



PSHE Knowledge & Skills

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



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<p style="text-align: center; color: red; font-weight: bold;">Celebrating Difference</p>	<ul style="list-style-type: none"> • Know that people can be good at different things. • Know that families can be different. • Know different ways of making friends. • Know different ways to stand up for myself. • Know the names of some emotions such as happy, sad, frightened, angry. • Know that they don't have to be 'the same as' to be a friend. • Know some qualities of a positive friendship. • Identify things they are good at. • Be able to vocalise success for themselves and about others successes. • Identify some ways they can be different and the same as others. • Recognise similarities and differences between their family and other families. 	<ul style="list-style-type: none"> • Know that people have differences and similarities. • Know who to tell if they or someone else is being bullied or is feeling unhappy. • Know that people are unique and that it is OK to be different. • Recognise ways in which they are the same as their friends and ways they are different. • Identify what is bullying and what isn't. • Understand how being bullied might feel. • Know ways to help a person who is being bullied. • Identify emotions associated with making a new friend. • Verbalise some of the attributes that make them unique and special 	<ul style="list-style-type: none"> • Know that it is OK not to conform to gender stereotypes. • Know it is good to be yourself. • Know the difference between right and wrong and the role that choice has to play in this. • Know that friends can be different and still be friends. • Know where to get help if being bullied. • Know the difference between a one-off incident and bullying. • Understand that boys and girls can be similar in lots of ways and that is OK. • Explain how being bullied can make someone feel. • Can choose to be kind to someone who is being bullied. • Know how to stand up for themselves when they need to, recognise that they shouldn't judge people because they are different. • Understand that everyone's differences make them special and unique. 	<ul style="list-style-type: none"> • Know that everybody's family is different. • Know that sometimes family members don't get along and some reasons for this. • Know that conflict is a normal part of relationships. • 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. • Know that some words are used in hurtful ways and that this can have consequences. • Be able to show appreciation for their families, parents and carers. • Empathise with people who are bullied. • Employ skills to support someone who is bullied. • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary. • Be able to recognise, accept and give compliments. 	<ul style="list-style-type: none"> • Know that sometimes people make assumptions about a person because of the way they look or act. • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying. • Know what to do if they think bullying is, or might be taking place. • Identify influences that have made them think or feel positively/negatively about a situation. • Identify feelings that a bystander might feel in a bullying situation. • Identify reasons why a bystander might join in with bullying. • Identify their own uniqueness. • Be comfortable with the way they look. • Identify when a first impression they had was right or wrong. • Be non-judgemental about others who are different. 	<ul style="list-style-type: none"> • Know that differences in culture can sometimes be a source of conflict. • Know what racism is and why it is unacceptable. • Know that rumour spreading is a form of bullying on and offline. • Know external forms of support in regard to bullying e.g. Childline. • Know that bullying can be direct and indirect. • Know how their life is different from the lives of children in the developing world. • Identify their own culture and different cultures within their class community. • Identify some strategies to encourage children who use bullying behaviours to make other choices. • Be able to support children who are being bullied. • Appreciate the value of happiness regardless of material wealth. 	<ul style="list-style-type: none"> • Know that there are different perceptions of 'being normal' and where these might come from. • Know that being different could affect someone's life. • Know that power can play a part in a bullying or conflict situation. • Know why some people choose to bully others. • Know that people with disabilities can lead amazing lives. • Know that difference can be a source of celebration as well as conflict. • Empathise with people who are different and be aware of my own feelings towards them. • Identify feelings associated with being excluded. • Be able to recognise when someone is exerting power negatively in a relationship. • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict.
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Dreams and Goals	<ul style="list-style-type: none"> • Know that it is important to keep trying • Know how to set goals and work towards them. • Know which words are kind. • Know some jobs that they might like to do when they are older. • Know that they must work hard now in order to be able to achieve the job they want when they are older. • Understand that challenges can be difficult. • Recognise some of the feelings linked to perseverance. • Talk about a time that they kept on trying and achieved a goal • Recognise how kind words can encourage people. 	<ul style="list-style-type: none"> • Know how to achieve a goal. • Know how to work well with a partner. • Know that tackling a challenge can stretch their learning. • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them. • Recognise things that they do well. • Explain how they learn best. • Celebrate an achievement with a friend. • Recognise their own feelings when faced with a challenge. • Can store feelings of success so that they can be used in the future 	<ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it. • Know that it is important to persevere. • Know how to recognise what working together well looks like. • Be able to describe their own achievements and the feelings linked to this. • Recognise their own strengths as a learner. • Recognise how working with others can be helpful. • Be able to work effectively with a partner. • Be able to choose a partner with whom they work well. • Recognise how it feels to be part of a group that succeeds and store this feeling. 	<ul style="list-style-type: none"> • Recognise other people's achievements in overcoming difficulties. • Recognise how other people can help them to achieve their goals. • Can manage feelings of frustration linked to facing obstacles. • Can share their success with others. • Recognise other people's achievements in overcoming difficulties. 	<ul style="list-style-type: none"> • Know that hopes and dreams don't always come true. • Know that reflecting on positive and happy experiences can help them to counteract disappointment. • Know how to make a new plan and set new goals even if they have been disappointed. • Know how to work as part of a successful group. • Can identify a time when they have felt disappointed. • Be able to cope with disappointment. • Can identify what resilience is. • Enjoy being part of a group challenge. • Can share their success with others. 	<ul style="list-style-type: none"> • Know that they will need money to help them to achieve some of their dreams. • Know about a range of jobs that are carried out by people I know. • Know that different jobs pay more money than others. • Know the types of job they might like to do when they are older. • Know that young people from different cultures may have different dreams and goals. • Verbalise what they would like their life to be like when they are grown up. • Appreciate the opportunities learning and education can give them. • Reflect on the differences between their own learning goals and those of someone from a different culture. 	<ul style="list-style-type: none"> • Know how to set realistic and challenging goals. • Know what the learning steps are they need to take to achieve their goal. • Know a variety of problems that the world is facing. • Know what their classmates like and admire about them • Set success criteria so that they know when they have achieved their goal. • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances. • Empathise with people who are suffering or living in difficult situations. • Be able to give praise and compliments to other people when they recognise that person's achievements
Healthy Me	<ul style="list-style-type: none"> • Know the names for some parts of their body e.g. head, arm, leg. • Know that they need to exercise to keep healthy. • Know how to help themselves go to 	<ul style="list-style-type: none"> • Know how to keep themselves clean and healthy. • Know that germs cause disease / illness • Know that all household products, including medicines, 	<ul style="list-style-type: none"> • Know what their body needs to stay healthy. • Know what makes them feel relaxed / stressed. • Know that it is important to use medicines safely. 	<ul style="list-style-type: none"> • Know how exercise affects their bodies • Know why their hearts and lungs are such important organs. • Know that the amount of calories, fat and sugar that 	<ul style="list-style-type: none"> • Know how different friendship groups are formed and how they fit into them. • Know that there are leaders and followers in groups. 	<ul style="list-style-type: none"> • Know the health risks of smoking. • Know how smoking tobacco affects the lungs, liver and heart. • Know some of the risks linked to misusing alcohol, 	<ul style="list-style-type: none"> • Know how to make choices that benefit their own health and well-being. • Know about different types of drugs and their uses. • Know how these different types of



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



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	<ul style="list-style-type: none"> Know some ways to mend a friendship. Know that unkind words can never be taken back and they can hurt. Know some reasons why others get angry Can suggest ways to make a friend or help someone who is lonely. Can use different ways to mend a friendship. Can recognise what being angry feels like. 	<ul style="list-style-type: none"> Know the characteristics of healthy and safe friends. Know that physical contact can be used as a greeting. Know about the different people in the school community and how they help. Know who to ask for help in the school community. Can express how it feels to be part of a family and to care for family members. Can say what being a good friend means. Can show skills of friendship. Can identify forms of physical contact they prefer. Can say no when they receive a touch they don't like. Can praise themselves and others. Can recognise some of their personal qualities. 	<ul style="list-style-type: none"> Know how to stay stop if someone is hurting them. Know that friendships have ups and downs and sometimes change with time. Know there are good secrets and worry secrets and why it is important to share worry secrets. Know what trust is. Can identify the different roles and responsibilities in their family. Can recognise and talk about the types of physical contact that is acceptable or unacceptable. Can identify the negative feelings associated with keeping a worry secret. Can identify who they trust in their own relationships. Can give and receive compliments. Can say who they would go to for help if they were worried or scared. 	<ul style="list-style-type: none"> Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. Know some of the skills of friendship, e.g. taking turns, being a good listener. Know some strategies for keeping themselves safe online. Know how some of the actions and work of people around the world help and influence my life. Know that they and all children have rights. Know the lives of children around the world can be different from their own Know how to access help if they are concerned about anything on social media or the internet. Can empathise with people from other countries who may not have a fair job/ less fortunate. 	<ul style="list-style-type: none"> Know that memories can support us when we lose a special person or animal. Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe Can suggest positive strategies for managing jealousy. Can identify people who are special to them and express why. Can identify the feelings and emotions that accompany loss. Can suggest strategies for managing loss/ Can tell you about someone they no longer see. Can suggest ways to manage relationship changes including how to negotiate. 	<ul style="list-style-type: none"> Know that belonging to an online community can have positive and negative consequences. Know that there are rights and responsibilities in an online community or social network. Know that too much screen time isn't healthy. Know how to stay safe when using technology to communicate with friends. Can identify when an online community / social media group feels risky, uncomfortable, or unsafe. Can suggest strategies for staying safe online/ social media. Can say how to report unsafe online / social network activity. Can identify when an online game is safe or unsafe. Can suggest strategies for managing unhelpful pressures online or in social networks. 	<p>loss that cause people to grieve.</p> <ul style="list-style-type: none"> Know that sometimes people can try to gain power or control them. Know some of the dangers of being 'online'. Know how to use technology safely and positively to communicate with their friends and family. Recognise that people can get problems with their mental health and that it is nothing to be ashamed of. Recognise when they are feeling grief and have strategies to manage them. Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control. Can resist pressure to do something online that might hurt themselves or others.
Chang ng Me	<ul style="list-style-type: none"> Know the names and functions of some parts of the body e.g. eyes, ears. Know that we grow from baby to adult. 	<ul style="list-style-type: none"> Know that animals including humans have a life cycle. Know that changes happen when we grow up. 	<ul style="list-style-type: none"> Know that life cycles exist in nature. Know that aging is a natural process including old-age 	<ul style="list-style-type: none"> Know that in animals and humans lots of changes happen between conception and growing up. 	<ul style="list-style-type: none"> Know that personal characteristics are inherited from birth parents and this is brought about by an 	<ul style="list-style-type: none"> Know what perception means and that perceptions can be right or wrong. Know how girls' and boys' bodies change 	<ul style="list-style-type: none"> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves



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<ul style="list-style-type: none"> • Know who to talk to if they are feeling worried. • Know that sharing how they feel can help solve a worry. • Know that remembering happy times can help us move on • Can identify how they have changed from a baby. • Can say what might change for them they get older . • Can say how they feel about changing class/ growing up. • Can identify positive memories from the past year in school/ home. 	<ul style="list-style-type: none"> • Know that people grow up at different rates and that is normal. • Know the names of male and female private body parts. • Know that there are correct names for private body parts and nicknames, and when to use them. • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. • Know who to ask for help if they are worried or frightened • Understand and accepts that change is a natural part of getting older. • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body). • Can suggest ways to manage change e.g. moving to a new class. 	<ul style="list-style-type: none"> • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know the physical differences between male and female bodies. • Know the correct names for private body parts. • 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. • have now compared to being a baby or toddler. • Can say what greater responsibilities and freedoms they may have in the future. • Can say who they would go to for help if worried or scared. • Can say what types of touch they find comfortable/ uncomfortable. • Be able to confidently ask someone to stop if they are being hurt or frightened. 	<ul style="list-style-type: none"> • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops . • Know that babies need love and care from their parents/carers. • Know some of the changes that happen between being a baby and a child. • 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 happen during puberty. • Know some of the changes on the inside that happen during puberty. • Can say who they can talk to about puberty if they have any worries. • Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry. 	<p>ovum joining with a sperm.</p> <ul style="list-style-type: none"> • Know that babies are made by a sperm joining with an ovum. • Know the names of the different internal and external body parts that are needed to make a baby. • Know how the female and male body change at puberty. • Know that personal hygiene is important 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 change can bring about a range of different emotions. • Can say who they can talk to about puberty if they are worried. • Can apply the circle of change model to themselves to have strategies for managing change. • Have strategies for managing the emotions relating to change 	<p>during puberty and understand the importance of looking after themselves physically and emotionally.</p> <ul style="list-style-type: none"> • Know that sexual intercourse can lead to conception. • Know that some people need help to conceive and might use IVF. • Know that becoming a teenager involves various changes and also brings growing responsibility. • Can celebrate what they like about their own and others' self-image and body-image. • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them. • Can ask questions about puberty to seek clarification. • Can say who they can talk to if concerned about puberty or becoming a teenager/adult. 	<p>physically and emotionally.</p> <ul style="list-style-type: none"> • Know how a baby develops from conception through the nine months of pregnancy and how it is born. • Know how being physically attracted to someone changes the nature of the relationship. • 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. • Recognise ways they can develop their own self-esteem. • 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. • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school.
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