



Wheeler's Lane Primary School Progression

PSHE (Personal, Social, Health and Economic Education)

Families and People Who Care for Me

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>People who can help</p> <p>To identify important people in my life.</p> <p>To understand how families are important</p> <p>identify our own special people</p> <p>explain what makes them special to us and why they are important in our lives</p> <p>describe the different ways our special people care for us</p> <p>recognise how we can care for them in return</p> <p>To understand that all families are different and consist of various family members</p> <p>To understand what makes a relationship healthy</p> <p>To have explored the importance of love and respect in relationships</p> <p>To identify people who can help them</p> <p>To know when and how to ask for help</p>	<p>If someone loves me, I can tell when I feel cared for.</p> <p>If someone leaves me I still feel cared for</p> <p>To know that there are different types of families</p> <p>To understand why families are important.</p> <p>To think about our families, how they may be different and how families love and care about one another.</p> <p>To identify different ways that families and individual members care for each other.</p> <p>To be able to describe their family.</p> <p>To understand that families are special.</p> <p>To identify different feelings in families</p> <p>To understand that we all have feelings and how we can affect others</p> <p>I can tell when I feel cared for.</p> <p>I can tell when I love or care for someone.</p> <p>I understand that if someone leaves me they might still love me.</p>	<p>Males /Females stereotypes</p> <p>Family differences and stereotypes</p> <p>To know that all families are different and have different family members</p> <p>Understand that people sometimes have stereotypes (fixed ideas) about families</p>	<p>Positive relationships</p> <p>Who is important to me?</p>	<p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support</p>	<p>To be aware of how families change</p> <p>To know roles and responsibilities within family may change</p> <p>To know that there are a range of families in society</p> <p>To know that marriage is a legal commitment between two people</p> <p>I can tell you about the people who are important to me.</p>

	I understand people have to make choices that can be difficult.				
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Being Safe

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can recognise and name body parts. NSPCC Safe and unsafe touches To consider different types of touch. I know who I can talk to.</p>	<p>To be able to identify ways in which we are the same and different. To identify and name external body parts including penis and vagina To identify rules for staying safe. To identify safe and unsafe touches. To know the Underwear rule. To be able to recognise safe and unsafe situations To be able to recognise the physical signs of feeling unsafe To know what to do if feeling unsafe while on technology (online)</p>	<p>Body part differences Personal Space unwanted touches Identify the differences between males and females Name male and female body parts using agreed words Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch</p>	<p>NSPCC safe and unsafe touches To consider the different types of touch. To know that a person has the right to say what they like and dislike. Reporting a crime Recognise risk in different situations and make judgements about behaviour and decisions about personal safety Demonstrate ways to stay safe</p>	<p>Making decisions uh-oh signs and early warning signs To identify people in their community whose job it is to keep them safe and appreciate that it is also their own responsibility to keep themselves safe. To understand the way weapons are portrayed on film and tv is not a true reflection on reality. To state reasons why someone might carry a real or replica weapon. Identify who to contact if they believe someone may be carrying a replica/real weapon. To describe some of the early warning signs people feel when they don't feel safe Identify some of the effects and consequences of not listening to their inner voice. To consider how to stay safe. To develop the skills of saying no when made to feel uncomfortable.</p>	<p>Safe and unsafe touches To consider different types of touch To develop the skills of saying no when dealing with touches that are uncomfortable or inappropriate. To be aware of and know how to and set your own boundaries and expectations To understand how important it is to know your own qualities Recognise the need to ask for support sometimes Know whom to ask and how</p>

Online Relationships / Internet Safety and harms

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Watching videos –what online may look like and the different feelings we can experience online and how to identify adults who can help. I can explain how something online might make someone feel worried or sad. I can recognise different feelings. I can identify up to four adults in my life who can help me if I have a problem online. Sharing pictures online and importance of seeking permission I can explain what might happen if we share a picture. I can identify the effect of people’s actions online and consider ways of keeping myself and others safe. I recognise that I can be an ‘upstander’ by choosing not to join in. I can identify up to four adults in my life who I trust and how to ask them for help if I have a problem online.</p>	<p>Playing games To understand that people online may try to manipulate others, how this can make someone feel and identifying adults who can help. I can identify what personal information is and the importance of not sharing this. I can recognise different feelings I might encounter online and how my body might tell me something ‘doesn’t feel right’. I can identify up to four adults in my life who I trust and how to ask them for help if I have a problem online. I can talk about the qualities that make a good friend. I can identify that people online may not tell the truth. I can explain the difference between a secret and a surprise. I can identify up to four adults in my life who I trust and how to ask them for help if I have a problem online.</p>	<p>Protecting online reputation and working out reliable information How they can protect their online reputation. How to work out whether information online is true and reliable.</p>	<p>Understand the dangers of taking personal photographs and sharing them online online safety and how to access available help inside and outside school to understand the dangers of taking personal photographs and sharing them online</p>	<p>Explain what fake news is and why it is created Identify what questions to ask and what checks to make to decide whether a news report is fake or real Infer how a fake news story may affect someone’s emotions and behaviour Give reasons why fake news can be harmful Doing the right thing – online safety. Online safety in the wider world Identify how to recognise online targeting. Recognise that companies (including news providers) use information about people to target them with content they are more likely to engage with. Explain how someone’s online choices (such as their search history and profile) affect the type of information targeted at them. Describe how online targeting can be used to influence someone’s beliefs, actions and choices. To recognise that online relationships can be positive and negative To know how to stay safe and who to report concerns to I know that not everything online is trustworthy I can recognise some of the differences between fact and opinion</p>	<p>Critically consider online friendships How information is shared Where and how to report concerns I can recognise that it is my own choice to accept something online I can recognise ways that people may seek to persuade me online I know what to do if I am worried about something online describe actions a person can take to look after their wellbeing with a balance of online and offline activities evaluate the positives and negatives of social media To be able to recognise negative influences (building resilience and safety online) To be able to ask for help when dealing with difficult situations I can recognise the different symbols related to the age ratings for films I can explain why we have age ratings for films and the role of the British Board of Film Classification I can evaluate which types of films are most suitable for different age groups I can explain how age ratings can help people make decisions about whether to watch a particular film I can describe how film content can evoke a range of</p>

				I can make decisions about what I trust online using clues	<p>feelings and responses in different people</p> <p>I can explain how to manage a situation when not everyone agrees which film to watch</p> <p>I can demonstrate how to handle feeling pressure to watch something I am unsure about</p> <p>I can explain where and how to get help or advice about films and the media</p> <p>I can identify how communicating with friends, or others online differs from face-to-face friendships and relationships</p> <p>I can describe ways to keep friendships safe, positive and healthy, including when communicating online</p> <p>I can explain some of the risks of meeting new people online</p>
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Caring Friendships					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can tell you what being a good friend means to me.</p> <p>I can work well in a group.</p> <p>I know how to make up with a friend when we have fallen out</p> <p>I understand the power of using kind words.</p> <p>To understand 'who are my friends'?</p> <p>To understand what makes a relationship healthy</p> <p>To have explored the importance of love and respect in relationships</p>	<p>I can talk about the qualities that make a good friend.</p> <p>To identify the qualities and characteristics of a good friend.</p> <p>Know how important friendships are in making us feel secure and happy</p> <p>Understanding ups and downs in friendships can be worked through and repaired.</p>		<p>I can tell you lots of ways to give friendship tokens.</p> <p>Describe behaviours that can help people in a group feel valued and welcome</p> <p>I know how to make someone feel welcomed and valued at school.</p>	<p>Values - yourself/family</p> <p>Religion</p> <p>Rights</p> <p>Love honour and courage – would a friend ask you to commit a crime.</p> <p>Value of friendship</p> <p>Value of a gang/group</p> <p>Negative values of being in a gang/group</p> <p>Unsafe behaviour of friends to identify that having friends meets one of our basic needs and that having older friends</p>	<p>Difference- barrier to friendship</p> <p>Conflict language to help conflict</p> <p>NSPCC Changing friendships</p> <p>I can explain ways in which friendship is important in people's lives</p> <p>I can describe reasons why friendships might develop and change over time</p> <p>I can explain some of the benefits of making new friends, and having different types of friends</p>

<p>To recognise how our words and actions can hurt others To be able to identify actions I can take to resolve a conflict in my friendships To be able to identify the characteristics of a good friend</p>				<p>can be both positive and negative. to identify the positives and negatives of being part of a group or gang and evaluate in terms of safe and unsafe To describe what to 'influence' means and be aware of potential unwritten rules that might influence the choices people make. to evaluate safe and unsafe behaviours and reflect on their responses. To consider the value of views and contributions of others To understand the value of friendship Recognise that in friendships groups all people have equal status but offer different qualities To know that we can work together to achieve simple goals and targets. Show care for others as well as for themselves To be able to ask topical questions To become more aware of how to strengthen peer relationships To understand that conflicts are not necessarily negative To know how different reactions to conflict help shape its outcome</p>	<p>I can describe some of the challenges of making new friendships while maintaining old ones To know that commitment and friendship is important in a positive relationship</p>
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Respectful relationships					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can use peaceful problem solving to sort out problems</p> <p>I can tell you what bullying is</p> <p>How I am the same and different from my friends</p> <p>To recognise that some things are the same and some things are different about themselves, other children and their friends.</p> <p>I can tell you what bullying is.</p> <p>I can tell you how someone who is bullied feels</p> <p>I know some people in and out of school who I could talk to if I was feeling unhappy or bullied</p> <p>I know what to do if I am being bullied.</p> <p>To understand what makes a relationship healthy</p> <p>To understand what respect is and self respect.</p> <p>How to show respect</p> <p>To understand the importance of kindness in friendships</p>	<p>I can make someone else feel good by giving them a compliment.</p> <p>I know what to say when someone else gives me a compliment.</p> <p>I know that people don't always see things the same way.</p> <p>I can see things from someone else's point of view.</p> <p>I can make a conflict situation better.</p> <p>Identify special things about them that make them who they are</p> <p>Describe similarities and differences between themselves and others and the things they have in common</p> <p>To be kind and respectful towards people who are different from us.</p> <p>Recognise how they are all equal despite any differences they may have.</p> <p>I can tell you what bullying is.</p> <p>I know what to do if I see someone being bullied</p> <p>I can tell you how someone who is bullied feels.</p> <p>I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.</p> <p>I know what to do if I am bullied.</p> <p>I know we are all equal and have the right to feel safe.</p>	<p>Doing the right thing, following rules and behaving responsibly</p> <p>Inclusion - difference between discrimination and inclusion</p> <p>To know what it means to behave responsibly.</p> <p>explain how rules protect you and others</p> <p>give reasons why different rules are needed in different situations.</p> <p>Relationships (stereotypes)</p> <p>Understand that males and females can do the same tasks and enjoy the same things</p> <p>Understand that there are different stereotypes (fixed ideas) about what males and females can do.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p>	<p>Drugs Education</p> <p>Record a range of different choices they make for themselves now and in the future</p> <p>Appreciate the importance of taking responsibility for themselves and their behaviour</p> <p>Know the difference between positive and negative persuasion and that pressure may come from people they know</p> <p>Exercise some basic techniques for resisting peer pressure (S3.6) 2. Recognise some situations where it is appropriate to say 'no'</p> <p>explain what is meant by a 'diverse society in relation to the United Kingdom</p> <p>explain the benefits of living in a diverse society</p> <p>identify and demonstrate how they can value and celebrate diversity.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>Identify different groups they belong to (e.g. friendships, class, year group, clubs, faith)</p> <p>Explain what it means to belong to a group or community</p> <p>Recognise some of the ways in which people can be made to feel that they don't belong</p>	<p>To identify a set of values that are important to them and describe some values that are important to them and describe how some values can help keep people safe or unsafe.</p> <p>To identify non-violent ways of resolving disputes that involve the use of protective interruptions.</p> <p>I can explain some of the ways people can help each other.</p> <p>Identify ways in which individuals can help different groups and communities</p> <p>Values that help us live together.</p>	<p>To reflect on the differences and similarities in different relationships</p> <p>To know that there are qualities that are not conducive to positive relationships</p> <p>To reflect on the differences and similarities in different relationships</p> <p>Protected characteristics</p> <p>To recognise that actions have consequences for themselves and others</p> <p>To consider why some groups are disadvantaged in society</p> <p>To be aware of the importance of respect when dealing with others</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including use of prejudice-based language, how to respond and ask for help)</p> <p>Embrace difference I can behave in an assertive way using appropriate body language and tone of voice</p> <p>Identify examples of different types of stereotyping</p> <p>Describe how stereotypes can be unfair and unhelpful</p> <p>Recognise how stereotyping may have a negative effect on someone's behaviour, aspirations and feelings about themselves</p> <p>Identify positive actions to challenge stereotyping</p>

			<p>Describe behaviours that can help people in a group feel valued and welcome</p> <p>I know how to make someone feel welcomed and valued at school.</p> <p>I know what it feels like to be unwelcome</p> <p>To encourage children to think about how we value ourselves and respect each other.</p>		<p>Describe some of the ways in which people may be influenced by others (positively and negatively)</p> <p>Explain what is meant by someone having prejudiced or extremist views</p> <p>Identify some different ways to manage negative influences</p> <p>Describe where, when and how to seek support for self and others</p>
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Mental Wellbeing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Ways I am similar and different to others</p> <p>I know some ways to calm myself down when I feel scared or upset.</p> <p>I can sometimes tell if other people are feeling scared or sad and I know how to make people feel better.</p> <p>I can tell when I am feeling worried or anxious</p> <p>I can explain some things that help me stop worrying.</p> <p>I know when I am starting to feel angry</p>	<p>I feel safe and content within my class.</p> <p>I can sometimes tell if people are feeling sad or scared.</p> <p>I can show you or tell you what relaxed means.</p> <p>To recognise when I am becoming bored or frustrated.</p> <p>To know some ways to overcome boredom and frustration.</p> <p>I know that sometimes anger builds up and that I can be overwhelmed by my feelings.</p>	<p>What it feels to be sad/happy/scared</p> <p>Calming myself down</p> <p>Ways to solve a problem</p> <p>Feeling surprised</p> <p>Feeling relaxed</p> <p>What are my triggers for anger?</p> <p>Everyday feelings</p> <p>Expressing feelings</p> <p>Managing feelings</p> <p>Feeling guilty and making amends</p> <p>What helps build self esteem?</p>	<p>I understand why it is important to calm down before I am overwhelmed by feelings of anger.</p> <p>I can tell you some ways I can stop myself from being overwhelmed by feelings of anger.</p> <p>To know how most people feel when they lose something they love.</p> <p>I can tell you how I would feel if a change that I didn't want to happen was imposed on me.</p>	<p>explain what is meant by the term 'mental health'</p> <p>identify everyday behaviours that can help to support mental (and physical) health</p> <p>recognise that we can take care of our mental health (as well as our physical health)</p> <p>to understand that everyone feels worried from time to time.</p> <p>To make the distinction between feeling worried and safe and feeling worried and unsafe.</p>	<p>People important to me</p> <p>Managing my feelings</p> <p>Worried feeling</p> <p>Being Assertive</p> <p>Coping with uncomfortable feelings</p> <p>Secondary emotions caused by primary emotion/positive self talk</p> <p>Uncomfortable feelings words for fear</p> <p>Managing feelings about the news.</p>

<p>I know what happens on the inside and the outside of my body when I start to get angry. I can tell you something that has made me jealous. I can suggest ways to deal with a feeling. Can describe how others might be feeling Identify who can help them with feelings and how to help others I can tell you something that has made me jealous. I can tell when I am proud or jealous.</p>	<p>I can recognise different feelings I might encounter online and how my body might tell me something 'doesn't feel right'. (Jessie and friends) identify feelings that are good and not so good recognise that people feel differently about things and situations explain what can change their feelings (from good to not so good and from not so good to good) suggest things that can help themselves and others to feel better recognise that feelings can intensify (get stronger) describe how big feelings can affect their behaviour identify what can help them feel better when they have a big feeling (including talking to trusted adults) use words or phrases to ask for help with feelings To be able to name and recognise a range of emotions To be aware of the different people who can help us To know how we can express our feelings and emotions in an appropriate way</p>	<p>I know how it feels to be happy, sad, scared or excited and can usually tell if other people are feeling these emotions. I can predict how I am going to feel in a new situation or meeting new people I can manage my feelings and can usually find a way to calm myself down when necessary I can tell you what feeling surprised is like. I can tell you whether I like surprises. I can relax when I want to. I know: what my triggers for anger are how our bodies change when we start to get angry identify that feelings/emotions are part of a person's health and wellbeing recognise that feelings usually change throughout the day give examples of everyday things that can affect feelings describe what can help people to feel good/better name a wide range of feelings and emotions match feelings to a scale of intensity and identify strong feelings describe different feelings and how they are experienced in the body recognise why it is important for people to express their feelings explain how feelings and emotions can influence our actions and behaviour</p>	<p>I know some of the reasons that change can be uncomfortable and scary. I know that what we feel and think affects what we do. I know some ways of dealing with feelings that can arise from changes. To understand that people may experience and recover from mental ill health in the same way as physical ill To know how to seek support if they need help or advice about their own or someone else's mental health</p>	<p>Converting negative statements into empowering statements. Feeling angry/resolving disputes To recognise why some people feel angry and what this could lead to. Making a difference – leisure time and benefits of relaxation What is mental health Behaviours that can support mental and physical health How we can take care of our mental health To recognise when someone goes away or dies people can experience strong feelings and be aware of this in others. Understand that someone does not stop loving them if they go away and find ways to remember people who they can no longer see. explain why sleep is important for a healthy lifestyle describe bedtime routines that help improve sleep identify how sleep patterns and needs might change during puberty Value of positive thinking</p>	<p>PSHE association Mental Health and well being lessons KS2 Yr 5-6 How feelings and emotions are affected and can be managed at changing, challenging or difficult times. Feelings and common anxieties when transitioning to secondary school I know that children may have mixed feelings about going to secondary school. I know that it is natural to be wary of change. state what wellbeing and social media mean describe actions a person can take to look after their wellbeing with a balance of online and offline activities evaluate the positives and negatives of social media To be able to express feelings in different ways and recognise the impact on others To be able to manage feelings. I can recognise when I am feeling worried I know how to do something about my worry describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected recognise conflicting emotions and when these might be expected explain how feelings and emotions change over time</p>
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Anti-bullying - Respectful relationships					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can tell you what bullying is.</p> <p>Identify ways in which I am the same as and different from my friends.</p> <p>I can tell you how someone who is bullied feels.</p> <p>I know some people in and out of school who I could talk to if I was feeling unhappy or bullied</p> <p>I know what to do if I am being bullied.</p> <p>I understand the power of using kind words.</p>	<p>I can tell you what bullying is.</p> <p>I know what to do if I see someone being bullied</p> <p>I can tell you how someone who is bullied feels.</p> <p>I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.</p> <p>I know what to do if I am bullied.</p> <p>I know we are all equal and have the right to feel safe</p> <p>To be kind and respectful towards people who are different from us.</p>	<p>I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation better or worse by what they do.</p> <p>I can tell you some ways of helping to make someone who is being bullied feel better.</p> <p>I can problem solve a bullying situation with others.</p> <p>I know what to do if I am being bullied</p> <p>I know we are all equal and have a right to feel safe</p>	<p>I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation better or worse by what they do.</p> <p>I can problem solve a bullying situation with others.</p> <p>I can tell you why witnesses sometimes join in with bullying or don't tell.</p> <p>I know what to do if I am bullied.</p> <p>I know we are all equal and have a right to feel safe.</p> <p>To understand what bullying is and how bullying occurs</p> <p>To be aware of the different types of bullying</p>	<p>Bullying</p> <p>Bystanders/Defenders</p> <p>Bullying, hate and race crime</p> <p>To understand why some people choose to bully</p> <p>How bullying affects all the people involved</p> <p>Identify strategies to address bullying behaviour that respects 'we all have the right to feel safe all of the time.</p> <p>Bullying from the point of view of people who are standing by</p> <p>To understand how bullies might choose who to bully.</p> <p>To understand that racial harassment is a crime.</p>	<p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can explain some of the ways in which one person (or group of people) can have power over another.</p> <p>I know the different forms bullying can take i.e. cyberbullying, physical, mental</p> <p>I can tell you why witnesses sometimes join in with bullying or don't tell.</p> <p>I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for</p>

				To understand the age of criminal responsibility.	problem solving when I am part of one. I know we are all equal and have a right to feel safe.
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Drugs, alcohol and tobacco

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To identify what items are safe or dangerous to touch or put into our bodies and why. To know that some things may not be easy to identify as safe or dangerous. To know who can help me get better To identify who they can ask for help. To understand what goes onto my body. To be able to identify who can help them. To understand that medicines and drugs can be dangerous.</p>	<p>Medicines Who can help us? To know all medicines are drugs but not all drugs are medicines. To understand the purpose of medicines To know that all drugs and medicines can be dangerous. To know which items are safe or dangerous to put into the body To be able to identify items that are drugs and those which are not To know who can help us in different situations. To be able to identify adults who can help. To begin to understand that actions have consequences.</p>	<p>Smoking Know about a range of legal drugs encountered in everyday life including over the counter drugs such as aspirin, drugs prescribed as medicines, as well as tea, coffee, tobacco and alcohol. Consider the value of keeping healthy and different attitudes to health and illness Recognise and challenge stereotypes Know about legal drug nicotine/cigarettes Recognise when choices are affected by media and other influences</p>	<p>Making choices Persuasion and risk taking Resisting peer pressure Being Assertive Resisting peer pressure re smoking, alcohol and medicines</p>	<p>Alcohol and age of criminal responsibility Know about a range of drugs encountered including alcohol and some understanding of their effects and their associated risks. Recognise that actions have consequences for themselves and others. Understand why school rules are made and the consequences of breaking them; relate this to simple knowledge about the law & understand that rules & laws are there to protect Know some of the options open to them in developing a healthy lifestyle now and in the future Recognise when choices are affected by the media and other influences.</p>	<p>Legal and Illegal drugs Attitudes and beliefs/stereotypes Asking for help Know about a range of legal and illegal substances and have some understanding of their effects and associated risks. Explore attitudes and beliefs about the people who may use or misuse drugs. Recognise stereotypes Recognise the need to ask for support sometimes Know whom to ask and how</p>

Healthy eating/Physical health and fitness

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To be able to explain what a healthy lifestyle is To understand what a balanced diet is.</p>	<p>To be able to explain what a healthy lifestyle is. To be able to identify what helps me to keep healthy and</p>	<p>Healthy lifestyle and the benefits of exercise Benefits of food in my body</p>	<p>Influences on my decisions to lead a healthy lifestyle How energy is measured</p>	<p>To understand how to make sensible choices for a healthy lifestyle.</p>	<p>Plan healthy menus Different energy for different physical activity Reading food labels</p>

<p>To know about basic hygiene rules when handling/preparing/eating food.</p> <p>To identify healthy foods</p> <p>To be able to explain some of the effects on my body if I eat healthily and unhealthily.</p> <p>to know the effects that exercise can have on my body.</p>	<p>know why it is a healthy choice.</p> <p>To understand how medicines including vaccinations and immunisations can help people stay healthy and manage allergies</p> <p>To know and name the different types of food groups</p> <p>To be able to identify healthy foods.</p> <p>To understand what a balanced diet is.</p> <p>To know how different kinds of food can help us.</p>	<p>I know what makes a healthy lifestyle and recognise the benefits of exercise</p> <p>I can identify foods from the different food groups and understand the benefits on my body.</p>	<p>How to balance energy in and out.</p> <p>To be able to explain what a healthy lifestyle is.</p> <p>To be able to describe some of the influences on my decisions about my health and well being</p> <p>To be able to identify healthy foods</p> <p>To understand what a balanced diet is.</p> <p>To understand that food provides energy, how energy is measured and that some foods provide more energy than others.</p> <p>To understand that a balance of energy in and energy out is needed for good health.</p> <p>To know how to balance energy in with energy out</p> <p>To understand what a balanced diet is.</p> <p>identify how everyday actions affect dental health</p> <p>describe ways to maintain good dental health</p> <p>explain common risks to dental health and how to manage them</p>	<p>To understand that a healthy diet and regular physical activity can help keep us stay healthy</p> <p>To understand the concept of free time/ leisure time and the choices you have.</p> <p>To identify ways of spending time that will benefit themselves and others.</p>	<p>To be able to understand what a balanced diet is.</p> <p>To be able to understand the importance of eating a range and balance of foods.</p> <p>To be able to plan healthy menus</p> <p>To understand the effects on the body both physically and mentally of a healthy or unhealthy diet.</p> <p>To understand that we use different amounts of energy for different kinds of physical activity.</p> <p>To be able to create a weekly physical activity</p> <p>To recognise the importance of building regular exercise into our routine.</p> <p>To understand how to read food labels and use them to inform choices</p>
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Health and prevention					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sun Protection</p> <p>To understand the importance of safe and unsafe exposure to the sun.</p> <p>How to protect yourself in the sun.</p>	<p>Dental health</p> <p>Keeping teeth healthy</p> <p>Sun Protection</p> <p>To learn how to protect myself in the sun.</p> <p>identify food and drink with different sugar content</p> <p>describe how to clean teeth properly</p>	<p>Bacteria/ viruses and germs</p> <p>Sun Protection (circle time/assembly)</p> <p>To understand that there are different skin types and which types burn more easily.</p> <p>To know the best fabrics for protecting skin from the sun,</p> <p>To know what SPF stands for.</p>	<p>Sun Protection (circle time/assembly)</p> <p>To know that all skin needs protection in the sun.</p> <p>To know that pale skin needs the most protection</p> <p>know and understand that a tan is caused by sun damage to the skin. To know and</p>	<p>Dental Health</p> <p>identify how everyday actions affect dental health</p> <p>describe ways to maintain good dental health</p> <p>explain common risks to dental health and how to manage them</p>	<p>Sun Protection (circle time/assembly)</p> <p>To understand the superficial characteristics of our skin and the variety of functions our skin allows for.</p> <p>To know that ultraviolet radiation from the sun can have harmful effects on</p>

	<p>recognise who can help with keeping teeth healthy To understand that vaccinations and immunisations can help people to stay healthy. To understand that simple routines can stop germs from spreading.</p>	<p>To be able to identify how bacteria and viruses can affect health. To know how germs spread and suggest ways to prevent them from spreading.</p>	<p>understand that a tan means their skin has been damaged. To know and understand that some people will never tan but only burn. identify how everyday actions affect dental health describe ways to maintain good dental health explain common risks to dental health and how to manage them</p>	<p>Sun Protection (circle time/assembly) To understand how people in hot countries have adjusted their lives to cope with the climate. To know and understand that the closer you go to the Equator the stronger the sun becomes and the stronger and more dangerous the ultraviolet radiation becomes. To understand that wearing appropriate hats, clothing, sunscreens, sunglasses and seeking shade in the middle of the day can help protect against damage caused by the sun. To recognise that everyone is at risk from overexposure to the sun and that ultraviolet radiation is at its peak in the middle of the day. To know that the sun produces ultraviolet radiation which affects numerous everyday items and can have harmful effects on our skin causing sunburn. To understand what causes our skin to burn in the sun. explain why sleep is important for a healthy lifestyle describe bedtime routines that help improve sleep Identify how sleep patterns and needs might change during puberty</p>	<p>people, including sunburn, skin damage, skin cancer and skin ageing.</p>
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Basic First Aid					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>How to Call 999 Know how to deal with head injuries Learn first aid skills Feel confident to help someone who needs first aid Feel able to help someone who is in need of first aid Learn how to call 999 in an emergency – who to ring and what to tell them</p>	<p>Calling 999 Dealing with burns Learn first aid skills Feel confident to help someone who needs first aid Feel able to help someone who is in need of first aid Learn how to call 999 in an emergency – who to ring and what to tell them</p>	<p>Calling for help Bites and stings I can identify when a casualty is having an allergic reaction to a bite or sting I can provide first aid treatment for a casualty who has been bitten or stung I can seek medical help if required</p>	<p>Calling for help Asthma Identify and manage a casualty who is having difficulty breathing due to asthma. Ensure the safety of themselves and others. Assess a casualty's condition calmly. Comfort and reassure a casualty who is having an asthma attack. Seek medical help if required.</p>	<p>Value of the emergency services Calling for help and bleeding Ensure the safety of themselves and others. Assess a casualty's condition calmly. Comfort and reassure a casualty who is bleeding. Seek medical help if required.</p>	<p>Calling for help Choking I understand it's most important to ensure the safety of myself and others in the event of an emergency I can assist in an emergency by correctly calling for help I know the information I need to give to emergency services if they are called to an incident Recognise when someone is choking. Administer first aid to a casualty that is choking (incl. back blows and tummy thrusts) Seek medical help if required for a choking casualty.</p>

Changing Adolescent body					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To identify and name external body parts including penis and vagina</p>		<p>Know that during puberty the body changes from a child into a young adult Understand why the body changes at puberty Identify some basic facts about pregnancy Know that during puberty the body changes from a child into a young adult Understand why the body changes at puberty Identify some basic facts about pregnancy</p>	<p>Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence. Explain how to stay clean during puberty Describe how emotions change during puberty Demonstrate how to seek help and support during puberty</p>	<p>To be aware of how body changes occur internally as well as externally To be aware of how the emotions change during puberty To know that humans develop to old age To be aware of the changes that occur in both genders</p>

				<p>Explain and ask questions about menstruation and wet dreams</p> <p>Describe how to manage periods and wet dreams</p> <p>Identify how sleep patterns and needs might change during puberty</p>	
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Non-Statutory Sex Education					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>NON-STATUTORY</p> <p>To understand how a baby is made (conception)</p> <p>To know how a baby is born.</p>

Non-Statutory Financial Capability/Firework safety/Road safety/community					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Community</p> <p>.I know that I belong to a community.</p> <p>I feel good about the ways we are similar in the group and the ways I am different.</p> <p>what memory is and how it works</p> <p>what dementia is and how it is related to memory</p> <p>the types of difficulties people with dementia may experience</p> <p>how dementia affects the whole family</p> <p>ways in which communities</p>	<p>Community</p> <p>I know that I belong to a community.</p> <p>I can help to make the community a safe and fair place</p> <p>Financial capability</p> <p>To know they can save money to use later instead of spending it no</p> <p>To describe why they might want to save their money and how that makes them feel.</p> <p>Begin to understand why saving money can be important</p> <p>Road Safety</p> <p>To know how to ride a</p>	<p>Gamble aware - Exploring risks</p> <p>assess how risky different everyday activities are</p> <p>describe how important it is to 'stop and think' before taking a risk</p> <p>Community</p> <p>Alzheimer's society Dementia friendly society (circle time activities)</p> <p>What memory is and how it works</p> <p>what the brain controls</p> <p>What is dementia and how is it related to memory?</p> <p>Understand how dementia affects the whole family</p>	<p>Community</p> <p>Belonging to a community</p> <p>Respectful relationships (Inclusion and addressing extremism)</p> <p>Identify different groups they belong to (e.g. friendships, class, year group, clubs, faith)</p> <p>Explain what it means to belong to a group or community</p> <p>Recognise some of the ways in which people can be made to feel that they don't belong</p> <p>Describe behaviours that can help people in a group feel valued and welcome</p> <p>To understand why some people have to leave their</p>	<p>Gamble aware – Chancing it</p> <p>explain risk in relation to gambling</p> <p>identify how winning and losing can affect a person's feelings and what makes someone want to take the risk</p> <p>describe what can influence someone to gamble or feel pressure to do so</p> <p>Community</p> <p>To be aware of the concept of community and what it means to be part of one.</p> <p>Premier League</p> <p>Tackling pollution</p>	<p>Financial capability</p> <p>To understand the role of a bank</p> <p>To understand how a bank account can make managing money easier</p> <p>To know key language relating to different banks and bank service</p> <p>To work creatively and collaboratively to present their ideas</p> <p>To understand why people might use a bank account</p> <p>To know some of the risks associated with spending money online</p> <p>To suggest some ways of keeping money safe when</p>

<p>can support people living with dementia</p> <p>Financial Capability Choose and justify a response to a dilemma around money. Identify the consequences of a decision. Make a simple moral decision around money. Know that objects can have sentimental value as well as monetary value. Describe why an object is precious to them. Understand that money cannot always replace the value of a precious item.</p> <p>Road safety To develop familiarity with the Stop, Look, Listen and Think sequence To know that pedestrians walk on the pavement and vehicles travel on the road To know how to walk safely with a grown up and hold hands when walking near the road I understand why it is important to be bright and seen I know how to help others see me in the dark I know how to ride a bike/scooter and cycle/scoot safely</p> <p>Personal Recall some helpful things they have done for others. Understand that helpful acts have a value that can be nonmaterial.</p>	<p>bike/scooter and cycle/scoot safely. To know why I need a child car seat when I travel in a car. To know how to travel in a car or a bus. I know that pedestrians walk on the pavement and vehicles travel on the road I know safer crossing places and how to use them I know the Stop, Look, Listen and Think sequence I know how to ride a bike or scooter and cycle or scoot safely I know how to use the correct behaviour to keep myself safe</p> <p>Firework safety</p>	<p>Appreciate that people with dementia often require support from carers Understand what a carer is and explore the role of carers Understand the types of difficulties people with dementia may experience Identify ways in which communities can support people living with dementia To be able to signpost to services within a community and beyond To know about people/places that support communities locally and nationally</p> <p>Financial capability My money links between jobs and money To describe different jobs that they might do to earn money To understand that some jobs pay more than others and that money is one factor in choosing a job To understand that the choices they make about work and money will affect their lives</p> <p>Road safety I know the Stop, Look, Listen, Think sequence and safer places to cross the road. I know my responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport. I understand risk and the effect of risky behaviour and can develop strategies to cope with dangerous situations caused by others.</p> <p>Personal</p>	<p>homes, including in adverse circumstances, and to consider how this feels.</p> <p>Financial capability How do I plan a simple budget? How can I pay for things? I appreciate the value of planning when it comes to budgeting I understand the importance of keeping track of spending and saving I can read and interpret simple financial documents I can use simple financial information to plan and manage a basic budget I can recall different payment methods I can explain the most appropriate way of paying in different situations I can appropriately use some of the key language relating to debit and credit card use I understand about other methods of payments</p> <p>RSPCA Compassionate class to develop compassion and empathy through the lens of animal welfare.</p> <p>Road Safety Safety crossing the road – where and how I know the key road skills that I will need when I am old enough to travel without an adult. I know how to plan a safer journey to school. I know my responsibilities as a pedestrian, cyclist,</p>	<p>explain why ocean plastic pollution is a key issue for our world today explain the responsibility everyone has to help protect the world's oceans identify one change you can make to tackle ocean plastic pollution</p> <p>Financial capability To identify essential and non-essential items needed to survive. Recognise the need to save money and prioritise what to spend it on. Know who to talk to to get advice about money issues.</p> <p>Road safety I know how to travel independently (only with permission) to and from school as a pedestrian, cyclist or on public or school transport. I know the risks – and the effect of risky behaviour – on the road and can develop strategies to cope with dangerous situations caused by others.</p> <p>Rights To understand the rights of every child and know that with rights come responsibilities. To know what crime stoppers is How to contact them and the reasons for doing so.</p> <p>Personal Premier League resilience</p>	<p>using the internet and how to avoid online scams</p> <p>To identify some consequences of financial scams and how they might make someone feel.</p> <p>Road Safety I know the Green Cross Code, and safe crossing places on the road. I understand the risks and the effects of risky behaviour. I can develop strategies to cope with dangerous situations caused by others.</p> <p>Transition to secondary school To identify differences between primary and secondary school. Explain ways to manage change</p> <p>Personal Goals Perseverance Using excuses</p> <p>Firework safety</p>
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<p>Explain how helping others feels, for themselves and for the person they help</p> <p>Firework Safety</p>		<p>To be able to tell you about myself as a learner To be able to set success criteria so that I will know whether I have reached my goal. I can break a goal into a number of steps. about what it means to have self-esteem how to identify and reflect on their own (and others') achievements, attributes, strengths and skills</p> <p>Firework safety</p>	<p>passenger in a car or on public transport.</p> <p>Personal Barriers to learning Ways to keep going To be able to tell you about myself as a learner To be able to use my strengths as a learner To know what to do to learn effectively To identify some barriers to my learning. To know how my feelings can influence my learning. To be able to suggest ways to overcome barriers To be able to suggest ways to keep going even when the task is boring. To know when to keep trying and when to try something else.</p> <p>Firework Safety</p>	<p>identify what resilience is and what it looks like explain or demonstrate ways to bounce back from a setback or perceived failure, including how to reframe unhelpful thinking about the outcome of a difficulty or challenge recognise examples of resilience and opportunities to build resilience in their own lives.</p> <p>Firework safety</p>	
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