



Knowledge and Skills Progression

Subject area: PSHE



DfE Statutory Guidance – Relationships Education. End of primary school outcomes

Families and people who care for me (FPC)

1. that families are important for children growing up because they can give love, security and stability.
 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships (CF)

1. how important friendships are in making us feel happy and secure, and how people choose and make friends.
2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
6. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships (RR)

1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
2. practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. the conventions of courtesy and manners.
4. the importance of self-respect and how this links to their own happiness.
5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

	<ol style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	<ol style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.
Being safe (BS)	<ol style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard, how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources.
DfE Statutory Guidance – Physical Health and Mental Wellbeing. End of primary school outcomes	
Mental Wellbeing (MW)	<ol style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet	<ol style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits.

safety and harms (ISH)	<ol style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. <p>where and how to report concerns and get support with issues online</p>			
Physical health and fitness (PHF)	<ol style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>			
Healthy eating (HE)	<ol style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. <p>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>			
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 			
Health and prevention (HP)	<ol style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. the facts and science relating to allergies, immunisation and vaccination. 			
Basic first aid (BFA)	<ol style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. 			
Changing adolescent body (CAB)	<ol style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. 			
EYFS	Unit	Key Stage 1 Year 1 & 2	Lower Key Stage 2 Year 3 & 4	Upper Key Stage 2 Years 5 & 6
<u>Early Learning Goals</u> <u>Self-Regulation ELG:</u>	Me and My Relationships	<ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these 	<ul style="list-style-type: none"> Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; 	<ul style="list-style-type: none"> Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively.

<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self ELG:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 		<ul style="list-style-type: none"> • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body. (e.g. butterflies in the tummy etc.) • Identify a range of feelings; • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us. • Identify simple qualities of friendship; • Suggest simple strategies for making up. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. <p>By the end of the key stage, pupils will be able to:</p> <p>Suggest actions that will contribute positively to life in the classroom.</p> <p>Recognise that people have different ways of expressing their feelings, and identifying ways that we can respond to other's feelings.</p>	<ul style="list-style-type: none"> • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation. • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success. • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people. • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; 	<ul style="list-style-type: none"> • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations. • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities. • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help. • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills. • Recognise basic emotional needs, understand that they change according to circumstance; • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. • Understand that online communication can be misinterpreted; • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. <p>By the end of the key stage, pupils will be able to:</p>
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<p><u>Building Relationships</u> ELG:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 		<p>Know the difference between teasing, bullying and other forms of unkind behaviour; list strategies to deal with bullying; explain how someone can get help if they are being upset by someone else's behaviour.</p>	<ul style="list-style-type: none"> • Rehearse and use, now or in the future, skills for making up again. <p>By the end of the key stage, pupils will be able to:</p> <p>Outline how 'good' and 'not so good' feelings can affect our physical state; Choose different words to express the intensity of feelings; Demonstrate a range of feelings through facial expressions and body language.</p> <p>Summarise what we mean by a 'positive, healthy relationship'; apply appropriate assertive strategies for saying 'no' to a friend; Demonstrate strategies for working on a collaborative task</p> <p>Construct and demonstrate their own successful qualities of teamwork and collaboration.</p>	
	Valuing Difference	<ul style="list-style-type: none"> • Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences. • Understand that bullying is quite rare. • Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them. • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others. <p>By the end of the key stage, pupils will be able to:</p>	<ul style="list-style-type: none"> • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' • Define the term 'community'; • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from 	<ul style="list-style-type: none"> • Define some key qualities of friendship; • Describe ways of making a friendship last; • Explain why friendships sometimes end. • Rehearse active listening skills; • Demonstrate respectfulness in responding to others; • Respond appropriately to others. • Develop an understanding of discrimination and its injustice, and describe this using examples; • Empathise with people who have been, and currently are, subjected to injustice, including through racism; • Consider how discriminatory behaviour can be challenged. • Identify and describe the different groups that make up their school/wider community/other parts of the UK;

		<p>List physical and non-physical differences between people; know and use words and phrases which show respect.</p> <p>Relate how it feels to be part of a group; and how it feels to be left out; list strategies for helping somebody who is left out.</p> <p>Know the impact of people's kindness or unkindness on other people's feelings; show acts of kindness to others in school; demonstrate active listening skills e.g. making eye-contact, nodding head, not being distracted.</p>	<p>varying national, regional, ethnic and religious backgrounds;</p> <ul style="list-style-type: none"> • Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together. • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult). <ul style="list-style-type: none"> • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is. <p>By the end of the key stage, pupils will be able to:</p>	<ul style="list-style-type: none"> • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Understand that the information we see online, either text or images, is not always true or accurate; • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;. <ul style="list-style-type: none"> • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. <p>By the end of the key stage, pupils will be able to:</p>
	Keeping myself safe	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen) • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. 	<ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Identify some key risks from and effects of cigarettes and alcohol; 	<ul style="list-style-type: none"> • Explain what a habit is, giving examples; • Describe why, and how a habit can be hard to change. • Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision; • Describe some of the possible outcomes of taking a risk • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied;

		<ul style="list-style-type: none"> • Start thinking about who they trust and who they can ask for help. • Recognise the range of feelings that are associated with loss. • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety and responsibility about medicines and their use. • Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say "no" to unwanted touch; <p>By the end of the key stage, pupils will be able to:</p> <p>Know basic ways to stay safe in relevant local situations e.g. at the shops, the beach and the train station.</p> <p>List a range of situations in which they might feel unsafe and who they could ask for help; identify situations in which they might have to say 'No' 'I'll ask' or 'I'll tell'.</p> <p>Identify safe secrets and unsafe secrets; recognising the importance of telling someone they trust about a secret that makes them feel uncomfortable.</p>	<ul style="list-style-type: none"> • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs. • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. <p>By the end of the key stage, pupils will be able to:</p>	<ul style="list-style-type: none"> • Recognise and describe the difference between online and face-to-face bullying. • Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare. • Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation. • Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Recognise disrespectful behaviour online and know how to respond to it. • Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; • Understand ways in which medicines can be helpful or harmful and used safely or unsafely. • Understand the actual norms around smoking and the reasons for common misperceptions of these.
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	Rights and responsibilities	<ul style="list-style-type: none"> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. Explain where people get money from; List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; 	<ul style="list-style-type: none"> Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language. Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method. Understand the terms 'income', 'saving' and 'spending'; 	<ul style="list-style-type: none"> Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out. Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. State the costs involved in producing and selling an item;

		<ul style="list-style-type: none">Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). <p>By the end of the key stage, pupils will be able to:</p> <p>Know strategies to deal with impulsive behaviour; make suggestions to improve the school environment; demonstrate their responsibility for looking after the school environment.</p> <p>Explain the reasons people might save for the future; understand the difference between essential and non-essential; explain how they might feel when they spend money on different things.</p>	<ul style="list-style-type: none">Recognise that there are times we can buy items we want and times when we need to save for items;Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)Explain that people earn their income through their jobs;Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) <p>By the end of the key stage, pupils will be able to:</p>	<ul style="list-style-type: none">Suggest questions a consumer should ask before buying a product.Define the terms loan, credit, debt and interest;Suggest advice for a range of situations involving personal finance.Explain some of the areas that local councils have responsibility for;Understand that local councillors are elected to represent their local community. <p>By the end of the key stage, pupils will be able to:</p>
Being my best	<ul style="list-style-type: none">Recognise the importance of fruit and vegetables in their daily diet;Know that eating at least five portions of vegetables and fruit a day helps to maintain health.Recognise that they may have different tastes in food to others;Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;Recognise which foods we need to eat more of and which we need to eat less of to be healthy.Understand how diseases can spread;Recognise and use simple strategies for preventing the spread of diseases.Recognise that learning a new skill requires practice and the opportunity to fail, safely;	<ul style="list-style-type: none">Explain how each of the food groups on the Eatwell Guide (formerly, Eatwell Plate) benefits the body;Explain what is meant by the term 'balanced diet';Give examples what foods might make up a healthy balanced meal.Explain how some infectious illnesses are spread from one person to another;Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;Suggest medical and non-medical ways of treating an illness.Develop skills in discussion and debating an issue;Demonstrate their understanding of health and wellbeing issues that are relevant to them;Empathise with different view points;	<ul style="list-style-type: none">Know two harmful effects each of smoking/drinking alcohol.Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.Understand the actual norms around smoking and the reasons for common misperceptions of these.Know the basic functions of the four systems covered and know they are inter-related.Explain the function of at least one internal organ.Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.Identify their own strengths and talents;	

		<ul style="list-style-type: none"> • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Recognise how a person's behaviour (including their own) can affect other people. <p>By the end of the key stage, pupils will be able to:</p> <p>Give examples of things they can choose for themselves and things others can choose for them; explain things they like and dislike; explain that some choices we make may be unhealthy choices.</p> <p>Understand the role of vaccinations; explaining the importance of hygiene e.g. dental; understand the body's basic needs; name major internal body parts (heart, lungs, stomach, intestines, brain)</p> <p>Identify where they are on the learning line and apply growth mindset strategies to their own learning;</p>	<ul style="list-style-type: none"> • Make recommendations, based on their research. • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media. • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves. • Name and locate major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and blood. • Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class. <p>By the end of the key stage, pupils will be able to:</p>	<ul style="list-style-type: none"> • Identify areas that need improvement and describe strategies for achieving those improvements. • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community. • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people. • Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have. <p>By the end of the key stage, pupils will be able to:</p>
	Growing and changing	<ul style="list-style-type: none"> • Understand and explain the simple bodily processes associated with the internal body parts. • Understand some of the tasks required to look after a baby; 	<ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with. • Understand what is meant by the term body space (or personal space); 	<ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;

		<ul style="list-style-type: none"> • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts. <p>By the end of the key stage, pupils will be able to:</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult).</p> <p>Explain what privacy means; know that that are not allowed to touch someone's belongings without their permission; give</p>	<ul style="list-style-type: none"> • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. <p>By the end of the key stage, pupils will be able to:</p>	<ul style="list-style-type: none"> • Explain strategies they can use to build resilience. • Identify people who can be trusted; • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like. • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • Recognise that some people can get bullied because of the way they express their gender;
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		examples of different kinds of private information.		<ul style="list-style-type: none">• Give examples of how bullying behaviours can be stopped.• Explain the difference between a safe and an unsafe secret;• Identify situations where someone might need to break a confidence in order to keep someone safe.• Recognise that babies come from the joining of an egg and sperm;• Explain what happens when an egg doesn't meet a sperm;• Understand that for girls, periods are a normal part of puberty. <p>By the end of the key stage, pupils will be able to:</p>
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