



**PSHEE & RSE Progression of Skills, Knowledge and Vocabulary Map 2024-2025**

<b>Personal, Social and Emotional Development</b>	<b>Foundation Stage</b>	
	<p><b>EYFS Statutory Educational Programme:</b>            Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	
<b>Self-Regulation</b>  <b>Managing-Self</b>  <b>Building Relationships</b>	<p style="text-align: center;"><b>Foundation Stage 1</b>  <b>Power, Cause and Effect, Structures, Influence, Appreciation</b></p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’</p> <p>Understand gradually how others might be feeling.</p> <p>Respond to the feelings of others, showing concern and offering comfort.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Experiment with their own and other peoples’ views of who they are through their play, through trying out different behaviours, and the way they talk about themselves.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</p> <p>Be aware of being evaluated by others and begin to develop ideas about themselves according to the messages they receive from others.</p> <p>Increasingly follow expectations, understanding why they are important.</p> <p>Remember expectations without needing an adult to remind them.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Build relationships with special people.</p> <p>Sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’?</p> <p>Find solutions to conflicts and rivalries.</p> <p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p>	<p style="text-align: center;"><b>Foundation Stage 2</b>  <b>Power, Cause and Effect, Structures, Influence, Appreciation</b></p> <p>Express a wide range of feelings in their interactions with others and through their behaviour and play.</p> <p>Talk about how others might be feeling and respond according to their understanding of the other person’s needs and wants.</p> <p>Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally.</p> <p>Seek different ways of managing conflict, for example, through holding back, sharing negotiation and compromise, saying Stop it please I don’t like it, using a LEAF.</p> <p>See themselves as valuable individuals.</p> <p>Describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms.</p> <p>Show their confidence and self-esteem through taking risks and trying new things in new social situations.</p> <p>Show confidence in choosing resources and perseverance in carrying out a chosen activity.</p> <p>Be aware of behavioural expectations and is sensitive to ideas of justice and fairness. Show resilience and perseverance in the face of challenge. Manage their personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.</p> <p>Build constructive and respectful relationships.</p> <p>Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and other’s thinking.</p>
<b>Key Vocabulary</b>	<p><i>Family, friendship, falling out, belonging, bullying, stop it please I don’t like it; worry box, feelings, happy, sad, angry, worried..., kind, unkind, polite, expectations, sharing, taking turns, similarities, differences, listen.</i></p> <p><i>Community, rules, caring, environment, online safety, true, not true, emergency, people who help us doctors, dentist... Exercise, healthy, active, physical, sleep, clean, medicine, healthy teeth, bodies, growing, changing.</i></p> <p><i>Successful, hopeful, resourceful, caring.</i></p>	



Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures, Influence, Appreciation		Lower Key Stage 2 Power, Cause and Effect, Structures, Influence, Appreciation		Upper Key Stage 2 Power, Cause and Effect, Structures, Influence, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Being me in my World</b>  <b>Rights and responsibilities</b>	Understand my rights and responsibilities as a member of the class.	Understand my rights and responsibilities as a member of the class and school.	Understand my rights and responsibilities as a member of the class and school and how these are linked to rules.	Rights and responsibilities as a member of the class and school and how these are linked to rules.	Rights and responsibilities as a citizen of the country.	Rights for all children and how these are not always met around the world. .
<b>Being me in my World</b>  <b>Belonging Together</b>	Identify positives and that views are valued.	Listen and respond to everyone's views.	Recognise times when I have achievements, can set goals, can make responsible choices and ask for help when needed.	Know how good it feels to be included in a group and understand how it feels to be excluded.	Empathise with people in this country whose lives are different to own	Understand my own wants and needs and compare these with children in different communities. Understand that my actions affect other people locally and globally.
<b>Being me in my World</b>  <b>Making choices</b>	Recognise that choices have consequences.	Understand that actions have consequences.	Understand that actions and behaviours affect themselves and others and this brings rewards and consequences.	Understand how rewards and consequences motivate people's behaviours and how attitudes and actions impact the class team.	Make choices about behaviour because they understand how rewards and consequences feel and understand how an individual's behaviour can impact on a group.	Make choices about own behaviour because they understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities
<b>Key Vocabulary</b>	<i>Safe, special, calm, belonging, rights, responsibilities, rewards, proud, consequences, disappointed.</i>	<i>Worries, hopes, fears, belonging, responsible, actions, praise, consequence, positive, negative, co-operate, problem solving.</i>	<i>Valued, achievements, acknowledge, affirm, emotions, solutions, support, behaviour, consequences, actions, fairness, co-operate, challenge, group dynamics, viewpoint,</i>	<i>Included, excluded, role, community, democracy, consequence, decisions, voting, authority, contribution, observer</i>	<i>Education, appreciation, opportunity, motivation, vision, empathise, persecution, asylum, migrant, wealth, poverty, prejudice, privilege, collaboration, participation.</i>	<i>Plantation, hierarchy, wants, needs, comparison, lawful, legal, illegal, Maslow, democracy, decision.</i>
<b>Assessment and indicators</b>	<p>Explain why my class is a happy and safe place to learn.</p> <p>Give different examples where I or others make my class happy and safe.</p> <p>Explain why I have the right to be happy and safe.</p> <p>Explain how everyone in my class has a responsibility to make our class happy and safe.</p>	<p>Explain why my behaviour can impact on other people in my class.</p> <p>Compare my own and my friends choices and express why some choices are better than others.</p> <p>Justify the choices I make to keep my class and school a safe and fair place.</p> <p>Evidence the impact of positive and negative choices.</p>	<p>Explain how my behaviour can affect how others feel and behave.</p> <p>Explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>Explain why it is important to feel valued.</p> <p>Evaluate the choices of myself and others and explain possible consequences, linking them to rules, rights and responsibilities.</p>	<p>Explain why being listened to and listening to others is important in my school community.</p> <p>Explain why being democratic is important and can help me and others feel valued.</p> <p>Show that I can problem-solve and offer different solutions to help my team/class/ school be more democratic.</p> <p>Justify why being in a democracy helps people feel valued and is fair.</p>	<p>Compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>Explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> <p>Evaluate some different rules, rights and responsibilities that are shared in my country and</p>	<p>Explain how my choices can have an impact on people in my immediate community and globally.</p> <p>Empathise with others in my community and globally and explain how this can influence the choices I make.</p> <p>Compare and contrast my own wants and needs with others in my immediate community and some from Global communities. From this I can infer some universal</p>



			Respond appropriately to others feelings and explain possible reasons for those feelings.		explain how they can help individuals and the wider community. Explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/ or from a community context.	rights and responsibilities that we share. Explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.
<b>Year Group Connected Concepts</b>	<b>Key Stage 1 Power, Cause and Effect, Structures, Influence, Appreciation</b>		<b>Lower Key Stage 2 Power, Cause and Effect, Structures, Influence, Appreciation</b>		<b>Upper Key Stage 2 Power, Cause and Effect, Structures, Influence, Appreciation</b>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Celebrating difference Similarities and differences</b>	Recognise similarities and differences between people in the class and friends.	Understanding assumptions people make about boys and girls but recognise how they can be similar and different.	Everyone's family is different and important to them, however that differences and conflicts can occur within a family.	Recognise that sometimes we make assumptions based on what people look like but that we should accept people for who they are, recognising where these assumptions come from.	Understanding their own culture and recognising when culture may cause conflict. Recognising racism.	Recognise that there are different perceptions about what normal means and empathise with people who are different.  Explain ways in which difference can be a cause for conflict or celebration.
<b>Celebrating difference Bullying</b>	What bullying is, the associated feelings and who to talk to if upset or being bullied	Recognise that bullying can be because of difference and Know what is right and wrong and stand up to this	Understand what it means to witness bullying and how witnesses can make situation better or worse.	Recognise that bullying is sometimes hard to spot and that sometimes people are drawn into bullying.	Recognise types of bullying including direct and indirect and name calling and rumour spreading.	Know some of the ways a person or a group can have power over another, recognising bullying behaviours.
<b>Celebrating difference Difference</b>	Understanding that differences make us special and unique	Recognise that it is ok to be different from people but be friends with them and not judge.	Know that words (associated with difference) can be used in hurtful ways (gay, fat). Think of a time where their words have effected people feelings and the consequences of this	Explain what is special about them and to value the ways in which they are unique. Explain how an opinion of someone changed as they got to know them	To compare lives with those in the developing world, recognising that material wealth does not necessarily mean happiness.	Give examples of people with disabilities who live amazing lives.
<b>Key Vocabulary</b>	<i>Similarity, difference, bullying, deliberate, unfair, included, bullied, special, unique, celebration.</i>	<i>Assumptions, stereotype, purpose, lonely, diversity, value, judge</i>	<i>Loving, Caring, Safe, connected, Difference, Special, resolve, witness, bystander, consequences, hurtful, compliment, unique.</i>	<i>Character. Assumption, judgement, appearance, accept, influence, deliberate, bystander, witness, cyber bullying, characteristics, impression, judgement.</i>	<i>Culture, conflict, racism, discrimination, rumour, racist, homophobic, cyber bullying, indirect, continuum,</i>	<i>Norma, disability, visual impairment, empathy, perception, medication, transgender, courage, imbalance, harassment, indirect, argument, recipient, accolade, perseverance, admiration, stamina, conflict.</i>
<b>Assessment and indicators</b>	Explain some ways that I am different and similar to	Explain that sometimes people get bullied because	Describe different conflicts that might happen in family	Explain a time when my first impression of	Explain the differences between direct and indirect	Explain ways in which difference can be a source



	<p>others and why this makes us special.</p> <p>Explain what bullying is and how it might make someone feel.</p> <p>Explain why being unique and special is important and give examples.</p> <p>Explain why bullying might happen and offer strategies to support people.</p>	<p>they are seen to be different. This might include people who do not conform to gender stereotypes.</p> <p>Explain how it feels to have a friend and be a friend.</p> <p>Explain why it is OK to be different from my friends.</p> <p>Justify why gender stereotypes are not always fair.</p> <p>Explain why differences can make some people bully other people.</p> <p>Offer strategies that allow me to stand up for myself and my friends.</p>	<p>or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>Explain how being involved with a conflict makes me feel and can offer strategies to help the situation together or asking for help.</p> <p>Explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse.</p> <p>Explain the effect this had on relationships.</p> <p>Explain how the role of a witness in a conflict situation can be helpful/unhelpful depending on their actions.</p> <p>Suggest ways that I might act in these situations.</p> <p>Explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse.</p> <p>Explain the effect this had on relationships.</p> <p>Explain how the role of a witness in a conflict situation can be helpful/unhelpful depending on their actions.</p>	<p>someone changed as I got to know them.</p> <p>Explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>Explain why it is good to accept myself and others for who we are.</p> <p>Explain how first impressions can be misleading.</p> <p>Appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation.</p> <p>Explain how I form opinions about myself and other people and what might influence me about that.</p>	<p>types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>Explain why racism and other forms of discrimination are unkind.</p> <p>Express how I feel about discriminatory behaviour.</p> <p>Consider a range of bullying behaviours and explain the impact these may have on everyone involved.</p> <p>Explain the different roles that people have within each scenario and offer solutions to try to resolve the situation.</p> <p>Recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour.</p> <p>Suggest why some people are the victims of bullying/discrimination and why respect is an important value.</p>	<p>of conflict or a cause for celebration.</p> <p>Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> <p>Explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</p> <p>Express my own attitudes towards people who are different and empathise with their circumstances.</p>
<p><b>Year Group Connected Concepts</b></p>	<p align="center"><b>Key Stage 1</b> <b>Power, Cause and Effect, Structures, Influence, Appreciation</b></p>		<p align="center"><b>Lower Key Stage 2</b> <b>Power, Cause and Effect, Structures, Influence, Appreciation</b></p>		<p align="center"><b>Upper Key Stage 2</b> <b>Power, Cause and Effect, Structures, Influence, Appreciation</b></p>	
	<p align="center"><b>Year 1</b></p>	<p align="center"><b>Year 2</b></p>	<p align="center"><b>Year 3</b></p>	<p align="center"><b>Year 4</b></p>	<p align="center"><b>Year 5</b></p>	<p align="center"><b>Year 6</b></p>



<p><b>Dreams and goals</b></p> <p><b>Setting goals</b></p>	<p>Set simple goals and think about how to achieve them.</p>	<p>Chose a realistic goal and think about how to achieve it.</p>	<p>Identify a dream or ambition that is important and how they will feel when they have it.</p> <p>Think about a person who has faced difficulties and reached success.</p>	<p>Think about hopes and dreams and how it feels to have them.</p> <p>Understand that hopes and dreams don't always come true and that this can hurt.</p>	<p>Understand that they will need money to achieve some of their dreams</p>	<p>Know learning strengths and set challenging but realistic goals for myself knowing the importance of stretching themselves</p>
<p><b>Dreams and goals</b></p> <p><b>Working independently and with others</b></p>	<p>Work with a partner and celebrate achievement.</p>	<p>Recognise who they work well with and when they don't.</p> <p>Work as part of a group and think about the part they played.</p> <p>Think about how others help them learn.</p>	<p>Recognise that they are responsible for their own learning.</p> <p>To show motivation and enthusiasm when facing a new challenge and use strengths to tackle it.</p>	<p>Know how to work out steps to achieve a goal as part of a group</p>	<p>Understand that communicating with someone in a different culture means we can learn from and support each other.</p>	<p>Describe the ways the world can be made a better place and work with others to achieve this.</p>
<p><b>Dreams and goals</b></p> <p><b>Planning for the future</b></p>	<p>Tackle a new challenge and think about how this will stretch their learning and the obstacles they may face along the way.</p>		<p>Recognise obstacles which may hinder achievement and how to overcome them, while managing frustration.</p>	<p>Reflect on happy and positive experiences to counteract disappointment.</p> <p>Make a new plans and set goals even when disappointed</p>	<p>Identify a job they would like to do when they grow up (exploring a number of roles and salaries) understand what motivates them and what they need to do to achieve it.</p>	<p>Work out the learning steps needed to take to reach goal and understand how to motivate themselves to work on these.</p>
<p><b>Dreams and goals</b></p> <p><b>Success</b></p>	<p>Recognise the success of achieving a challenge</p>	<p>Know how to share success with other people.</p>	<p>Evaluate learning processes thinking about how it can be better next time.</p>	<p>Identify contributions made by themselves and others which have resulted in the group's achievement.</p>	<p>Encourage peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p>	<p>Know what some people in the class like or admire about them and accept their praise as well as giving praise or complements to celebrate others achievements.</p>
<p><b>Key Vocabulary</b></p>	<p><i>Proud, success, achievement, goal, treasure, learning, process, team work, learning, challenge, obstacle, achieve, stepping stone, goals, dreams.</i></p>	<p><i>Realistic, proud, optimistic, perseverance, achievement, problem solves.</i></p>	<p><i>Perseverance, challenges, success, obstacles, ambitions, aspirations, enterprise. Product, motivation, efficient, enthusiastic, frustration, self-review</i></p>	<p><i>Determination, perseverance, resilience, disappointment, cope, self-belief. Motivation, commitment, enterprise, review, evaluate, celebrate.</i></p>	<p><i>Achievement, career, profession, contribution, society, determination, perseverance, aspiration, sponsorship, rallying, appreciation.</i></p>	<p><i>Strengths, stretch, achievement, personal, money, global, issue, suffering, concern, hardship, sponsorship, contribution, compliment.</i></p>
<p><b>Assessment and indicators</b></p>	<p>Explain how I feel when I am successful and how this can be celebrated positively.</p> <p>Give examples of what has helped me succeed in my learning and how it made me feel.</p>	<p>Explain how I play my part in a group and the parts other people play to create an end product. I can explain how our skills complemented each other.</p> <p>Explain how it feels to be part of a group and can identify a range of feelings about group work.</p>	<p>Explain the different ways that help me learn and what I need to do to improve.</p> <p>Give examples of how I have been successful and how it made me feel.</p> <p>Explain my learning strengths and use this to</p>	<p>Plan and set new goals even after a disappointment.</p> <p>Explain what it means to be resilient and to have a positive attitude.</p> <p>Deal with disappointment by analysing what went wrong and I can use these experiences to make new</p>	<p>Give similarities and differences between my hopes and dreams with those of young people from different cultures.</p> <p>Explain how I feel about the differences young people from another culture have and explain how this makes me feel.</p>	<p>Explain different ways to work with others to help make the world a better place.</p> <p>Explain what motivate me to make the world a better place.</p> <p>Analyse and justify why my group chose an activity and how this contributes to</p>



	Give examples of positive things that have happened to me.	Analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.  Identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.	design clear steps to help me improve.  Show confidence when discussing my successes and difficulties with others.  Analyse these feelings and explain how they can assist me in the future.	plans to avoid similar obstacles.  Explain why being resilient /having a positive attitude contributes to having greater chance of success.	Explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.  Evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.	making the world a better place.  Explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.
<b>Year Group Connected Concepts</b>	<b>Key Stage 1 Power, Cause and Effect, Structures, Influence, Appreciation</b>		<b>Lower Key Stage 2 Power, Cause and Effect, Structures, Influence, Appreciation</b>		<b>Upper Key Stage 2 Power, Cause and Effect, Structures, Influence, Appreciation</b>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Healthy me</b> <b>Unhealthy me</b>	Know the difference between being healthy and unhealthy and know ways to keep themselves healthy.	Know what they need to keep body healthy	Explain how exercise effects the body and why heart and lungs are son important			Can take responsibility for my health and make choices that benefit my health and well-being
<b>Healthy me</b> <b>Hygiene, medicines and substances</b>	Know how to keep clean and that germs cause diseases/illnesses.  Know household products/medicines can be harmful.  Understand medicines can help if used safely.	Understand how medicines work in their body and how important it is to use them safely.	Explain knowledge and attitude towards drugs.	Understand the facts about smoking and drinking alcohol and their effects on health. As well as why people might start to do these.	Know the health risks of smoking/ tobacco and affects the lungs, liver and heart.  Know risks with misusing alcohol, anti-social behaviour, and how it affects the liver and heart	Know about different types of drugs and their uses and their effects on the body particularly the liver and heart
<b>Healthy me</b> <b>Keeping safe</b>	Know how to keep safe when crossing the road, and about people who can help me to stay safe.		Identify things, people and places that they need to keep safe from.  Know strategies for keeping safe, who to go to for help and how to contact the emergency services	<b>Recognise when people are putting pressure on them and how to resist.</b>  Have a clear picture of what is right and wrong.	Understand how the media, social media and celebrity culture promotes certain body types.  Describe the roles food can play in people's lives,(develop eating problems)	Understand that some people can be exploited and made to do things that are against the law.  Know why some people join gangs and the risks this involves
<b>Healthy me</b> <b>Lifestyle choices</b>		Sort foods into the correct food groups and know which foods a body needs every day  Decide which foods to eat to give body energy			Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
<b>Key Vocabulary</b>	<i>Healthy, unhealthy, balanced, exercise, sleep,</i>	<i>Lifestyles, motivation, relaxation, tense,</i>	<i>Calories, energy, saturated fats, drugs, attitude,</i>	<i>Friendships, emotions, relationships, value, roles,</i>	<i>Informed decision, peer pressure, emergency,</i>	<i>Responsibility, immunisation, prevention,</i>



	<i>clean, hygienic, safe, medicines, trust, safety, green cross code, keeping clean.</i>	<i>dangerous, portion. Proportion, fuel, nutritious.</i>	<i>strategy, advice, harmful, risk, feelings, complex, appreciate.</i>	<i>leader, follower, assertive, smoking, pressure, peers, guilt, alcohol, disease, anxiety, fear, believe, opinion</i>	<i>procedure, recovery position, altered, self-respect, comparison, eating disorder, debate.</i>	<i>drugs motivation, prescribed, unrestricted, restricted, illegal volatile, synthetic highs, exploited, illegal, gangs, reputation, crime, triggers, pressure.</i>
<b>Assessment and indicators</b>	<p>Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>Give examples where being healthy can help me feel happy.</p> <p>Suggest how my body might come to harm if I make unhealthy choices.</p> <p>Explain how healthy choices affect the way I feel about myself and help to make me happy.</p>	<p>Explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>Compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p> <p>Justify my choices about food and medicines and explain healthy and safe ways in which they are good for my body.</p> <p>Give evidence as to why my own and my friends' choices are healthy / less healthy.</p> <p>Evaluate how it feels to make healthy and less healthy choices.</p>	<p>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>Express how being anxious/ scared and unwell feels.</p> <p>Judge the levels of risk involved in different situations.</p> <p>Select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.</p> <p>Express and respond appropriately to feelings of anxiety or fear or when I feel unwell.</p>	<p>Recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>Identify feelings of anxiety and fear associated with peer pressure.</p> <p>Problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.</p> <p>Identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.</p>	<p>Explain different roles that food and substances can play in people's lives.</p> <p>Explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>Summarise different ways that I respect and value my body.</p> <p>Evaluate the different roles food and substances can play in people's lives.</p> <p>Justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse.</p>	<p>Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p> <p>Give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.</p> <p>Reflect on the links between mental/emotional health and alcohol and substances.</p> <p>Consider what my attitude to these may be when I am older.</p>
<b>Year Group Connected Concepts</b>	<b>Key Stage 1</b> <b>Power, Cause and Effect, Structures, Influence, Appreciation</b>		<b>Lower Key Stage 2</b> <b>Power, Cause and Effect, Structures, Influence, Appreciation</b>		<b>Upper Key Stage 2</b> <b>Power, Cause and Effect, Structures, Influence, Appreciation</b>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Relationships</b> <b>Special people</b>	Can identify the members of my family and understand that there are lots of different types of families	Can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	Can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.	<p><i>Know how to show love/appreciation to the people and animals who are special to me.</i></p> <p>Identify someone they love and can express why they are special to me</p> <p>Tell you about someone they know that they no longer see.</p>	Have an accurate picture of who they are as a person in terms of characteristics and personal qualities	<p>Know that it is important to (and how) to take care of my mental health.</p> <p>Understand that there are different stages of grief and that there are different types of loss that cause grief.</p>



<p><b>Relationships</b> <b>Physical contact</b></p>	<p>Know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p>	<p>Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p>				
<p><b>Relationships</b> <b>Friendship</b></p>	<p>Know who can help me in my school community.</p>	<p>Recognise and appreciate people who can help me in my family, my school and my community.  Express my appreciation for the people in my special relationships.</p>	<p>Can explain how some of the actions and work of people around the world help and influence my life.  Can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.</p>	<p>Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.  Recognise situations which can cause jealousy in relationships.</p>	<p>Explain how to stay safe when using technology to communicate with my friends.</p>	<p>Recognise when people are trying to gain power or control.</p>
<p><b>Relationships</b> <b>Keeping safe</b></p>		<p>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p>	<p>Know and can use some strategies for keeping myself safe online.</p>	<p>Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older and that here is no need to feel pressurised into having a boyfriend/ girlfriend.</p>	<p>Understand that belonging to an online community can have positive and negative consequences.  Understand there are rights and responsibilities in an online community or social network.</p>	<p>Judge whether something online is safe and helpful for me.  Use technology positively and safely to communicate with my friends and Family.</p>
<p><b>Key Vocabulary</b></p>	<p><i>Friendship, qualities, sharing, caring, kind, greeting, texture, help, helpful, community, confidence, praise, qualities, skills, self-belief, incredible, proud, appreciate.</i></p>	<p><i>Different, relationship important, cooperate, acceptable, not acceptable, point of view, worry secret, good secret, trust worthy, reliability, compliments, appreciate.</i></p>	<p><i>Men, Women, Male, Female, Unisex, responsibilities, differences, similarities, respect, stereotype, friendship, risky, primate messaging (pm), communications, interconnected, trade, inequality, deprivation, united nations.</i></p>	<p><i>Jealousy, problem solve, emotions, loss, strategy, shock, disbelief, denial, anger, resentment, numb, guilt, despair, hopelessness, relief, depression memorial, negotiate, compromise, trust, loyalty, betrayal, empathy, attraction</i></p>	<p><i>Characteristics, personal qualities, attributes, age limit, social network, risky, violence, appropriate, grooming, screen time, mental health, physical health, personal, vulnerable</i></p>	<p><i>Ashamed, stigma, stress, anxiety, support, self-harm, hopelessness, bereavement, acceptance, power, control, authority, pressure, risk, abuse.</i></p>
<p><b>Assessment and indicators</b></p>	<p>Explain why I have special relationships and how these relationships make me feel safe and good about myself.  Explain how my qualities help these relationships.  Examples of behaviour in other people that I appreciate and don't like.  Suggest different ways to show appreciation and recognise appreciation.</p>	<p>Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.  Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Explain how my life is influenced positively by people I know and also by people from other countries.  Explain why my choices might affect my family, friendships and people around the world who I don't know.  Explain some of the rights and responsibilities that I and others have in</p>	<p>Explain how people might feel when they miss a special person or animal.  Give ways that might help me manage my feelings when missing a special person or animal.  Give reasons why people may experience a range of feelings associated with personal loss.  Offer and evaluate solutions to help manage personal loss.</p>	<p>Compare different types of friendships and the feelings associated with them and also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.  Apply strategies to manage my feelings and the pressures I may face to use technology in ways</p>	<p>Give examples of the feelings people may be experience when faced with loss and also recognise when people are trying to gain power or control.  Explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.</p>





	Explain how other people's behaviour can affect me and make me feel safe or not.	Justify how and why some things might make me feel comfortable or uncomfortable in relationships.  Appraise how effective different problem-solving solutions might be when solving problems in my relationships.	my family, friendships and as global citizens.  Express a sense of the responsibility we have for each other because of these connections.		that may be risky or cause harm to myself or others.  Justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this.  Appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.	Analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.  Consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem.  Appraise the effectiveness of different strategies to help me manage my feelings.
<b>Year Group Connected Concepts</b>	<b>Key Stage 1 Power, Cause and Effect, Structures, Influence, Appreciation</b>		<b>Lower Key Stage 2 Power, Cause and Effect, Structures, Influence, Appreciation</b>		<b>Upper Key Stage 2 Power, Cause and Effect, Structures, Influence, Appreciation</b>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Changing me Life cycles</b>	Start to understand the life cycles of animals and humans	Recognise cycles of life in nature	Understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby.  Recognise what a baby needs to live and grow.  Understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow.	Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.	Show awareness of my own self-image.	Being aware of own self-image and how my body image fits.
<b>Changing me Changes</b>	Explain things about them that have changed and some things about them that have stayed the same  Tell you how their body has changed since they were a baby	Explain the natural process of growing from young to old and understand that this is not in my control  Recognise how my body has changed since I was a baby and where I am on	Start to recognise stereotypical ideas people have about parenting and family roles		Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.  Describe how boys' and girls' bodies change during puberty.	How girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally



		the continuum from young to old				
<b>Changing me</b> <b>Body</b>	Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, and anus.	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, and vulva) and appreciate that some parts of my body are private.		Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.		Understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby.  How a baby develops from conception through the nine months of pregnancy, and how it is born.
<b>Key Vocabulary</b>	<i>Changes, life cycle, baby, adulthood, mature, male, female, penis, vagina, vulva, anus, change, feelings, anxious, worried, excited.</i>	<i>Fully grown, respect, appearance, adult, teenager, responsibilities, Freedom, penis, vagina, vulva, testicles, testicles, public, private, acceptable, unacceptable, comfortable, uncomfortable.</i>	<i>Birth, changes, uterus, womb, nutrients, service, affection, change, puberty, control, sperm, ovaries, stereotypes, risks, excited, nervous, anxious.</i>	<i>Personal, unique, characteristics, penis, vagina, vulva, testicles, testicles, public, private, puberty, control.</i>	<i>Self-image, body image, perception, characteristics, affirmation, puberty, menstruation sanitary towel, tampon, ovary, vagina, vulva, oestrogen, womb.</i>	<i>Self-image, self-esteem, opportunities, freedoms, pregnancy, embryo, cervix, midwife, placenta, umbilical cord, placenta, attraction, relationship, sexting, transition, journey, worries.</i>
<b>Assessment and indicators</b>	<p>Explain some ways that I have changed since being a baby and know the main parts that make boys and girls different.</p> <p>Explain why some changes I might experiences will feel better than others.</p> <p>Use the correct terms to describe penis, testicles, anus, vagina, and vulva and explain why they are private. Explain when it is and is not appropriate to talk about this.</p> <p>Suggest things that might change for me in the future and what sort of feelings I might experience when these changes happen.</p>	<p>Use the correct terms to describe penis, testicles, anus, vagina, and vulva and explain why they are private.</p> <p>Explain why some types of touches feel OK and others don't.</p> <p>Explain what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p> <p>Explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour;</p> <p>Talk about the physical differences with respect and understand how to</p>	<p>Explain how animals and humans may change overtime and that it is usually the female who has the baby.</p> <p>Explain that sometimes people have stereotypical beliefs about family types and parenting.</p> <p>Recognise how I feel about changes as I grown up and suggest some ideas to cope with these feelings.</p> <p>Express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.</p>	<p>Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>Explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>Offer some suggestions about how I might manage my feelings when changes happen.</p> <p>Consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes.</p> <p>Explain why some changes I face are out of my control and evaluate how positive feelings management can help me.</p>	<p>Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>Express how I feel about the changes that will happen to me during puberty and accept these changes might happen at different times to my friends.</p> <p>Give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes.</p> <p>Consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.</p>	<p>Explain what is meant by body image and how this can positively or negatively impact mental health.</p> <p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>Understand that sometimes people need IVF to help them have a baby.</p> <p>Explain how a baby develops from conception through the nine months of pregnancy, and how it is born.</p>



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