



PSHE – Learning Progression of Skills

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
NC subject content							
Me and My Relationships	<p>Nursery (FS1) Recognise that we are unique. <i>I can share my feelings with others.</i></p> <p>Describe different feelings and use this to manage relationships. <i>I can name the important people in my life (including those who look after me).</i></p> <p>Understand that every family is different and love and care for one another. <i>I can talk about what my strengths are (what I'm good</i></p>	<p>Describe different feelings and how they can make our bodies feel. <i>I can name different feelings and how they might make me behave.</i></p> <p>To know some strategies of dealing with 'not so good' feelings. <i>I can suggest ways of dealing with 'not so good' feelings and how to help others.</i></p> <p>To understand how our actions can hurt the feelings of others.</p>	<p>Recognise that people have different ways of expressing their feelings. <i>I understand we have different ways to express our feelings.</i></p> <p>To identify different ways to respond to the feelings of others. <i>I can express my feelings in a safe, controlled way.</i></p> <p>To recognise the differences between bullying, unkind behaviour or teasing. <i>I can tell you some ways that I can get</i></p>	<p>To know that feelings and emotions help a person cope with difficult times. <i>I can communicate my feelings and use this to try to manage my emotions.</i></p> <p>To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back. <i>I can collaborate with a team to achieve a goal.</i></p> <p>To recognise which strategies are appropriate for</p>	<p>To know that feelings can vary by intensity, person and change over time. <i>I can talk about how feelings change and be different for others.</i></p> <p>To know and understand the qualities of a 'positive, healthy relationship'. <i>I can read different emotions by a person's body language.</i></p> <p>To know when it's appropriate to say no and how.</p>	<p>To learn characteristics and skills in assertiveness <i>I can be assertive to keep myself happy, healthy and safe.</i></p> <p>To apply their collaborative skills to friendships and assertiveness. <i>I can use strategies to resolve arguments or disagreements.</i></p> <p>To learn ways to resolve conflict in an assertive, calm and fair manner.</p>	<p>To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges. <i>I can work through challenges I have with my friends with respect, assertiveness and understanding.</i></p> <p>To practice and use strategies in compromise and negotiation within a collaborative task or activity. <i>I can give examples of negotiation and compromise. I can use these skills in practical situations.</i></p>

	<p>at) and what I enjoy.</p>	<p>I can recognise when I need help and who to ask.</p>	<p>help, if I am being bullied and what I can do if someone teases me.</p>	<p>particular situations. I can accept I may not always agree with others.</p>	<p>I can say 'no' in a calm and controlled way.</p>	<p>I can reflect on my behaviour, attitudes and qualities.</p>	<p>To consider the types of touch that are safe, legal and that I am comfortable with. I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p>
	<p>Reception (FS2) Talk about similarities and differences. I can recognise and be sensitive to the differences of others. Name special people in their lives. I can name people who help me and describe ways to help others. Describe different feelings I can talk about feelings and what can cause them. Identify who can help if they are sad, worried or scared.</p>	<p>To recognise the special qualities in family and friends. I can listen to others and wait my turn to speak. To know which special people keep us safe and how. I can tell you which trusted adults at home and school keep me safe.</p>	<p>To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. I can tell someone how they are making me feel. To recognise a healthy friendship and its qualities. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p>	<p>To listen to and debate ideas and opinions with others with respect and courtesy I can listen and share my opinions respectfully. To recognise why friends may fall out and how to resolve issues. I can say why friends may fall out and how they can make up.</p>	<p>To know the strategies and skills needed for collaborative work. I can name some qualities or strategies that help team work. I am aware of others and their needs when working together To recognise bullying or pressured behaviour. I can say what to do if I am, or a friend is, hurt or bullied by another person. I can recognise the qualities of a healthy relationship.</p>	<p>To identify what things, make a relationship unhealthy and who to talk to if they needed help. I am aware of the warning signs that a relationship could be unhealthy or unsafe. To recognise emotional needs according to circumstance and any risk factors that could effect them. I can manage my emotional needs and any risks to them. I can respond to emotions according to the situation and person.</p>	<p>To name assertive behaviours and recognise peer influence or pressured behaviour. I can use assertive behaviours to keep myself safe from peer influence or pressure. To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.</p>

	<p>I can tell you which trusted adults I can ask for help.</p> <p>Identify ways to help others or themselves if they are sad or worried.</p> <p>I can help a friend if they are sad or worried.</p>						<p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>
Valuing Difference	<p>Nursery (FS1)</p> <p>Recognise that there are differences and similarities between themselves</p> <p>I can tell you how I am the same or different to my friend.</p> <p>Celebrate their friends and include them</p> <p>I can tell you something good about being different.</p> <p>Understand people have different cultures and religions</p>	<p>To know the key differences between teasing, being unkind and bullying.</p> <p>I can say ways in which people are similar as well as different.</p> <p>To recognise that everyone is different and will have different thoughts and ideas.</p> <p>I can say why things sometimes seem unfair, even if they are not to me.</p> <p>To celebrate and begin to show</p>	<p>To identify differences and similarities between others.</p> <p>I can be respectful of those who are different to me.</p> <p>Recognise and explain how a person's behaviour can affect other people.</p> <p>I can describe how someone can change someone's feelings.</p> <p>To learn and use different ways to show good listening.</p> <p>I can tell you why it is important to</p>	<p>Recognise that there are many different types of families.</p> <p>I can give examples of different types of family. I respect these differences.</p> <p>Identify the different communities that they belong to</p> <p>I can give examples of different community groups and what is good about having different groups.</p> <p>To learn ways of showing respect through language</p>	<p>To identify different origins, national, regional, ethnic and religious backgrounds</p> <p>I can say how differences sometimes cause conflict but can also be something to celebrate.</p> <p>To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>I can begin to manage conflict by</p>	<p>To describe the benefits of living in a diverse society</p> <p>I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>To develop an understanding of discrimination and its injustice, and describe this using examples.</p> <p>I can empathise with people who</p>	<p>To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences</p> <p>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>To know that all people are unique but that we have far more in common with each</p>

	<p>I can be kind and help my friends.</p> <p>Reception (FS2) Be sensitive towards others and celebrate what makes each person unique. I can celebrate our differences.</p> <p>Recognise that we can have things in common with others. I can talk about my family life.</p> <p>Use speaking and listening skills to learn about the lives of their peers. I can listen and be polite to what others tell me about their lives.</p> <p>Know the importance of showing care and kindness towards others.</p>	<p>empathy for those who are different. I can talk about what bullying is.</p> <p>To identify those who are special to them (and their special qualities). I can say ways to show kindness towards others.</p> <p>To identify ways in which we can show kindness towards others and how that makes them feel.</p>	<p>show good listening to people who think differently to me.</p> <p>Explain how it feels to be part of a group and left out of a group. I can name and suggest strategies to someone who feels left out.</p> <p>To recognise and talk about acts of kindness and how they can impact others. I can be kind and use kind words to my friends.</p>	<p>and communication. I can use respectful language and communication skills when discussing with others.</p> <p>To identify different origins, national, regional, ethnic and religious backgrounds I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>To recognise and explain why bullying can be caused by prejudice. I can name and use the different qualities needed for people from a diverse range of backgrounds need</p>	<p>using negotiation and compromise.</p> <p>To recognise potential consequences of aggressive behaviour I can suggest strategies for dealing with someone who is behaving aggressively.</p> <p>To define the word respect. I can demonstrate ways of showing respect to others' differences.</p> <p>Understand and identify stereotypes, including those promoted in the media. I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>have been, and currently are, subjected to injustice, including through racism.</p> <p>To understand that the information we see online, either text or images, is not always true or accurate; I can 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.</p> <p>To reflect on the impact social media puts pressure on peoples' life choices. I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it</p>	<p>other than what is different about us To understand and explain the term prejudice. I can show respect to others by using verbal and non-verbal communication.</p> <p>To define what is meant by the term stereotype I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>To describe different types of friendships and relationships and their differing positive qualities. I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p>
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	<p>I can be kind, caring and helpful to others.</p> <p>Demonstrate skills in building friendships and cooperation.</p> <p>I can show good listening.</p>			<p>in order to get on together.</p>		<p>(trying to live up to their image, taking risks etc.)</p> <p>To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.</p> <p>I can reflect on how individual/group actions can impact on others in a positive or negative way.</p>	<p>I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</p>
<p>Keeping Myself Safe</p>	<p>Nursery (FS1)</p> <p>Explain what they should do if they feel unsafe</p> <p>I can tell you who I can ask for help.</p> <p>Recognise potential dangers and how to stay safe, inside and outside</p> <p>I can tell you some dangers and how I keep myself safe from them.</p>	<p>To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.</p> <p>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods).</p> <p>To recognise emotions and physical feelings</p>	<p>To explain simple issues of safety and responsibility about medicines and their use.</p> <p>I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.</p> <p>To identify situations in which</p>	<p>To identify risk factors in given situations</p> <p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>To define the words danger and risk and explain the difference between the two.</p> <p>I can demonstrate strategies for</p>	<p>To define the words danger and risk and explain the difference between the two.</p> <p>I can demonstrate strategies for dealing with a risky situation.</p> <p>To describe the different types of things that may influence a person to take a risk.</p>	<p>To reflect on risk and the different factors and outcomes that might influence a decision.</p> <p>I can suggest what someone should do when faced with a risky situation.</p> <p>To reflect on the consequences of not keeping personal</p>	<p>To explore the risks and legality of communicating and sharing online.</p> <p>I can use safe, respectful and responsible behaviours and strategies when using social media.</p> <p>To describe and explain how easily images can be spread online.</p>

<p>Learn the importance of keeping safe around medicines and unknown products</p> <p>I can tell you what is safe and unsafe for me to touch and use.</p>	<p>associated with feeling unsafe.</p> <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe.</p>	<p>they would feel safe or unsafe</p> <p>I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</p>	<p>dealing with a risky situation</p> <p>To define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>I can identify some key risks from and effects of cigarettes and alcohol.</p>	<p>I can give examples of people or things that might influence me to take risks and make decisions.</p> <p>To understand and explain the risks that cigarettes and alcohol can have on a person's body.</p> <p>I can give reasons for why most people choose not to smoke, or drink too much alcohol.</p>	<p>information private and the risks of social media.</p> <p>I can protect my personal information online. I can recognise disrespectful behaviour online.</p>	<p>I can give examples of how to safely share images online.</p> <p>To explain some of the laws, categories and uses of drugs (both medical and non-medical)</p> <p>I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not.</p>
<p>Reception (FS2)</p> <p>Talk about how to keep their bodies healthy and safe.</p> <p>I can tell you what my body needs to stay healthy.</p> <p>Name ways to stay safe around medicines.</p> <p>I can make safe decisions around medicines and things I don't know.</p> <p>Know how to stay safe in their home, classroom and outside.</p> <p>I can name some things that can be</p>	<p>To learn the PANTS rule and which parts of my body are private.</p> <p>I can say 'no' to unwanted touch and ask for help from a trusted adult.</p> <p>To understand that medicines can sometimes make people feel better when they're ill.</p> <p>I can say when medicines can be helpful or might be harmful.</p> <p>To talk about safety and responsibility around medicines.</p> <p>I can tell you how to stay safe around medicine.</p>	<p>To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</p> <p>I can say what I do and don't like and who to ask for help.</p> <p>To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret.</p> <p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if</p>	<p>To recognise potential risks associated with browsing online.</p> <p>I can give examples of strategies for safe browsing online.</p> <p>To recognise and describe appropriate behaviour online as well as offline.</p> <p>I can identify personal information and when it is not appropriate or safe to share this. I can get help when an</p>	<p>To understand that influences can be both positive and negative.</p> <p>I can explain what might happen if people take unsafe or inappropriate risks.</p> <p>To know and explain strategies for safe online sharing. To understand and explain the</p>	<p>To explore categorisation of drugs, the risks associated with medicines.</p> <p>I can identify the risks in a specific situation (including emotional risks).</p> <p>To learn some key facts and information about drugs and medicines.</p> <p>I can discuss social norms relating to cigarettes and what may influence a persons decision to not smoke.</p> <p>To recognise the features of face to face and online</p>	<p>To understand the definition of an emotional need and how they can be met.</p> <p>I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.</p> <p>To explore and understand the terms 'conflicting emotions',</p>

	<p>dangerous inside and outside.</p> <p>Know age-appropriate ways to stay safe online. I can tell you what is safe to play online and who to talk to if I feel worried.</p> <p>Name adults in their lives and those in their community who keep them safe. I can name the adults who keep me safe and when I might need their help.</p>		<p>something feels wrong.</p> <p>To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch. I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p>	<p>unsafe situation online occurs.</p>	<p>implications of sharing images online without consent. I can identify images that are safe or unsafe to share online.</p>	<p>bullying and the strategies that deal with it. I can support someone who is being bullied.</p>	<p>responsibility and independence. I can begin to make decisions independently and responsibly.</p>
<p>Rights and Responsibilities</p>	<p>Nursery (FS1) Learn about taking some responsibility for their own health I can make some healthy choices.</p> <p>Describe ways in which they can help others and why they would do so</p>	<p>To identify ways of taking care of their health. I can wash my hands correctly.</p> <p>To identify how others take care of their environment. I can name ways to look after my home and school.</p>	<p>To identify strategies in cooperation. I can make choices that help me play and work well with others.</p> <p>To identify strategies in self-regulation.</p>	<p>To talk about and identify people who help them in school and the community. I can identify people who help me in different ways.</p> <p>To learn differences</p>	<p>To learn about human rights and responsibilities and how they can impact their community. I can name some responsibilities and rights that I have.</p> <p>To recognise that they have a part in caring for and</p>	<p>To identify, write and discuss issues currently in the media concerning health and wellbeing. I can develop ideas and opinions based on a current issue. I can present these with a group.</p>	<p>To analyse and reflect on bias in the media. I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. I can discuss the reasons why people post online and the positive</p>

	<p>I can help my family and friends.</p> <p>Take care of their home, their learning environment and the natural environment I can make caring choices for my world.</p>	<p>To take care of something or someone else. I can look after a special person or thing.</p> <p>To talk about the importance of looking after money. I can tell you some things that money is spent on.</p>	<p>I can use some strategies when I feel upset or angry.</p> <p>To name ways to stay safe when using the internet. I can use some strategies when I feel upset or angry.</p>	<p>between 'fact' and 'opinion' I can spot 'facts' and 'opinions' to help me share ideas.</p> <p>To discuss, plan and evaluate ways of helping the environment. I can make a plan. I can choose a method.</p>	<p>supporting their community. I can share ideas and make decisions that affect others.</p> <p>To recognise influences, facts and opinions and doing so in a critical manner. I can give my own opinion based on facts, opinions and other influences.</p>	<p>To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. I can identify how the responsibilities of others impact me and my community. I can give examples of barriers that can stop others following their responsibilities.</p>	<p>and negative effects relating to social media.</p> <p>To discuss methods of saving and considerations for spending money. I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.</p>
	<p>Reception (FS2) Understand that they can make a difference. I can help my family.</p> <p>Identify how they can care for their home, school and special people. I can help to clean and tidy my home and classroom.</p> <p>Talk about how they can make an impact on the natural world. I can tell you some ways to look after our world.</p>	<p>To learn what to do when someone is injured. I can get help if someone has hurt themselves.</p>	<p>To recognise that they have a responsibility to help care for their immediate and broader environment. I can name some ways I can look after my environment.</p> <p>To learn about saving and spending money. I can make choices with money.</p>	<p>To learn about saving, spending and essential purchases. I can identify different times and reasons to spend money.</p> <p>To consider how money is earned and the different factors affecting this. I can give examples of how people earn money.</p>	<p>To identify the impact of bystander behaviour and how they can make a difference to a situation. I can give examples of how I can support others as a bystander.</p> <p>To define terms related to finance and explain how society is supported by the income of others.</p>	<p>To identify the responsibilities to my home, community and environment I might have in the future. I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real</p>	<p>To discuss voluntary and pressure groups and their role in making changes to our communities and environments. I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.</p> <p>To identify or suggest ways that</p>

	<p>Talk about similarities and differences between themselves. <i>I can be kind to friends and others.</i></p> <p>Demonstrate building relationships with friends. <i>I can talk about looking after money.</i></p>				<p><i>I can explain how others have a financial responsibility to their families and community.</i></p> <p><i>I can give examples of choices and decisions with money that will affect me.</i></p>	<p>examples of each that relate to me.</p> <p>To consider what advice to give relating to saving and borrowing money. <i>I can suggest ways to spend and save money responsibly.</i></p> <p>To define financial terms and explain how others have financial responsibility for the community. <i>I can explain some things about finance and money. I can name a person who deals with money in my community.</i></p>	<p>help the environment. <i>I can suggest ways that I can help my environment.</i></p> <p>To define 'democracy' and explain how laws are made. <i>I can give examples of why we need a democratic society and how laws keep us safe.</i></p>
Being My Best	<p>Nursery (FS1) Talk about healthy choices and activities <i>I can choose a healthy snack and activity.</i></p>	<p>To recognise how a healthy variety of food can make us feel great. <i>I can choose a healthy meal with different food groups.</i></p>	<p>Explain the stages of the learning line showing an understanding of the learning process <i>I can explain what happens when I</i></p>	<p>To recognise how different food groups work in our body. <i>I can choose foods that make a balanced meal.</i></p>	<p>To identify how they and their friends are unique. <i>I can say how being unique makes everyone special, different and valuable.</i></p>	<p>To describe the four main internal systems of the human body. <i>I can explain how one organ functions and how it contributes to</i></p>	<p>To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success. <i>I can explain, giving examples, how I</i></p>

<p>Develop resilience and persistence in their learning I can keep trying.</p> <p>Working cooperatively with others when faced with a challenge I can listen to my friends and take turns.</p>	<p>Recognise that learning a new skill requires practice and the opportunity to fail, safely I can be persistent when learning a new skill.</p> <p>I can name a few different ideas of what I can do if I find something difficult.</p>	<p>learn something new. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p>	<p>To explain how some infectious illnesses are spread from one person to another. I can explain how washing hands can prevent infections spreading.</p>	<p>To recognise that we all make different choices because we are unique. I can give examples of choices I make and the choices others make for me.</p>	<p>the health of my body.</p> <p>To understand the actual norms around smoking and the reasons for common misperceptions of these. I can explain how choices relating to smoking and drinking can effect a persons health.</p>	<p>can manage my wellbeing using the five ways to wellbeing.</p> <p>To define aspirations and goals. I can set goals so that I can achieve an aspiration.</p>
<p>Reception (FS2) Feel resilient and confident in their learning. I can keep trying if the way I choose doesn't work.</p> <p>Name and discuss different types of feelings and emotions. I can talk about the different types of feelings we have.</p> <p>Learn and use strategies or skills in approaching challenges. I can have a go at something new.</p>	<p>To identify strategies to resolve conflict. I can help my friends when they fall out.</p> <p>To give and receive praise I can explain why praise helps me to keep trying.</p>	<p>To understand the importance of good hand and dental hygiene. I can explain how hand hygiene stops virus' and germs from spreading.</p> <p>To recognise what the body needs to have energy and stay well. I can give examples of what I can do and give to my body to stay healthy.</p>	<p>To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes. I can describe how food, water and air get into the body and blood.</p> <p>To identify my achievements and skills to work on. To explain how skills are developed. I can set goals and make a plan to develop a new skill.</p>	<p>To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. I can plan a healthy, balanced meal.</p> <p>I can give examples of the ways people can look after their physical and mental wellbeing.</p> <p>To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs).</p>	<p>To identify the skills and qualities that make us successful and achieve our best. I can think of ways to improve a skill and the strategies that will help me do this.</p> <p>To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. I can name several qualities that make</p>	<p>To recognise that we will meet challenges on the way to achieving our goals. I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>To understand and explain the outcomes of risk-taking in a given situation, including emotional risks. I can identify risk factors in a given situation</p> <p>To understand risks related to</p>

	<p>Understand that they can make healthy choices. I can make my own healthy food choices.</p> <p>Name and recognise how healthy choices can keep us well. I can make healthy sleep and exercise choices.</p>		to turn food into energy		I can give different examples of some of the things that I do already to help look after my environment.	people attractive that are nothing to do with how they look, but about how they behave. To consider the different responsibilities that they and others have for their health and wellbeing. I can give examples of how I am independent and manage my own success.	growing up and explain the need to be aware of these. I can assess the level of risk and explain how a risk can be reduced.
<p>Growing and Changing</p> <p>*Y2 (change)</p>	<p>Nursery (FS1) Talk about change in the environment I can describe the different seasons.</p> <p>Describe the changes in babies, young animals and plants as they grow I can talk about how babies and animals grow.</p> <p>Broaden their expectations beyond potential</p>	<p>To think of what babies need to stay happy and healthy. I can tell you some things that babies need.</p> <p>To identify the changes they have made since they were a baby. I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.</p>	<p>To give positive feedback to someone. I can give support to a friend.</p> <p>To recognise the range of feelings associated with loss and to discuss things people can do to feel better. I can describe feelings of loss and suggest what someone can do if</p>	<p>To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space. I can explain what body space is and how it feels when someone is too close to me.</p> <p>To identify the different types of relationships</p>	<p>To identify the different emotional reactions to different types of change and discuss. I can describe how change can make a person feel (both negative and positive).</p> <p>To understand how the onset of puberty can have</p>	<p>To describe the intensity of different feelings and strategies to build resilience. I can begin to manage challenging emotions by building my resilience.</p> <p>To understand the different types of feelings and emotions</p>	<p>To identify types of emotional responses and some strategies for coping with change. I can name some of the feelings and emotions people have during change.</p> <p>To identify the physical and emotional challenges faced during puberty and</p>

<p>stereotypes of what girls and boys like, do or look like I can tell you how boys and girls can be different or the same.</p>	<p>To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</p>	<p>a friend moves away.</p> <p>To identify the different stages of growth and what people are able to do at these different stages. I can describe the stages of growth I have been through and what I look forward to in my future.</p>	<p>people have and their different purposes and qualities. I can tell you some of the different relationships I have.</p>	<p>emotional as well as physical impact. I can explain why young people can have mixed up feelings when they go through puberty.</p>	<p>associated with puberty. I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.</p>	<p>the strategies or support available for this. I can give examples of how someone could cope with or get support during puberty.</p>
<p>Reception (FS2) Understand that there are changes in nature and humans. I can describe the life cycle of an animal.</p> <p>Name the different stages in childhood and growing up. I can describe how a baby grows to an adult and what they might need.</p> <p>Understand that babies are made by a man and a woman. I can tell you some things about how babies are made.</p> <p>Use the correct vocabulary when</p>	<p>To identify some internal organs and systems and those body parts which are private. I can name the body parts girls and boys have that are the same and which body parts are different.</p> <p>To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts. I can name the adults I can talk to</p>	<p>To identify the human private parts/genitalia and explain that they are used to make a baby. I can name the human private parts that are used to make a baby.</p> <p>To explain who can see someone's private part, what consent means and how to protect privacy. I can talk about keeping private parts private.</p>	<p>To identify what makes a positive relationship and what makes a negative relationship. I can tell you what qualities a healthy positive relationship has.</p> <p>To identify puberty changes. I can describe how a girls and boys body will change when it reaches puberty.</p> <p>To explain menstruation cycle as something that happens when a sperm does not meet an egg.</p>	<p>To learn what happens to a woman or a mans body during puberty and that this is linked to reproduction. I can explain why puberty happens.</p> <p>To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty. I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.</p> <p>To discuss the reasons why a</p>	<p>To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality. I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.</p> <p>To identify the different types of products someone might use during puberty or menstruation. I can explain, using the correct vocabulary, the menstruation cycle</p>	<p>To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities. I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.</p> <p>To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.</p>

naming the different parts of the body.
I can tell you the scientific names for my body parts.

Know how to keep themselves safe.
I can tell you the PANTS rule.

at home and school if I need help.

I can tell you what happens to a woman's body when the sperm does not meet the egg.

person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.
I can explain why some people choose to get married, have a civil ceremony or live together.

and puberty changes and the products people might need.

To explain how people might feel at times of change and loss. To consider strategies when coping with this.
I can give examples of feelings and emotions people have at times of change.

I can explain how to stay safe when sharing images and information online.

To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.
I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.