Progression of Knowledge and Skills for PSHE/RSE



			KNO	WLEDGE				
	EYFS	K	S1	KS2				
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Know special	Understand the	Identifying hopes	Understand that	Know how	Know how to face	Know how to set	
<mark>Being Me In My</mark>	things about	rights and	and fears for the	they are	individual	new challenges	goals for the year	
<mark>World</mark>	themselves	responsibilities of a member of a	year ahead	important	attitudes and actions make a	positively	ahead	
	Know that some people are	class	Understand the rights and	Know what a personal goal is	difference to a class	Understand how to set personal	Understand what fears and worries	
	different from	Understand that	responsibilities of			goals	are	
	themselves	their views are	class members		Know about the	0		
		important		Understanding	different roles in	Understand the	Know about	
	Know how		Know that it is	what a challenge	the school	rights and	children's	
	happiness and	Understand that	important to	is	community	responsibilities	universal rights	
	sadness can be	their choices	listen to other			associated with	(United Nations	
	expressed	have	people	Know why rules	Know their place	being a citizen in	Convention on	
		consequences		are needed and	in the school	the wider	the Rights of the	
	Know that hands			how these relate	community	community and	Child)	
	can be used	Understand their	Understand that	to choices and		their country		
	kindly and	own rights and	their own views	consequences	Know what		Know about the	
	unkindly	responsibilities	are valuable		democracy is	Know how an	lives of children	
		with their		Know that actions	(applied to pupil	individual's	in other parts of	
	Know that being	classroom	Know about	can affect others'	voice in school)	behaviour can	the world	
	kind is good		rewards and	feelings		affect a group		
			consequences		Know that their	and the	Know that	
	Know they have a		and that these	Know that others	own actions	consequences of	personal choices	
	right to learn and		stem from	may hold	affect themselves	this	can affect others	
	play, safely and		choices	different views	and others		locally and	
	happily					Understand how	globally	

Celebrating DifferencesKnow what being be proud means and that people can be good at different thingsKnow that people have differences and similaritiesKnow what people have differences and similaritiesKnow what to is people about boys and girlsKnow what to confrom to people family is different family is different firey or know what being be proud of different thingsKnow that people for wo thatKnow that is good to being builted or is personnel to some offerences and similaritiesKnow that is good to some offerences and similaritiesKnow that being builted or is being builted or is feeling unhappyKnow that for wo thatKnow that some times family reasons for we tide pageKnow that consensusKnow that event school communityKnow that result in different community understand how to contribute towards the democratic processKnow what being unique means unique means feeling unhappyKnow that know that to tell if the yorKnow that ti is OK now that know that to tell if the yorKnow that know that know thatKnow that know that know that know thatKnow that know that know thatKnow that know that know that know thatKnow that know that know that know thatKnow that know that know that know that know thatKnow that know that know that know thatKnow that know that know that know thatKnow that know that				Know that positive choices	Know that the school has a	Know how groups work together to	democracy and having a voice	Understand that
Celebrating Differences Know what being or ow what people can be good at different things Know that people know what being or ow what being or ow what being beroud of different things Know that people know what being or ow what being or ow what being beroud of different things Know that people know what being or ow what beroud of different things Know that people know what being beroud of different things Know that people know what being or ow what being buildiog or is community Know that people know what being or ow what being buildiog or is community Know that people know that people can be good at different things Know that people know what being gerder streeotypes Know that know that it is OK not to conform to streeotypes Know that conform to streeotypes Know that con form to streeotypes Know that				impact positively	shared set of	reach a	benefits the	their own choices
Celebrating Differences Bifferentes Know what being bifferentes Know what being bifferentes Know what being bifferentes Know what being bifferentes binding the pool of can be good at Know what being bing built op can be good at Know what being bing built op know what being built op kno				on self-learning	values	consensus	school	result in different
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be proud of different thingsgirlsassumptions about a person bullying meansKnow what bullying means'being normal' and where these might come from sereotypesKnow that people can be good at different thingsKnow what bullying meansKnow that it is OK not to conform to gender stereotypesKnow that of to conform to gender stereotypesKnow that to conform to gender stereotypesKnow that sometimes family members don't get along andKnow there are influences that can affect howKnow what ti is unacceptableKnow what to conform to members don't it is unacceptable	Celebrating	-	have differences	••	families are	sometimes	culture means	are different
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unique means being bullied or is feeling unhappy bullied or			if they or		Know that			different could
unique meansbeing bullied or is feeling unhappybe yourselfmembers don't get along andinfluences that can affect howracism is and whylife		Know what being	someone else is	Know it is good to	sometimes family	Know there are	Know what	affect someone's
feeling unhappy get along and can affect how it is unacceptable		-	being bullied or is	-	members don't	influences that	racism is and why	life
Know that Know that some reasons for we judge a Know that nower			feeling unhappy		get along and	can affect how	it is unacceptable	
		Know that		Know that	some reasons for	we judge a		Know that power

families can be	Know skills to	sometimes	this	person or	Know that	can play a part in
different	make friendships	people get bullied		situation	rumour spreading	a bullying or
		because of	Know that		is a form of	conflict situation
Know that people	Know that people	difference	conflict is a	Know that some	bullying on and	
have different	are unique and		normal part of	forms of bullying	offline	Know that people
homes and why	that it is OK to be	Know the	relationships	are harder to		can hold power
they are	different	difference	Know what it	identify e.g.	Know external	over others
important to them		between right	means to be a	tactical ignoring,	forms of support	individually or in
them		and wrong and the role that	witness to	cyber-bullying	in regard to	a group
Know different		choice has to play	bullying and that		bullying e.g.	
ways of making		in this	a witness can	Know what to do	Childline	Know why some
friends			make the	if they think		people choose to
		Know that friends	situation worse	bullying is, or	Know that	bully others
Know different		can be different	or better by what	might be taking	bullying can be	
ways to stand up		and still be	they do	place	direct and	Know that people
for myself		friends			indirect	with disabilities
			Know that some	Know the reasons		can lead amazing
Know the names		Know where to	words are used in	why witnesses	Know how their	lives
of some emotions such as		get help if being bullied	hurtful ways and	sometimes join in	life is different	
happy, sad,		builled	that this can have	with bullying and	from the lives of	Know that
frightened, angry		Know the	consequences	don't tell anyone	children in the	difference can be
ingiteried, ungry		difference			developing world	a source of
Know that they		between a one-		Know that first		celebration as
don't have to be		off incident and		impressions can		well as conflict
'the same as' to		bullying		change		
be a friend						
Know why having						
friends is						
important						
Know some						

	qualities of a positive friendship						
	Know what a	Know how to set	Know how to	Know about	Know what their	Know that they	Know their own
<mark>Dreams and</mark> Goals	challenge is	simple goals	choose a realistic goal and think	specific people who have	own hopes and dreams are	will need money to help them to	learning strengths
	Know that it is	Know how to	about how to	overcome		achieve some of	
	important to	achieve a goal	achieve it	difficult	Know that hopes	their dreams	Know how to set
	keep trying			challenges to	and dreams don't		realistic and
		Know how to	Know that it is	achieve success	always come true	Know about a	challenging goals
	Know what a goal	work well with a	important to			range of jobs that	
	is	partner	persevere	Know what	Know that	are carried out by	Know what the
				dreams and	reflecting on	people I know	learning steps are
	Know how to set		Know how to	ambitions are	positive and		they need to take
	goals and work	Know that	recognise what	important to	happy	Know that	to achieve their
	towards them	tackling a	working together	them	experiences can	different jobs pay	goal
		challenge can	well looks like		help them to	more money than	
	Know which	stretch		Know how they	counteract	others	Know a variety of
	words are kind	their learning	Know what good	can best	disappointment		problems that
			group working	overcome		Know the types	the world is
	Know some jobs	Know how to	looks like	learning	Know how to	of job they might	facing
	that they might	identify obstacles		challenges	make a new plan	like to do when	
	like to do when	which make	Know how to		and set new goals	they are older	Know how to
	they are older	achieving their	share success	Know that they	even if they have		work with other
		goals difficult and	with other people	are responsible	been	Know that young	people to make
	Know that they	work out		for their own	disappointed	people from	the world a
	must work hard	how to overcome		learning		different cultures	better place
	now in order to	them			Know how to	may have	

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	be able to			Know what their	work out the	different dreams	Know some ways
	achieve the job	Know when a		own strengths	steps they need	and goals	in which they
	they want when	goal has been		are as a learner	to take to achieve	0	could work with
	, they are older	achieved			a goal	Know that	others to make
	,			Know what an	0	communicating	the world a
	Know when they			obstacle is and	Know how to	with someone	better place
	have achieved a			how they can	work as part of a	from a different	· · · · · ·
	goal			hinder	successful group	culture means	Know what their
	0			achievement		that they can	classmates like
					Know how to	learn from them	and admire about
				Know how to	share in the	and vice versa	them
				take steps to	success of a		
				overcome	group	Know ways that	
				obstacles	0.00	they can support	
						young people in	
				Know how to		their own culture	
				evaluate their		and abroad	
				own learning			
				progress and			
				identify how it			
				, can be better			
				next time			
	Know the names	Know the	Know what their	Know how	Know how	Know the health	Know how to
Healthy Me	for some parts of	difference	body needs to	exercise affects	different	risks of smoking	take
	their body	between being	stay healthy	their bodies	friendship groups	-	responsibility for
		healthy and			are formed and	Know how	their own health
	Know what the	unhealthy	Know what	Know why their	how they fit into	smoking tobacco	
	word 'healthy'		relaxed means	hearts and lungs	them	affects the lungs,	Know how to
	means	Know some ways		are such		liver and heart	make choices
		to keep healthy	Know what	important organs	Know which		that benefit their
	Know some		makes them feel		friends they value	Know some of	own health and
	things that they	Know how to	relaxed / stressed	Know that the	most	the risks linked to	well-being

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1						
need to do	to make healthy		amount of		misusing alcohol,	
keep healt	ny lifestyle choices	Know how	calories, fat and	Know that there	including	Know about
		medicines work	sugar that they	are leaders and	antisocial	different types of
Know that	they Know how to	in their bodies	put into their	followers in	behaviour	drugs and their
need to ex	ercise keep themselves		bodies will affect	groups		uses
to keep he	althy clean and healthy	Know that it is	their health		Know basic	
		important to use		Know that they	emergency	Know how these
Know how	to Know that germs	medicines safely	Know that there	can take on	procedures	different types of
help them	elves cause disease /		are different	different roles	including the	drugs can affect
go to sleep	and illness	Know how to	types of drugs	according to the	recovery position	people's bodies,
that sleep	s good	make some		situation		especially their
for them	Know that all	healthy snacks	Know that there		Know how to get	liver and heart
	household		are things, places	Know the facts	help in	
Know whe	n and products,	Know why	and people that	about smoking	emergency	Know that some
how to wa	sh including	healthy snacks	can be dangerous	and its effects on	situations • Know	people can be
their hand	medicines, can be	are good for their		health	that the media,	exploited and
properly	harmful if not	bodies	Know a range of		social media and	made to do
	used properly		strategies to keep	Know some of	celebrity culture	things that are
Know wha	to do	Know which	themselves safe	the reasons some	promotes certain	against the law
if they get	ost Know that	foods given their		people start to	body types	
	medicines can	bodies energy	Know when	smoke		Know why some
Know how	to say help them if they		something feels		Know the	people join gangs
No to strar	gers feel poorly		safe or unsafe	Know the facts	different roles	and the risk that
				about alcohol and	food can play in	this can involve
	Know how to		Know that their	its effects on	people's lives and	
	keep safe when		bodies are	health,	know that people	Know what it
	crossing the road		complex and	particularly the	can develop	means to be
			need taking care	liver	eating problems /	emotionally well
	Know about		of		disorders related	
	people who can			Know some of	to body image	Know that stress
	keep them safe			the reasons some	pressure	can be triggered
				people drink		by a range of

					alcohol	Know what makes a healthy	things
					Know ways to	lifestyle	Know that being
					resist when		stressed can
					people are		cause drug and
					putting pressure		alcohol misuse
					on them		
					Know what they		
					think is right and		
					wrong		
Relationships	Know what a	Know that	Know that	Know that	Know some	Know that a	Know that it is
	family is	everyone's family	everyone's family	different family	reasons why	personality is	important to take
	Know that	is different	is different	members carry	people feel	made up of many	care of their own
	different people			out different	jealousy	different	mental health
	in a family have	Know that there	Know that	roles or have		characteristics,	
	different	are lots of	families function	different	Know that	qualities and	Know ways that
	responsibilities	different types of	well when there	responsibilities	jealousy can be	attributes	they can take
	(jobs)	families	is trust, respect,	within the family	damaging to		care of their own
			care, love and co-		relationships	Know that	mental health
	Know some of	Know that	operation	Know that gender		belonging to an	
	the	families are		stereotypes can	Know that loss is	online	Know the stages
	characteristics of	founded on	Know that there	be unfair e.g.	a normal part of	community can	of grief and that
	healthy and safe	belonging, love	are lots of forms	Mum is always	relationships	have positive and	there are
	friendship	and care	of physical	the carer, Dad		negative	different types of
			contact within a	always goes to	Know that	consequences	loss that cause
	Know that friends	Know how to	family	work etc	negative feelings		people to grieve
	sometimes fall	make a friend			are a normal part	Know that there	
	out		Know how to stay	Know some of	of loss	are rights and	Know that
		Know the	stop if someone	the skills of		responsibilities in	sometimes
	Know some ways	characteristics of	is hurting them	friendship, e.g.	Know that	an online	people can try to
	to mend a	healthy and safe		taking turns,	memories can	community or	gain power or

friendship	friends	Know some	being a good	support us when	social network	control them
mendemp		reasons why	listener	we lose a special		
Know that unkind	Know that	friends have	listeriei	person or animal	Know that there	Know some of
words can never	physical contact	conflicts	Know some		are rights and	the dangers of
be taken back	can be used as a	connets	strategies for	Know that	responsibilities	being 'online'
and they can hurt	greeting	Know that	keeping	change is a	when playing a	being online
and they can nare	Breeting	friendships have	themselves safe	natural part of	game online	Know how to use
Know how to use	Know about the	ups and downs	online	relationships/	game onnie	technology safely
Jigsaw's Calm Me	different people	and sometimes	Unine	friendship	Know that too	and positively to
to help when	in the school	change with time	Know how some	menusinp	much screen time	communicate
•		change with time	of the actions and	Know that	isn't healthy	with their friends
feeling angry	community and	Kaanahanata waa		sometimes it is	ISH CHEditily	
Know some	how they help	Know how to use	work of people around the world	better for a	Know how to store	and family
		the Mending			Know how to stay	
reasons why	Know who to ask	Friendships or	help and	friendship/	safe when using	
others get angry	for help in the	Solve-it-together	influence my life	relationship to	technology to	
	school	problem-solving		end if it is causing	communicate	
	community	methods	Know that they	negative feelings	with friends	
			and all children	or is unsafe		
		Know there are	have rights			
		good secrets and	(UNCRC)			
		worry secrets and				
		why it is	Know the lives of			
		important to	children around			
		share worry	the world can be			
		secrets	different from			
			their own			
		Know what trust				
 		is				

Changing Me	Know the names	Know that	Know that life	Know that in	Know that	Know what	Know how girls'
	and functions of	animals including	cycles exist in	animals and	personal	perception	and boys' bodies
	some parts of the	humans have a	nature	humans lots of	characteristics	means and that	change during
	body (see	life cycle		changes happen	are inherited	perceptions can	puberty and
	vocabulary list)	,	Know that aging	between	from birth	be right or wrong	understand the
	, ,	Know that	is a natural	conception and	parents and this	0 0	importance of
	Know that we	changes happen	process including	growing up	' is brought about	Know how girls'	looking after
	grow from baby	when we grow up	old-age		by an ovum	and boys' bodies	themselves
	to adult		Know that some	Know that in	joining with a	change during	physically and
		Know that people	changes are out	nature it is	sperm	puberty and	emotionally
	Know who to talk	grow up at	of an individual's	usually the		understand the	
	to if they are	different rates	control	female that	Know that babies	importance of	Know how a baby
	feeling worried	and that is		carries the baby	are made by a	looking after	, develops from
		normal	Know how their		sperm joining	themselves	conception
	Know that		bodies have	Know that in	with an ovum	physically and	through the nine
	sharing how they	Know the names	changed from	humans a mother		emotionally	months of
	feel can help	of male and	when they were a	carries the baby	Know the names		pregnancy and
	solve a worry	female private	baby and that	in her uterus	of the different	Know that sexual	how it is born
		body parts	they will continue	(womb) and this	internal and	intercourse can	
	Know that		to change as they	is where it	external body	lead to	Know how being
	remembering	Know that there	age	develops	parts that are	conception	physically
	happy times can	are correct	Know the		needed to make a		attracted to
	help us move on	names for private	physical	Know that babies	baby	Know that some	someone changes
		body parts and	differences	need love and		people need help	the nature of the
		nicknames, and	between male	care from their	Know how the	to conceive and	relationship
		when to use	and female	parents/carers	female and male	might use IVF	
		them	bodies		body change at		Know the
				Know some of	puberty	Know that	importance of
		Know which parts	Know the correct	the changes that		becoming a	self-esteem and
		of the body are	names for private	happen between	Know that	teenager involves	what they can do
		private and that	body parts	being a baby and	personal hygiene	various changes	to develop it
		they belong to		a child	is important	and also brings	

tha the the the the for are frig	hat nobody has he right to hurt shee right to hurt shee right to hurt shee right to hurt shee right help if they re worried or help if they re worried or help if they re worried or fightened for how that harning brings k	Know that private body parts are special and that no one has the right to hurt these Know who to ask for help if they are worried or frightened Know there are different types of	Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that	during puberty and as an adult Know that change is a normal part of life and that some cannot be controlled and have to be accepted Know that	growing responsibility	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
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SKILLS								
EYFS KS1 KS2								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		

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	Identify feelings	Understanding	Recognise own	Recognise self-	Identify the	Be able to	Be able to make
Being Me in My	associated with	that they are	feelings and	worth	feelings	identify what	others feel
<mark>World</mark>	belonging	special	know when and		associated with	they value most	welcomed and
			where to get help	Identify personal	being included or	about school	valued
	Identify feelings	Understand that		strengths	excluded		
	of happiness and	they are safe in	Know how to			Identify hopes for	Know own wants
	sadness	their class	make their class a	Be able to set a	Can make others	the school year	and needs
			safe and fair	personal goal	feel valued and		
	Skills to play	Identifying	place		included	Empathy for	Be able to
	cooperatively	helpful		Recognise		people whose	compare their life
	with others	behaviours to	Show good	feelings of	Be able to take	lives are different	with the lives of
		make the class a	listening skills	happiness,	on a role in a	from their own	those less
	Be able to	safe place		sadness, worry	group discussion		fortunate
	consider others'		Recognise the	and fear in	/ task and	Consider their	
	feelings	Identify what it's	feeling of being	themselves and	contribute to the	own actions and	Demonstrate
		like to feel proud	worried	others	overall outcome	the effect they	empathy and
	Be responsible in	of an				have on	understanding
	the setting	achievement	Be able to work	Make other	Can make others	themselves and	towards others
			cooperatively	people feel	feel cared for and	others	
		Recognise		valued	welcomed		Can demonstrate
		feelings				Be able to work	attributes of a
		associated with		Develop	Recognise the	as part of a	positive role
		positive and		compassion and	feelings of being	group, listening	model
		negative		empathy for	motivated or	and contributing	
		consequences		others	unmotivated	effectively	Can take positive
							action to help
		Understand that		Be able to work	Understand why	Understand why	others
		they have choices		collaboratively	the school	the school	
					community	community	Be able to
					benefits from a	benefits from a	contribute
					Learning Charter	Learning Charter	towards a group
							task

					Be able to help	Be able to help	
					friends make	friends make	Know what
					positive choices	positive choices	effective group
							work is
					Know how to	Know how to	
					regulate my	regulate my	Know how to
					emotions	emotions	regulate my
							emotions
	Identify feelings	Recognise ways	Understand that	Be able to show	Try to accept	Identify their own	Empathise with
Celebrating	associated with	in which they are	boys and girls can	appreciation for	people for who	culture and	people who are
<mark>Differences</mark>	being proud	the same as their	be similar in lots	their families,	they are	different cultures	different and be
		friends and ways	of ways and that	parents and		within their class	aware of my own
	Identify things	they are different	is OK	carers	Identify	community	feelings towards
	they are good at				influences that		them
		Identify what is	Understand that	Use the 'Solve it	have made them	Identify their own	
	Be able to	bullying and what	boys and girls can	together'	think or feel	attitudes about	Identify feelings
	vocalise success	isn't	be different in	technique to	positively/negativ	people from	associated with
	for themselves		lots of ways and	calm and resolve	ely about a	different faith	being excluded
	and about others	Understand how	that is OK	conflicts with	situation	and cultural	
	successes	being bullied		friends and family		backgrounds	Be able to
		might feel	Explain how		Identify feelings		recognise when
	Identify some		being bullied can	Empathise with	that a bystander	Identify a range	someone is
	ways they can be	Know ways to	make someone	people who are	might feel in a	of strategies for	exerting power
	different and the	help a person	feel	bullied	bullying situation	managing their	negatively in a
	same as others	who is being				own feelings in	relationship
		bullied	Can choose to be	Employ skills to	Identify reasons	bullying	
	Recognise		kind to someone	support someone	why a bystander	situations	Use a range of
	similarities and	Identify emotions	who is being	who is bullied	might join in with		strategies when
	differences	associated with	bullied		bullying	Identify some	involved in a
	between their	making a new		Be able to		strategies to	bullying situation
	family and other	friend	Know how to	'problem-solve' a	Revisit the 'Solve	encourage	or in situations
	families		stand up for	bullying situation	it together'	children who use	where difference

		Verbalise some of	themselves when	accessing	technique to	bullying	is a source of
	Identify and use	the attributes	they need to	appropriate	practise conflict	behaviours to	conflict
	skills to make a	that make them		support if	and bullying	make other	
	friend	unique and	Recognise that	necessary	scenarios	choices	Identify different
		special	they shouldn't				feelings of the
	Identify and use		judge people	Be able to	Identify their own	Be able to	bully, bullied and
	skills to stand up		because they are	recognise, accept	uniqueness	support children	bystanders in a
	for themselves		different	and give		who are being	bullying scenario
				compliments	Be comfortable	bullied	
	Recognise		Understand that		with the way they		Be able to
	emotions when		everyone's	Recognise	look	Appreciate the	vocalise their
	they or someone		differences make	feelings		value of	thoughts and
	else is upset,		them special and	associated with	Identify when a	happiness	feelings about
	frightened or		unique	receiving a	first impression	regardless of	prejudice and
	angry			compliment	they had was	material wealth	discrimination
					right or wrong		and why it
						Develop respect	happens
					Be non-	for cultures	
					judgemental	different from	Appreciate
					about others who	their own	people for who
					are different		they are
							Show empathy
Dreams and	Understand that	Recognise things	Be able to	Recognise other	Can talk about	Verbalise what	Understand why
<mark>Goals</mark>	challenges can be	that they do well	describe their	people's	their hopes and	they would like	it is important to
	difficult		own	achievements in	dreams and the	their life to be	stretch the
		Explain how they	achievements	overcoming	feelings	like when they	boundaries of
	Recognise some	learn best	and the feelings	difficulties	associated with	are grown up	their current
	of the feelings		linked to this		these		learning
	linked to	Celebrate an		Imagine how it		Appreciate the	
	perseverance	achievement with	Recognise their	will feel when	Can identify the	contributions	Set success
		a friend	own strengths as	they achieve their	feeling of	made by people	criteria so that

Talk about a time		a learner	dream / ambition	disappointment	in different jobs	they know when
that they kept on	Recognise their					they have
trying and	own feelings	Recognise how	Can break down a	Can identify a	Appreciate the	achieved their
achieved a goal	when faced with	working with	goal into small	time when they	opportunities	goal
	a challenge	others can be	steps	have felt	learning and	
Be ambitious		helpful		disappointed	education can	Recognise the
	Recognise their		Recognise how		give them	emotions they
Resilience	own feelings	Be able to work	other people can	Be able to cope		experience when
	when they are	effectively with a	help them to	with	Reflect on the	they consider
Recognise how	faced with an	partner	achieve their	disappointment	differences	people in the
kind words can	obstacle		goals		between their	world who are
encourage		Be able to choose		Help others to	own learning	suffering or living
people	Recognise how	a partner with	Can manage	cope with	goals and those	in difficult
	they feel when	whom they work	feelings of	disappointment	of someone from	circumstances
Feel proud	they overcome	well	frustration linked		a different	
	an obstacle		to facing	Can identify what	culture	Empathise with
Celebrate success		Be able to work	obstacles	resilience is		people who are
	Can store feelings	as part of a group			Appreciate the	suffering or living
	of success so that		Can share their	Have a positive	differences	in difficult
	they can be used	Recognise how it	success with	attitude	between	situations
	in the future	feels to be part of	others		themselves and	
		a group that		Enjoy being part	someone from a	Be able to give
		succeeds and	Can store feelings	of a group	different culture	praise and
		store this feeling	of success (in	challenge		compliments to
			their internal		Understand why	other people
			treasure chest) to	Can share their	they are	when they
			be used at	success with	motivated to	recognise that
			another time	others	make a positive	person's
					contribution to	achievements
				Can store feelings	supporting others	
				of success (in		
				their internal		

					treasure chest) to		
					be used at		
					another time		
<mark>Healthy Me</mark>	Recognise how	Feel good about	Desire to make	Able to set	Can identify the	Can make	Are motivated to
	exercise makes	themselves when	healthy lifestyle	themselves a	feelings that they	informed	care for their own
	them feel	they make	choices	fitness challenge	have about their	decisions about	physical and
		healthy choices			friends and	whether or not	emotional health
	Recognise how		Identify when a	Recognise what it	different	they choose to	
	different foods	Realise that they	feeling is weak	feels like to make	friendship groups	smoke when they	Are motivated to
	can make them	are special	and when a	a healthy choice		are older	find ways to be
	feel		feeling is strong		Recognise how		happy and cope
		Keep themselves		Identify how they	different people	Can make	with life's
	Can explain what	safe	Feel positive	feel about drugs	and groups they	informed	situations
	they need to do		about caring for		interact with	decisions about	without using
	to stay healthy	Recognise ways	their bodies and	Can express how	impact on them	whether they	drugs
		to look after	keeping it healthy	being anxious or		choose to drink	
	Can give	themselves if		scared feels	Identify which	alcohol when	Identify ways that
	examples of	they feel poorly	Have a healthy		people they most	they are older	someone who is
	healthy food		relationship with	Can take	want to be		being exploited
		Recognise when	food	responsibility for	friends with	Recognise	could help
	Can explain how	they feel		keeping		strategies for	themselves
	they might feel if	frightened and	Express how it	themselves and	Recognise	resisting pressure	
	they don't get	know how to ask	feels to share	others safe	negative feelings		Suggest
	enough sleep	for help	healthy food with		in peer pressure	Can identify ways	strategies
			their friends	Respect their	situations	to keep	someone could
	Can explain what	Recognise how		own bodies and		themselves calm	use to avoid
	to do if a stranger	being healthy		appreciate what	Can identify the	in an emergency	being pressured
	approaches them	helps them to		they do	feelings of		
		feel happy			anxiety and fear	Can reflect on	Recognise that
					associated with	their own body	people have
					peer pressure	image and know	different
						how important it	attitudes towards

					Can tap into their	is that this is	mental health /
					inner strength	positive	illness
					and knowhow to		
					be assertive	Accept and	Can use different
						respect	strategies to
						themselves for	manage stress
						who they are	and pressure
						Respect and	
						value their own	
						bodies	
						Be motivated to	
						keep themselves	
						healthy and	
						happy	
Relationships	Can identify what	Can express how	Can identify the	Can identify the	Can identify	Can suggest	Recognise that
	jobs they do in	it feels to be part	different roles	responsibilities	feelings and	strategies for	people can get
	their family and	of a family and to	and	they have within	emotions that	building self	problems with
	those carried out	care for family	responsibilities in	their family	accompany	esteem of	their mental
	by parents/carers	members	their family		jealousy	themselves and	health and that it
	and siblings			Can use Solve-it-		others	is nothing to be
		Can say what	Can recognise the	together in a	Can suggest		ashamed of
	Can suggest ways	being a good	value that	conflict scenario	positive	Can identify	
	to make a friend	friend means	families can bring	and find a win-	strategies for	when an online	Can help
	or help someone			win outcome	managing	community /	themselves and
	who is lonely	Can show skills of	Can recognise		jealousy	social media	others when
		friendship	and talk about	Know how to		group feels risky,	worried about a
	Can use different		the types of	access help if	Can identify	uncomfortable,	mental health
	ways to mend a	Can identify	physical contact	they are	people who are	or unsafe	problem
	friendship	forms of physical	that is acceptable	concerned about	special to them		
		contact they	or unacceptable	anything on	and express why	Can suggest	Recognise when

Can recognise	prefer		social media or		strategies for	they are feeling
what being angry		Can use positive	the internet	Can identify the	staying safe	grief and have
feels like	Can say no when	problem-solving		feelings and	online/ social	strategies to
	they receive a	techniques	Can empathise	emotions that	media	manage them
Can use Calm Me	touch they don't	(Mending	with people from	accompany loss		
when angry or	like	Friendships or	other countries		Can say how to	Demonstrate
upset		Solve-it-together)	who may not	Can suggest	report unsafe	ways they could
	Can praise	to resolve a	have a fair job/	strategies for	online / social	stand up for
	themselves and	friendship conflict	less fortunate	managing loss	network activity	themselves and
	others					their friends in
		Can identify the	Understand that	Can tell you	Can identify	situations where
	Can recognise	negative feelings	they are	about someone	when an online	others are trying
	some of their	associated with	connected to the	they no longer	game is safe or	to gain power or
	personal qualities	keeping a worry	global community	see	unsafe	control
		secret	in many different			
	Can say why they		ways	Can suggest ways	Can suggest ways	Can resist
	appreciate a	Can identify the		to manage	to monitor and	pressure to do
	special	feelings	Can identify	relationship	reduce screen	something online
	relationship	associated with	similarities in	changes including	time	that might hurt
		trust	children's rights	how to negotiate		themselves or
			around the world		Can suggest	others
		Can identify who			strategies for	
		they trust in their	Can identify their		managing	Can take
		own relationships	own wants and		unhelpful	responsibility for
			needs and how		pressures online	their own safety
		Can give and	these may be		or in social	and well-being
		receive	similar or		networks	
		compliments	different from			
			other children in			
		Can say who they	school and the			
		would go to for	global community			
		help if they were				

			worried or scared				
Changing Me	Can identify how	Understand and	Can appreciate	Can express how	Can appreciate	Can celebrate	Recognise ways
	they have	accepts that	that changes will	they feel about	their own	what they like	they can develop
	changed from a	change is a	happen and that	babies	uniqueness and	about their own	their own self-
	baby	natural part of	some can be		that of others	and others' self-	esteem
		getting older	controlled and	Can describe the		image and body-	
	Can say what		others not	emotions that a	Can express how	image	Can express how
	might change for	Can identify some		new baby can	they feel about		they feel about
	them they get	things that have	Be able to	bring to a family	having children	Can suggest ways	the changes that
	older	changed and	express how they		when they are	to boost self-	will happen to
		some things that	feel about	Can express how	grown up	esteem of self	them during
	Recognise that	have stayed the	changes	they feel about		and others	puberty
	changing class	same since being		puberty	Can express any		
	can illicit happy	a baby (including	Show		concerns they	Recognise that	Recognise how
	and/or sad	the body)	appreciation for	Can say who they	have about	puberty is a	they feel when
	emotions		people who are	can talk to about	puberty	natural process	they reflect on
		Can express why	older	puberty if they		that happens to	the development
	Can say how they	they enjoy		have any worries	Can say who they	everybody and	and birth of a
	feel about	learning	Can recognise the		can talk to about	that it will be OK	baby
	changing class/		independence	Can identify	puberty if they	for them	
	growing up	Can suggest ways	and	stereotypical	are worried		Understand that
		to manage	responsibilities	family roles and		Can ask questions	mutual respect is
	Can identify	change e.g.	they have now	challenge these	Can apply the	about puberty to	essential in a
	positive	moving to a new	compared to	ideas e.g. it may	circle of change	seek clarification	boyfriend /
	memories from	class	being a baby or	not always be	model to		girlfriend
	the past year in		toddler	Mum who does	themselves to	Can express how	relationship and
	school/ home			the laundry	have strategies	they feel about	that they
			Can say what		for managing	having a romantic	shouldn't feel
			greater	Can identify	change	relationship	pressured into
			responsibilities	changes they are		when they are an	doing something

			1.1.	
and freedoms	looking forward	Have strategies	adult	that they don't
they may have in	to in the next	for managing the		want to
the future	year	emotions relating	Can express how	
		to change	they feel about	Can celebrate
Can say who they	Can suggest ways		having children	what they like
would go to for	to help them		when they are an	about their own
help if worried or	manage feelings		adult	and others' self-
scared	during changes			image and body-
	they are more		Can express how	image
Can say what	anxious about		they feel about	
types of touch			becoming a	Use strategies to
they find			teenager	prepare
comfortable/				themselves
uncomfortable			Can say who they	emotionally for
			can talk to if	the transition
Be able to			concerned about	(changes) to
confidently ask			puberty or	secondary school
someone to stop			becoming a	
if they are being			teenager/adult	
hurt or frightened				
Can say what				
they are looking				
forward to in the				
next year				