



# Heene Church of England Primary School

*'Together in faith, we love, grow and learn'*



## PSHE RSE

### National Curriculum Statutory Expectation

#### RSHE Curriculum Overview

	Autumn		Spring		Summer	
<b>EYFS</b>	<b>Being Me In My World</b> <ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
<b>Year 1</b>	<b>Being Me In My World</b> <ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter</li> </ul>	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Gender diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>
<b>Year 2</b>	<b>Being Me In My World</b> <ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> <li>Healthier snacks and sharing food</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
<b>Year 3</b>	<b>Being Me In My World</b> <ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> </ul>	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> </ul>

	<ul style="list-style-type: none"> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>
<b>Year 4</b>	<p>Being Me In My World</p> <ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<p>Celebrating Difference</p> <ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<p>Healthy Me</p> <ul style="list-style-type: none"> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<p>Changing Me</p> <ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
<b>Year 5</b>	<p>Being Me In My Word</p> <ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<p>Celebrating Difference</p> <ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<p>Healthy Me</p> <ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARRT internet safety rules</li> </ul>	<p>Changing Me</p> <ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
<b>Year 6</b>	<p>Being Me In My World</p> <ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<p>Celebrating Difference</p> <ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<p>Healthy Me</p> <ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<p>Changing Me</p> <ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>

RSHE - RSE Progression of knowledge and skills

Progression of knowledge taken from Jigsaw.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my world	<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 how happiness and sadness can be expressed</li> <li>Know that being kind is good</li> </ul>	<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> </ul>	<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>Understand that their own views are valuable</li> <li>Know that positive choices impact positively on self-learning and the learning of others</li> <li>Identifying hopes and fears for the year ahead</li> </ul>	<ul style="list-style-type: none"> <li>Know that the 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> </ul>	<ul style="list-style-type: none"> <li>Know their place in the school community</li> <li>Know what democracy is (applied to pupil voice in 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 themselves and others</li> </ul>	<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> <li>Know how an individual's behaviour can affect a group and the consequences of this</li> </ul>	<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 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> </ul>

<p>Celebrating difference</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 as' to be a friend</li> <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>	<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>	<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> <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>	<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> <li>• Know that sometimes family members don't get along and some reasons for this</li> </ul>	<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 affect how we judge a person or situation</li> <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>	<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> <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>	<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> <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>
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<p>Dreams and goals</p>	<ul style="list-style-type: none"> <li>• Know what a challenge is</li> <li>• Know that it is important to keep trying</li> <li>• Know what a goal is</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 are older</li> <li>• Know when they have achieved a goal</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to set simple goals</li> <li>• Know how to achieve a goal</li> <li>• Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>• Know when a goal has been achieved</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>• Know how to choose a realistic goal and think about how to achieve it</li> <li>• Know that it is important to persevere</li> <li>• Know how to recognise what working together well looks like</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>• Know that they are responsible for their own learning</li> <li>• Know what an obstacle is and how they can hinder achievement</li> <li>• Know how to take steps to overcome obstacles</li> <li>• Know what dreams and ambitions are important to them</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>• Know how to make a new plan and set new goals even if they have been disappointed</li> <li>• Know how to work as part of a successful group</li> <li>• Know how to share in the success of a group</li> <li>• Know what their own hopes and dreams are</li> <li>• Know that hopes and dreams don't always come true</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>• Know about a range of jobs that are carried out by people I know</li> <li>• Know the types of job they might like to do when they are older</li> <li>• Know that young people from different cultures may have different dreams and goals</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 their own culture and abroad</li> </ul>	<ul style="list-style-type: none"> <li>• Know their own learning strengths</li> <li>• Know what their classmates like and admire about them</li> <li>• Know a variety of problems that the world is facing</li> <li>• Know some ways in which they could work with others to make the world a better place</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>
<p>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</li> </ul>	<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> </ul>	<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 given 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> </ul>	<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> </ul>	<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> </ul>	<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</li> </ul>	<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> </ul>

	<p>is good for them</p> <ul style="list-style-type: none"> <li>• Know what to do if they get lost</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to keep safe when crossing the road</li> <li>• Know how to keep themselves clean and healthy</li> <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>• Know how to make some healthy snacks</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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> <li>• Know some of the reasons some people drink alcohol</li> </ul>	<p>develop eating problems/disorders related to body image pressure</p> <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>	<ul style="list-style-type: none"> <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 made to do things that are against the law</li> <li>• Know why some people join gangs and the risk that this can involve</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Know what a family is</li> <li>• Know that different people in a family have different responsibilities (jobs)</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Know that everyone's family is different</li> <li>• Know that families are founded on belonging, love and care</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Know that there are lots of forms of physical contact within a family</li> <li>• Know how to stay stop if someone is hurting them</li> <li>• Know there are good secrets and why it is important to share worry secrets</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Know that different family members carry out different roles or have different responsibilities within the family</li> <li>• Know some of the skills of friendship, e.g. taking turns, being a good listener</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Know some reasons why people feel jealousy</li> <li>• Know that loss is a normal part of relationships</li> <li>• Know that negative feelings are a normal part of loss</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Know that there are rights and responsibilities in an online community or social network</li> <li>• Know that there are rights and responsibilities when playing a game online</li> <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 of many different characteristics, qualities and attributes</li> <li>• Know that belonging to an online community can have positive and negative consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Know that it is important to take care of their own mental health</li> <li>• Know ways that they can take care of their own mental health</li> <li>• Know the stages of grief and that there are different types of loss that cause people to grieve</li> <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>

Changing me	<ul style="list-style-type: none"> <li>Know the names and functions of some parts of the body (see vocabulary list)</li> <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 move on</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of male and female private body parts</li> <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 that 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 the physical differences between male and female bodies</li> <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</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 change as they age</li> </ul>	<ul style="list-style-type: none"> <li>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>Know some of the outside body changes that happen during puberty</li> <li>Know some of the changes on the inside that happen during puberty</li> <li>Know that in animals and humans lots of changes happen between conception and growing up</li> <li>Know that in nature it is usually the female that carries the baby</li> <li>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</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> </ul>	<ul style="list-style-type: none"> <li>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</li> <li>Know that babies are made by a sperm joining with an ovum</li> <li>Know the names of the different internal and external body parts that are needed to make a baby</li> <li>Know how the female and male body change at puberty</li> <li>Know that change can bring about a range of different emotions</li> <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> </ul>	<ul style="list-style-type: none"> <li>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>Know that sexual intercourse can lead to conception</li> <li>Know that some people need help to conceive and might use IVF</li> <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> </ul>	<ul style="list-style-type: none"> <li>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <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> </ul>
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Progression of skills taken from Jigsaw.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Being me in my world	<ul style="list-style-type: none"> <li>Identify feelings associated with belonging</li> <li>Skills to play co-operatively with others</li> <li>Be able to</li> </ul>	<ul style="list-style-type: none"> <li>Understand that they are safe in their class</li> <li>Identifying helpful behaviours to make the class a safe place</li> </ul>	<ul style="list-style-type: none"> <li>Know how to make their class a safe and fair place</li> <li>Show good listening skills</li> <li>Be able to work co-operatively</li> </ul>	<ul style="list-style-type: none"> <li>Make other people feel valued</li> <li>Develop compassion and empathy for others</li> <li>Be able to work collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>Identify the feelings associated with being included or excluded</li> <li>Be able to take on a role in a group discussion / task and</li> </ul>	<ul style="list-style-type: none"> <li>Empathy for people whose lives are different from their own</li> <li>Consider their own actions and the effect they have on</li> </ul>	<ul style="list-style-type: none"> <li>Know own wants and needs</li> <li>Be able to compare their life with the lives of those less fortunate</li> </ul>

	<ul style="list-style-type: none"> <li>consider others' feelings</li> <li>Identify feelings of happiness and sadness</li> <li>Be responsible in the setting</li> </ul>	<ul style="list-style-type: none"> <li>Understand that they have choices</li> <li>Understanding 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 negative consequences</li> </ul>	<ul style="list-style-type: none"> <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>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>	<ul style="list-style-type: none"> <li>contribute to the overall outcome</li> <li>Know how to regulate my emotions</li> <li>Can make others feel cared for and welcome</li> <li>Recognise the feelings of being motivated or unmotivated</li> <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>themselves and others</li> <li>Be able to work as part of a group, listening and contributing effectively</li> <li>Be able to identify what they value most about school</li> <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>Demonstrate empathy and understanding towards others</li> <li>Can demonstrate attributes of a positive role-model</li> <li>Can take positive action to help others</li> <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>
Celebrating difference	<ul style="list-style-type: none"> <li>Recognise emotions when they or someone else is upset, frightened or angry</li> <li>Identify and use skills to make a friend</li> <li>Identify some ways they can be different and the same as others</li> <li>Identify and use skills to stand up for themselves</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</li> </ul>	<ul style="list-style-type: none"> <li>Identify what is bullying and what isn't</li> <li>Understand how being bullied might feel</li> <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 a new friend</li> <li>Verbalise some of the attributes that make them unique and special</li> </ul>	<ul style="list-style-type: none"> <li>Explain how being bullied can make someone feel</li> <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 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>	<ul style="list-style-type: none"> <li>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> <li>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</li> <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>Be comfortable with the way they look</li> <li>Try to accept people for who they are</li> <li>Be non-judgemental about others who are different</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>Appreciate the value of happiness regardless of material wealth</li> <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>Develop respect for cultures different from their own</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>Empathise with people who are different and be aware of my own feelings towards them</li> <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 situations 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>



	families						
Dreams and goals	<ul style="list-style-type: none"> <li>Understand that challenges can be difficult</li> <li>Resilience</li> <li>Recognise some of the 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 feeling</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>	<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 education can give them</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>
Healthy me	<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> <li>Can explain how they might feel if they don't get enough sleep</li> <li>Recognise how different foods can make them feel</li> </ul>	<ul style="list-style-type: none"> <li>Keep themselves safe</li> <li>Recognise how being healthy helps them to feel happy</li> <li>Recognise ways to look after themselves if they feel poorly</li> <li>Recognise when they feel frightened and know how to ask for help</li> <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>Feel positive about caring for their bodies and keeping it healthy</li> <li>Have a healthy relationship with food</li> <li>Desire to make healthy lifestyle choices</li> <li>Identify when a feeling is weak and when a feeling is strong</li> <li>Express how it feels to share healthy food with their friends</li> </ul>	<ul style="list-style-type: none"> <li>Respect their own bodies and appreciate what they do</li> <li>Can take responsibility for keeping themselves and others safe</li> <li>Identify how they feel about drugs</li> <li>Can express how being anxious or scared feels</li> <li>Able to set themselves a fitness challenge</li> <li>Recognise what it feels like to make a healthy choice</li> </ul>	<ul style="list-style-type: none"> <li>Can identify the feelings that they have about their friends and different friendship groups</li> <li>Recognise negative feelings in peer pressure situations</li> <li>Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>Can tap into their inner strength and know-how to be assertive</li> <li>Recognise how different people and groups they interact with impact on them</li> </ul>	<ul style="list-style-type: none"> <li>Respect and value their own bodies</li> <li>Can reflect on their own body image and know how important it is that this is positive</li> <li>Recognise strategies for resisting pressure</li> <li>Can identify ways to keep themselves calm in an emergency</li> <li>Can make informed decisions about whether or not they choose to smoke when they are older</li> <li>Can make informed decisions about</li> </ul>	<ul style="list-style-type: none"> <li>Are motivated to care for their own physical and emotional health</li> <li>Suggest strategies someone could use to avoid being pressured</li> <li>Can use different strategies to manage stress and pressure</li> <li>Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>Identify ways that someone who is being exploited could help themselves</li> <li>Recognise that people have different attitudes</li> </ul>

					<ul style="list-style-type: none"> <li>Identify which people they most want to be friends with</li> </ul>	<p>whether they choose to drink alcohol when they are older</p> <ul style="list-style-type: none"> <li>Accept and respect themselves for who they are</li> <li>Be motivated to keep themselves healthy and happy</li> </ul>	towards mental health/illness
Relationships	<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> <li>Can use different ways to mend a friendship</li> <li>Can recognise what being angry feels like</li> <li>Can use Calm Me when angry or upset</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 contact they prefer</li> <li>Can say no when they receive a touch they don't like</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>	<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 acceptable or unacceptable</li> <li>Can identify the negative feelings associated with keeping a worry secret</li> <li>Can identify who they trust in their own relationships</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>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 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>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</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 emotions that accompany loss</li> <li>Can suggest strategies for managing loss</li> <li>Can tell you about someone they no longer see</li> <li>Can suggest ways to manage relationship changes including how to negotiate</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> <li>Can suggest strategies for staying safe online/ social media</li> <li>Can say how to report unsafe online/social network activity</li> <li>Can identify when an online game is safe or unsafe</li> <li>Can suggest ways to monitor and reduce screen time</li> <li>Can suggest strategies for managing unhelpful pressures online or in social networks</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> <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>Can resist pressure to do something online that might hurt themselves or others</li> <li>Can take responsibility for their own safety and well-being</li> </ul>
Changing me	<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</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<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</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> </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> </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</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>

	<p>baby</p> <ul style="list-style-type: none"> <li>• Can say what might change for them they get older</li> <li>• Can identify positive memories from the past year in school/home</li> </ul>	<p>stayed the same since being a baby (including the body)</p> <ul style="list-style-type: none"> <li>• Can express why they enjoy learning</li> </ul>	<p>that some can be controlled and others not</p> <ul style="list-style-type: none"> <li>• Be able to 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 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 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 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>	<p>everybody and that it will be OK for them</p> <ul style="list-style-type: none"> <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> <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>	<p>into doing something that they don't want to</p> <ul style="list-style-type: none"> <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' 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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