



# PSHE

Being Me in My World							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>We believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils. We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.</p> <p>Schools should seek to use SMSC education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, Relationships and Sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.</p>						
Skills	<p>To talk about how they have similarities and differences from their friends and how that is OK.</p> <p>To recognise and manage their feelings, identifying different ones and the causes these can have.</p>	<p>To explain why my class is a happy and safe place to learn.</p> <p>To give different examples where I or others make my class happy and safe.</p>	<p>To explain why my behaviour can impact on other people in my class</p> <p>To compare my own and my friends' choices and can express why some choices are better than others</p>	<p>To explain how my behaviour can affect how others feel and behave.</p> <p>To explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>To explain why being listened to and listening to others is important in my school community.</p> <p>To explain why being democratic is important and can help me and others feel valued.</p>	<p>To compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>To explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>To explain how my choices can have an impact on people in my immediate community and globally.</p> <p>To empathise with others in my community and globally and explain how this can influence the choices I make.</p>



# PSHE

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>	<p>Know special things about themselves</p> <p>Know that some people are different from themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know that being kind is good</p> <p>Know they have a right to learn and play, safely and happily</p>	<p>Understand the rights and responsibilities of a member of a class</p> <p>Understand that their views are important</p> <p>Understand that their choices have consequences</p> <p>Understand their own rights and responsibilities with their classroom</p>	<p><b>Identifying hopes and fears for the year ahead</b></p> <p>Understand the rights and responsibilities of class members</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p>	<p><b>Understand that they are important</b></p> <p>Know what a personal goal is</p> <p><b>Understanding what a challenge is</b></p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p> <p>Know that the school has a shared set of values</p>	<p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> <p>Know that their own actions affect themselves and others</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p>	<p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>	<p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>
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# PSHE

Celebrating Differences							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>We believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils. We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.</p> <p>Schools should seek to use SMSC education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.</p>						
Skills	<p>To think about things that they are good at whilst understanding that everyone is good at different things</p> <p>Talk about being different and how that makes everyone special but also recognising that we are the same in some ways</p> <p>To explain why their homes are special to them</p>	<p>To tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>To explain what bullying is and how being bullied might make somebody feel.</p>	<p>To explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.</p> <p>To explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.</p>	<p>To describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>To tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>To tell you a time when my first impression of someone changed as I got to know them.</p> <p>To explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>To explain why it is good to accept myself and others for who we are.</p>	<p>To explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>To explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>To explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>To show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>
Knowledge	<p>Know what being proud means and that people can be proud of different things</p> <p>Know that people can be good at different things</p> <p>Know what being unique means</p> <p>Know that families can be different</p>	<p>Know that people have differences and similarities</p> <p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know skills to make friendships</p>	<p>Know there are stereotypes about boys and girls</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p>	<p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Know that sometimes family members don't get along and some reasons for this</p> <p>Know that conflict is a normal part of relationships</p>	<p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <p>Know there are influences that can affect how we judge a person or situation</p> <p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p>	<p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know what racism is and why it is unacceptable</p> <p>Know that rumour spreading is a form of bullying on and offline</p>	<p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that being different could affect someone's life</p> <p>Know that power can play a part in a bullying or conflict situation</p>



# PSHE

	<p>Know that people have different homes and why they are important to them</p> <p>Know different ways of making friends Know different ways to stand up for myself</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know that they don't have to be 'the same as' to be a friend</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive friendship</p>	<p>Know that people are unique and that it is OK to be different</p>	<p>Know that sometimes people get bullied because of difference</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p> <p>Know that friends can be different and still be friends</p> <p>Know where to get help if being bullied</p> <p>Know the difference between a one-off incident and bullying</p>	<p>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</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p>	<p>Know what to do if they think bullying is, or might be taking place</p> <p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Know that first impressions can change</p>	<p>Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know how their life is different from the lives of children in the developing world</p>	<p>Know that people can hold power over others individually or in a group</p> <p>Know why some people choose to bully others</p> <p>Know that people with disabilities can lead amazing lives</p> <p>Know that difference can be a source of celebration as well as conflict</p>
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# PSHE

## Dreams and Goals IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>We believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils. We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.</p> <p>Schools should seek to use SMSC education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.</p> <p><del>identify, represent and estimate numbers using different representations, including the number line</del>            identify, represent and estimate numbers using different representations            identify, represent and estimate numbers using different representations</p>						
Skills	<p>To discuss not giving up and trying until they have achieved their goal.</p> <p>To think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want.</p> <p>To talk about achieving goals and the feelings linked to this.</p>	<p>To explain how I feel when I am successful and how this can be celebrated positively.</p> <p>To say why my internal treasure chest is an important place to store positive feelings.</p>	<p>To explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.</p> <p>To explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>To explain the different ways that help me learn and what I need to do to improve.</p> <p>To be confident and positive when I share my success with others. To explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>To plan and set new goals even after a disappointment.</p> <p>To explain what it means to be resilient and have a positive attitude.</p>	<p>To compare my hopes and dreams with those of young people from different cultures.</p> <p>To reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>To explain different ways to work with others to help make the world a better place.</p> <p>To explain what motivates me to make the world a better place.</p>
Knowledge	<p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p>	<p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p> <p>Know how to identify obstacles which make</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group working looks like</p>	<p>Know about specific people who have overcome difficult challenges to achieve success</p> <p>Know what dreams and ambitions are important to them</p> <p>Know how they can best overcome learning challenges</p>	<p>Know what their own hopes and dreams are</p> <p>Know that hopes and dreams don't always come true</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment</p> <p>Know how to make a new plan and set new goals</p>	<p>Know that they will need money to help them to achieve some of their dreams</p> <p>Know about a range of jobs that are carried out by people I know</p> <p>Know that different jobs pay more money than others</p>	<p>Know their own learning strengths</p> <p>Know how to set realistic and challenging goals</p> <p>Know what the learning steps are they need to take to achieve their goal</p> <p>Know a variety of problems that the world is facing</p>



# PSHE

	<p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p>	<p>achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p>	<p>Know how to share success with other people</p>	<p>Know that they are responsible for their own learning</p> <p>Know what their own strengths are as a learner</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p> <p>Know how to evaluate their own learning progress and identify how it can be better next time</p>	<p>even if they have been disappointed</p> <p>Know how to work out the steps they need to take to achieve a goal</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p>	<p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p> <p>Know that communicating with someone from a different culture means that they can learn from them and vice versa</p> <p>Know ways that they can support young people in their own culture and abroad</p>	<p>Know how to work with other people to make the world a better place</p> <p>Know some ways in which they could work with others to make the world a better place</p> <p>Know what their classmates like and admire about them</p>
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# PSHE

Healthy Me							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>We believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils. We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.</p> <p>Schools should seek to use SMSC education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.</p>						
Skills	<p>To learn about their bodies; the names of some key parts as well as how to stay healthy.</p> <p>To talk about food and that some foods are healthier than others.</p> <p>To discuss the importance of sleep and what they can do to help themselves get to sleep.</p> <p>To talk about hand washing and why it is important.</p> <p>To class also discuss stranger danger and what they should do if approached by someone they don't know</p>	<p>To explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>To give examples where being healthy can help me feel happy.</p>	<p>To explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>To compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>To express how being anxious/ scared and unwell feels.</p>	<p>To recognise when people are putting me under pressure and explain ways to resist this when I want to.</p> <p>To identify feelings of anxiety and fear associated with peer pressure.</p>	<p>To explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>To summarise different ways that I respect and value my body.</p>	<p>To explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>To identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</p>



# PSHE

Knowledge	Know the names for some parts of their body	Know the difference between being healthy and unhealthy	<b>Know what their body needs to stay healthy</b>	<b>Know how exercise affects their bodies</b>	Know how different friendship groups are formed and how they fit into them	Know the health risks of smoking	Know how to take responsibility for their own health
	Know what the word 'healthy' means	Know some ways to keep healthy	Know what relaxed means	<b>Know why their hearts and lungs are such important organs</b>	Know which friends they value most	Know how smoking tobacco affects the lungs, liver and heart	Know how to make choices that benefit their own health and well-being
	Know some things that they need to do to keep healthy	Know how to make healthy lifestyle choices	<b>Know what makes them feel relaxed / stressed</b>	<b>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</b>	Know that there are leaders and followers in groups	Know some of the risks linked to misusing alcohol, including antisocial behaviour	Know about different types of drugs and their uses
	Know that they need to exercise to keep healthy	Know how to keep themselves clean and healthy	<b>Know how medicines work in their bodies</b>	<b>Know that there are different types of drugs</b>	Know that they can take on different roles according to the situation	Know basic emergency procedures including the recovery position	Know how these different types of drugs can affect people's bodies, especially their liver and heart
	Know how to help themselves go to sleep and that sleep is good for them	Know that germs cause disease / illness	<b>Know that it is important to use medicines safely</b>	<b>Know that there are things, places and people that can be dangerous</b>	Know the facts about smoking and its effects on health	Know how to get help in emergency situations	Know that some people can be exploited and made to do things that are against the law
	Know when and how to wash their hands properly	Know that all household products, including medicines, can be harmful if not used properly	<b>Know how to make some healthy snacks</b>	<b>Know a range of strategies to keep themselves safe</b>	Know some of the reasons some people start to smoke	Know that the media, social media and celebrity culture promotes certain body types	Know why some people join gangs and the risk that this can involve
	Know what to do if they get lost	Know that medicines can help them if they feel poorly	<b>Know why healthy snacks are good for their bodies</b>	<b>Know when something feels safe or unsafe</b>	Know the facts about alcohol and its effects on health, particularly the liver	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	Know what it means to be emotionally well
	Know how to say No to strangers	Know how to keep safe when crossing the road	<b>Know which foods given their bodies energy</b>	<b>Know that their bodies are complex and need taking care of</b>	Know some of the reasons some people drink alcohol	Know what makes a healthy lifestyle	Know that stress can be triggered by a range of things
		Know about people who can keep them safe			Know ways to resist when people are putting pressure on them		Know that being stressed can cause drug and alcohol misuse
					Know what they think is right and wrong		





# PSHE

		Relationships						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>We believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils. We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.</p> <p>Schools should seek to use SMSC education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.</p>							
Skills	<p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry</p>	<p>To explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>To give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>To explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>To explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>To explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>To recognise how people are feeling when they miss a special person or animal.</p> <p>To give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>To compare different types of friendships and the feelings associated with them. To how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>To apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others</p>	<p>To identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>To explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	



# PSHE

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>	<p>Know what a family is</p> <p>Know that different people in a family have different responsibilities (jobs)</p> <p>Know some of the characteristics of healthy and safe friendship</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p>	<p>Know that everyone's family is different</p> <p>Know that there are lots of different types of families</p> <p>Know that families are founded on belonging, love and care</p> <p>Know how to make a friend</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know that physical contact can be used as a greeting</p> <p>Know about the different people in the school community and how they help</p> <p>Know who to ask for help in the school community</p>	<p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve-it-together problem-solving methods</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family</p> <p>Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know that they and all children have rights (UNCRC)</p> <p>Know the lives of children around the world can be different from their own</p>	<p>Know some reasons why people feel jealousy</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that memories can support us when we lose a special person or animal</p> <p>Know that change is a natural part of relationships/ friendship</p> <p>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</p>	<p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p> <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p>	<p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p>
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# PSHE

Changing Me							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>We believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils. We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.</p> <p>Schools should seek to use SMSC education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.</p>						
Skills	<p>To think about how they have changed from being a baby and what may change for them in the future and consolidate the names and functions of some of the main parts of the body and discuss how these have changed.</p> <p>To learn that our bodies change as we get older in lots of different ways.</p> <p>To understand that change can bring about positive and negative feelings, and that sharing these can help.</p> <p>To consider the role that memories can have in managing change.</p>	<p>To compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>	<p>To use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. To explain why some types of touches feel OK and others don't.</p> <p>To tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p>	<p>To explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>To recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>To summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>To explain some of the choices I might make in the future and some of the choices that I have no control over. To offer some suggestion about how I might manage my feelings when changes happen.</p>	<p>To explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>To express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>	<p>To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>To recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>



# PSHE

<b>Knowledge</b>	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that learning brings about change</p>	<p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old-age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Know the physical differences between male and female bodies</p> <p>Know the correct names for private body parts</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p>	<p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside that happen during puberty</p>	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>Know that change can bring about a range of different emotions</p>	<p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>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</p>
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