



Stoke Canon C of E Primary School

PSHE Progression Framework



Me and my relationships

Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- People have similarities and differences. - They have special people in their lives. - How to describe different feelings. - Who can help if they are sad, worried or scared. - Ways to help others or themselves if they are sad or worried.	- I can name a variety of different feelings and explain how these might make me behave. - I can think of some different ways of dealing with 'not so good' feelings. - I know when I need help and who to go to for help. - I can tell you some different classroom rules.	- Recognise that people have different ways of expressing their feelings; - What is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; - The difference between bullying and isolated unkind behaviour; - Recognise that friendship is a special kind of relationship; - Identify some of the ways that good friends care for each other.	- Why rules are different for different age groups, in particular for internet-based activities; - The possible consequences of breaking the rules. - How working together in a collaborative manner can help everyone to achieve success. - Strategies for maintaining a positive relationship with their special people. - What a dare is. - Reasons why friends sometimes fall out;	- What we mean by a 'positive, healthy relationship. - There are times when they might need to say 'no' to a friend; - qualities of teamwork and collaboration. - That different people can have different feelings in the same situation; - Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.	- Learn characteristics and skills in assertiveness. - Apply their collaborative skills to friendships and assertiveness. - Learn ways to resolve conflict in an assertive, calm and fair manner. - identify what things make a relationship unhealthy and who to talk to if they needed help. - recognise emotional needs according to circumstance and any risk factors that could effect them.	- Recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges. - Practice and use strategies in compromise and negotiation within a collaborative task or activity. - Consider the types of touch that are safe, legal and that I am comfortable with. - Name assertive behaviours and recognise peer influence or pressured behaviour. - Be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Listen to others - Talk about themselves positively - Notice when a friend is in need at school and help them. - Identify ways to change feelings and calm down.Suggest	- Recognise how others might be feeling by reading body language/facial expressions; - Identify a range of feelings; - Identify how feelings might make us behave:	- Take part in creating and agreeing classroom rules. - Use a range of words to describe feelings; - Rehearse and demonstrate how to deal with bullying and teasing. - name and understand	- demonstrate cooperation and collaboration - Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.	- Describe appropriate assertive strategies for saying 'no' to a friend. - Demonstrate strategies for working on a collaborative task; - Give examples of strategies to respond	- I can be assertive to keep myself happy, healthy and safe. - I can use strategies to resolve arguments or disagreements. - I can reflect on my behaviour, attitudes and qualities.	- Give examples of what bystanders do when someone is being bullied. - Suggest ways of getting help if someone experiences inappropriate or illegal touch. - Use negotiation and

ways in which they can help a friend who is sad. Choose ways to help themselves when they feel sad.	- Suggest strategies for someone experiencing 'not so good' feelings to manage these. - Suggest ways of dealing with different kinds of hurt. - Suggest simple strategies for making up.	how to deal with feelings (e.g. anger, loneliness);	- Consider others' points of view; - Practise explaining the thinking behind their ideas and opinions. - Rehearse and use, now or in the future, skills for making up again.	to being bullied, including what people can do and say;		compromise skills in practical situations. Work through challenges I have with my friends with respect, assertiveness and understanding.
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Upset, sad, fed up, lonely, excited, same, different.	happy, sad, angry, scared, worried, confused, friendship,	Anger, loneliness, friendship, happy, sad, angry, scared, worried, confused.	Cooperation, collaboration, conflict, dare	Positive relationships, conflict, bullying, teamwork, collaboration, respect, british values, assertiveness.	Negotiate, compromise, assertive, passive, responsible, respectful.	Negotiate, compromise, collaborate, consequences, assertive, passive, responsible, respectful.
Assessment						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What can you do if you feel sad?	What feelings do these faces show?	How does Ash feel about being left out?	Sienna threw Jordan's ball on the school roof on purpose. It's not going to come down. What happens next? A class are trying to decide which charity to support for a school fundraising event. There are four different charities to choose from and they can't agree. What should they do?	What things would show that a person is worried? a. What can a person do to help themselves if they are worried about being bullied? b. What could their friend do to help them if they were being bullied?	What 'needs' are important to you?	How can you be assertive?

Valuing difference

Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- How to be sensitive towards others and celebrate what makes each person unique. - That we can have things in common with others. - The importance of showing care and kindness towards others.	- I can say ways in which people are similar as well as different. - I can say why things sometimes seem unfair, even if they are not.	- some of the physical and non-physical differences and similarities between people; - people who are special to them; - how it feels to be part of and left out of a group;	- what is meant by 'adoption' 'fostering' and 'same-sex relationships.' - here are many different types of family; - the benefits that come with belonging to a community, in particular the benefit to mental health and	- Understand the need to manage conflict or differences. - They have the right to protect their personal body space; - people they can talk to if they feel uncomfortable with other people's actions towards them. - potential	- Describe the benefits of living in a diverse society - Develop an understanding of discrimination and its injustice, and describe this using examples. - Understand that the information we see online, either text or	- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences - Know that all people are unique but that we have far more in common with each other than what is different about us

			- wellbeing. - similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; - some of the reasons why different people are bullied.	consequences of aggressive behaviour; - Define the word <i>respect</i>. - Understand and identify stereotypes, including those promoted in the media.	images, is not always true or accurate; - Reflect on the impact social media puts pressure on peoples' life choices. - Consider the consequences that behaviour and actions can have on a persons emotions, confidence and behaviour.	- Understand and explain the term prejudice. - Define what is meant by the term stereotype.
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Use speaking and listening skills to learn about the lives of their peers. - Demonstrate skills in building friendships and cooperation. - Describe their own positive attributes. - Share their likes and dislikes. - Discuss why differences should be celebrated. - Be sensitive towards others. - Demonstrate skills in cooperation with others. - Show friendly behaviour towards a peer. - Build relationships with others.	- Empathise with those who are different from them; - Begin to appreciate the positive aspects of these differences. - Explain the difference between unkindness, teasing and bullying; - Explain some of their school rules and how those rules help to keep everybody safe. - Identify some of the people who are special to them; - Recognise and explain what is fair and unfair, kind and unkind; - Suggest ways they can show kindness to others.	- use words and phrases that show respect for other people. - explain how a person's behaviour can affect other people. - Suggest kind words and actions they can show to others; - Show acts of kindness to others in school. - Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);	- Give examples of how to challenge another's viewpoint, respectfully. - Suggest strategies for dealing with name calling (including talking to a trusted adult).	- Give examples of features of different types of relationships, including how they influence what is shared. - demonstrate ways of showing respect to others' differences. - Suggest strategies for dealing with someone who is behaving aggressively.	- Reflect on how individual/group actions can impact on others in a positive or negative way. - Give examples of why posting an inaccurate impression of themselves could be harmful for people that do it. - Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. - Empathise with people who have been, and currently are, subjected to injustice, including through racism.	- Recognise how the media can reinforce gender stereotypes and begin to challenge this. - Describe how empathy can help people to be more tolerant and understanding of those who are different from them. - Give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. - Give an example of how active bystanders can help in bullying situations. - Show respect to others by using verbal and non-verbal communication.
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Friendly, sensitive, kind, difference, similarity, special.	Bullying, teasing, unkind, fair, unfair,	Negotiate, kindness, unkindness, difference, similarity.	Adoption, fostering, same-sex relationships, community, respect, bullying.	Negotiation, compromise, conflict resolution, identity, respect, tolerance, diversity, british values, stereotypes.	Friendship, respectfulness, discrimination, injustice, racism,	Discrimination, disrespect, unique, prejudice, diverse, stereotype.
Assessment						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

How are we a bit different?	What would an alien notice that is the same and different about people at school?	Someone is being left out by a group of friends. What can you do about this? What can you do to be kind to friends?	1a What makes people different from each other? (Try to think of things we can't see, as well as things we can see). 2a What do people have in common? (Try to think of things we can't see as well as things we can see).	Draw or write as many different kinds of things as you can think of that might make them different from each other (not just how they look). What's good about people being different from each other?	1 - What is being a good friend? 2 - What things might they do to be a good friend?	Read the newspaper article - 'What are the reasons for and against the building?'
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Keeping myself safe

Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- About how to keep their bodies healthy and safe. - Ways to stay safe around medicines. - Know how to stay safe in their home, classroom and outside. - Know age-appropriate ways to stay safe online. - Adults in their lives and those in their community who keep them safe. - What to do and who to talk to if they feel unsafe online. - The people in their lives who help to keep them safe. - People in their community who help to keep them safe.	- I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). - I can give examples of how I keep myself healthy. - I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.) - Understand and learn the PANTS rules; - Understand that they have the right to say "no" to unwanted touch.	- medicines can sometimes make people feel better when they're ill; - situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. - Identify the types of touch they like and do not like; - Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. - Know that they can ask someone to stop touching them; - Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.	- medicines are drugs and suggest ways that they can be helpful or harmful. - Define the words danger and risk and explain the difference between the two; - The potential risks associated with browsing online; - Give examples of strategies for safe browsing online. - Understand and explain decision-making skills; - Understand where to get help from when making decisions.	- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; - Identify situations which are either dangerous, risky or hazardous; - Know and explain strategies for safe online sharing; - Understand and explain the implications of sharing images online without consent. - what is meant by the word 'dare'; - Understand some of the key risks and effects of smoking and drinking alcohol;	- Reflect on risk and the different factors and outcomes that might influence a decision. - Reflect on the consequences of not keeping personal information private and the risks of social media. - Explore categorisation of drugs, the risks associated with medicines. - Learn some key facts and information about drugs and medicines. - Recognise the features of face to face and online bullying and the strategies that deal with it.	- Explore the risks and legality of communicating and sharing online. - Describe and explain how easily images can be spread online. - Explain some of the laws, categories and uses of drugs (both medical and non-medical) - Understand the definition of an emotional need and how they can be met. - Explore and understand the terms 'conflicting emotions', responsibility and independence.
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

- How to recognise things that might not be safe. - Make safe decisions about items they don't recognise. - Name some hazards and ways to stay safe inside and outside. - Recognise the feelings they have when they are unsafe. - Talk about keeping themselves safe, safe touches and consent.	- Identify simple bedtime routines that promote healthy sleep. - Identify people who can help them when they feel unsafe. - Recognise the range of feelings that are associated with loss. - Explain simple issues of safety and responsibility about medicines and their use. - Name and know which parts should be private; - Explain the difference between appropriate and inappropriate touch.	- Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; - Identify situations in which they would feel safe or unsafe; - Suggest actions for dealing with unsafe situations including who they could ask for help. - Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.	- Identify situations which are safe or unsafe; - Identify people who can help if a situation is unsafe; - Suggest ways of reducing or managing those risks. - Demonstrate strategies for assessing risks;	- Suggest strategies for managing dares. - Suggest people they can ask for help in managing risk. - Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.	- Support someone who is being bullied. - Discuss social norms relating to cigarettes and what may influence a persons decision to not smoke. - Identify the risks in a specific situation (including emotional risks). - Protect my personal information online. I can recognise disrespectful behaviour online. - Suggest what someone should do when faced with a risky situation.	- Begin to make decisions independently and responsibly. - Suggest positive ways to meet my emotional needs and how this impacts my behaviour. - Explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not. - Give examples of how to safely share images online. - Use safe, respectful and responsible behaviours and strategies when using social media.
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Safe, hurt, technology, unsafe, poisonous.	Nervous, worried, energy, upset, tablet, liquid, cream, acceptable, comfortable, unacceptable, uncomfortable.	Tablet, liquid, cream, acceptable, comfortable, unacceptable, uncomfortable, no.	Safety, risk-taking, drugs, media, consent, resilience	Danger, risk, hazard, risk taking, dare, peer pressure, assertiveness, drugs.	Habit, risk-factors, bullying, dare, norms.	Responsible, respectful, addiction, independence.
Assessment						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
When do we need to stay safe?	What happens to the gingerbread man's body when he is nervous or worried?	What secrets do you keep? Is it ever OK for a person to keep an adult's secret that they feel uncomfortable about. If not, why not?	1. You notice a car hubcap has fallen off into the middle of the road and your friend suggests you pick it up before it causes an accident. 2. You are about to go on a bike ride with a friend when you notice that your brakes aren't working properly. Your friend says there isn't time to fix them. 3. Someone in your family is supposed to pick you up from school but they don't turn up. Your friend says they will walk home with you instead.	1a. How I can decide if something is risky or not? What signs can I look out for? 2a. Who or what might influence (or make me feel under pressure) to join in something that's risky? What can I do about this? 3a. Is there anything I can do to reduce or remove a risk? If so, what?	What would you do in the given situations?	1 - What are the positives and negatives of having a mobile phone? 2 - Order given statements in personal preference.

Rights and Responsibilities

Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- That they can make a difference. - How they can care for their home, school and special people. - How they can make an impact on the natural world. - About similarities and differences between themselves. - Ways to care for a friend in need. - Ways to help others in their community. - The importance of taking care of a shared environment.	- I can give some examples of how I look after myself and my environment - at school or at home. - I can also say some ways that we look after money.	- special people in the school and community who can help to keep them safe; - Know how to ask for help. - that they all have a responsibility for helping to look after the school environment. - that people have choices about what they do with their money; - Know that money can be saved for a use at a future time;	- what a volunteer is and people who are volunteers in the school community; - The difference between 'fact' and 'opinion'; - How an event can be perceived from different viewpoints; - what is meant by the environment; - the terms 'income', 'saving' and 'spending'; - Recognise that there are times we can buy items we want and times when we need to save for items.	- Learn about human rights and responsibilities and how they can impact their community. - Recognise that they have a part in caring for and supporting their community.. - Identify the impact of bystander behaviour and how they can make a difference to a situation. - Define terms related to finance and explain how society is supported by the income of others.	- Identify, write and discuss issues currently in the media concerning health and wellbeing. - Define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. - Identify the responsibilities to my home, community and environment I might have in the future. - Consider what advice to give relating to saving and borrowing money. - Define financial terms and explain how others have financial responsibility for the community.	- Analyse and reflect on bias in the media. - Discuss methods of saving and considerations for spending money. - Discuss voluntary and pressure groups and their role in making changes to our communities and environments. - Identify or suggest ways that help the environment. - Define 'democracy' and explain how laws are made.
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Demonstrate building relationships with friends. - Talk about why friends are important and how they help us. - Identify ways in which they help at home. - Name ways in which they can look after their learning environment. - Talk about ideas - Recognise coins and other items relating to money. - Identify the uses of money. - Identify ways to save	- Sequence personal hygiene routines into a logical order. - Identify what they like about the school environment; - Demonstrate responsibility in looking after something (e.g. a class pet or plant); - List some of the things that money may be spent on in a family home. - Recognise that different notes and coins have different monetary value;	- record strategies for getting on with others in the classroom. - Explain, and be able to use, strategies for dealing with impulsive behaviour. - Make suggestions for improving the school environment;	- Identify key people who are responsible for them to stay safe and healthy, and can suggest ways they can help these people. - Plan, draft and publish a recount using the appropriate language. - explain different methods of looking after the school environment; - Explain that people earn their income through their jobs;	- Explain how others have a financial responsibility to their families and community. - Give examples of how I can support others as a bystander. - Share ideas and make decisions that effect others. - Give my own opinion based on facts, opinions and other influences.	- Explain some things about finance and money. I can name a person who deals with money in my community. - Suggest ways to spend and save money responsibly. - Give examples of some of their rights and responsibilities as they grow older. - Give examples of barriers that can stop others following their responsibilities. - Develop ideas and opinions based on a	- Give examples of why we need a democratic society and how laws keep us safe. - Reflect on my role in making a change in my community or environment. - Talk about how money is earned, the differences in incomes and how public services are supported by tax payers. - Discuss the reasons why people post online and the positive and negative

money.					current issue. I can present these with a group.	effects relating to social media.
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Special, care, safest,	Environment, responsibility, save, first aid.	Environment, responsibility, save, impulsive, essential.	Environment, community, volunteer, safeguarding, income, saving, spending.	British values, democracy, media influence, environment, community, income, expenditure.	Fact, opinion, health, wellbeing, responsibilities, rights, duties, voluntary, community, loan, credit, debt, interest.	Fact, opinion, bias, democracy, unbiased, loan, credit, debt, interest, tax,
Assessment						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What do you help to look after?	What do you help to look after?	What helps you calm down when you are upset or angry?	Puzzle 1: What could Arun buy his desired present? Puzzle 2: What's the catch with the cheap phone case?	How can you make a positive difference to my environment/ bullying/ to a new teacher?	Zak and Zara are playing football in the street when they accidentally break a milk bottle. Explain what you think the rights, responsibilities and duties are in this scenario.	Using the social media profile - What you think this person is like, How many friends you think this person has and why you think this, What you think this person's life is like?

Being my best

Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Different types of feelings and emotions. - Different strategies or skills in approaching challenges. - That they can make healthy choices. - How healthy choices can keep us well. - Some foods that are a "just sometimes" food or drink (eating in moderation).	- I can name a few different ideas of what I can do if I find something difficult. - I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	- show an understanding of the learning process; - Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. - Understand that vaccinations can help to prevent certain illnesses. - Understand that the body gets energy from food, water and oxygen;	- how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; - Explain what is meant by the term 'balanced diet'; - how some infectious illnesses are spread from one person to another, and how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;	- Identify how they and their friends are unique. - Recognise that we all make different choices because we are unique. - Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. - Understand the ways in which they can contribute to the care of the environment	- Describe the four main internal systems of the human body. - Understand the actual norms around smoking and the reasons for common misperceptions of these. - Identify the skills and qualities that make us successful and achieve our best. - Recognise that the way people are portrayed in the media isn't always an accurate reflection of	- To consider how healthy wellbeing and mental health can contribute to a person's aspirations and success. - To define aspirations and goals. - To recognise that we will meet challenges on the way to achieving our goals. - To understand and explain the outcomes of risk-taking in a given situation, including emotional risks. - To understand risks related to growing up

		Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain).	- That people may say kind things to help us feel good about ourselves; - how the brain sends and receives messages through the nerves.	(using some or all of the seven Rs)	- them in real life. - Consider the different responsibilities that they and others have for their health and wellbeing.	and explain the need to be aware of these.
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Feel resilient and confident in their learning. - Name a strategy to overcome a hurdle. - Plan and review an achievable goal. - Celebrate the successes of their peers. - Describe the changes in their body during exercise and what is happening to their body. - Explain how exercise can help us stay well - physically and mentally. - Name some ways to keep their body fit and well. - Suggest ways to have a calm evening and bedtime routine.	- Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; - Recognise and use simple strategies for preventing the spread of diseases. - Demonstrate attentive listening skills; - Suggest simple strategies for resolving conflict situations; - Give and receive positive feedback, and experience how this makes them feel. - Recognise how a person's behaviour (including their own) can affect other people.	- Help themselves and others develop a positive attitude that support their wellbeing; - Explain things that they like and dislike, and understand that they have choices about these things; - Explain how germs can be spread; - Describe simple hygiene routines such as hand washing; - Describe simple dental hygiene routines.	- Give examples what foods might make up a healthy balanced meal. - Discuss and debate an issue. - Empathise with different view points; - Identify their achievements and areas of development; - Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); - Describe how food, water and air get into the body and blood. - Recognise their own skills and those of other children in the class.	- Give different examples of some of the things that I do already to help look after my environment. - Give examples of the ways people can look after their physical and mental wellbeing. - Plan a healthy, balanced meal. - Give examples of choices I make and the choices others make for me. - Say how being unique makes everyone special, different and valuable.	- Give examples of how I am independent and manage my own success. - Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. - Think of ways to improve a skill and the strategies that will help me do this. - Explain how choices relating to smoking and drinking can effect a persons health. - Explain how one organ functions and how it contributes to the health of my body.	- Assess the level of risk and explain how a risk can be reduced. - Identify risk factors in a given situation - Tell you how I can overcome problems and challenges on the way to achieving my goals. - Set goals so that I can achieve an aspiration. - Give examples of how I can manage my wellbeing using the five ways to wellbeing.
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Try, celebrate, energy, healthy, muscles, routine.	Portion, protein, dairy, carbohydrates, germ, disease, challenge, effort, encourage, helpful, unhelpful, kind, unkind.	Energy, oxygen, dental, hygiene, heart, blood, lungs, stomach, small and large intestines, brain	Balanced diet, hygiene, medicines, safety, tolerance, respect, diversity, aspirations, self-esteem.	Diversity, environment, unique, british values, tolerance, community, citizenship.	Norms, function, community,	Wellbeing, aspirational, risk-factors,
Assessment						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

How can we stay healthy?	How can you help yourself if you find something hard to do?	Label body parts, how can you look after your body?	What affects a person's health?	What can you do now/ in the future to keep healthy? What can you do now/ in the future to look after my environment?	Note - Things I take responsibility for now, Things that adults in my life take responsibility for, Things I will take responsibility for in the future, Things I'm looking forward to about the future - my growing independence and responsibility.	Note - Something you would like to achieve in the next 10 years, What might help you to achieve this – things you can do now, Any obstacles or blockers that you might need to overcome – and how you will do this.
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Growing and changing

Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- That there are changes in nature and humans. - The different stages in childhood and growing up. - That babies are made by a man and a woman. - The correct vocabulary when naming the different parts of the body. - Know how to keep themselves safe. - That animals and humans change in appearance over time. - That a baby is made by a woman and a man, and grows inside a mother's tummy. - That every family is different.	- I can identify an adult I can talk to at both home and school. If I need help. - I can tell you some things I can do now that I couldn't do when I was a toddler. - I can tell you what some of my body parts do. - How to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.	- the range of feelings that are associated with losing (and being reunited) with a person they are close to. - different stages of growth (e.g. baby, toddler, child, teenager, adult); - Identify which parts of the human body are private; - that a person's genitals help them to make babies when they are grown up; - Know that you are not allowed to touch someone's private belongings without their permission;	- Different types of relationships and who they have positive healthy relationships with. - what is meant by the term body space (or personal space); - the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; - Recognise how different surprises and secrets might make them feel; - Know who they could ask for help if a secret made them feel uncomfortable or unsafe. - that babies come from the joining of an egg and sperm; - Understand that for girls, periods are a normal part of puberty.	- Identify the different emotional reactions to different types of change and discuss. - Understand how the onset of puberty can have emotional as well as physical impact. - Learn what happens to a woman or a man's body during puberty and that this is linked to reproduction. - Know the key facts of the menstrual cycle and understand that periods are a normal part of puberty. - Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.	- The intensity of different feelings and strategies to build resilience. - Understand the different types of feelings and emotions associated with puberty. - The key strategies needed in dealing with inappropriate touch, secrets and confidentiality. - The different types of products someone might use during puberty or menstruation. - How people might feel at times of change and loss. To consider strategies when coping with this.	- Identify types of emotional responses and some strategies for coping with change. - Identify the physical and emotional challenges faced during puberty and the strategies or support available for this. - Understand that social media and fame don't always reflect true appearance. - Identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks. - Identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

- Explain the changes that occur as seasons change. - Talk about how they have grown in resilience. - Talk about their own experience of growing up. - Talk about similarities and differences between themselves and others.	- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); - Give examples of what they can do if they experience or witness bullying; - Say who they could get help from in a bullying situation. - Identify situations as being secrets or surprises; - Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. - Identify parts of the body that are private; - Describe ways in which private parts can be kept private;	- Give positive feedback to others. - Explain what privacy means; - Give examples of different types of private information. - Describe some of the things that people are capable of at these different stages.	- Rehearse strategies for when someone is inappropriately in their body space. - respond and react in an emergency situation; - identify situations that may require the emergency services and know how to contact them and what to say.	- Explain why some people choose to get married, have a civil ceremony or live together. - Describe how people feel during puberty and the menstruation cycle and ways to help cope with the changes. - Talk about why puberty happens. - Describe why young people can have mixed up feelings when they go through puberty. - Explain how change can make a person feel (both negative and positive).	- Give examples of feelings and emotions people have at times of change. - Explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need. - Identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. - Describe the emotions and feelings people have during puperty and some respectful strategies to deal with conflict. - Begin to manage challenging emotions by building my resilience.	- Offer advice and name people to help keep someone safe, and identify if a secret is unsafe. - Explain how to stay safe when sharing images and information online. - Identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. - Give examples of how someone could cope with or get support during puberty. - Name some of the feelings and emotions people have during change.
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Season, autumn, spring, summer, winter, egg, seed, baby, grow, change, old, young, baby, child, teenager, adult, older age.	heart, lungs, blood, stomach, intestines, brain, change, unkind, bully, tease, private.	Private, privacy, feedback, genitals, penis, vulva, testicles, nipples.	Relationships, PANTS, secrets, surprise, eggs, sperm, periods, menstruation, puberty.	Puberty, relationships, vulva, vagina, ovaries, eggs, womb, clitoris, labia, breasts, penis, sperm, testicles, pubic hair, LGBT	Resilience, acceptable, uncomfortable, clitoris, vaginal opening, vulva, penis, scrotum, testicles,menstruation,	Image, stereotype, pressure, risk, puberty, genitalia, FGM, conception, sperm, egg, intercourse, fertiliise, HIV.
Assessment						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How have you changed since starting Reception?	What parts can you see on the baby? What is missing? What can you do that the baby can't?	What might it feel like when a pet dies or someone we like a lot moves away? Can you think of a time when you gave someone feedback about something they did well?	Why are they friends? Why might they stop being friends?	An alien lands on earth and watches the humans for a while. They ask, "What's the difference between boys' and girls' bodies and how do they change during puberty?"	design a leaflet to help young people to cope with puberty	Give advice in response to given agony aunt letters.