>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</li> <li>Can express how they feel about babies</li> <li>Can describe the emotions that a new baby can bring to a family</li> <li>Can identify changes they are looking forward to in the next year</li> </ul>	<ul style="list-style-type: none"> <li>Can appreciate their own uniqueness and that of others</li> <li>Can express any concerns they have about puberty</li> <li>Have strategies for managing the emotions relating to change</li> <li>Can express how they feel about having children when they are grown up</li> <li>Can say who they can talk to about puberty if they are worried</li> <li>Can apply the circle of change model to themselves to have strategies for managing change</li> </ul>	<ul style="list-style-type: none"> <li>Can celebrate what they like about their own and others' self-image and body image</li> <li>Can suggest ways to boost self-esteem of self and others</li> <li>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>Can ask questions about puberty to seek clarification</li> <li>Can express how they feel about having a romantic relationship when they are an adult</li> <li>Can express how they feel about having children when they are an adult</li> </ul>	<ul style="list-style-type: none"> <li><b>Know that both parties must consent to sexual intercourse</b></li> <li>Recognise ways they can develop their own self-esteem</li> <li>Can express how they feel about the changes that will happen to them during puberty</li> <li>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</li> <li>Recognise how they feel when they reflect on the development and birth of a baby</li> <li>Can celebrate what they like about their own and others'</li> </ul>
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**built upon Christian values** encouraging **aspirational achievement**.

***'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***

			<ul style="list-style-type: none"><li>• compared to being a baby or toddler</li><li>• Can say what greater responsibilities and freedoms they may have in the future</li><li>• Can say what they are looking forward to in the next year</li></ul>			<ul style="list-style-type: none"><li>• Can express how they feel about becoming a teenager</li><li>• Can say who they can talk to if concerned about puberty or becoming a teenager / adult</li></ul>	<ul style="list-style-type: none"><li>• self-image and body image</li><li>• Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li></ul>
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