

PSHE 'Relationships' Subject Progression Document

Subject: PSHE

Topic: Relationships

Topic links: Being me, Celebrating Difference, Healthy Me, Changing Me

Year Group: YR

Skills
<ul style="list-style-type: none">· Can identify what jobs they do in their family and those carried out by parents/carers and siblings· Can suggest ways to make a friend or help someone who is lonely· Can use different ways to mend a friendship· Can recognise what being angry feels like· Can use Calm Me when angry or upset
Knowledge
<ul style="list-style-type: none">· Know what a family is· Know that different people in a family have different responsibilities (jobs)· Know some of the characteristics of healthy and safe friendship· Know that friends sometimes fall out· Know some ways to mend a friendship· Know that unkind words can never be taken back and they can hurt· Know how to use Jigsaw's Calm Me to help when feeling angry· Know some reasons why others get angry

Year Group: Y1

Skills Revisited
I can tell you why I like some people and who I might go to for help if I need it.
Knowledge Revisited
I can name some people who are special to me. I can tell you ways they help me stay safe and feel special.
Social and Emotional Skills
<p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can show skills of friendship</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p>
Knowledge
<p>Know that everyone's family is different</p> <p>Know that there are lots of different types of families</p> <p>Know that families are founded on belonging, love and care</p> <p>Know how to make a friend</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know that physical contact can be used as a greeting</p> <p>Know about the different people in the school community and how they help</p> <p>Know who to ask for help in the school community</p>

Year Group: Y2

Skills Revisited

I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.

Knowledge Revisited

I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.

Social and Emotional Skills

Can identify the different roles and responsibilities in their family

Can recognise the value that families can bring

Can recognise and talk about the types of physical contact that is acceptable or unacceptable

Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict

Can identify the negative feelings associated with keeping a worry secret

Can identify the feelings associated with trust

Can identify who they trust in their own relationships

Can give and receive compliments

Can say who they would go to for help if they were worried or scared

Knowledge

Know that everyone's family is different

Know that families function well when there is trust, respect, care, love and co-operation

Know that there are lots of forms of physical contact within a family

Know how to stay stop if someone is hurting them

Know some reasons why friends have conflicts

Know that friendships have ups and downs and sometimes change with time

Know how to use the Mending Friendships or Solve-it-together problem-solving methods

Know there are good secrets and worry secrets and why it is important to share worry secrets

Know what trust is

Year Group: Y3

Skills Revisited
I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.
Knowledge Revisited
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.
Social and Emotional Skills
Can identify the responsibilities they have within their family Can use Solve-it-together in a conflict scenario and find a win-win outcome Know how to access help if they are concerned about anything on social media or the internet Can empathise with people from other countries who may not have a fair job/ less fortunate Understand that they are connected to the global community in many different ways Can identify similarities in children's rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community
Knowledge
Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own

Year Group: Y4

Skills Revisited
I can explain why my choices might affect my family, friendships and people around the world who I don't know.
Knowledge Revisited
I can explain how my life is influenced positively by people I know and also by people from other countries.
Social and Emotional Skills
Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate
Knowledge
Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that memories can support us when we lose a special person or animal Know that change is a natural part of relationships/ friendship Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe

Year Group: Y5

Skills Revisited
I can give ways that might help me manage my feelings when missing a special person or animal.
Knowledge Revisited
I can recognise how people are feeling when they miss a special person or animal.
Social and Emotional Skills
Can suggest strategies for building self-esteem of themselves and others Can identify when an online community / social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/ social media Can say how to report unsafe online / social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks
Knowledge
Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends

Year Group: Y6

Skills Revisited
I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.
Knowledge Revisited
I can compare different types of friendships and the feelings associated with them. I can 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.
Social and Emotional Skills
Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being
Knowledge
Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to

Subject: PSHE

Topic: Healthy Me

Topic links: Being me, Celebrating Difference, Dreams and Goals, Relationships, Changing Me

Year Group: YR

Skills

- Recognise how exercise makes them feel
- Recognise how different foods can make them feel
- Can explain what they need to do to stay healthy
- Can give examples of healthy food
- Can explain how they might feel if they don't get enough sleep
- Can explain what to do if a stranger approaches them

Knowledge

- Know the names for some parts of their body
- Know what the word 'healthy' means
- Know some things that they need to do to keep healthy
- Know that they need to exercise to keep healthy
- Know how to help themselves go to sleep and that sleep is good for them
- Know when and how to wash their hands properly
- Know what to do if they get lost
- Know how to say No to strangers

Year Group: Y1

Skills Revisited

I know that my body is special and I need to take care of it

Knowledge Revisited

I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy.

Social and Emotional Skills

Feel good about themselves when they make healthy choices
Realise that they are special
Keep themselves safe
Recognise ways to look after themselves if they feel poorly
Recognise when they feel frightened and know how to ask for help
Recognise how being healthy helps them to feel happy

Knowledge

Know the difference between being healthy and unhealthy
Know some ways to keep healthy
Know how to make healthy lifestyle choices
Know how to keep themselves clean and healthy
Know that germs cause disease / illness
Know that all household products, including medicines, can be harmful if not used properly
Know that medicines can help them if they feel poorly
Know how to keep safe when crossing the road
Know about people who can keep them safe

Year Group: Y2

Skills Revisited

I can give examples of when being healthy can help me feel happy.

Knowledge Revisited

I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.

Social and Emotional Skills

Desire to make healthy lifestyle choices
Identify when a feeling is weak and when a feeling is strong
Feel positive about caring for their bodies and keeping it healthy
Have a healthy relationship with food
Express how it feels to share healthy food with their friends

Knowledge

Know what their body needs to stay healthy
Know what relaxed means
Know what makes them feel relaxed / stressed
Know how medicines work in their bodies
Know that it is important to use medicines safely
Know how to make some healthy snacks
Know why healthy snacks are good for their bodies
Know which foods give their bodies energy

Year Group: Y3

Skills Revisited
I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.
Knowledge Revisited
I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.
Social and Emotional Skills
<p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Respect their own bodies and appreciate what they do</p>
Knowledge
<p>Know how exercise affects their bodies</p> <p>Know why their hearts and lungs are such important organs</p> <p>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know when something feels safe or unsafe</p> <p>Know that their bodies are complex and need taking care of</p>

Year Group: Y4

Skills Revisited

I can express how being anxious/ scared and unwell feels.

Knowledge Revisited

I can 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.

Social and Emotional Skills

Can identify the feelings that they have about their friends and different friendship groups

Recognise how different people and groups they interact with impact on them

Identify which people they most want to be friends with

Recognise negative feelings in peer pressure situations

Can identify the feelings of anxiety and fear associated with peer pressure

Can tap into their inner strength and know-how to be assertive

Knowledge

Know how different friendship groups are formed and how they fit into them

Know which friends they value most

Know that there are leaders and followers in groups

Know that they can take on different roles according to the situation

Know the facts about smoking and its effects on health

Know some of the reasons some people start to smoke

Know the facts about alcohol and its effects on health, particularly the liver

Know some of the reasons some people drink alcohol

Know ways to resist when people are putting pressure on them

Know what they think is right and wrong

Year Group: Y5

Skills Revisited
I can identify feelings of anxiety and fear associated with peer pressure.
Knowledge Revisited
I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.
Social and Emotional Skills
<p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Accept and respect themselves for who they are</p> <p>Respect and value their own bodies</p> <p>Be motivated to keep themselves healthy and happy</p>
Knowledge
<p>Know the health risks of smoking</p> <p>Know how smoking tobacco affects the lungs, liver and heart</p> <p>Know some of the risks linked to misusing alcohol, including antisocial behaviour</p> <p>Know basic emergency procedures including the recovery position</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure</p> <p>Know what makes a healthy lifestyle</p>

Year Group: Y6

Skills Revisited

I can summarise different ways that I respect and value my body

Knowledge Revisited

I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.

Social and Emotional Skills

Are motivated to care for their own physical and emotional health

Are motivated to find ways to be happy and cope with life's situations without using drugs

Identify ways that someone who is being exploited could help themselves

Suggest strategies someone could use to avoid being pressured

Recognise that people have different attitudes towards mental health / illness

Can use different strategies to manage stress and pressure

Knowledge

Know how to take responsibility for their own health

Know how to make choices that benefit their own health and well-being

Know about different types of drugs and their uses

Know how these different types of drugs can affect people's bodies, especially their liver and heart

Know that some people can be exploited and made to do things that are against the law

Know why some people join gangs and the risk that this can involve

Know what it means to be emotionally well

Know that stress can be triggered by a range of things

Know that being stressed can cause drug and alcohol misuse

Subject: PSHE

Topic: Dreams and Goals

Topic links: Being me, Celebrating Difference, Healthy Me

Year Group: YR

Skills
Understand that challenges can be difficult Recognise some of the feelings linked to perseverance Talk about a time that they kept on trying and achieved a goal Be ambitious Resilience Recognise how kind words can encourage people Feel proud Celebrate success
Knowledge
Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal

Year Group: Y1

Skills Revisited
I can say why a challenge made me feel good about myself.
Knowledge Revisited

I can tell you about a challenge and what I did well.

Social and Emotional Skills

recognise things that they do well
explain how they learn best
celebrate an achievement with a friend
recognise their own feelings when faced with a challenge
recognise their own feelings when they are faced with an obstacle
recognise how they feel when they overcome an obstacle
store feelings of success so that they can be used in the future

Knowledge

know how to set simple goals
know how to achieve a goal
know how to work well with a partner
know that tackling a challenge can stretch their learning
know how to identify obstacles which make achieving their goals difficult and work out how to overcome them
Know when a goal has been achieved

Year Group: Y2

Skills Revisited

I can say why my internal treasure chest is an important place to store positive feelings

Knowledge Revisited

I can explain how I feel when I am successful and how this can be celebrated positively.

Social and Emotional Skills

be able to describe their own achievements and the feelings linked to this
recognise their own strengths as a learner
recognise how working with others can be helpful
be able to work effectively with a partner
be able to choose a partner with whom they work well
be able to work as part of a group
recognise how it feels to be part of a group that succeeds and store this feeling

Knowledge

know how to choose a realistic goal and think about how to achieve it
know that it is important to persevere
know how to recognise what working together well looks like
know what good group working looks like
know how to share success with other people

Year Group: Y3

Skills Revisited

I can explain how it felt to be part of a group and can identify a range of feelings about group work

Knowledge Revisited

I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.

Social and Emotional Skills

Recognise other people's achievements in overcoming difficulties
 imagine how it will feel when they achieve their dream / ambition
 can break down a goal into small steps
 recognise how other people can help them to achieve their goals
 can manage feelings of frustration linked to facing obstacles
 can share their success with others
 can store feelings of success (in their internal treasure chest) to be used at another time

Knowledge

know about specific people who have overcome difficult challenges to achieve success
 know what dreams and ambitions are important to them
 know how they can best overcome learning challenges
 know that they are responsible for their own learning
 know what their own strengths are as a learner
 know what an obstacle is and how they can hinder achievement
 know how to take steps to overcome obstacles
 Know how to evaluate their own learning progress and identify how it can be better next time

Year Group: Y4

Skills Revisited

I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.

Knowledge Revisited

I can explain the different ways that help me learn and what I need to do to improve.

Social and Emotional Skills

can talk about their hopes and dreams and the feelings associated with these
 can identify the feeling of disappointment
 can identify a time when they have felt disappointed
 are able to cope with disappointment
 help others to cope with disappointment
 can identify what resilience is
 have a positive attitude
 enjoy being part of a group challenge
 can share their success with others
 can store feelings of success (in their internal treasure chest) to be used at another time

Knowledge

Know what their own hopes and dreams are
 know that hopes and dreams don't always come true
 know that reflecting on positive and happy experiences can help them to counteract disappointment
 know how to make a new plan and set new goals even if they have been disappointed
 know how to work out the steps they need to take to achieve a goal
 know how to work as part of a successful group
 Know how to share in the success of a group

Year Group: Y5

Skills Revisited

I can explain what it means to be resilient and to have a positive attitude.

Knowledge Revisited

I can plan and set new goals even after a disappointment.

Social and Emotional Skills

verbalise what they would like their life to be like when they are grown up
 appreciate the contributions made by people in different jobs
 appreciate the opportunities learning and education can give them

reflect on the differences between their own learning goals and those of someone from a different culture
appreciate the differences between themselves and someone from a different culture
understand why they are motivated to make a positive contribution to supporting others

Knowledge

know that they will need money to help them to achieve some of their dreams
know about a range of jobs that are carried out by people I know
know that different jobs pay more money than others
know the types of job they might like to do when they are older
know that young people from different cultures may have different dreams and goals
know that communicating with someone from a different culture means that they can learn from them and vice versa
Know ways that they can support young people in their own culture and abroad

Year Group: Y6

Skills Revisited

I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.

Knowledge Revisited

I can compare my hopes and dreams with those of young people from different cultures.

Social and Emotional Skills

understand why it is important to stretch the boundaries of their current learning
set success criteria so that they know when they have achieved their goal
recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
empathise with people who are suffering or living in difficult situations
be able to give praise and compliments to other people when they recognise that person's achievements

Knowledge

Know their own learning strengths
know how to set realistic and challenging goals
know what the learning steps are they need to take to achieve their goal
know a variety of problems that the world is facing
know how to work with other people to make the world a better place
know some ways in which they could work with others to make the world a better place
Know what their classmates like and admire about them

Subject: PSHE

Topic: Changing Me

Topic links: Being me, Celebrating Difference, Healthy Me,

Year Group: YR

Skills

can identify how they have changed from a baby
can say what might change for them they get older
recognise that changing class can illicit happy and/or sad emotions
can say how they feel about changing class/ growing up
can identify positive memories from the past year in school/ home

Knowledge

know the names and functions of some parts of the body (see vocabulary list)
know that we grow from baby to adult
know who to talk to if they are feeling worried
know that sharing how they feel can help solve a worry
know that remembering happy times can help us move on

Year Group: Y1

Skills Revisited
I can tell you some things that will change for me and how I feel about this.
Knowledge Revisited
I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private.
Social and Emotional Skills
Understand and accepts that change is a natural part of getting older can identify some things that have changed and some things that have stayed the same since being a baby (including the body) can express why they enjoy learning can suggest ways to manage change e.g. moving to a new class
Knowledge
Know that animals including humans have a life cycle know that changes happen when we grow up know that people grow up at different rates and that is normal know the names of male and female private body parts know that there are correct names for private body parts and nicknames, and when to use them know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these know who to ask for help if they are worried or frightened Know that learning brings about change

Year Group: Y2

Skills Revisited
I can explain why some changes I might experience might feel better than others.
Knowledge Revisited
I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.
Social and Emotional Skills
can appreciate that changes will happen and that some can be controlled and others not be able to express how they feel about changes show appreciation for people who are older can recognise the independence and responsibilities they have now compared to being a baby or toddler can say what greater responsibilities and freedoms they may have in the future can say who they would go to for help if worried or scared can say what types of touch they find comfortable/ uncomfortable be able to confidently ask someone to stop if they are being hurt or frightened can say what they are looking forward to in the next year
Knowledge
know that life cycles exist in nature know that aging is a natural process including old-age know that some changes are out of an individual's control know how their bodies have changed from when they were a baby and that they will continue to change as they age know the physical differences between male and female bodies know the correct names for private body parts know that private body parts are special and that no one has the right to hurt these know who to ask for help if they are worried or frightened know there are different types of touch and that some are acceptable and some are unacceptable

Year Group: Y3

Skills Revisited

I can tell you 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. I can tell you 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. situations in my relationships.
I can tell you 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.

Knowledge Revisited

I can use the correct terms to describe body parts and explain why they are private. I can explain why some types of touches feel OK and others don't.

Social and Emotional Skills

an express how they feel about babies
an describe the emotions that a new baby can bring to a family
an identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry
an identify changes they are looking forward to in the next year
an suggest ways to help them manage feelings during changes they are more anxious about

Knowledge

know that in animals and humans lots of changes happen between conception and growing up
know that in nature it is usually the female that carries the baby
know that in humans a mother carries the baby in her uterus (womb) and this is where it develops
know that babies need love and care from their parents/carers
know some of the changes that happen between being a baby and a child

Skills Revisited
I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
Knowledge Revisited
I can explain how boys' and girls' bodies change on the outside during the growing up process.
Social and Emotional Skills
<p>can appreciate their own uniqueness and that of others</p> <p>can apply the circle of change model to themselves to have strategies for managing change</p> <p>have strategies for managing the emotions relating to change</p>
Knowledge
<p>know that personal characteristics are inherited from birth parents</p> <p>know the names of the different external body parts</p> <p>know that personal hygiene is important during puberty and as an adult</p> <p>know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>know that change can bring about a range of different emotions</p>

Year Group: Y5

Skills Revisited

I can explain some of the choices I might make in the future and some of the choices that I have no control over.
I can offer some suggestions about how I might manage my feelings when changes happen.

Knowledge Revisited

I can summarise the changes that happen to boys' and girls' bodies.

Social and Emotional Skills

can celebrate what they like about their own and others' self-image and body-image
can suggest ways to boost self-esteem of self and others
recognise that puberty is a natural process that happens to everybody and that it will be OK for them
can ask questions about puberty to seek clarification
can express how they feel about becoming a teenager
can say who they can talk to if concerned about puberty or becoming a teenager/adult

Knowledge

know what perception means and that perceptions can be right or wrong
know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
know that becoming a teenager involves various changes and also brings growing responsibility

Year Group: Y6

Skills Revisited

I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.

Knowledge Revisited
I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.
Social and Emotional Skills
<p>recognise ways they can develop their own self-esteem</p> <p>can express how they feel about the changes that will happen to them during puberty</p> <p>recognise how they feel when they reflect on the development</p> <p>understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</p> <p>can celebrate what they like about their own and others' self- image and body-image</p> <p>use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>
Knowledge
<p>know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</p>

Subject: PSHE

Topic: Celebrating difference

Topic links: Being me, Dreams and Goals, Relationships

Year Group: YR

Skills
<p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>be able to vocalise success for themselves and about others successes</p> <p>Identify some ways they can be different and the same as others</p> <p>recognise similarities and differences between their family and other families</p> <p>Identify and use skills to make a friend</p> <p>Identify and use skills to stand up for themselves</p> <p>recognise emotions when they or someone else is upset, frightened or angry</p>
Knowledge

now what being proud means and that people can be proud of different things
 know that people can be good at different things
 know what being unique means
 know that families can be different
 know that people have different homes and why they are important to them
 know different ways of making friends
 know different ways to stand up for myself
 know the names of some emotions such as happy, sad, frightened, angry
 know that they don't have to be 'the same as' to be a friend
 know why having friends is important
 know some qualities of a positive friendship

Year Group: Y1

Skills Revisited
I can tell you ways that I could be kind to other people in my class
Knowledge Revisited
I can talk about one thing that makes me different from my friends and one thing that we have in common.
Social and Emotional Skills
recognise ways in which they are the same as their friends and ways they are different identify what is bullying and what isn't understand how being bullied might feel know ways to help a person who is being bullied identify emotions associated with making a new friend verbalise some of the attributes that make them unique and special
Knowledge
know that people have differences and similarities know what bullying means know who to tell if they or someone else is being bullied or is feeling unhappy know skills to make friendships Know that people are unique and that it is OK to be different

Year Group: Y2

Skills Revisited
I can explain what bullying is and how being bullied might make somebody feel.
Knowledge Revisited
I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.
Social and Emotional Skills
Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Explain how being bullied can make someone feel Can choose to be kind to someone who is being bullied Know how to stand up for themselves when they need to Recognise that they shouldn't judge people because they are different Understand that everyone's
Knowledge
Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this

now that friends can be different and still be friends
now where to get help if being bullied
now the difference between a one-off incident and bullying

Year Group: Y3

Skills Revisited

I can explain how it feels to have a friend and be a friend.
I can also explain why it is OK to be different from my friends.

Knowledge Revisited

I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.

Social and Emotional Skills

be able to show appreciation for their families, parents and carers
use the 'Solve it together' technique to calm and resolve conflicts with friends and family
empathise with people who are bullied
employ skills to support someone who is bullied
be able to 'problem-solve' a bullying situation accessing appropriate support if necessary
be able to recognise, accept and give compliments
recognise feelings associated with receiving a compliment

Knowledge

now why families are important
now that everybody's family is different
now that sometimes family members don't get along and some reasons for this
now that conflict is a normal part of relationships
now what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do

Know that some words are used in hurtful ways and that this can have consequences

Year Group: Y4

Skills Revisited

I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.

Knowledge Revisited

I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.

Social and Emotional Skills

try to accept people for who they are
Identify influences that have made them think or feel positively/negatively about a situation
Identify feelings that a bystander might feel in a bullying situation
Identify reasons why a bystander might join in with bullying
Revisit the 'Solve it together' technique to practise conflict and bullying scenarios
Identify their own uniqueness
Be comfortable with the way they look
Identify when a first impression they had was right or wrong
Be non-judgemental about others who are different

Knowledge

Know that sometimes people make assumptions about a person because of the way they look or act
Know there are influences that can affect how we judge a person or situation
Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying

know what to do if they think bullying is, or might be taking place
 know the reasons why witnesses sometimes join in with bullying and don't tell anyone
 Know that first impressions can change

Year Group: Y5

Skills Revisited
I can explain why it is good to accept myself and others for who we are.
Knowledge Revisited
I can tell you 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.
Social and Emotional Skills
<p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p> <p>Appreciate the value of happiness regardless of material wealth</p> <p>Develop respect for cultures different from their own</p>
Knowledge
<p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know what racism is and why it is unacceptable</p> <p>Know that rumour spreading is a form of bullying on and offline</p> <p>Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know how their life is different from the lives of children in the developing world</p>

Year Group: Y6

Skills Revisited
I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.
Knowledge Revisited
I can explain the differences between direct and indirect 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.
Social and Emotional Skills
empathise with people who are different and be aware of my own feelings towards them identify feelings associated with being excluded be able to recognise when someone is exerting power negatively in a relationship use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict identify different feelings of the bully, bullied and bystanders in a bullying scenario be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens appreciate people for who they are show empathy
Knowledge
know that there are different perceptions of 'being normal' and where these might come from know that being different could affect someone's life know that power can play a part in a bullying or conflict situation know that people can hold power over others individually or in a group know why some people choose to bully others know that people with disabilities can lead amazing lives Know that difference can be a source of celebration as well as conflict

Subject: PSHE

Topic: Being Me

Topic links: Celebrating Difference, Dreams and Goals, Healthy Me

Year Group: YR

Skills
Identify feelings associated with belonging Identify feelings of happiness and sadness Skills to play cooperatively with others Be able to consider others' feelings Be responsible in the setting
Knowledge
Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly Know that being kind is good Know they have a right to learn and play, safely and happily

Year Group: Y1

Skills Revisited
Identify and consider feelings of self and others Play cooperatively with others Be responsible

Knowledge Revisited
<p>Understand differences in others to themselves Know how emotions are expressed Know their rights to learn and play, safely and happily</p>
Social and Emotional Skills
<p>Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences Understand that they have choices</p>
Knowledge
<p>Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom</p>

Year Group: Y2

Skills Revisited
<p>I can give different examples where I or others make my class happy and safe.</p>
Knowledge Revisited
<p>I can explain why my class is a happy and safe place to learn.</p>

Social and Emotional Skills
recognise own feelings and know when and where to get help know how to make their class a safe and fair place have good listening skills recognise the feeling of being worried be able to work cooperatively
Knowledge
identifying hopes and fears for the year ahead understand the rights and responsibilities of class members know that it is important to listen to other people understand that their own views are valuable know about rewards and consequences and that these stem from choices know that positive choices impact positively on self-learning and the learning of others

Year Group: Y3

Skills Revisited
I can compare my own and my friends' choices and can express why some choices are better than others.
Knowledge Revisited
I can explain why my behaviour can impact on other people in my class.
Social and Emotional Skills

recognise self-worth
 identify personal strengths
 be able to set a personal goal
 recognise feelings of happiness, sadness, worry and fear in themselves and others
 make other people feel valued
 develop compassion and empathy for others
 be able to work collaboratively

Knowledge

Understand that they are important
 know what a personal goal is
 understanding what a challenge is
 know why rules are needed and how these relate to choices and consequences
 know that actions can affect others' feelings
 know that others may hold different views
 know that the school has a shared set of values

Year Group: Y4

Skills Revisited

I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued

Knowledge Revisited

I can explain how my behaviour can affect how others feel and behave.

Social and Emotional Skills

identify the feelings associated with being included or excluded
 can make others feel valued and included
 be able to take on a role in a group discussion / task and contribute to the overall outcome

an make others feel cared for and welcomed
ecognise the feelings of being motivated or unmotivated
nderstand why the school community benefits from a Learning Charter
e able to help friends make positive choices
now how to regulate my emotions

Knowledge

now how individual attitudes and actions make a difference to a class
now about the different roles in the school community
now their place in the school community
now what democracy is (applied to pupil voice in school)
now that their own actions affect themselves and others
now how groups work together to reach a consensus
now that having a voice and democracy benefits the school community

Year Group: Y5

Skills Revisited

I can explain why being democratic is important and can help me and others feel valued.

Knowledge Revisited

I can explain why being listened to and listening to others is important in my school community.

Social and Emotional Skills

be able to identify what they value most about school
Identify hopes for the school year
Empathy for people whose lives are different from their own
Consider their own actions and the effect they have on themselves and others
be able to work as part of a group, listening and contributing effectively
Understand why the school community benefits from a Learning Charter
be able to help friends make positive choices
now how to regulate my emotions

Knowledge

know how to face new challenges positively
understand how to set personal goals
understand the rights and responsibilities associated with being a citizen in the wider community and their country
know how an individual's behaviour can affect a group and the consequences of this
understand how democracy and having a voice benefits the school community
understand how to

Year Group: Y6

Skills Revisited

I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.

Knowledge Revisited

I can 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.

Social and Emotional Skills

be able to make others feel welcomed and valued
know own wants and needs
be able to compare their life with the lives of those less fortunate
demonstrate empathy and understanding towards others
can demonstrate attributes of a positive role-model
can take positive action to help others
be able to contribute towards a group task
know what effective group work is
know how to regulate my emotions

Knowledge

know how to set goals for the year ahead

understand what fears and worries are

know about children's universal rights (United Nations Convention on the Rights of the Child)

know about the lives of children in other parts of the world

know that personal choices can affect others locally and globally

understand that their own choices result in different consequences and rewards

understand how democracy and having a voice benefits the school community

understand how to contribute towards the democratic process