

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships Education: Families and people who care for me / Caring friendships / Respectful relationships / Online relationships / Being safe						
Relationships and family	<p>PSHE: 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. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>PSHE: 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 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. 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 explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>PSHE: I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>PSHE: 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.</p>	<p>PSHE: 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. I can compare my hopes and dreams with those of young people from different cultures. 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. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>PSHE: I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain different ways to work with others to help make the world a better place. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. I can explain what motivates me to make the world a better place.</p>
Identity including protected characteristics	<p>PSHE: 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. I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>PSHE: 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.</p>	<p>PSHE: 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. I can tell you how being involved with a conflict</p>	<p>PSHE: 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.</p>	<p>PSHE: 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.</p>	<p>PSHE: I can explain ways in which difference 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.</p>

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		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.	makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	I can explain why it is good to accept myself and others for who we are.	I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	
Keeping myself safe	PSHE: I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	PSHE: I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	PSHE: I can explain how my behaviour can affect how others feel and behave. 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.	PSHE: I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	PSHE: 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. 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.	PSHE: I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.

Health Education:
Mental wellbeing / Internet safety and harms / Physical health and fitness / Healthy eating / Drugs, alcohol and tobacco / Health and prevention / Basic first aid / Changing adolescent body

Keeping myself healthy mentally	PSHE: I can explain how I feel when I am successful and how this can be celebrated positively. I can give examples of when being healthy can help me feel happy. I can say why my internal treasure chest is an important place to store positive feelings PE: I know exercise is important for a healthy lifestyle and mind.	PSHE: I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. PE: I know exercise is important for a healthy lifestyle and mind.	PSHE: I can explain the different ways that help me learn and what I need to do to improve. I can express how being anxious/scared and unwell feels. 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.	PSHE: I can plan and set new goals even after a disappointment. I can identify feelings of anxiety and fear associated with peer pressure. I can explain what it means to be resilient and to have a positive attitude. PE: I know how exercise can help support our mental wellbeing.	PSHE: I can summarise different ways that I respect and value my body. PE: I know how exercise can help support our mental wellbeing. I understand the importance of exercise and sport in social environments.	PSHE: I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. PE: I know how exercise can help support our mental wellbeing. I understand the importance of exercise and sport in social environments.
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			PE: I know how exercise can help support our mental wellbeing.			
Keeping myself safe online	E-Safety: I am starting to know what is appropriate and inappropriate behaviour on the internet. I know that I need to follow certain rules to remain safe when visiting places online. I can seek help from an adult when they see something that is unexpected or worrying.	PSHE: I understand that bullying can happen online. I know when it is not good to keep a secret. E-Safety: I can identify what things count as personal information. I know what is appropriate and inappropriate behaviour on the internet. I can seek help from an adult when they see something that is unexpected or worrying. I know I need to follow certain rules to remain safe when visiting places online and I know that if I am worried or unsure I must tell someone.	PSHE: I can identify things, people and places that I need to keep safe from. I know some strategies for keeping myself safe and who to go to for help. I can identify when something feels safe or unsafe. I know and can use some strategies for keeping myself safe online. I can take responsibility for keeping myself and others safe. I know who to ask for help if I am worried or concerned about anything online. E-Safety: I can reflect on my behaviour online. I know how to share information and I understand who can see it, and how to communicate safely and respectfully. I can identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying.	PSHE: I know that sometimes bullying is hard to spot and I know what to do if I think it is going on. I recognise when people are putting me under pressure. I have a clear picture of what is right and wrong. I know how it might feel to witness or be a target of bullying. E-Safety: I can reflect on my behaviour online. I can explain how information is shared and who can see it. I know how to communicate online safely and understand the repercussions of not being respectful online. I can identify appropriate / inappropriate behaviour on the internet. I know and can confidently explain to others what cyberbullying is and make judgements to keep myself and others safe online. I know how to recognise online behaviours that are unfair.	PSHE: I understand that belonging to an online community can have positive and negative consequences. I understand that there are rights and responsibilities in an online community or social network. I know there are rights and responsibilities when playing a game online. I can recognise when I am spending too much time on devices (screen time). I can explain how to stay safe when using technology to communicate with my friends. I can recognise when an online community feels safe or uncomfortable. I can recognise when an online community/game is helpful or unhelpful to me. I can identify things I can do to reduce screen time so my health isn't affected. I can recognise and resist pressure to use technology in ways that may be risky or may	PSHE: I know some of the reasons why people use bullying behaviours. I can judge whether something online is safe and helpful for me. I can tell you a range of strategies for managing my feelings in bullying situations. I can resist pressure to do something online that might hurt myself or others. E-Safety: I can use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/ fraudulent, policy, private/ personal. I know with confidence what to do to keep myself safe online and what the consequences will be if I don't.

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			<p>I can seek help from an adult when I see something that is unexpected or worrying. I can talk about what games I enjoy playing and what good choices are when playing games e.g. content and screen time.</p>	<p>I can seek help from an adult when they see something that is unexpected or worrying. I know how to identify dangers when presented with online scenarios, and in these situations I know I must tell an adult when something worries me online.</p>	<p>cause harm to myself or others.</p> <p>E-Safety: I can use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal. I know what to do to keep myself safe online and what the consequences will be if I don't.</p> <p>I know what agencies and adults I can speak to about online abuse I know what information I need to keep private and how to do so.</p>	<p>I know what agencies and adults I can speak to about online abuse I know what information I need to keep private and how to do so</p>
<p>Keeping myself physically healthy</p>	<p>PSHE: I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>PE: I know how my body changes during exercise (heart rate, heavy breath, hot, sweaty).</p>	<p>PSHE: I can explain why foods and medicines can be good for my body, comparing my ideas with less healthy/ unsafe choices.</p> <p>PE: I know how my body changes during exercise</p>	<p>PSHE: I can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>PE: I know how my body changes before, during and after exercise.</p>	<p>PSHE: I understand some facts about smoking and exercise. I recognise negative feelings in peer pressure situations and how to act assertively to resist pressure.</p> <p>PE:</p>	<p>PSHE: 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.</p>	<p>PSHE: I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>PE:</p>

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		<p>(heart rate, heavy breath, hot, sweaty).</p> <p>Science: I can describe the basic needs of animals, including humans (water, food and air). I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>I know exercise is important for a healthy body and lifestyle.</p> <p>Science: I know that animals, including humans, need the right types and amount of nutrition.</p>	<p>I know how my body changes before, during and after exercise. I know exercise is important for a healthy body and lifestyle.</p> <p>Science: I can identify the different types of teeth in humans and their simple functions. I understand what damages teeth and know how to take care of them.</p>	<p>PE: I know how my body changes before, during and after exercise. I know exercise is important for a healthy body and lifestyle.</p>	<p>I know how my body changes before, during and after exercise. I know exercise is important for a healthy body and lifestyle.</p> <p>Science: I recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions.</p>
Changes and puberty	<p>PSHE: 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 explain why some changes I might experience might feel better than others</p> <p>Science: I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>PSHE: I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about getting older, and recognise that other people might feel differently to me.</p> <p>Science: I know that animals, including humans, have offspring which grow into adults</p>	<p>PSHE: I understand that in animal and humans lots of changes happen as part of growing up.</p>	<p>PSHE: 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.</p>	<p>PSHE: I can explain how boys' and girls' bodies change on the outside 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. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty. I can express how I feel about the changes that</p>	<p>PSHE: I am aware of the importance of positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative 'body-talk'. I recognise how I feel when I reflect on becoming a teenager</p>

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					<p>will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p> <p>Science: I can describe the life process of reproduction in some plants and animals. I can describe the changes as humans develop to old age.</p>	