

PSHE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Families and friendships							
	<ul style="list-style-type: none"> -I know who cares for me. -I know what it means to be part of a family. - I know that families are different. -I can tell someone when I'm worried. 	<ul style="list-style-type: none"> -I can make good friends. -I can resolve arguments with friends and play positively. -I can ask for help when I am lonely or unhappy. -I know how arguments can be caused between friends. 	<ul style="list-style-type: none"> -I know that there are different types of families. -I can talk about the positive aspects of being part of a family. -I know who to talk to if I'm upset or feel unsafe in my family. -I can talk about how people care for each other in different ways. 	<ul style="list-style-type: none"> -I can identify features of positive healthy friendships. -I know how to build positive friendships and seek help if I feel lonely. - I know how to stay safe on digital devices and understand some of the risks involved in communicating with unknown people. - I know what to do and who to talk to if I am worried about something that has happened online/. 	<ul style="list-style-type: none"> -I know what a healthy friendship looks like and how to include others. -I can talk about peer influence and the strategies I can use on and off line if I am uncomfortable. -I know that friendships can sometimes be difficult but I can use strategies to resolve these. - I know who to speak to if a friendship is making me feel unsafe or uncomfortable. 	<ul style="list-style-type: none"> - I know what it means to be attracted to someone and understand features of a loving relationship. - I know that people who love each other can be any gender, faith, ethnicity and it is everyone's right to be loved. - I can talk about the qualities of a healthy relationship and ways in which couples show their love. -I can talk about what a marriage and civil partnership means. - I know that forced marriage is illegal and how and who I could report this to. 	
Safe relationships							
	-I can see when somebody's	-I can recognise hurtful behaviour,	-I know what is appropriate to	-I can differentiate between hurtful	-I can identify what physical	-I can compare features of a	

	<p>body or feelings are hurt and who can help.</p> <ul style="list-style-type: none"> -I know which parts of my body are private. -I know how to respond if being touched makes me feel uncomfortable or unsafe and who to tell. -I know when to ask and give permission to touch/be touched and how this might make myself/others feel. 	<p>including that online.</p> <ul style="list-style-type: none"> -I know what bullying is and how someone may feel if they are bullied. - I know the difference between happy surprises and secrets that make me feel uncomfortable or unsafe. -I know how to ask for help if I feel unsafe or worried and what to say. - I know who to tell if I see hurtful behaviour. 	<p>share with friends and family including online.</p> <ul style="list-style-type: none"> -I know strategies to stay safe online and what privacy and personal boundaries are. - I know that bullying is unacceptable and what the effects and consequences are for this- including bullying online. - I know who to talk to if I see or experience bullying or hurtful behaviour. 	<p>teasing and bullying.</p> <ul style="list-style-type: none"> -I know how to reposing if I witness or experience hurtful behaviour. - I can recognise the difference between 'playful dares' and uncomfortable dares and how to manage the pressure of these games. -I know when its right to break or share a secret. -I know that some people behave differently online and may be pretending to be someone they are not. - I can identify a risk online. -I know who to speak to if I am concerned about someone's behaviour on or off-line. 	<p>touch is acceptable or unacceptable, wanted and unwanted.</p> <ul style="list-style-type: none"> -I know how to ask for physical contact and how to give permission. -I can talk about how it might feel in a person's mind and body when they are uncomfortable. -I know that it is never someone's fault if they have had unwanted contact and I know how to respond if this happens to me. -I know that people should not keep a secret if they are worried about it. -I know how to talk to if I am concerned about uncomfortable contact. 	<p>healthy and unhealthy friendship.</p> <ul style="list-style-type: none"> -I know strategies that I can use when faced with pressure online. -I can assess risks online I the form of challenges and dares - I know how to respond to pressure from others in making, me do something unsafe and who to tell. - I know how to get advice and report concerns about personal safety, including when online. -I know what consent means and how to give and not give it. -I know I have a shared responsibility if someone is under pressure to do something dangerous and something goes wrong. 	
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Respecting ourselves and others							
	<ul style="list-style-type: none"> - I know what kind and unkind behaviour means in and out of school and how this makes people feel - I know what respect means - I can follow class rules, be polite to others, share and take turns. 	<ul style="list-style-type: none"> - I know what I have in common with friends and others. - I know I have similarities and differences with friends. - I can play in different group situations. - I can share my views and ideas, listen to others in discussions and give reasons for my views. 	<ul style="list-style-type: none"> - I can recognise respectful behaviours and model respectful behaviour in different situations. - I know the importance of self-respect and my right to be treated respectfully. - I know what it means to be treated politely - I know ways in which you can show respect and courtesy in different cultures and in a wider society. 	<ul style="list-style-type: none"> - I can recognise differences between people in terms of gender, faith and race. - I know what I have in common with others - I know the importance of respecting similarities and differences between people - I use a vocabulary that is sensitive to difference and includes everyone. 	<ul style="list-style-type: none"> - I can recognise that everyone needs to be treated equally. - I know why it is important to listen and respond respectfully to others including those who traditions re different from my own. - I knew what discrimination means and the different types. - I know how to identify online bullying and discrimination of groups of individuals. 	<ul style="list-style-type: none"> - I know the link between values and behaviour - I can discuss issues respectfully - I know how to listen and respect others views. - I can constructively challenge views that id disagree with. - I can participate in discussions online and manage conflict disagreements. 	
Belonging to a community							
	<ul style="list-style-type: none"> - I know examples of where I have rules - I know that different people have different needs - I know that we need to care for people, animals 	<ul style="list-style-type: none"> - I can talk about how I am a part of different group and the role I have within them - I know that I have rights and responsibilities within school and my community 	<ul style="list-style-type: none"> - I know why e have rules and laws in society - I know why we abide by laws and what happens if rules and laws are broken - I know that human rights are and how they 	<ul style="list-style-type: none"> - I know the meaning and benefits of living in a community - I recognise that I belong to different communities - I know that different groups make up and 	<ul style="list-style-type: none"> - I know how resources are allocated and this effect on individuals, communities and the environment - I know the importance of protecting g the environment and 	<ul style="list-style-type: none"> - I know what prejudice means - I can differentiate between prejudice and discrimination - I can recognise acts of discrimination - I have strategies to safely respond 	

	and other living things in different ways -I can tell others how I help to look after the environment	-I know that a community can help people from different groups feel included - I recognise that all groups are equal and how they are similar or different to other groups	protect people, including the rights of children -I know I have right and responsibilities -I know that with every right there is a responsibility	contribute to a community -I can talk about individuals and groups that help the local community - I can show compassions towards others in need and share responsibilities in caring for them	how our actions can support or damage it -I can show compassion for the enviroment, animals and living things -I know how money can be spent and how it effects the environment -I can express my opinion about my reasonability to the environment.	and challenge discrimination -I can recognise stereotypes in different contexts and the influence they may have -I can see how stereotypes are perpetuated and how I may challenge this.	
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Media, literacy and digital resilience

	- I know how and why people use the internet - I can identify the benefits of using the internet and digital devices. - I know how people find things out and communicate safely with others online.	- I know the ways in which people can access the internet e.g. phones, tablets, computers. - I can recognise the purpose and value of the internet in everyday life. - I can recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos. - I know that information online	- I know how the internet can be used positively for leisure, for school and for work. - I can recognise that images and information online can be altered or adapted and the reasons for why this happens. - I know strategies to recognise whether something I see online is true or accurate.	- I know that everything shared online has a digital footprint. - I know that organisations can use personal information to encourage people to buy things. - I can recognise what online adverts look like. - I can compare content shared for factual purposes and for advertising. - I know why people might choose to	- I can identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise. - I know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased. - I know that some media and	- I know about the benefits of safe internet use e.g. learning, connecting and communicating. - I know how and why images online might be manipulated, altered, or faked. - I can recognise when images might have been altered. - I know why people choose to communicate through social	
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		might not always be true.	<ul style="list-style-type: none"> - I can evaluate whether a game is suitable to play or a website is appropriate for my age-group. - I can make safe, reliable choices from search results. - I know how to report something seen or experienced online that concerns me e.g. images or content that worry them, unkind or inappropriate communication. 	<ul style="list-style-type: none"> buy or not buy something online e.g. from seeing an advert. - I know that search results are ordered based on the popularity of the website and that this can affect what information people access. 	<ul style="list-style-type: none"> online content promote stereotypes. - I know how to assess which search results are more reliable than others. - I can recognise unsafe or suspicious content online. - I know how devices store and share information. 	<ul style="list-style-type: none"> media and some of the risks and challenges of doing so. - I know that social media sites have age restrictions and regulations for use. - I know the reasons why some media and online content is not appropriate for children. - I know how online content can be designed to manipulate people's emotions and encourage them to read or share things. - I know about sharing things online, including rules and laws relating to this. - I know how to recognise what is appropriate to share online and how to report inappropriate online content or contact. 	
Money and work							

	<ul style="list-style-type: none"> - I know that everyone has different strengths, in and out of school. - I know how different strengths and interests are needed to do different jobs. - I know about people whose job it is to help us in the community. - I know about different jobs and the work people do. 	<ul style="list-style-type: none"> - I know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments. - I know how money can be kept and looked after. - I know about getting, keeping and spending money. - I know that people are paid money for the job they do. - I can recognise the difference between needs and wants. - I know how people make choices about spending money, including thinking about needs and wants. 	<ul style="list-style-type: none"> - I know about jobs that people may have from different sectors e.g. teachers, business people, charity work - I know that people can have more than one job at some point in their lifetime. - I know about common myths and gender stereotypes related to work and how to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM - I know about some of the skills needed to do a job, such as teamwork and decision-making. - I can recognise my own interests, skills and achievements and 	<ul style="list-style-type: none"> - I know how people make different spending decisions based on their budget, values and needs. - I know how to keep track of money and why it is important to know how much is being spent. - I know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them. - I know how people spend money and that this can have positive or negative effects on others e.g. charities, single use plastics. 	<ul style="list-style-type: none"> - I can identify jobs that I might like to do in the future. - I know about the role ambition can play in achieving a future career. - I know how or why someone might choose a certain career. - I know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values. - I know the importance of diversity and inclusion to promote people's career opportunities. - I know about stereotyping in the workplace, its 	<ul style="list-style-type: none"> - I know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money. - I know about value for money and how to judge if something is value for money. - I know how companies encourage customers to buy things and why it is important to be a critical consumer. - I know how having or not having money can impact on a person's emotions, health and wellbeing. - I know about common risks associated with money, including debt, fraud and gambling. - I know how money can be gained or lost e.g. stolen, through 	
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			<p>how these might link to future jobs.</p> <ul style="list-style-type: none"> • I know how to set goals that I would like to achieve this year e.g. learn a new hobby 		<p>impact and how to challenge it.</p> <ul style="list-style-type: none"> - I know that there is a variety of routes into work e.g. college, apprenticeships, university, training. 	<p>scams or gambling and how these put people at financial risk.</p> <ul style="list-style-type: none"> - I know how to get help if they are concerned about gambling or other financial risks. 	
Physical health and mental wellbeing							
	<ul style="list-style-type: none"> - I know what it means to be healthy and why it is important. - I know ways to take care of myself on a daily basis. - I know about basic hygiene routines, e.g. hand washing. - I know about healthy and unhealthy foods, including sugar intake. - I know about physical activity and how it keeps people healthy. - I know about different types of play, including balancing indoor, outdoor and 	<ul style="list-style-type: none"> - I know about routines and habits for maintaining good physical and mental health. - I know why sleep and rest are important for growing and keeping healthy. - I know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies. - I know of the importance of, and routines for, brushing teeth and visiting the dentist. - I know about food and drink that affect dental health. 	<ul style="list-style-type: none"> - I know about the choices that people make in daily life that could affect their health. - I can identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) - I know what can help people to make healthy choices and what might negatively influence them. - I know about habits and that sometimes they can be maintained, changed or stopped. I also know the positive and negative effects of habits, such as regular 	<ul style="list-style-type: none"> - I can identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally. - I know what good physical health means and how to recognise early signs of physical illness. - I know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary. - I know how to maintain oral hygiene and dental health, including how to brush and floss 	<ul style="list-style-type: none"> - I know how sleep contributes to a healthy lifestyle and about different sleep strategies and how I can maintain them. - I know about the benefits of being outdoors and in the sun for physical and mental health. - I know how to manage risk in relation to sun exposure, including skin damage and heat stroke and how medicines can contribute to health and how allergies can be managed. 	<ul style="list-style-type: none"> - I know that mental health is just as important as physical health and that both need looking after. - I can recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support. - I know how negative experiences such as being bullied or feeling lonely can affect mental Wellbeing. - I know positive strategies for managing feelings. - I know that there are situations when someone 	

	<p>screen-based play.</p> <ul style="list-style-type: none"> - I know about people who can help me to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors. - I know how to keep safe in the sun. 	<ul style="list-style-type: none"> - I can describe and share a range of feelings. - I know different ways to feel good, calm down or change my mood e.g. playing outside, listening to music, spending time with others. - I can manage big feelings including those associated with change, loss and bereavement. - I know when and how to ask for help, and how to help others, with their feelings. 	<p>exercise or eating too much sugar.</p> <ul style="list-style-type: none"> - I know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally. - I know that regular exercise such as walking or cycling has positive benefits for my mental and physical health. - I know about the things that affect feelings both positively and negatively and strategies to identify and talk about my feelings. - I know about some of the different ways people express feelings e.g. words, actions, body language. - I can recognise how feelings can change overtime 	<p>correctly.</p> <ul style="list-style-type: none"> - I know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health. 	<ul style="list-style-type: none"> - I know that some diseases can be prevented by vaccinations and immunisations. - I know that bacteria and viruses can affect health. - I know how to prevent the spread of bacteria and viruses with everyday hygiene Routines. - I can recognise the shared responsibility of keeping a clean environment. 	<p>may experience mixed or conflicting feelings.</p> <ul style="list-style-type: none"> - I know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome. - I can recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available. - I can identify where myself or others can ask for help and support with mental wellbeing in and outside school. - I know the importance of asking for support from a trusted adult. - I know about the changes that may occur in life including death, and how these can cause 	
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			and become more or less powerful.			<p>conflicting feelings.</p> <ul style="list-style-type: none">- I know that changes can mean people experience feelings of loss or grief and about the process of grieving and how grief can be expressed.- I know about strategies that can help someone cope with the feelings associated with change or loss.- I can identify how to ask for help and support with loss, grief or other aspects of change. <p>I know how balancing time online with other activities helps to maintain their health and wellbeing.</p> <ul style="list-style-type: none">- I know strategies to manage time spent online and foster positive habits e.g. switching phone off at night- I know what to do and whom to tell if	
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						they are frightened or worried about something they have seen online.	
Growing and changing							
	<ul style="list-style-type: none"> - I know what makes me special and unique, including my likes, dislikes and what I am good at. - I know how to manage and who to tell when finding things difficult, or when things go wrong and I know how they are the same and different to others. - I know about different kinds of feelings and can recognise feelings in myself and others. - I know how feelings can affect how people behave. 	<ul style="list-style-type: none"> - I know about the human life cycle and how people grow from young to old. - I know how our needs and bodies change as we grow up. - I can identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). - I know about change as people grow up, including new opportunities and responsibilities. - I can prepare effectively when moving to a new class and setting goals for next year. 	<ul style="list-style-type: none"> - I know that everyone is an individual and has unique and valuable contributions to make. - I can recognise how strengths and interests form part of a person's identity. - I know how to identify my own personal strengths and interests and what I'm proud of (in school, out of school). - I can recognise common challenges to my self-worth (finding school work difficult, friendship issues) - I know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on 	<ul style="list-style-type: none"> - I know how to identify external genitalia and reproductive organs. - I know about the physical and emotional changes during puberty. - I know about the menstrual cycle and menstrual wellbeing, erections and wet Dreams. - I know strategies to manage the changes during puberty including menstruation. - I know the importance of personal hygiene routines during puberty including washing regularly and using deodorant. - I know how to discuss the challenges of 	<ul style="list-style-type: none"> - I know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. - I know that for some people their gender identity does not correspond with their biological Sex. - I know how to recognise, respect and express my individuality and personal qualities. - I know ways to boost my mood and improve emotional wellbeing. - I know about the link between participating in interests, 	<ul style="list-style-type: none"> - I can recognise some changes I will experience as I grow up e.g. increasing independence. - I know what being more independent might be like, including how it may feel. - I know about the transition to secondary school and how this may affect my feelings. - I know how relationships may change as I grow up or move to secondary school and what practical strategies can help to manage times of change and transition e.g. practising the bus route to secondary school. - I can identify the links between love, committed 	

			<p>what I can learn from a setback, remembering what I am good at, trying again.</p>	<p>puberty with a trusted adult. - I know how to get information, help and advice about puberty.</p>	<p>hobbies and community groups and mental wellbeing.</p>	<p>relationships and conception. - I know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults. - I know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb and that pregnancy can be prevented with contraception. - I know about the responsibilities of being a parent or carer and how having a baby changes someone's life.</p>	
Keeping safe							
	<p>- I know what rules help to keep me safe. - I know why some things have age restrictions. (TV, film, games, toys, play areas)</p>	<p>- I know how to recognise risk in everyday situations (road, water, rail safety, medicines) - I know how to help keep myself safe in familiar and unfamiliar</p>	<p>- I know how to identify typical hazards at home and in school. - I know how to predict, assess and manage risk in everyday situations</p>	<p>- I know about the importance of taking medicines correctly and using household products safely. - I know what is meant by a 'drug'.</p>	<p>- I can identify when situations are becoming risky, unsafe or an emergency. - I can identify occasions where I can help to take</p>	<p>- I know how to protect personal information online. - I can identify potential risks of personal information being misused.</p>	

	<p>-I know what the basic rules for keeping safe online are.</p> <p>- I know who to tell if you see something online that makes you unhappy, worried, or scared.</p>	<p>environments. (in school, online and 'out and about')</p> <p>- I can identify potential unsafe situations, who is responsible for me safe in these situations, and steps I can take to avoid or remove myself from danger.</p> <p>- I know how to help keep myself safe at home in relation to electrical appliances, fire safety and medicines/household products.</p> <p>I know about things that people can put into their body or onto their skin (medicines and creams) and how these can affect how people feel.</p> <p>- I know how to respond if there is an accident and someone is hurt.</p> <p>- I know whose job it is to keep us safe and how to get help in an emergency,</p>	<p>(crossing the road, running in the playground, in the kitchen).</p> <p>- I know about fire safety at home including the need for smoke alarms.</p> <p>- I know about the importance of following safety rules from parents and other adults.</p> <p>- I know how to help keep myself safe in the local environment or unfamiliar places, including road, rail, water and firework safety.</p>	<p>- I know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping , alcohol and medicines) can affect health and wellbeing.</p> <p>- I can identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects.</p> <p>- I can identify some of the risks associated with drugs common to everyday life.</p> <p>- I know that for some people using drugs can become a habit which is difficult to break.</p> <p>- I know how to ask for help or advice.</p>	<p>responsibility for my own safety</p> <p>- I can differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour.</p> <p>- I know how to deal with common injuries using basic first aid techniques.</p> <p>- I know how to respond in an emergency, including when and how to contact different emergency services.</p> <p>- I know that female genital mutilation (FGM) is against British law and I know what to do and who to tell if I think I or someone I know might be at risk of FGM.</p>	<p>- I know strategies for dealing with requests for personal information or images of myself.</p> <p>- I can identify types of images that are appropriate to share with others and those which might not be appropriate.</p> <p>- I know that images or texts can be quickly shared with others, even when only sent to one person, and what the impact of this might be.</p> <p>- I know what to do if I take, share or come across an image which may upset, hurt or embarrass myself or others.</p> <p>- I know how to report the misuse of personal information or sharing of upsetting content/ images online.</p>	
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		including how to dial 999 and what to say.				<ul style="list-style-type: none">- I know about the different age rating systems for social media, T.V, films, games and online gaming.- I know why age restrictions are important and how they help people make safe decisions about what to watch, use or play.- I know about the risks and effects of different drugs.- I know about the laws relating to drugs common to everyday life and illegal drugs.- I can recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs.- I know about the organisations where people can get help and support concerning drug use.	
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						<ul style="list-style-type: none">- I know how to ask for help if I have concerns about drug use.- I know about mixed messages in the media relating to drug use and how they might influence opinions and decisions.	
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