



Progression of Skills: PSHCE and RSE



	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Living in the wider world – being me in my world	<ul style="list-style-type: none"> I feel special and safe in my class. I understand the rights and responsibilities as a member of my class. I know that I belong to my class. I know how to make my class a safe place for everybody to learn. I can recognise how it feels to be proud of an achievement. I can recognise the choices I make and understand the consequences. I can recognise the range of feelings when I face certain consequences. I understand my rights and responsibilities within our class and school rules. I understand my choices in following the class and school rules. I can tell you something positive that I like about being in my class. 	<ul style="list-style-type: none"> I can tell you some things that make my class a safe and fair place. I can say how I feel about my class and why I like it being safe and fair. I can identify some of my hopes and fears for this year. I recognise when I feel worried and know who to ask for help. I understand the rights and responsibilities for being a member of my class and school. I recognise when I feel worried and know who to ask for help. I understand the rights and responsibilities for being a member of my class. I can help to make my class a safe and fair place. I can listen to other people and contribute my own ideas about rewards 	<ul style="list-style-type: none"> I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it. I can give you some examples of how to work or play well with others. I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I value myself and know how to make someone else feel welcome and valued. I can face new challenges positively, make responsible choices and ask for help when I need it. I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions. I understand why rules are needed and 	<ul style="list-style-type: none"> I can tell you why my school is a community and some of the different roles people have in it. I can say how it feels to be part of a positive school community and to be listened to. I know my attitudes and actions make a difference to the class team. I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued. I understand who is in my school community, the roles they play and how I fit. I can take on a role in a group and contribute to the overall outcome. I understand how democracy works through the school council. 	<ul style="list-style-type: none"> I can give some examples of people in my country who have different lives to mine. I can tell you why being part of a community is positive and why it is important that the community is a fair one. I can face new challenges positively and know how to set personal goals. I know what I value most about my school and can identify my hopes for this school year. I understand my rights and responsibilities as a British citizen. I can empathise with people in this country whose lives are different to my own. I understand my rights and responsibilities as a British citizen and a member of my school. 	<ul style="list-style-type: none"> I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I feel welcome and valued and know how to make others feel the same. I know that there are universal rights for all children but for many children these rights are not met. I understand my own wants and needs and can compare these with children in different communities. I understand that my actions affect other people locally and globally. I understand my own wants and needs and can compare these with children in different communities. I can make choices about my own behaviour because I understand how



Progression of Skills: PSHCE and RSE



		<p>and consequences.</p> <ul style="list-style-type: none">• I understand how following the class and school rules will help me and others learn.• I can work cooperatively.• I am choosing to follow the class and school rules.	<p>how they relate to rights and responsibilities.</p> <ul style="list-style-type: none">• I know how to make others feel valued.• I understand that my actions affect myself and others and I care about other people's feelings.• I understand that my behaviour brings rewards or consequences.• I can make responsible choices and take action.• I can work cooperatively in a group.• I try to see things from other's points of view.• I am choosing to follow the class and school rules.	<ul style="list-style-type: none">• I can recognise my contribution to making class and school rules for the whole school.• I understand that my actions affect myself and others.• I care about other people's feelings and try to empathise with the.• I understand how rewards and consequences motivate people's behaviour.• I understand how groups come together to make decisions.• I understand how democracy and having a voice benefits the school community.• I understand why our school community benefits from class and school rules and can help others to follow them.	<ul style="list-style-type: none">• I can empathise with people in this country whose lives are different to my own.• I can make choices about my own behaviour because I understand how rewards and consequences feel.• I understand that my actions affect myself and others.• I understand how an individual's behaviour can impact on a group.• I can contribute to the group and understand how we can function best as a whole.• I understand how democracy and having a voice benefits the school community and know how to participate in this.• I understand why our school community benefits from class and school rules and can help others to follow them.	<p>rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <ul style="list-style-type: none">• I understand that my actions affect myself and others and what the consequences may be.• I care about other people's feelings and try to empathise with them.• I understand how an individual's behaviour can impact on a group and how to address this• I can contribute to the group and understand how we can function best as a whole and as individuals.• I understand how democracy and having a voice benefits the school community.• I understand why our school community benefits from class and school rules and how I can help others to follow
--	--	---	--	---	---	--



Progression of Skills: PSHCE and RSE



<p>Living in the wider world – celebrating difference</p>	<ul style="list-style-type: none"> I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends. I can tell you what bullying is. I understand how being bullied might feel. I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied. I know how to make new friends. I know how it feels to make a new friend. I can tell you some ways I am different from my friends. I understand these differences make us all special and unique. 	<ul style="list-style-type: none"> I am starting to understand that sometimes people make assumptions or stereotypes about boys and girls. I understand some ways in which boys and girls are similar and feel good about this. I understand some ways in which boys and girls are different and accept that this is ok. I understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels. I can be kind to children who are bullied. I recognise what is right and wrong. I know how to look after myself. I know when and how to stand up for myself and others. I know how to get help if I am being bullied. 	<ul style="list-style-type: none"> I understand that everybody's family is different and important to them. I appreciate my family and the people who care for me. I understand that differences and conflicts sometimes happen among family members. I know how to calm myself down. I know what it means to be a witness to bullying. I know some ways of helping to make someone who is bullied feel better. I know that witnesses can make the situation better or worse by what they do. I can problem-solve a bullying situation with others. I recognise that some words are used in hurtful ways. 	<ul style="list-style-type: none"> I can tell you about a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are. I understand that, sometimes, we make assumptions based on what people look like. I try to accept people for who they are. I understand what influences me to make assumptions based on how people look. I can question why I think what I do about other people. I know that sometimes bullying is hard to spot. I know what to do if I think it is going on but I'm not sure. 	<ul style="list-style-type: none"> I understand that cultural differences sometimes cause conflict. I am aware of my own culture. I understand what racism is. I am aware of my attitude towards people from different races. I understand how rumour-spreading and name-calling can be bullying behaviours. I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one. I can explain the difference between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. 	<p>them by modelling them myself.</p> <ul style="list-style-type: none"> I can explain ways in which differences can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. I understand there are different perceptions about what normal means. I can empathise with people who are living with disabilities. I understand how having a disability could affect someone's life. I am aware of my attitude towards people with disabilities. I can explain some of the ways in which one person or a group can have power over another. I know how it can feel to be excluded or treated badly by
--	--	---	--	---	---	---



Progression of Skills: PSHCE and RSE



		<ul style="list-style-type: none"> • I know some ways to make new friends. • I know how it feels to be a friend and have a friend. • I can tell you some ways I am different from my friends. • I understand these differences make us all special and unique. 	<ul style="list-style-type: none"> • I try hard not to use hurtful words. E.g. gay, fat. • I can tell you about a time when my words affected someone's feelings and what the consequences were. • I can give and receive compliments and know how this feels. 	<ul style="list-style-type: none"> • I know how it might feel to be a witness to and a target of bullying. • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. • I can problem-solve a bullying situation with others. • I can identify what is special about me and value the ways in which I am unique. • I like and respect the unique features of my physical appearance. 	<ul style="list-style-type: none"> • I can compare my life with people in the developing world. • I can appreciate the value of happiness regardless of material wealth. • I can enjoy the experience of a culture other than my own. • I respect my own and other people's cultures. 	<p>being different in some way.</p> <ul style="list-style-type: none"> • I know some of the reasons why people use bullying behaviours. • I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one. • I can give examples of people with disabilities who lead amazing lives. • I appreciate people for who they are.
<p>Living in the wider world – dreams and goals</p>	<ul style="list-style-type: none"> • I can identify my successes and achievements. • I can set a goal and work out how to achieve it. • I can tell you how I learn best. • I understand how to work well with a partner. • I can celebrate achievement with my partner. • I can tackle a new challenge and understand this 	<ul style="list-style-type: none"> • I can choose a realistic goal and think about how to achieve it. • I can identify my successes and achievements and know how this makes me feel. E.g. proud. • I can persevere even when I find tasks difficult. • I can tell you some of my strengths as a learner. • I can recognise who 	<ul style="list-style-type: none"> • I can tell you about a person who has faced difficult challenges and achieved success. • I respect and admire people who overcome obstacles and achieve their dreams and goals. E.g. through disability. • I can identify a dream or ambition that is important to me. • I can imagine how I will feel when I 	<ul style="list-style-type: none"> • I can plan and set new goals even after a disappointment. • I can explain what it means to be resilient and have a positive attitude. • I can tell you about some of my hopes and dreams. • I know how it feels to have hopes and dreams. • I understand that sometimes hopes and dreams do not come true and that 	<ul style="list-style-type: none"> • I understand that I will need money to help me achieve some of my dreams. • I can identify what I would like my life to be like when I am grown up. • I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. • I appreciate the contributions made by people in different jobs. 	<ul style="list-style-type: none"> • I can explain different ways to work with others to help make the world a better place. • I can explain what motivates me to make the world a better place. • I know my learning strengths. • I can set challenging but realistic goals for myself. E.g. one in-school goal and one out-of-school goal. • I understand why it is



Progression of Skills: PSHCE and RSE



	<p>might stretch my learning.</p> <ul style="list-style-type: none">• I can identify how I feel when I am faced with a new challenge.• I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.• I know how I feel when I see obstacles and how I feel when I overcome them.• I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.• I know how to store the feelings of success.	<p>it is easy for me to work with and who it is more difficult for me to work with.</p> <ul style="list-style-type: none">• I understand how working with other people can help me to learn.• I can work cooperatively in a group to create an end product.• I can work with other people to solve problems.• I can explain some of the ways I worked cooperatively in my group to create the end product.• I can express how it felt to be working as part of this group.• I know how to share success with other people.• I know how contributing to the success of a group feels.	<p>achieve my dream or ambition.</p> <ul style="list-style-type: none">• I enjoy facing new learning challenges and working out the best ways for me to achieve them.• I can break down a goal into a number of steps and know how others could help me to achieve it.• I am motivated and enthusiastic about achieving a new challenge.• I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.• I can recognise obstacles which might hinder my achievement and can take steps to overcome them.• I can manage the feelings of frustration that may arise when obstacles occur.• I can evaluate my own learning process and identify how it can be better next	<p>this can hurt.</p> <ul style="list-style-type: none">• I know how disappointment feels and can identify when I have felt that way.• I know that reflecting on positive and happy experiences can help me to counteract disappointment.• I know how to cope with disappointment and how to help others cope with theirs.• I know how to make a new plan and set new goals even if I have been disappointed.• I know what it means to be resilient and to have a positive attitude.• I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.• I can enjoy being part of a group challenge.• I can identify the contributions made by myself and others	<ul style="list-style-type: none">• I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.• I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.• I can describe the dreams and goals of young people in a culture different to mine.• I can reflect how dreams and goals of others in different cultures relate to my own.• I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.• I appreciate the similarities and differences in aspirations between	<p>important to stretch the boundaries of my current learning.</p> <ul style="list-style-type: none">• I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.• I can set success criteria so that I will know whether I have reached my goal.• I can identify problems in the world that concern me and talk to other people about them.• I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.• I can work with other people to help make the world a better place.• I can empathise with people who are suffering or who are living in difficult situations.• I can describe some ways in which I can work with other
--	--	--	--	---	--	---



Progression of Skills: PSHCE and RSE



			<p>time.</p> <ul style="list-style-type: none"> I am confident in sharing my success with others in an appropriate manner. 	<p>to the group's achievement.</p> <ul style="list-style-type: none"> I know how to share in the success of a group in an appropriate manner. 	<p>myself and young people in a different culture.</p> <ul style="list-style-type: none"> I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this. E.g. through sponsorship. I understand why I am motivated to make a positive contribution to supporting others. 	<p>people to help make the world a better place.</p> <ul style="list-style-type: none"> I can identify why I am motivated to make the world a better place. I know what some people in my class like or admire about me and can accept their praise. I can give praise and compliments to other people when I recognise their contributions and achievements.
<p>Health and wellbeing – healthy me</p>	<ul style="list-style-type: none"> I understand the difference between being healthy and unhealthy. I know some ways to keep myself healthy. I feel good about myself when I make healthy choices. I know how to make healthy lifestyle choices. I understand how germs cause disease and illness. I know that all household products including medicines can be harmful if not used properly. 	<ul style="list-style-type: none"> I can explain why foods and medicines are good for my body comparing my ideas with less healthy and unsafe choices. I can compare my own and my friends' choices. I can express how it feels to make healthy and safe choices. I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices. 	<ul style="list-style-type: none"> I understand how exercise affects my body. I know why my heart and lungs are important organs. I can set myself a fitness challenge. I understand how exercise affects my body. I can identify how I feel towards drugs. I can identify things, people and places that I need to keep safe from. I can tell you some strategies for 	<ul style="list-style-type: none"> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. I can recognise how different friendship groups are formed. I know how I fit into my different friendship groups and the friends I value the most. I recognise when other people's 	<ul style="list-style-type: none"> I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. 	<ul style="list-style-type: none"> I can explain when substances including alcohol are being used anti-socially or being misused. I can explain the impact that misuse can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. I know the impact of food on the body. E.g. creating energy,



Progression of Skills: PSHCE and RSE



<ul style="list-style-type: none">• I am special so I keep myself safe.• I understand that medicines can help me if I feel poorly and I know how to use them safely.• I know some ways to help myself when I feel poorly.• I know how to keep safe when crossing the road.• I know about people who can help me to stay safe.• I can recognise when I feel frightened and know who to ask for help.• I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.• I can recognise how being healthy helps me to feel happy.	<ul style="list-style-type: none">• I can show or tell you what relaxed means.• I know some things that make me feel relaxed and some that make me feel stressed.• I can tell you when a feeling is weak and when a feeling is strong.• I understand how medicines work in my body and how important it is to use them safely.• I feel positive about caring for my body and keeping it healthy.• I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.• I have a healthy relationship with food and know which foods I enjoy the most.• I can decide which foods to eat to give my body energy.• I know which foods are most nutritious for my body.	<p>keeping myself safe including who to go to for help.</p> <ul style="list-style-type: none">• I can express how being anxious or scared feels.• I understand that, like medicines, some household substances can be harmful if not used correctly.• I can take responsibility for keeping myself and others safe at home.• I understand how complex my body is and how important it is to take care of it.• I respect my body and appreciate what it does for me.	<p>actions make me feel embarrassed, hurt or inadequate.</p> <ul style="list-style-type: none">• I can help myself to manage these emotions.• I can recognise the changing dynamics between people in different groups.• I notice who takes on which role in groups. E.g. leader or follower.• I understand the roles I take on in different situations.• I am aware of how different people and groups impact on me.• I can recognise the people I most want to be friends with.• I understand the facts about smoking and its effects on health.• I understand some of the reasons some people start to smoke.• I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself	<ul style="list-style-type: none">• I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.• I know how to get help and remain calm in emergency situations.• I understand how the media and celebrity culture promotes certain body types.• I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.• I know what makes a healthy lifestyle including healthy eating and the choices.• I know that I need to be healthy and happy.• I am motivated to keep myself healthy and happy.• I am beginning to be familiar with how to administer basic emergency aid procedures,	<p>giving comfort and altering mood.</p> <ul style="list-style-type: none">• I am motivated to give my body the best combination of food for my physical and emotional health.• I know about different types of drugs and their uses.• I know about the effects of drugs on the body particularly the liver and heart.• I am motivated to find ways to be happy and cope with life's situations without using drugs.• I can evaluate when alcohol is being used responsibly, anti-socially or being misused.• I can tell you how I feel about using alcohol when I am older and my reasons for this.• I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen.• I understand what it means to be
--	--	---	--	---	--



Progression of Skills: PSHCE and RSE



		<ul style="list-style-type: none"> • I can make some healthy snacks and explain why they are good for my body. • I can express how it feels to share healthy food with my friends. 		<p>and others.</p> <ul style="list-style-type: none"> • I understand the facts about alcohol and its effects on health, particularly the liver. • I understand some of the reasons some people drink alcohol. • I can recognise when people are putting me under pressure and can explain ways to resist this when I want. • I can identify feelings of anxiety and fear associated with peer pressure. • I know myself well enough to have a clear picture of what I believe is right and wrong. • I can tap into my inner strength and know how to be assertive. 	<p>including the recovery position.</p>	<p>emotionally well and can explore people's attitudes towards mental health and illness.</p> <ul style="list-style-type: none"> • I know how to help myself feel emotionally healthy and can recognise when I need help with this. • I can recognise when I feel stressed and the triggers that cause this. • I understand how stress can cause alcohol misuse. • I can use different strategies to manage stress and pressure. • I know and can put into practice basic emergency aid procedures, including the recovery position.
<p>Health and wellbeing – changing me</p>	<ul style="list-style-type: none"> • I am starting to understand the life cycles of animals and humans. • I understand that changes happen as we grow and that this is OK. 	<ul style="list-style-type: none"> • I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. • I can explain why some types of touches feel OK and others don't. 	<ul style="list-style-type: none"> • I understand that, in animals and humans, lots of changes happen between conception and growing up. • I understand that usually it is the female who has the 	<ul style="list-style-type: none"> • I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. • I can explain some of the choices I might make in the future 	<ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that. • I know how to develop my own self esteem. • I can explain how a girl's body changes 	<ul style="list-style-type: none"> • I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth. • I can reflect on how



Progression of Skills: PSHCE and RSE



<ul style="list-style-type: none">• I can tell you some things about me that have changed and some things about me that have stayed the same.• I know that changes are OK and that sometimes they will happen whether I want them to or not.• I can tell you how my body has changed since I was a baby.• I understand that growing up is natural and that everybody grows at different rates.• I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.• I respect my body and understand which parts are private.• I understand that every time I learn something new I change a little bit.• I enjoy learning new	<ul style="list-style-type: none">• I can tell you what I like and don't like about being a boy or girl and getting older.• I recognise that other people might feel differently to me.• I can recognise cycles of life in nature.• I understand there are some changes that are outside my control and can recognise how I feel about this.• I can tell you about the natural process of growing from young to old and understand that this is not in my control.• I can identify people I respect who are older than me.• I can recognise how my body has changed since I was a baby and where.• I am on the continuum from young to old.• I feel proud about becoming more independent.• I can recognise the physical differences	<p>baby.</p> <ul style="list-style-type: none">• I can express how I feel when I see babies or baby animals.• I understand how babies grow and develop in the mother's uterus.• I understand what a baby needs to live and grow.• I can express how I might feel if I had a new baby in my family.• I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.• I can identify how boys' and girls' bodies change on the outside during this growing up process.• I recognise how I feel about these changes happening to me and know how to cope with those feelings.• I can identify how boys' and girls' bodies change on	<p>and some of the choices that I have no control over.</p> <ul style="list-style-type: none">• I can offer some suggestion about how I might manage my feelings when changes happen.• I 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.• I appreciate that I am a truly unique human being.• I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.• I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.• I can describe how a girl's body changes in order for her to be able to have babies	<p>during puberty.</p> <ul style="list-style-type: none">• I understand the importance of looking after yourself physically and emotionally.• I understand that puberty is a natural process that happens to everybody and that it will be ok for me.• I can express how I feel about the changes that will happen to me during puberty.• I understand that sexual intercourse can lead to conception and that is how babies are usually made.• I understand that sometimes people need IVF to help them have a baby.• I appreciate how amazing it is that human bodies can reproduce in these ways.• I can identify what I am looking forward to about becoming a teenager and understand this	<p>this experience might feel from the point of view of a parent and express my own thoughts and feelings about it.</p> <ul style="list-style-type: none">• I am aware of my own self-image and how my body image fits into that.• I know how to develop my own self esteem.• I can explain how girls' and boys' bodies change during puberty.• I understand the importance of looking after yourself physically and emotionally.• I can express how I feel about the changes that will happen to me during puberty.• I can ask the questions I need answered about changes during puberty.• I can reflect on how I feel about asking the questions and about the answers I receive.• I understand how
--	---	---	---	---	---



Progression of Skills: PSHCE and RSE



	<p>things.</p> <ul style="list-style-type: none">• I can tell you about changes that have happened in my life.• I know some ways to cope with changes.• I can identify what I am looking forward to when I am in Year 2.	<p>between boys and girls, use the correct names for parts of the body: penis, testicles, vagina.</p> <ul style="list-style-type: none">• I can identify what I am looking forward to when I am in Year 3.• I can start to think about changes I will make when I am in Year 3 and know how to go about this.	<p>the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <ul style="list-style-type: none">• I recognise how I feel about these changes happening to me and know how to cope with these feelings.• I can start to recognise stereotypical ideas I might have about parenting and family roles.• I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.• I can identify what I am looking forward to when I am in Year 4.• I can start to think about changes I will make when I am in Year 4 and know how to go about this.	<p>when she is an adult, and that menstruation, having periods, is a natural part of this.</p> <ul style="list-style-type: none">• I have strategies to help me cope with the physical and emotional changes I will experience during puberty.• I know how the circle of change works and can apply it to changes I want to make in my life.• I am confident enough to try to make changes when I think they will benefit me.• I can identify changes that have been and may continue to be outside of my control that I learnt to accept.• I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.• I can identify what I am looking forward	<p>brings growing responsibilities. E.g. age of consent.</p> <ul style="list-style-type: none">• I am confident that I can cope with the changes that growing up will bring.• I can identify what I am looking forward to when I am in Year 6.• I can start to think about changes I will make when I am in Year 6 and know how to go about this.	<p>being physically attracted to someone changes the nature of the relationship.</p> <ul style="list-style-type: none">• I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.• I can identify what I am looking forward to and what worries me about the transition to secondary school.• I know how to prepare myself emotionally for starting secondary school.
--	--	--	---	---	---	---



Progression of Skills: PSHCE and RSE



				<p>to when I am in Year 5.</p> <ul style="list-style-type: none"> I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this. 		
Relationships	<ul style="list-style-type: none"> I can identify the members of my family. I understand that there are lots of different types of families. I know how it feels to belong to a family. I care about the people who are important to me. I can identify what being a good friend means to me. I know how to make a new friend. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me. I know who can help me in my school 	<ul style="list-style-type: none"> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. I can identify the different members of my family. I understand my relationship with each member of my family. I know why it is important to share and cooperate. I accept that everyone's family is different and 	<ul style="list-style-type: none"> I can identify the roles and responsibilities of each member of my family. I can reflect on the expectations for males and females. I can describe how taking some responsibility in my family makes me feel. I can identify and put into practice some of the skills of friendship. E.g. taking turns, being a good listener. I know how to negotiate in conflict situations to try to find a win-win solution. I know and can use some strategies for keeping myself safe. I know who to ask for help if I am 	<ul style="list-style-type: none"> I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal. I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant. I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them. I can identify someone I love and can express why they are special to me. I know how most 	<ul style="list-style-type: none"> I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self-esteem. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise. I understand how it feels to be attracted to someone and what having a boyfriend or girlfriend might mean. I understand that 	<ul style="list-style-type: none"> I can identify when people may be experiencing feelings associated with loss. I can explain the feelings I might experience if I lose somebody special. I can use some strategies to manage feelings associated with loss and can help other people to do so. I know when I need to stand up for myself and my friends in real or online situations. I can identify the most significant people to be in my life so far. I understand how it feels to have people in my life that are special to me. I understand that there are different stages of grief and



Progression of Skills: PSHCE and RSE



	<p>community.</p> <ul style="list-style-type: none">• I know when I need help and know how to ask for it.• I can recognise my qualities as person and a friend.• I know ways to praise myself.• I can tell you why I appreciate someone who is special to me.• I can express how I feel about people who are special to me.	<p>understand that most people value their family.</p> <ul style="list-style-type: none">• I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.• I know which types of physical contact I like and don't like and can talk about this.• I can identify some of the things that cause conflict with my friends.• I can demonstrate how to effectively resolve conflicts with my friends.• I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.• I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.• I recognise and appreciate people who can help me in	<p>worried or concerned.</p> <ul style="list-style-type: none">• I can explain how some of the actions and work of people around the world help and influence my life.• I can show an awareness of how other people's actions could affect my choices.• I understand how my needs and rights are shared by children around the world.• I can identify how my life may be different to other children around the world.• I can empathise with children whose lives are different to mine.• I can appreciate what I may learn from children whose lives are different to mine.• I know how to express my appreciation to my friends and family.• I enjoy being part of a family and part of friendship groups.	<p>people feel when they lose someone or something they love.</p> <ul style="list-style-type: none">• I can tell you about someone I know that I no longer see.• I understand that we can remember people even if we no longer see them.• I can explain different points of view on an animal rights issue.• I can express my own opinion and feelings on this.• I understand how people feel when they love a special pet• I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet.• I know how to show love and appreciation to the people and animals who are special to me.• I can love and be	<p>relationships are personal and there is no need to feel pressurised into having a boyfriend or girlfriend.</p> <ul style="list-style-type: none">• I can recognise the feeling of jealousy, where it comes from and how to manage it.• I understand how to stay safe when using technology to communicate with my friends.• I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.• I can explain how to stay safe when using technology to communicate with my friends.• I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.	<p>that there are different types of loss that cause people to grieve.</p> <ul style="list-style-type: none">• I can recognise when people are trying to gain power or control.• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.• I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.• I can take responsibility for my own safety and well-being.• I can use technology positively and safely to communicate with my friends and family.• I can take responsibility for my own safety and well-being.
--	---	---	---	---	---	--



Progression of Skills: PSHCE and RSE



		<p>my family, my school and my community.</p> <ul style="list-style-type: none"> • I understand how it feels to trust someone. • I can express my appreciation for the people in my special relationship. • I am comfortable accepting appreciation from others. 		loved.		
Key vocabulary	<p>Celebrate, special, safe, responsibilities, medicines, unique, recognise, praise, physical contact, successes, achievement, proud, overcome, challenges, choice, praise, positive, bullied, penis, testicles, vagina.</p>	<p>Fair, safe, continuum, choices, realistic goals, young to old, strengths, worried, contribute, rewards, choosing, energy, cooperatively, assumptions, stereotypes, different, accept, anus, vulva.</p>	<p>Strategies, responsible choices, fitness, identity, valued, drugs, appropriate, rights and responsibilities, witness, compliments, disability, motivated, enthusiastic, friendship skills, conception, uterus, baby.</p>	<p>Class team, excluded, democracy, assumptions, unique, problem solving, resilient, peer pressure, appropriate manner, resist, embarrassed, hurt, inadequate, dynamics, leader, follower, impact, shame, alcohol, right, wrong, inner strength, egg, sperm, mensuration, period, puberty, distant, close, lost, animal rights.</p>	<p>Examples, fairness, hopes, British Citizenship, functioning, cultural difference, conflict, racism, humour, direct and indirect bullying, developing world, material wealth, physical appearance, jobs opportunities, future aspirations, abroad, health risks, lungs, liver, heart, misuse, anti-social behaviour, informed decision, media, celebrity culture, body image, sexual intercourse, IVF, consent, self-esteem, compromise, personal relationships, jealousy, technology.</p>	<p>Universal rights, locally, globally, modelling, perceptions, disabilities, boundaries, success criteria, mood altering, labour, birth, point of view, reflection, questioning, independence, transition, teenage, online situations, stages of grief.</p>