



Upton Noble – PSHEC and RSE Knowledge and Skills Progression

	EYFS	KS1	LKS2	UKS2
Families and people who care for us	<p>-Know that I am part of a family and can talk about who is in my family.</p> <p>-Know that I am part of a community =The Tree House.</p> <p>-I know there are people who helps us. Eg Police, doctors, teachers</p>	<p style="text-align: center;">YEAR 1</p> <p>-Beginning to know that families are important for children growing up because they can give love, security and stability.</p> <p>-Beginning to know what the characteristics of healthy family life are: a commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</p> <p>-Beginning to know how to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p style="text-align: center;">YEAR 3</p> <p>-Know that others’ families, either in school or in the wider world, sometimes look different from my family, but I should respect those differences and know that other children’s families are also characterised by love and care.</p>	<p style="text-align: center;">YEAR 5</p> <p>-Know that families are important for children growing up because they can give love, security and stability.</p> <p>-Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</p> <p>-Know that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</p>
	<p>-See myself as an valuable individual that is part of a loving family and am beginning to realise that this can look different.</p> <p>-I know who to ask for help. Eg; teachers, family, Police, Dentist.</p>	<p style="text-align: center;">YEAR 2</p> <p>-Know that families are important for children growing up because they can give love, security and stability.</p> <p>-Know what the characteristics of healthy family life are: a commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</p> <p>-Know how to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p style="text-align: center;">YEAR 4</p> <p>-Know families are important for children growing up because they can give love, security and stability.</p> <p>-Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> <p>-Know that others’ families, either in school or in the wider world, sometimes look different from my family, but that I should respect those differences and know that other children’s families are also characterised by love and care</p> <p>-Know that stable, caring relationships, which may be of different types, are at the heart of happy</p>	<p style="text-align: center;">YEAR 6 N/A</p>

			<p>families, and are important for children's security as they grow up.</p> <p>-Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	
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Caring Friendships	<p>EYFS</p> <ul style="list-style-type: none"> - Can play in a group, sometimes initiating play and demonstrate friendly behaviour to all those around me. -Can work and play co-operatively and take turns with others, having formed positive attachments to adults and peers. 	<p>YEAR 1</p> <ul style="list-style-type: none"> -Beginning to know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties -Beginning to build my knowledge in knowing how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p>YEAR 3</p> <ul style="list-style-type: none"> -Know how important friendships are in making us feel happy and secure, and how people choose and make friends. -Beginning to develop my knowledge of the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. -Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. -Know how to recognise who to trust and who not to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. -Can use and show my polite manners. -Know the importance of self-respect and how this links to my happiness. -Know that in school and in wider society I can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<p>YEAR 5</p> <ul style="list-style-type: none"> -Know how important how friendships are in making us feel happy and secure, and how people choose and make friends. -Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. -Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
		<p>YEAR 2</p> <ul style="list-style-type: none"> -Know how important friendships are in making us feel happy and secure, and how people choose and make friends. -Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing 	<p>YEAR 4</p> <ul style="list-style-type: none"> -Know how important how friendships are in making us feel happy and secure, and how people choose and make friends. -Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 	<p>YEAR 6</p> <ul style="list-style-type: none"> -Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. -Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

		<p>interests and experiences and support with problems and difficulties</p> <p>-Beginning to know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Can build my knowledge in knowing how to recognise who to trust and who not to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	<p>-Know how to recognise who to trust and who not to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	
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Respectful Friendships	<p>EYFS</p> <ul style="list-style-type: none"> - Have a wide variety of friends and sometimes talk about how and why we are different. - Form positive attachments to adults and peers, recognising and respecting similarities and differences. 	<p>YEAR 1</p> <ul style="list-style-type: none"> - Beginning to know the importance of respecting others, even when they are very different from me (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs - Beginning to know it is important to have good manners and what these look like. - Beginning to know that in school and in the wider society I can expect to be treated with respect by others, and that in turn I should show due respect to others, including those in positions of authority. 	<p>YEAR 3</p> <p>N/A</p>	<p>YEAR 5</p> <ul style="list-style-type: none"> - Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - Know practical steps that I can take in a range of different contexts to improve or support respectful relationships. - Can understand and use the conventions of courtesy and manners. - Know the importance of self-respect and how this links to my own happiness. - Know that in school and in wider society I can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
		<p>YEAR 2</p> <ul style="list-style-type: none"> - Know what kind and unkind behaviour is and that I should show kindness and good manners. - Know the importance of self-respect and how this links to their own happiness. - Know that in school and in the wider society I can expect to be treated with respect by others, and that in turn I should show due respect to others, including those in positions of authority - Beginning to know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<p>YEAR 4</p> <ul style="list-style-type: none"> - Know practical steps that I can take in a range of different contexts to improve or support respectful relationships. - Can understand and use the conventions of courtesy and manners. 	<p>YEAR 6</p> <ul style="list-style-type: none"> - Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or belief - Know the importance of self-respect and how this links to their own happiness. - Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. - Know how to compare the features of a healthy and unhealthy friendship.

Safe Relationships	EYFS	YEAR 1	YEAR 3	YEAR 5
	<p>-Feel safe and secure in the setting and can alert or speak to their key workers sharing any concern.</p> <p>-Have a developing understanding of the word privacy when getting dressed and undressed and when going to the toilet.</p> <p>-Can share a worry with a trusted grown up.</p>	<p>-Can recognise that somethings are private and the importance of respecting privacy and the importance of respecting privacy; that parts of my body covered by underwear are private.</p> <p>-Know how to respond if physical contact makes me feel uncomfortable or unsafe.</p> <p>-Know there are situations when should ask for permission and when my permission should be sought.</p>	<p>-Know what is appropriate to share with friends, classmates, family and wider social groups including online.</p> <p>-Know about basic strategies to help keep me safe online. For example, passwords, suing trusted sites and adult supervision.</p> <p>-Know that bullying and hurtful behaviour is unacceptable in any situation.</p> <p>-Know about the effects and consequences of bullying for the people involved.</p> <p>-Know about bullying online, and the similarities and differences to face-to face –bullying.</p> <p>-Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>-Know where to get advice e.g. family, school and/or other sources if I experience bullying or hurtful behaviour.</p>	<p>-Can identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.</p> <p>-Know how to ask for, give and not give permission for physical contact.</p> <p>-Know how it feels in a person’s mind and body when they are uncomfortable.</p> <p>-Know that it is never someone’s fault if they have experienced unacceptable contact.</p> <p>-Know how to respond to unwanted or unacceptable physical contact.</p> <p>-Know that no one should ask me to keep a secret that makes me feel uncomfortable or try to persuade others to keep a secret that they are worried about.</p> <p>-Know who to tell if I am concerned about unwanted physical contact.</p>
		YEAR 2	YEAR 4	YEAR 6
		<p>-Know what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until I am heard.</p> <p>-Know where to get advice from or who to ask. For example, school, family.</p> <p>-Know what bullying is and the different types of bullying.</p> <p>-Know how someone may feel if they are being bullied.</p> <p>-Know how to resist pressure to do something that feels uncomfortable or unsafe.</p>		

Keeping Safe	<p>EYFS</p> <p>-Can remember the rules and expectations when exploring the indoor and outdoor classroom.</p> <p>-I can explain reasons for rules, know right from wrong and try to manage myself to behave appropriately.</p> <p>-Know what to do if something goes wrong.</p>	<p>YEAR 1</p> <p>-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>-Beginning to know each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>-Beginning to know how to respond safely and appropriately to adults I may encounter (in all contexts, including online) which I do not know.</p> <p>-Beginning to know how to recognise and report feelings of being unsafe or feeling bad about any adult. -I know how to make a clear and efficient call to emergency services if necessary.</p>	<p>YEAR 3</p>	<p>YEAR 5</p> <p>-Know how to predict, assess and manage risk in different situations.</p> <p>-Know what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>-Know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p> <p>-Know that female genital mutilation (FGM) IS AGAINST British Law, what to do and whom to tell if I think I am or someone else I know is at risk.</p>
		<p>YEAR 2</p> <p>-Know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>-Know how to respond safely to adults I don't know</p> <p>-Know to recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>-Know about how to keep safe at home (including round electrical appliances) and fire safety.</p> <p>-Know that household products can be harmful if not used correctly (including medicines)</p>	<p>YEAR 4</p> <p>-Can recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable.</p> <p>-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>YEAR 6</p> <p>-Know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.</p> <p>-Know how to get advice and report concerns about personal safety including online.</p> <p>I know what consent means and how to seek and give/not give permission in different situations.</p> <p>-Know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>-Know how to ask for advice or help for myself or others, and to keep trying until I am heard.</p> <p>-Know about the risks and effects of legal drugs common to everyday life and their impact on health, I can recognise that drug use can become a habit which can be difficult to break.</p>

		<ul style="list-style-type: none"> -Know way to keep safe in familiar and unfamiliar environments; Beach, swimming pool, shopping centres, park, on the street) -Know about people whose job is to help keep us safe. -Know about what to do is there is an accident and someone is hurt. -Know how to get help in an emergency (how to dial 999 and what to say) 	<ul style="list-style-type: none"> -Know how to recognise and report feelings of being unsafe or feeling bad about any adult. -Know how to ask for advice or help for myself or others, and to keep trying until I am heard. -Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. -Know how medicines, when used responsibly contribute to health and that some diseases can be prevented by vaccinations and immunisations and how allergies can be managed. -Know how to predict, assess and manage risk in different situations. -Know about the importance of taking medicines correctly and using household products safely. -Know about the risks and effects of legal drugs common to everyday life. For example: e-cigarettes, vaping, alcohol and medicines and their impact on health. 	<p>Can recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <ul style="list-style-type: none"> -Know why people choose to use or not use drugs (including nicotine, alcohol and medicines) -Know about the mixed messages in the media about drugs including alcohol and smoking/vaping. -Know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use.
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Online Relationships	EYFS	YEAR 1	YEAR 3	YEAR 5
	<p>-Know that I need to ask for help if the screen changes.</p> <p>-Know when there are pop ups or the screen changes that I need to ask for help.</p> <p>-Know how to keep safe and use Smartie the Penguin resources.</p>	<p>-Know who to tell if I see something which I am unsure of online</p>	YEAR 4	YEAR 6 N/A
		YEAR 2	YEAR 3	YEAR 5
		<p>-Know that not all information seen online is true.</p> <p>-Know about how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>-Know that sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>-Know the basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p>	<p>-Know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>-Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>- Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<p>-Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>-Know how information and data is shared and used online.</p>

Mental Wellbeing	<p>EYFS</p> <p>-Beginning to talk about and manage my own feelings and can explore emotions through play and stories.</p> <p>-Beginning to recognise and talk about my own feeling with developing sensitivity to the needs of others.</p> <p>-Beginning to experience a range of strategies to regulate my feelings. Eg Yoga</p>	<p>YEAR 1</p> <p>-Beginning to know how to recognise and talk about my emotions, including having a very basic vocabulary of words to use when talking about my own and others’ feelings.</p> <p>-Beginning to know how to judge whether what I am feeling and how I am are behaving is appropriate and proportionate.</p> <p>-Beginning to know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>-Beginning to know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>YEAR 3</p> <p>Developing my knowledge in knowing that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>-Can recognise and talk about my emotions, including having a developing range of vocabulary of words to use when talking about my own and others’ feelings.</p> <p>-Developing how to judge whether what I am feeling and how I am behaving is appropriate and proportionate.</p> <p>-Developing the knowledge of knowing the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>-Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>YEAR 5</p> <p>-Know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>-Know how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others’ feelings.</p> <p>-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>-Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>-Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>
		<p>YEAR 2</p> <p>-Confidently know about different feelings that humans can experience.</p> <p>-Know that there is a scale of emotions that all humans experience in relation to different experiences and situations. I confidently know about ways of sharing feelings; a range of words to describe feelings</p> <p>-Can recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>-Know how to judge whether what I am feeling and how I am behaving is appropriate and proportionate.</p> <p>-Can develop my knowledge in knowing the benefits of physical exercise, time</p>	<p>YEAR 4</p> <p>-Know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>-Know how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others’ feelings.</p> <p>-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>-Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p>YEAR 6</p> <p>-Know how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others’ feelings.</p> <p>-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>-Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>-Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>

		<p>outdoors can have on my mental wellbeing and happiness.</p> <p>-Developing my knowledge about simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>-Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Know isolation and loneliness can affect me and others, and that it is very important for us to discuss our feelings with an adult and seek support.</p> <p>I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>I know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p>	<p>-Know isolation and loneliness can affect me and others, and that it is very important for us to discuss our feelings with an adult and seek support.</p>
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Physical Health and Fitness		<p style="text-align: center;">YEAR 1</p> <ul style="list-style-type: none"> -Beginning to know about foods that support good health. -Beginning to know about the effects of eating too much sugar, fats. -Beginning to think what would make a good healthy diet. -Know why sleep is important and different ways to rest and relax. -Know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. -Know how to keep safe in the sun and protect skin from sun damage. -Know simple hygiene routines that can stop germs from spreading. 	<p style="text-align: center;">YEAR 3</p> <ul style="list-style-type: none"> -Developing my knowledge in knowing the characteristics and mental and physical benefits of an active lifestyle. -Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise -Know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. -Beginning to know the principles of planning and preparing a range of healthy meals. -Beginning to know some facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. 	<p style="text-align: center;">YEAR 5</p> <ul style="list-style-type: none"> -Know the characteristics and mental and physical benefits of an active lifestyle. -Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
		<p style="text-align: center;">YEAR 2</p> <ul style="list-style-type: none"> -Confidently know what makes a healthy diet. -Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay). 	<p style="text-align: center;">YEAR 4</p> <ul style="list-style-type: none"> -Know the characteristics and mental and physical benefits of an active lifestyle. -Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. -Know the risks associated with an inactive lifestyle (including obesity). -Know how and when to seek support including which adults to speak to in school if they are worried about their health. -Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	<p style="text-align: center;">YEAR 6</p> <ul style="list-style-type: none"> -Know the characteristics and mental and physical benefits of an active lifestyle. -Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. -Know what constitutes a healthy diet (including understanding calories and other nutritional content). -Know the principles of planning and preparing a range of healthy meals -Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

			<ul style="list-style-type: none">-Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.-Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	<ul style="list-style-type: none">-Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
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Internet Safety and harms		<p style="text-align: center;">YEAR 1</p> <ul style="list-style-type: none"> -I know how feelings can affect peoples' bodies and how they behave. -I know how to recognise what others might be feeling. -I can recognise that not everyone feels the same at the same time, or feels the same about the same thing. -I can recognise what makes me special -I can recognise the ways in which I am unique. -I can identify the things I am good at. -I know how to manage when I am finding things difficult. 	<p style="text-align: center;">YEAR 3</p>	<p style="text-align: center;">YEAR 5</p> <ul style="list-style-type: none"> -Know that for most people the internet is an integral part of life and has many benefits. -Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. -Know how to consider the effect of my online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. -Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. -Know where and how to report concerns and get support with issues online
		<p style="text-align: center;">YEAR 2</p> <ul style="list-style-type: none"> -Know the benefits of a healthy and active lifestyle. -Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. -Beginning to know the risks associated with an inactive lifestyle. 	<p style="text-align: center;">YEAR 4</p> <ul style="list-style-type: none"> -Know how to consider the effect of my online actions on others and -Know how to recognise and display respectful behaviour online and the importance of keeping personal information private. -Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. I know where and how to report concerns and get support with issues online. 	<p style="text-align: center;">YEAR 6</p>

Growing and Changing		<p style="text-align: center;">YEAR 1</p> <ul style="list-style-type: none"> -Know how feelings can affect peoples' bodies and how they behave. -Know how to recognise what others might be feeling. -Can recognise that not everyone feels the same at the same time, or feels the same about the same thing. -Can recognise what makes me special -Can recognise the ways in which I am unique. -Can identify the things I am good at. -Know how to manage when I am finding things difficult. 	<p style="text-align: center;">YEAR 3</p> <ul style="list-style-type: none"> -Can recognise my individuality and my personal qualities. -Can identify my personal strengths and interests. -Know how to manage setbacks or perceived failures, including how to re-frame unhelpful thinking. 	<p style="text-align: center;">YEAR 5</p> <ul style="list-style-type: none"> -Know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. -Know that for some people their gender identity does not correspond with their biological sex. -Know how to recognise, respect and express my individuality and personal qualities. - Can identify the external genitalia and internal reproductive organs in male and females and how they the process of puberty relates to human reproduction. -Know about the physical and emotional changes during puberty. -Know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams during puberty. - Know about strategies to manage the changes during puberty including menstruation.
		<p style="text-align: center;">YEAR 2</p> <ul style="list-style-type: none"> -Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. -Know about the human life cycle and how people grow from young to old. -Know how our needs and bodies change as we grow up. -Can identify and name the main parts of the body including external genitalia (penis, testicles, vulva, vagina) -Know about change as people grow up, including new opportunities and responsibilities. 	<p style="text-align: center;">YEAR 4</p> <ul style="list-style-type: none"> - Can identify and name the main parts of the body including external genitalia (penis, testicles, vulva, vagina) -Know the importance of personal hygiene routines during puberty including washing regularly and using deodorant. -Know how to discuss the challenges of puberty with a trusted adult. -Know how to get information, help and advice about puberty. 	<p style="text-align: center;">YEAR 6</p> <ul style="list-style-type: none"> I can recognise some of the changes as I grow up. For example: Increasing independence. I know about what becoming more independent might be like, including how it may feel. I know about the transition to secondary school and how this may affect my feelings. I know about how relationships may change as I grow up or move to secondary school. I know practical strategies that can help me to manage times of change and transition. For example, practising the bus route to secondary school. I can identify the links between love, committed relationships and conception. I know what sexual intercourse is and how it can be one part of an intimate relationship between consenting adults.

		<p>-Preparing to move to a new class and setting goals for next year.</p>		<p>I know how pregnancy occurs i.e when a sperm meets an egg and the fertilised egg settles into the lining of the womb. I know that pregnancy can be prevented with contraception. I know about the responsibilities of being a parent or carer and how having a baby changes someone's life.</p>
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