



Concepts	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A: Being in my world	<p>Personal, Social and Emotional Development: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p> <p>ELG Communication and language, Listening and understanding: Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>ELG Personal, social and emotional development, self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow</p>	<p>A1 I know that I belong to my class. A1 I can recognise feelings associated with belonging A2 I know how to make my class a safe space for everybody to learn. A2 I can identify helpful behaviours that keep me safe A3 I know how it feels to be proud of an achievement. A3 I can identify what it's like to feel proud of an achievement A4 I know that there are a range of feelings when I face certain consequences. A4 I can recognise feelings associated with positive and negative consequences.</p>	<p>A1 I know I belong and I am valued. A1 I can identify how it feels to belong and be valued. A2 I know what a right and responsibility is A2 I can understand the rights and responsibilities of class members A3 I know how to make my class a safe and fair place. A3 I can identify ways to make my class safe and fair place A4 I know that the choices I make may have consequences. A4 I can recognise the impact of my choices A5 I know how to work co-operatively and listen to others. A5 I can listen to my peers and work co-operatively A6 I know my hopes and fears for the year ahead A6 I can describe my hopes and dreams for the year ahead</p>	<p>A1 I know my personal strengths and achievements A1 I can recognise my worth and positive things about myself and my achievements A2 I know how to face new challenges positively, make responsible choices and ask for help when needed. A2 I can set personal goals A2 I can find ways to face to challenges A3 I know why rules are needed and how they relate to rights and responsibilities A3 I can make links between rules, rights and responsibilities A4 I know that my actions affect myself and others A4 I can identify ways my actions affect others A5 I know how to see things from the point of view of others A5 I can take the views of others into account</p>	<p>A1 I know my attitudes and actions make a difference to the class. A1 I know that my actions affect myself and others. A1 I can empathise with others A2 I know who is in the school community, the roles they play and how I fit in. A2 I can name people in the school community A3 I know that groups get together to make decisions. A3 I know how democracy works through the school council. A3 I know how democracy benefits the school community. A3 I can understand the benefits of groups working together to make decisions</p>	<p>A1 I know how to face new challenges positively and know how to set new goals A1 I can persevere and face challenges with a positive attitude A1 I can identify hopes and dreams for the year A2 I know my rights and responsibilities as a citizen of the school, wider community and country. A2 I can act responsibly as a citizen of the school, wider community and country. A3 I know how rewards and consequences work so I can make choices about my own behaviour. A3 I can make the right choices about my own behaviour A4 I know how an individual's behaviour can impact on a group. A4 I can work collaboratively and effectively within a group A5 I know how to contribute towards democracy at school. A5 I can contribute towards democracy at school, using pupil voice</p>	<p>A1 I know my fears and worries about the future and know how to express them. A1 I can recognise feelings of fear and anxiety A2 I know that there are universal rights for all children but for many these rights are not met. A2 I know my own wants and needs A2 I can compare my life with the lives of those less fortunate A2 I can demonstrate empathy and understanding towards others A3 I know that my actions affect people locally and globally. A3 I know how an individual's behaviour can impact on a group A3 I can make a positive contribution to people locally and globally A3 I can make choices about my own behaviour because I understand how rewards and consequences feel. A4 I know how democracy benefits the school. A4 I can identify benefits of democratic processes in a school.</p>

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	instructions involving several ideas or actions.						
B: Celebrating differences	<p>Understanding the world: Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>ELG Building relationships: show sensitivity to their own and others' needs.</p>	<p>B1 I know how I am the same and different to people in my class B1 I can recognise ways that I am the same/different as my friends. B2 I know what bullying is. B2 I can recognise how bullying might feel B3 I know who to talk to if I am unhappy or being bullied. B3 I can identify what is and isn't bullying B4 I know how to make new friends. B4 I can identify emotions associated with making a new friend B5 I know how I am different from my friends. B5 I can recognise some attributes that make me special and unique.</p>	<p>B1 I know that is ok to be different from other people. B1 I know ways in which I am different from my friends. B1 I can identify ways I am same/different to my friends B2 I know that there are stereotypes about boys and girls B2 I can identify stereotypes about girls and boys B3 I know that bullying can be because people are different. B3 I can identify reasons why people might get bullied B4 I know where to get help if I am unhappy or being bullied.</p>	<p>B1 I know that everybody's family is different and important to them. B1 I know that differences and conflict can sometimes happen between family members. B1 I can explain how families are different B2 I know what it means to be a witness to bullying. B2 I know that witness can make the situation worse/better by what they do. B2 I can identify feelings that a bystander might feel in a bullying situation B2 I can identify reasons why a bystander might join in with bullying B3 I know that some words can be used in hurtful ways. B3 I can talk about a time when my words affected someone's feelings and what the consequences were.</p>	<p>B1 I know that sometimes we make assumptions based on what people look like. B1 I know what influence me to make these assumptions. B1 I know a time that my first impressions of someone changed once I got to know them. B1 I can identify my own attitudes about people from different faith and cultural backgrounds. B1 I can develop respect for cultures different from my own B2 I know that bullying can be hard to spot. B2 I can identify characteristics of bullying B3 I know what to do if I am suspect bullying might be taking place. B3 I can identify some strategies of managing bullying B4 I know what is special about me and value the ways I am unique. B4 I can appreciate what makes me special and unique</p>	<p>B1 I know what culture means B1 I know that differences in culture can be a source of conflict B1 I can identify my own culture and different cultures within my class B1 I can respect my culture and other people's cultures B I know different reasons why bullying can happen B2 I know that there are direct and indirect types of bullying. B2 I can identify why bullying occurs and strategies to encourage positive behaviour choices B3 I know how my life is different with those in the developing world. B3 I can compare my life with those in the developing world.</p>	<p>B1 I know that there are different perceptions as to what normal means B1 I can empathise with people who are different including those from other cultures B2 I know that being different could affect someone's life. B2 I can identify feelings associated with being excluded B3 I know that there are ways that one person or a group could have power over another. B3 I can recognise when someone is exerting power negatively in a relationship B4 I know some of the reasons why people choose to bully others. B4 I can explain why people choose to bully B5 I know ways in which difference can cause conflict. B5 I know ways in which difference can be a source of celebration. B5 I can appreciate people for who they are</p>
C: Dreams and Goals	<p>ELG Understanding the world, past and present: Talk about the lives of people around them and their roles in society.</p> <p>ELG Self regulation:</p>	<p>C1 I know how to set simple goals. C1 I know how to achieve a goal. C1 I can identify my own personal goals</p>	<p>C1 I know how to set realistic goals. C1 I can describe my achievements and goals C2 I know the importance of persevering C2 I can persevere and keep trying</p>	<p>C1 I know about specific people who has faced challenges and achieved success. C1 I can recognise other people's achievements in overcoming difficulties</p>	<p>C1 I know that hopes and dreams do not always come true and that this can hurt. C1 I know that reflecting on positive experiences can help me to deal with disappointment.</p>	<p>C1 I know what I would like my life to be like when I am grown up. C1 I can describe desirable aspects of my life including career, profession and lifestyle choices</p>	<p>C1 I know my learning strengths and can set challenging but realistic goals for myself. C1 I can explain why it is important to stretch the boundaries of my current learning</p>

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	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>C2 I know how to work well with a partner or in a group. C2 I can listen and co-operate with others C3 I know that I need a positive attitude when faced with a challenge. C3 I can identify emotions linked to facing challenges C4 I know how to overcome obstacles.</p>	<p>C3 I know who I work well with C3 I know what makes a good team C3 I can work effectively with other C4 I know how to share success with other people. C4 I recognise emotions associated with success</p>	<p>C2 I know how to face new learning challenges and the best ways for me to achieve them. C2 I can break down a goal into small steps C2 I can identify a dream/ambition that is important to me. C3 I know that I am responsible for my own learning and can use my strengths to achieve. C3 I can take responsible for my own learning C4 I know that there might be obstacles to overcome. C4 I can manage feelings of frustration linked to facing obstacles C5 I know how to evaluate my own learning and can identify how to do better next time. C5 I can explain how I can improve further</p>	<p>C1 I know how to set new goals even if I have been disappointed. C1 I can talk about hopes and dreams and feelings associated with these C1 I can identify the feeling of disappointment C1 I can identify a time when I have felt disappointed C1 I can cope with disappointment C2 I know how to work out the steps to achieve new goals, and can do this as part of a group. C2 I know how to identify the contributions made by myself and others to the group's achievements. C2 I can work collaboratively to break a goal down into smaller steps</p>	<p>C2 I know about a range of jobs carried out by people C2 I can appreciate the contribution made by people with different jobs C3 I know a job I might like to do when I grow up and appreciate that education will help me build my future. C3 I can appreciate the opportunities learning and education can give me C4 I know how to describe the dreams and goals of young people of a different culture. C4 I know that communicating with someone in a different culture means that we can learn from each other. C4 I know how we can support young people here and abroad to meet their aspirations. C4 I can reflect on the differences between my learning goals and those of someone from a different culture</p>	<p>C2 I know the learning steps I need to reach my goal. C2 I know how to motivate myself to work on these. C2 I can set success criteria to support me reaching my goals C3 I know how to work with others to make the world a better place. C3 I can empathise with people who are suffering or living in difficult situations C4 I know what my classmates admire about me and I can accept their praise. C4 I can recognise emotions associated with praise and compliments</p>
<p>D: Healthy Me</p>	<p>Personal, Social and Emotional Development Manage their own needs. -personal hygiene Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing</p>	<p>D1 I know the difference between healthy & unhealthy. D1 I know how to make healthy choices. D1 I can make healthy choices D2 I know how to keep myself clean. D2 I can recognise ways to keep myself clean</p>	<p>D1 I know how to keep healthy. D1 I can identify ways to keep healthy D2 I know what foods are healthy. D2 I can identify healthy and unhealthy foods D3 I know what foods give my body energy D3 I can identify foods that give my body energy</p>	<p>D1 I know how exercise affects my body and why my heart and lungs are such important organs. D1 I can describe the effect of exercise on my body D2 I know that the number of calories, fat and sugar I put into my body will affect my health.</p>	<p>D1 I know that people take on the roles of leaders and followers in a group, and I know the role I take on in different situations. D1 I can identify different roles of leadership and followers in a group D1 I am aware of the impact of different roles within a friendship group</p>	<p>D1 I know the health risks of smoking and how it affects the lungs, liver and heart. D1 I know some of the risks of misusing alcohol, including anti-social behaviour and how it affects the liver and heart. D1 I can make informed decisions about whether</p>	<p>D1 I know how to take responsibility for my health. D1 I know what choices benefit my health and well-being. D1 I can be motivated to care for my own physical and emotional health D1 I can make healthy and positive lifestyle choices</p>

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	<p>-sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian</p> <p>ELG: Managing self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>D3 I know that germs can cause illness. D3 I can explain what germs are D4 I know that medicines can help me if I am unwell but are harmful if not used properly. D4 I can identify uses of medicines D5 I know how to cross the road safely. D5 I can describe how to cross the road safely D6 I know that being healthy can help me to feel happy. D6 I can explain how being healthy makes me feel.</p>	<p>D4 I know what relaxed means D4 I can identify what makes me feel relaxed/stressed. D5 I know the importance of using medicines safely D5 I can explain how to use medicines safely</p>	<p>D2 I can make healthy diet choices D3 I know there are different types of drugs D3 I can talk about my knowledge and attitude to drugs. D4 I know some strategies for keeping myself safe, who to go to for help and how to call emergency services. D4 I can take responsibility for keeping myself safe D5 I know how to identify when something feels safe or unsafe. D5 I can recognise signs if someone feels safe or unsafe D6 I know how complex my body is and how important it is to take care of it. D6 I can respect my body and appreciate what they do</p>	<p>D2 I know health risks associated with smoking D2 I know some of the reasons why some people start to smoke. D2 I can make informed decisions about smoking D3 I know how alcohol affects health, especially on the liver. D3 I know some of the reasons why some people start to drink alcohol. D3 I can make informed decisions about drinking alcohol D4 I know what peer pressure means D4 I can recognise feelings associated with peer pressure</p>	<p>or not to smoke and drink alcohol when I am older D2 I know basic emergency procedures (including the emergency position). D2 I know how to get help in an emergency. D2 I can name people who can help in emergency situations D2 I can identify ways to remain calm in emergency situations D3 I know how the media, social media and celebrity culture promotes certain body types. D3 I can accept and respect myself for who I am D3 I can respect and value my own body D4 I know the different roles that food can play in people's lives. D4 I know how people can develop eating problems (disorders) relating to body image pressures. D4 I know what makes a healthy lifestyle including healthy eating and choices that make me happy. D4 I can make healthy lifestyle choices and I understand the importance of being happy</p>	<p>D2 I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. D2 I can identify how different drugs effect the body D3 I know that some people can be exploited and made to do things that are against the law. D3 I know why some people join gangs and the risks this involves. D3 I can identify ways that someone who is being exploited can help themselves D4 I know what it means to be emotionally well. D5 I know what stress is and the triggers that cause this. D5 I know that stress can cause drug and alcohol misuse. D4 I can recognise when I am feeling emotionally well and identify strategies to boost my emotional well-being. D5 I can recognise the causes and effects of stress</p>
<p>E: Relationships</p>	<p>Personal, Social and Emotional Development: See themselves as a valuable individual.</p>	<p>E1 I know who is in my family.</p>	<p>E1 I know who everyone is in my family.</p>	<p>E1 I know that different family members carry out different roles and have different responsibilities</p>	<p>E1 I know how to recognise situations that can cause jealousy in relationships.</p>	<p>E1 I know that a personality is made up of different characteristics, qualities and attributes</p>	<p>E1 I know that it is important to take care of my mental health.</p>



	<p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p> <p>Understanding the World: Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>ELG Building relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>	<p>E1 I know that there are lots of different types of families. E1 I can name members of my family E1 I can identify how families are different E2 I know what makes a good friend to me. E2 I can name qualities that make a good friend E3 I know which forms of physical contact are acceptable & unacceptable to me. E3 I can identify forms of physical contact that I prefer E4 I know who can help me in school. E4 I can name and identify people who help me E5 I know my own personal qualities. E5 I can describe my personal qualities E6 I know why people are special to me. E6 I can explain why people are special to me</p>	<p>E1 I can name and describe members of my family E2 I know that some forms of physical contact are unacceptable. E2 I can recognise and talk about types of physical contact that are unacceptable E3 I know what can cause problems with my friends. E3 I can use a positive problem-solving technique to resolve friendship conflicts E4 I know that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. E4 I can identify the negative/positive feelings associated with secrets E5 I know that there are people who can help me in my family, school and community. E5 I can name and describe who I can go to for help in my family, school and community.</p>	<p>E1 I know that gender stereotypes can be unfair E1 I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. E2 I know the skills of friendship E2 I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. E3 I know how to keep myself safe online. E3 I know who to talk to if I am worried or concerned about anything online E3 I can use some strategies for keeping myself safe online E4 I know how some of the actions and work of people around the world help and influence my life E4 I can recognise the connections between global communities E5 I know that all children have rights E5 I know that lives of children around the world can be different from my own E5 I can identify similarities in children's rights around the world</p>	<p>E1 I can identify feelings and emotions that accompany jealousy E1 I can suggest positive strategies for managing jealousy E2 I know that friendships change and this is natural E2 I know how to make new friends. E2 I know how to manage when I fall out with friends. E2 I can communicate effectively to others to make new friends and establish positive bonds E3 I know that having a boy/girlfriend when I am older is a special relationship. E3 I know how to show love and appreciation to the people and animals who are special to me. E3 I can identify people who are special to me</p>	<p>E1 I can describe my personality characteristics, qualities and attributes. E2 I know that belonging to an online community can have both positive and negative consequences. E2 I can identify when an online community feels unsafe or uncomfortable E3 I know that there are rights and responsibilities in an online community or social network. E3 I know that there are rights and responsibilities when playing a game online. E3 I can describe the rights and responsibilities associated with an online community or social network E4 I know when I am spending too much time on a device (screen time). E4 I can recognise ways to monitor and reduce screen time E5 I know how to stay safe when using technology to communicate with my friends. E5 I can use technology safely and appropriately to communicate with my friends</p>	<p>E1 I know how to take care of my mental health. E1 I can recognise that people can get problems with their mental health and it is nothing to be ashamed of E1 I can identify ways to take care of my mental health E2 I know that there are different stages of grief. E2 I know that there are different types of loss that cause grief. E2 I can recognise the feeling of grief and have strategies to manage them E3 I know when people are trying to gain power or control. E3 I can demonstrate ways to stand up for myself and friends in situations where others are trying to gain power or control E4 I know how to judge if something online is safe for me. E4 I know how to use technology positively and safely to communicate with friends and family. E4 I can take responsibility for my own safety and well-being in online situations</p>
<p>F: Changing me</p>	<p>Physical development: Further develop the skills they need to manage the school day successfully: -lining up and queuing</p>	<p>F1 I know that changes happen as we get older. F1 I know that growing up is natural.</p>	<p>F1 I know that there are life cycles in nature. F1 I know that the process of growing from</p>	<p>F1 I know that in animals and humans lots of changes happen between birth and growing up, and</p>	<p>F1 I know that some of my personal characteristics have come from my birth parents and this happens because</p>	<p>F1 I know how to develop my own self esteem. F1 I can celebrate what I like about myself</p>	<p>F1 I know how a girl's body changes during puberty.</p>



	<p>-mealtimes</p>	<p>F1 I can understand and accept change is a natural part of growing up F2 I know that some things about me have changed and some things have stayed the same. F2 I can identify things that have changed and things that have stayed the same since being a baby F3 I know what parts of the body are private. F3 I know which parts of the body are different for girls & boys F3 I can name girl's and boy's body parts, using the correct names</p>	<p>young to old is not in my control. F1 I can express how I feel about growing up F2 I know that some things about me have changed since I was a baby. F2 I can explain how I have changed since being a baby F3 I what parts of the body are private. F3 I know which parts of the body are different for girls & boys and can use the correct names for these. F3 I can name girl's and boy's body parts, using the correct names and identify how boys and girls are different F4 I understand that there are different types of touch F4 I can say what types of touch are comfortable and uncomfortable</p>	<p>that usually it is the female who has the baby. F1 I can explain how an animal and human change from birth F2 I know what a baby needs to live and grow. F2 I know how babies grow and develop in the mother's uterus. F2 I can identify what a baby needs to live and grow F3 I know that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. F3 I know how boys' and girls' bodies change on the outside during this growing up process. F3 I know how boys' and girls' bodies change on the inside and can explain why these changes are necessary so they can make babies when they grow up. F3 I can explain how boys' and girls' bodies change on the outside and on the inside I can start to recognise stereotypical ideas about parenting and family roles.</p>	<p>I am made from the joining of their egg and sperm. F1 I can appreciate my own uniqueness and that of others F2 I know the internal and external parts of male and female bodies that are necessary for making babies. F2 I know how a girl's body changes in order for her to have babies when she is an adult. F2 I can name the internal and external parts of male and female bodies that are necessary for making babies F3 I know how the circle of change works F3 I can apply the circle of change model to make changes in my life. F4 I know that there are changes that have been and continue to be outside of my control and I have accepted this. F4 I can express how I feel about puberty and growing up</p>	<p>F1 I can identify ways to develop and increase self-esteem F2 I know how a girl's body changes during puberty. F2 I know how a boy's body changes during puberty. F2 I can recognise that puberty is a natural process F2 I can describe how girls' and boys' bodies change during puberty F3 I know why it is important to look after yourself physically and emotionally. F3 I can identify ways to look after my physical and mental health F4 I know that being a teenager brings growing responsibilities (age of consent). F4 I can express how I feel about growing up and puberty</p>	<p>F1 I know how a boy's body changes during puberty. F1 I can express how I feel about changes that will happen during puberty F2 I know why it is important to look after yourself physically and emotionally. F2 I can identify ways to look after myself physically and emotionally and the importance of this F3 I know that sexual intercourse can lead to conception and that is how babies are usually made. F3 I know that sometimes people need IVF to help them have a baby. F3 I know how a baby develops from conception through the nine months. F3 I know how a baby is born. F3 I can identify how a baby develops from conception through the nine months F4 I know the importance of positive self-esteem. F4 I know what I can do to develop my self-esteem. F4 I can celebrate what I like about my own and others' self- image F5 I know what I am looking forward to and what worries me about the move to secondary school.</p>
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