



## PSHE Knowledge & Skills

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Being Me in My World</b>	<ul style="list-style-type: none"> <li>• Know special things about themselves.</li> <li>• Know that some people are different from themselves.</li> <li>• Know how happiness and sadness can be expressed.</li> <li>• Know that hands can be used kindly and unkindly.</li> <li>• Know that being kind is good.</li> <li>• Know they have a right to learn and play, safely and happily.</li> <li>• Identify feelings associated with belonging.</li> <li>• Identify feelings of happiness and sadness.</li> <li>• Demonstrate skills to play cooperatively with others.</li> <li>• Be able to consider others' feelings.</li> <li>• Be responsible in the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of a member of a class.</li> <li>• Understand that their views are important.</li> <li>• Understand that their choices have consequences.</li> <li>• Understand their own rights and responsibilities with their classroom.</li> <li>• Understanding that they are special.</li> <li>• Understand that they are safe in their class               <ul style="list-style-type: none"> <li>• Identifying helpful behaviours to make the class a safe place.</li> </ul> </li> <li>• Identify what it's like to feel proud of an achievement.</li> <li>• Recognise feelings associated with positive and negative consequences.</li> <li>• Understand that they have choices</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying hopes and fears for the year ahead.</li> <li>• Understand the rights and responsibilities of class members.</li> <li>• Know that it is important to listen to other people.</li> <li>• Understand that their own views are valuable.</li> <li>• Know about rewards and consequences and that these stem from choices.</li> <li>• Know that positive choices impact positively on self-learning and the learning of others.</li> <li>• Recognise own feelings and know when and where to get help.</li> <li>• Know how to make their class a safe and fair place.</li> <li>• Show good listening skills.</li> <li>• Recognise the feeling of being worried.</li> <li>• Be able to work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that they are important.</li> <li>• Know what a personal goal is.</li> <li>• Understanding what a challenge is.</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>• Know that the school has a shared set of values.</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> <li>• Develop compassion and empathy for others.</li> <li>• Be able to work collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• Know how individual attitudes and actions make a difference to a class.</li> <li>• Know about three different roles in the school community.</li> <li>• Know their place in the school community.</li> <li>• Know what democracy is (applied to pupil voice in school).</li> <li>• Know that their own actions affect themselves and others.</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>• Identify the feelings associated with being included or excluded.</li> <li>• Can make others feel valued and included.</li> <li>• Be able to take on a role in a group discussion / task and contribute to the overall outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to face new challenges positively.</li> <li>• Understand how to set personal goals.</li> <li>• Understand the rights and responsibilities associated with being a citizen in the wider community and their country.</li> <li>• Know how an individual's behaviour can affect a group and the consequences of this.</li> <li>• Understand how democracy and having a voice benefits the school community.</li> <li>• Identify hopes for the school year.</li> <li>• Empathy for people whose lives are different from their own.</li> <li>• Consider their own actions and the effect they have on themselves and others.</li> <li>• Be able to work as part of a group, listening and contributing effectively.</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>• Know how to set goals for the year ahead.</li> <li>• Understand what fears and worries are.</li> <li>• Know about the lives of children in other parts of the world.</li> <li>• Understand that their own choices result in different consequences and rewards.</li> <li>• Understand how to contribute towards the democratic process.</li> <li>• Be able to make others feel welcomed and valued.</li> <li>• Know own wants and needs.</li> <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>• Know what effective group work is.</li> <li>• Know how to regulate my emotions.</li> </ul>



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<p style="text-align: center;"><b>Celebrating Difference</b></p>	<ul style="list-style-type: none"> <li>• Know that people can be good at different things.</li> <li>• Know that families can be different.</li> <li>• Know different ways of making friends.</li> <li>• Know different ways to stand up for myself.</li> <li>• Know the names of some emotions such as happy, sad, frightened, angry.</li> <li>• Know that they don't have to be 'the same as' to be a friend.</li> <li>• Know some qualities of a positive friendship.</li> <li>• Identify things they are good at.</li> <li>• Be able to vocalise success for themselves and about others successes.</li> <li>• Identify some ways they can be different and the same as others.</li> <li>• Recognise similarities and differences between their family and other families.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that people have differences and similarities.</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>• Recognise ways in which they are the same as their friends and ways they are different.</li> <li>• Identify what is bullying and what isn't.</li> <li>• Understand how being bullied might feel.</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>• 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> <li>• Know that friends can be different and still be friends.</li> <li>• Know where to get help if being bullied.</li> <li>• Know the difference between a one-off incident and bullying.</li> <li>• Understand that boys and girls can be similar in lots of ways and that is OK.</li> <li>• Explain how being bullied can make someone feel.</li> <li>• Can choose to be kind to someone who is being bullied.</li> <li>• Know how to stand up for themselves when they need to, recognise that they shouldn't judge people because they are different.</li> <li>• Understand that everyone's differences make them special and unique.</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Know that conflict is a normal part of relationships.</li> <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 some words are used in hurtful ways and that this can have consequences.</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 'problem-solve' a bullying situation accessing appropriate support if necessary.</li> <li>• Be able to recognise, accept and give compliments.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that sometimes people make assumptions about a person because of the way they look or act.</li> <li>• Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying.</li> <li>• Know what to do if they think bullying is, or might be taking place.</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>• Identify their own uniqueness.</li> <li>• Be comfortable with the way they look.</li> <li>• Identify when a first impression they had was right or wrong.</li> <li>• Be non-judgemental about others who are different.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that differences in culture can sometimes be a source of conflict.</li> <li>• Know what racism is and why it is unacceptable.</li> <li>• Know that rumour spreading is a form of bullying on and offline.</li> <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 how their life is different from the lives of children in the developing world.</li> <li>• Identify their own culture and different cultures within their class community.</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> <li>• Appreciate the value of happiness regardless of material wealth.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are different perceptions of 'being normal' and where these might come from.</li> <li>• Know that being different could affect someone's life.</li> <li>• Know that power can play a part in a bullying or conflict situation.</li> <li>• Know why some people choose to bully others.</li> <li>• Know that people with disabilities can lead amazing lives.</li> <li>• Know that difference can be a source of celebration as well as conflict.</li> <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>• Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict.</li> </ul>
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<b>Dreams and Goals</b>	<ul style="list-style-type: none"> <li>Know that it is important to keep trying</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>Understand that challenges can be difficult.</li> <li>Recognise some of the feelings linked to perseverance.</li> <li>Talk about a time that they kept on trying and achieved a goal</li> <li>Recognise how kind words can encourage people.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to achieve a goal.</li> <li>Know how to work well with a partner.</li> <li>Know that tackling a challenge can stretch their learning.</li> <li>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them.</li> <li>Recognise things that they do well.</li> <li>Explain how they learn best.</li> <li>Celebrate an achievement with a friend.</li> <li>Recognise their own feelings when faced with a challenge.</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>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>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 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>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>Recognise other people's achievements in overcoming difficulties.</li> <li>Recognise how other people can help them to achieve their goals.</li> <li>Can manage feelings of frustration linked to facing obstacles.</li> <li>Can share their success with others.</li> <li>Recognise other people's achievements in overcoming difficulties.</li> </ul>	<ul style="list-style-type: none"> <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 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>Can identify a time when they have felt disappointed.</li> <li>Be able to cope with disappointment.</li> <li>Can identify what resilience is.</li> <li>Enjoy being part of a group challenge.</li> <li>Can share their success with others.</li> </ul>	<ul style="list-style-type: none"> <li>Know that they will need money to help them to achieve some of their dreams.</li> <li>Know about a range of jobs that are carried out by people I know.</li> <li>Know that different jobs pay more money than others.</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>Verbalise what they would like their life to be like when they are grown up.</li> <li>Appreciate the opportunities learning and education can give them.</li> <li>Reflect on the differences between their own learning goals and those of someone from a different culture.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to set realistic and challenging goals.</li> <li>Know what the learning steps are they need to take to achieve their goal.</li> <li>Know a variety of problems that the world is facing.</li> <li>Know what their classmates like and admire about them</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> <li>Empathise with people who are suffering or living in difficult situations.</li> <li>Be able to give praise and compliments to other people when they recognise that person's achievements</li> </ul>
<b>Healthy Me</b>	<ul style="list-style-type: none"> <li>Know the names for some parts of their body e.g. head, arm, leg.</li> <li>Know that they need to exercise to keep healthy.</li> <li>Know how to help themselves go to</li> </ul>	<ul style="list-style-type: none"> <li>Know how to keep themselves clean and healthy.</li> <li>Know that germs cause disease / illness</li> <li>Know that all household products, including medicines,</li> </ul>	<ul style="list-style-type: none"> <li>Know what their body needs to stay healthy.</li> <li>Know what makes them feel relaxed / stressed.</li> <li>Know that it is important to use medicines safely.</li> </ul>	<ul style="list-style-type: none"> <li>Know how exercise affects their bodies</li> <li>Know why their hearts and lungs are such important organs.</li> <li>Know that the amount of calories, fat and sugar that</li> </ul>	<ul style="list-style-type: none"> <li>Know how different friendship groups are formed and how they fit into them.</li> <li>Know that there are leaders and followers in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Know the health risks of smoking.</li> <li>Know how smoking tobacco affects the lungs, liver and heart.</li> <li>Know some of the risks linked to misusing alcohol,</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>



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	<p>sleep and that sleep is good for the.</p> <ul style="list-style-type: none"> <li>• Know when and how to wash their hands properly.</li> <li>• Know what to do if they get lost.</li> <li>• Recognise how exercise makes them feel.</li> <li>• Can give examples of healthy food.</li> <li>• Can explain how they might feel if they don't get enough sleep.</li> <li>• Can explain what to do if a stranger approaches them.</li> </ul>	<p>can be harmful if not used properly.</p> <ul style="list-style-type: none"> <li>• Know that medicines can help them if they feel poorly.</li> <li>• Know how to keep safe when crossing the road.</li> <li>• Know about people who can keep them safe.</li> <li>• Keep themselves safe.</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>• Recognise how being healthy helps them to feel happy.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to make some healthy snacks.</li> <li>• Know why healthy snacks are good for their bodies.</li> <li>• Know which foods given their bodies energy</li> <li>• Desire to make healthy lifestyle choices.</li> <li>• Feel positive about caring for their bodies and keeping it healthy.</li> <li>• Have a healthy relationship with food.</li> </ul>	<p>they put into their bodies will affect their health.</p> <ul style="list-style-type: none"> <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 a range of strategies to keep themselves safe.</li> <li>• Know that their bodies are complex and need taking care of</li> <li>• Able to set themselves a fitness challenge.</li> <li>• Identify how they feel about drugs.</li> <li>• Can express how being anxious about scared feels.</li> <li>• Can take responsibility for keeping themselves and others safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the facts about smoking and its effects on health.</li> <li>• Know some of the reasons some people start to smoke.</li> <li>• Know the facts about alcohol and its effects on health, particularly the liver.</li> <li>• Know some of the reasons some people drink alcohol.</li> <li>• Know ways to resist when people are putting pressure on them.</li> <li>• Recognise how different people and groups they interact with impact on them</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> </ul>	<p>including antisocial behaviour.</p> <ul style="list-style-type: none"> <li>• Know basic emergency procedures including the recovery position.</li> <li>• Know how to get help in emergency situations.</li> <li>• Know that the media, social media and celebrity culture promotes certain body types.</li> <li>• Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure.</li> <li>• Can make informed decisions about whether or not they choose to smoke when they are older.</li> <li>• Can make informed decisions about whether they choose to drink alcohol when they are older</li> <li>• Recognise strategies for resisting pressure.</li> <li>• Can identify ways to keep themselves calm in an emergency.</li> </ul>	<p>drugs can affect people's bodies, especially their liver and heart.</p> <ul style="list-style-type: none"> <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> <li>• Know what it means to be emotionally well.</li> <li>• Know that stress can be triggered by a range of things.</li> <li>• Know that being stressed can cause drug and alcohol misuse.</li> <li>• Identify ways that someone who is being exploited could help themselves.</li> <li>• Suggest strategies someone could use to avoid being pressured.</li> <li>• Recognise that people have different attitudes towards mental health / illness</li> </ul>
<b>Relationships</b>	<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 that friends sometimes fall out.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are lots of different types of families.</li> <li>• Know that families are founded on belonging, love and care.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that families function well when there is trust, respect, care, love and co-operation.</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> </ul>	<ul style="list-style-type: none"> <li>• Know that jealousy can be damaging to relationships.</li> <li>• Know that loss is a normal part of relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that a personality is made up of many different characteristics, qualities and attributes.</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>



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	<ul style="list-style-type: none"> <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 some reasons why others get angry</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> </ul>	<ul style="list-style-type: none"> <li>Know the characteristics of healthy and safe friends.</li> <li>Know that physical contact can be used as a greeting.</li> <li>Know about the different people in the school community and how they help.</li> <li>Know who to ask for help in the school community.</li> <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 show skills of friendship.</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 praise themselves and others.</li> <li>Can recognise some of their personal qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to stay stop if someone is hurting them.</li> <li>Know that friendships have ups and downs and sometimes change with time.</li> <li>Know there are good secrets and worry secrets and why it is important to share worry secrets.</li> <li>Know what trust is.</li> <li>Can identify the different roles and responsibilities in their family.</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 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>Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc.</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 how some of the actions and work of people around the world help and influence my life.</li> <li>Know that they and all children have rights.</li> <li>Know the lives of children around the world can be different from their own</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/ less fortunate.</li> </ul>	<ul style="list-style-type: none"> <li>Know that memories can support us when we lose a special person or animal.</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>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>Know that belonging to an online community can have positive and negative consequences.</li> <li>Know that there are rights and responsibilities in an online community or social network.</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>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 strategies for managing unhelpful pressures online or in social networks.</li> </ul>	<p>loss that cause people to grieve.</p> <ul style="list-style-type: none"> <li>Know that sometimes people can try to gain power or control them.</li> <li>Know some of the dangers of being 'online'.</li> <li>Know how to use technology safely and positively to communicate with their friends and family.</li> <li>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of.</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> </ul>
<b>Chang ng Me</b>	<ul style="list-style-type: none"> <li>Know the names and functions of some parts of the body e.g. eyes, ears.</li> <li>Know that we grow from baby to adult.</li> </ul>	<ul style="list-style-type: none"> <li>Know that animals including humans have a life cycle.</li> <li>Know that changes happen when we grow up.</li> </ul>	<ul style="list-style-type: none"> <li>Know that life cycles exist in nature.</li> <li>Know that aging is a natural process including old-age</li> </ul>	<ul style="list-style-type: none"> <li>Know that in animals and humans lots of changes happen between conception and growing up.</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</li> </ul>	<ul style="list-style-type: none"> <li>Know what perception means and that perceptions can be right or wrong.</li> <li>Know how girls' and boys' bodies change</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</li> </ul>



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<ul style="list-style-type: none"> <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> <li>• Can identify how they have changed from a baby.</li> <li>• Can say what might change for them they get older .</li> <li>• Can say how they feel about changing class/ growing up.</li> <li>• Can identify positive memories from the past year in school/ home.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that people grow up at different rates and that is normal.</li> <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>• Understand and accepts that change is a natural part of getting older.</li> <li>• Can identify some things that have changed and some things that have stayed the same since being a baby (including the body).</li> <li>• Can suggest ways to manage change e.g. moving to a new class.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> <li>• Know the physical differences between male and female bodies.</li> <li>• Know the correct names for private body parts.</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>• 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 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> </ul>	<ul style="list-style-type: none"> <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> <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>• Can say who they can talk to about puberty if they have any worries.</li> <li>• Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry.</li> </ul>	<p>ovum joining with a sperm.</p> <ul style="list-style-type: none"> <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 personal hygiene is important during puberty and as an adult.</li> <li>• Know that change is a normal part of life and that some cannot be controlled and have to be accepted.</li> <li>• Know that change can bring about a range of different emotions.</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> <li>• Have strategies for managing the emotions relating to change</li> </ul>	<p>during puberty and understand the importance of looking after themselves physically and emotionally.</p> <ul style="list-style-type: none"> <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>• Can celebrate what they like about their own and others' self-image and body-image.</li> <li>• Recognise that puberty is a natural process that happens to everybody and that it will be OK for them.</li> <li>• Can ask questions about puberty to seek clarification.</li> <li>• Can say who they can talk to if concerned about puberty or becoming a teenager/adult.</li> </ul>	<p>physically and emotionally.</p> <ul style="list-style-type: none"> <li>• Know how a baby develops from conception through the nine months of pregnancy and how it is born.</li> <li>• Know how being physically attracted to someone changes the nature of the relationship.</li> <li>• Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class.</li> <li>• Recognise ways they can develop their own self-esteem.</li> <li>• Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to.</li> <li>• Use strategies to prepare themselves emotionally for the transition (changes) to secondary school.</li> </ul>
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