

**Banister Primary School**  
**PSHE Progression**  
**EYFS, Key Stage 1 & 2**

	<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Respectful relationships</b>	<p>I can notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion etc.</p> <p><i>Children should be supported when asking questions and they should be answered by an adult. Children should be supported to develop positive attitudes to diversity and inclusion and that they are all valued and important.</i></p>	<p>I know what is meant by respect for myself and others.</p> <p><i>Children should be using the vocabulary: help, thank you, please and listen to refer to respect.</i></p>	<p>I can explain what to do and whom to tell if I see or experience hurtful behaviour, including online.</p> <p>I can identify what bullying is and different types of bullying.</p> <p>I can explain how someone may feel if they are being bullied.</p> <p>I know how to ask for help if they feel unsafe or worried and what vocabulary to use.</p>	<p>I can identify respectful behaviours in myself and others.</p> <p><i>Children should be using the vocabulary: helping or including others, being responsible, listening to others and using manners.</i></p>	<p>I can recognise the importance of respecting similarities and differences between myself and others.</p> <p><i>Children should be using the vocabulary: inclusion, responsible, listening, manners. They should be able to discuss why we have similarities and differences and how we can learn from each other as well as the positives from being different.</i></p>	<p><i>Respect is linked to the class mission statement and classroom expectations so is reinforced in this year group.</i></p>	<p>I can show respectful behaviour and see respectful behaviour in others.</p> <p><i>Children should be able to explain why a behaviour is respectful e.g. celebrating differences, using our manners, inclusion of all and being responsible.</i></p>
	<p>I can follow rules and understand why they are important.</p> <p><i>Children should be able to remember rules without needing an adult to remind them. They should be able to say why we have rules (linking to fairness and happiness). Children should be able to recognise between right and wrong.</i></p>	<p>I am able to recognise my class rules and follow my classroom expectations and mission statement.</p> <p><i>Children should be able to begin to talk about or show how we respect others and our things in school.</i></p>	<p>I can explain the difference between happy surprises and secrets that make me feel uncomfortable or worried, and how to get help.</p> <p>I can explain how to resist pressure to do something that feels uncomfortable or unsafe.</p> <p>I can recognise hurtful behaviour, including online.</p>	<p>I can discuss how respect and courtesy are shown in different cultures and in wider society.</p> <p>I can show respectful behaviour to all in different situations.</p> <p><i>Children should be able to recognise how respect (helping, including others, being responsible, listening, manners) are part of life out of school. Children should be able to make links to cultures – linking to own experiences as well as how they show respect at home</i></p>	<p>I can recognise and use vocabulary that I can use to talk about differences and include everyone.</p> <p><i>Children should be exposed to vocabulary within PSHE lessons (see MTP) and begin to use this when conversations are happening between children. They should be using the</i></p>		<p>I can explain the importance of listening and responding in a respectful and polite way to different people.</p> <p><i>Children should be able to celebrate and discuss with everyone including people who are different to them (traditions, beliefs and lifestyles). Children should be</i></p>

				and when they are in the wider community.	vocabulary: culture, faith, race, gender.		able to recognise that although the person is different to them, we still treat them politely and respect them even though our views might be different.
	<p>I can explain how to build constructive and respectful relationships.</p> <p><i>Children should be able to listen to each other as well as teachers. They should be able to show sharing and cooperating during play.</i></p>			<p>I am aware of the importance of self-respect. I know that this makes me happy and I have a right to be treated respectfully by others. <i>Children are aware of their own worth and confidence in themselves, this allows them to set boundaries for their life including relationships with others.</i></p>			<p>I can recognise, respect and express my own individuality and person qualities.</p> <p><i>Children should be aware of self-respect and how important their individuality is in making them an important part of society. They should be aware of how this helps with their relationships with others.</i></p>
	<p>I can show kindness by helping and listening to others.</p>	<p>I can discuss kind and unkind behaviour in school and out of school. I am able to use examples and compare them. I am beginning to explore how unkind and kind behaviour might make me or another person feel.</p> <p><i>Children are able to use simple feelings (sad and happy) to describe.</i></p>		<p>I can explain and describe what it means to treat others politely and how I can be treated politely.</p> <p><i>Children are able to build upon kind and unkind to think about politely and how kind behaviour is being polite.</i></p>			<p>I can explain what discrimination means and the different types of discrimination.</p> <p><i>Children are using the vocabulary: racism, sexism, homophobia, also include Gender inequality, the 9 protective characteristics, individuality, sexual orientation.</i></p> <p>I can explain the impact of discrimination on</p>

							<p>individuals, groups and wider society. I am able to use polite and safe ways to challenge discrimination through using respectful behaviour.</p> <p>I can use examples through history of how discrimination has been seen (Jews, Muslim terror, gender opportunities).</p> <p><i>This builds upon previous knowledge of kind, unkind and polite behaviour.</i></p>
<p><b>Caring Friendships</b></p>	<p>I am able to develop friendships with other children. I am able to simply describe what a friend is and talk about who my friend is.</p> <p><i>Children are able to build up friendships through observing play and communication with others. Children can simply describe what a friend is to them, giving an example of who their friend is and why.</i></p>	<p><i>Covered within anti-bullying week and looking and friendships</i></p>	<p>I can discuss and show how to be a good friend. I know that by being kind, listening and being honest are key parts of being a good friend.</p> <p><i>Children are able to understand that being a good friend means that they have to be kind, listen and be honest (telling the truth). They notice that they can have lots of different friends and that this links to habit 4, 5 and 6.</i></p>		<p>I can talk about strategies to build positive friendships (sharing, playing games, talking, similarities)</p> <p>I can discuss the features of positive healthy friendships. I can use examples such as mutual respect, trust and sharing interests.</p> <p><i>Children are able to talk about why having respect, trust and having similar interests builds up a friendship</i></p>	<p>I know what makes a healthy friendship and how I can make people feel included.</p> <p>I can identify characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experience and support with problems and difficulties.</p>	

					<p>and keeps it positive. They may begin to explain what happens when any of these things breaks down.</p>		
	<p>I can communicate with others to solve conflicts. Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them. Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.</p> <p>I can play with one or more other children, extending and elaborating play ideas. I can find solutions to conflicts and rivalries. For example, accepting that not everyone</p>	<p><i>Covered within anti-bullying week and looking and friendships</i></p>	<p>I can discuss and show how to be a good friend. I know that by being kind, listening and being honest are key parts of being a good friend. <i>Children are able to understand that being a good friend means that they have to be kind, listen and be honest (telling the truth). They notice that they can have lots of different friends and that this links to habit 4, 5 and 6.</i></p> <p>I can ask for help, when I am feeling lonely or unhappy and I can think of different ways to help someone else. (Chn know what is meant by 'lonely', 'unhappy' and ways to help eg talking to them, playing, telling adults etc)</p> <p>I can talk about different ways that people meet and make friends. (eg in clubs, school, family</p>	<p>I know everyone is an individual and has unique and valuable contributions to make. <i>Chn are able to explain the importance of individuality and that it is important to respect all views and opinions.</i></p> <p>I can recognise how strengths and interests form part of a person's identity.</p> <p>I can identify their own personal strengths and interests and what they're proud of (in school, out of school).</p> <p>I can recognise common challenges to self -worth e.g. finding school work difficult, friendship issues.</p> <p>I can think of basic strategies to</p>	<p>I can talk about strategies to build positive friendships <i>(sharing, playing games, talking, similarities)</i></p> <p>I can discuss the features of positive healthy friendships. I can use examples such as mutual respect, trust and sharing interests. <i>Children are able to talk about why having respect, trust and having similar interests builds up a friendship and keeps it positive. They may begin to explain what happens when any of these things breaks down.</i></p> <p>I am aware whether it is right to keep or break confidence or share a secret. <i>Chn can define confidence and the word 'secret'.</i></p>	<p>I know what makes a healthy friendship and how I can make people feel included. <i>Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experience and support with problems and difficulties.</i></p> <p>I can recognise if a friendship is making me feel unsafe, worried, or uncomfortable and who I can speak to for help with my friendships. <i>Chn are able to explain these feelings and also who they can go to for support or help and list the people.</i></p> <p>I know that it is common for friendships to experience challenges. <i>Chn are then able to link the below to</i></p>	

	<p>can be Spider-Man in the game, and suggesting other ideas.</p>		<p>friends, religious settings etc)  I can talk about and think of strategies for positive play with friends, (e.g. joining in, including others, etc)</p> <p>I am aware and can talk about what causes arguments between friends. (eg differences, not liking the same things, games, other friends, similarities)  I can talk about ways to positively resolve arguments between friends. (eg listening to each other, apologising, compromises etc)</p> <p>I can talk about the things that I have in common with my friends, classmates, and other people (eg linking to similarities – colour, food, subject, hobby)</p> <p>I can understand how my friends can have both</p>	<p>manage and reframe setbacks  <i>Chn know the strategies and can recognise ways they can get solve problems - asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again.</i></p>		<p><i>dealing with the challenges faced in friendships.</i></p> <p>-I can think of strategies to positively resolve disputes and reconcile differences in friendships.  -I can explain that friendships can change over time and the benefits of having new and different types of friends.</p>	
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			<p>similarities and differences.</p> <p>I can discuss and show how to share my ideas and listen to others by taking part in discussions, and giving reasons for my views.</p>				
<b>Mental wellbeing</b>	<p>I can talk about my feelings. <i>Chn can use words like 'happy', 'sad', 'angry' or 'worried'.</i></p> <p>I can begin to understand how others might be feeling. <i>Chn can use the words above and link to how others feel.</i></p> <p>I can show an understanding of my own feelings and those of others.</p>	<p><i>Mental wellbeing will be taught as part of mental health week and will be covered in LIM.</i></p>	<p>I can explain different kinds of feelings. <i>Chn can use a variety of different vocabulary to describe how they feel and make connections.</i></p> <p>I can think of ways to manage when I am finding things difficult or when things go wrong and whom to tell when I feel like this. <i>Chn can use discussed strategies – being proactive, lists, putting first things first and list people they can go to for help.</i></p> <p>I can recognise feelings in themselves and others.</p> <p>I can explain how feelings can affect how people behave.</p>	<p>I can use strategies to identify and talk about my feelings.</p> <p>I can explain about the things that affect feelings, both positively and negatively.</p> <p>I can explain about some of the different ways people express feelings. <i>Chn can use the vocab - words, actions, body language to describe how people can express feelings.</i></p> <p>I can recognise how feelings can change overtime and become more or less powerful.</p>	<p>I can explain that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. <i>Chn can explain different emotions and how our emotions change depending on different situations.</i></p> <p>I can judge how I am feeling and my behaviour is appropriate and proportionate. <i>Chn can use emotions linked to other lessons and they are to recognise what appropriate and proportionate means and how they know this.</i></p>	<p>I know that mental health is just as important as physical health and that both need looking after. <i>Chn can explain what mental health is.</i></p> <p>I can recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support. <i>Chn can identify the help and support and who to go to.</i></p> <p>I can explain how negative experiences such as being bullied or feeling lonely can affect mental wellbeing.</p>	

			<p>I can recognise what makes me special and unique. <i>Chn can talk about their likes, dislikes and what they are good at.</i></p> <p>I can explain how I am the same and different to others.</p>		<p>I can explain that it is common for people to experience mental ill health. <i>Chn can explain what mental health is and how this might feel. Chn can also think about the below in links to their mental health:</i></p> <p>I can think of ways to boost my mood and improve emotional wellbeing.</p> <p>I can identify the link between participating in interests, hobbies and community groups and mental wellbeing.</p> <p>I can recognise how isolation and loneliness can affect children and how to seek support with relationships if I feel lonely or excluded.</p>	<p>I can identify positive strategies for managing feelings.</p> <p>I can judge whether what I am feeling and if I am behaving is appropriate and proportionate.</p> <p>I can recognise how feelings can often be helpful, whilst recognising that they sometimes need to be overcome.</p> <p>I can recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available. <i>Chn can identify what feelings are 'not so good' and what the help is.</i></p> <p>I can identify where myself and others can</p>	
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					<p><i>Chn can explain what lonely and excluded mean and how these feel.</i></p>	<p><b>ask for help and support with mental wellbeing in and outside school.</b></p> <p><i>Chn can say people who can help and also charities that they have learnt about.</i></p> <p><b>I can explain the importance of asking for support from a trusted adult.</b></p> <p><i>Chn can identify who a trusted adult is and why it is important to talk to them.</i></p> <p><b>Below objs linked to grief and loss:</b></p> <p>I can explain that the changes that may occur in life including death, and how these can cause conflicting feelings.</p> <p>I can explain that changes can mean people experience feelings of loss or grief.</p> <p>I am aware of the process of grieving and how grief can be expressed.</p> <p>I can talk about strategies that can help someone cope with the feelings associated with change or loss</p> <p>I can identify how to ask for help and</p>	
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						support with loss, grief or other aspects of change.	
<b>Families and people who care for me</b>	<p>I can compare and make links to my family and others families.</p> <p><i>Chn can identify common links and how some families are different/same.</i></p> <p>I can think about my own life and my family's history. I can talk about photographs and memories linked to my family.</p> <p>I can talk about members of my immediate family and community.</p>	<p>I can identify the different roles that people play in my life and how they care for me.</p> <p><i>Chn can identify people in their life and who is important to them and why. They can explain how people in their life help look after them.</i></p> <p>I can explain what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc</p> <p><i>Chn can identify what a family is by identifying their own family and they can also identify differences through verbal discussions and looking at images.</i></p> <p>I can explain who cares for me. e.g. parents, siblings, grandparents, relatives, friends, teachers.</p> <p><i>Chn can tell you who is in their life and how they care for them. They can give examples of people they live with/are in their life.</i></p> <p>I can explain that it is important tell someone if I am worried about</p>		<p>I can explain that being part of a family provides support, stability and love.</p> <p><i>Chn can explain what support, stability and love means to them. They can explain what being part of a family means to them.</i></p> <p>I can recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.</p> <p><i>Chn can identify through discussions or images the differences and respect that there are lots of different types of families.</i></p> <p>I can explain the positive aspects of being part of a family, such as spending time together and caring for each other.</p> <p>I can explain the different ways that people can care for</p>			<p>The below objectives build upon family and focus on marriage:</p> <p>I can explain the qualities of healthy relationships that help individuals flourish.</p> <p>I know that people who love each other can be of any gender, ethnicity or faith.</p> <p>I can talk about ways in which couples show their love and commitment to one another, including those who are not married or who live apart.</p> <p>I can explain what marriage and civil partnership mean e.g. a legal declaration of</p>

		<p>something in my family. <i>Chn can identify people they can tell who are not part of their family ie someone not involved.</i></p>		<p>each other e.g. giving encouragement or support in times of difficulty</p> <p>I can identify if/when something in a family might make someone / them upset or worried</p> <p>I can identify what to do and whom to tell if family relationships are making me feel unhappy or unsafe. <i>Chn can identify people they can tell who are not part of their family ie someone not involved.</i></p>			<p>commitment made by two adults and that the Act of 2013 extended marriage to same sex couples in England and Wales.</p> <p>I know that a marriage ceremony may be civil or religious</p>
<p><b>Health and prevention</b> <b>(physical health and fitness, healthy eating and basic first aid)</b></p>	<p>I can manage my own basic hygiene and personal needs. Chn are able to dress, go to the toilet and understand the importance of balanced food choices.</p>	<p>I can explain and follow basic hygiene routines. Chn are able to explain that hand washing, brushing teeth and showering/bathing is part of a hygiene routine. As well as sneezing, coughing, tissues etc</p> <p>I can share ways to take care of myself on a daily basis.</p>	<p>I can talk about routines and habits for maintaining good physical and mental health. I can explain why sleep and rest are important for growing and keeping healthy. I can explain that medicines, including vaccinations and immunisations, can help people stay</p>		<p>I know how to maintain oral hygiene and dental health, including how to brush and floss correctly</p> <p>I can explain the importance of regular visits to the dentist and the effects of different foods, drinks and</p>	<p>I can explain how I can prevent the spread of bacteria and viruses with everyday hygiene routines.</p> <p>I know that some diseases can be prevented by vaccinations and immunisations.</p>	

			<p>healthy and manage allergies.</p> <p>I can explain the importance of, and routines for, brushing teeth and visiting the dentist.</p> <p>I can identify food and drink that affect dental health.</p>		<p>substances on dental health.</p>	<p>I can explain how to deal with common injuries using basic first aid techniques.</p> <p>I know how to respond in an emergency, including when and how to contact different emergency services.</p> <p>I can explain how sleep contributes to a healthy lifestyle and strategies to help with sleep and maintaining them.</p>	
	<p>I can talk about the different factors that support my own health and wellbeing.</p> <p><i>Chn can link that physical activity, healthy balanced diet, brushing teeth, screen time, sleep and being a safe pedestrian keep them safe.</i></p>	<p>I can explain the difference between healthier and not as healthy foods, including sugar intake. <i>Focusing on the importance of a balanced diet.</i></p> <p><i>Chn know about the different food types and the importance of eating lots of different and varied things.</i></p> <p>I can explain people who can help me to stay healthy, such as</p>	<p>I can identify ways to feel good, calm down or change my mood e.g. playing outside, listening to music, spending time with others.</p> <p>I know when and how to ask for help, and how to help others, with their feelings.</p>	<p>I can explain what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally.</p> <p>I can explain choices that people make in daily life that could affect their health.</p> <p>I can identify healthier and not as healthy choices (e.g.</p>	<p>I can explain what good physical health means and how to recognise early signs of physical illness.</p> <p>I can identify a wide range of factors that maintain a balanced, healthy lifestyle,</p>		

		<p>parents, doctors, nurses, dentists, lunch supervisors.</p> <p>I can explain what it means to be healthy and why it is important.</p> <p>I can explain about physical activity and how it keeps people healthy.</p> <p>I can talk about different types of play, including balancing indoor, outdoor and screen-based play.</p> <p>I can explain how to keep safe in the sun.</p>	<p>I can describe and share a range of feelings.</p>	<p>in relation to food, exercise, sleep)</p> <p>I can explain the importance of planning and preparing a range of healthy meals.</p> <p>I can explain the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle.</p> <p>I can explain that regular exercise such as walking or cycling has positive benefits for their mental and physical health.</p>	<p>physically and mentally.</p> <p>I can explain that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p>	<p>I can explain about the benefits of being outdoors and in the sun for physical and mental health.</p> <p>I know how to manage risk in relation to sun exposure,</p>	
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						including skin damage and heat stroke.	
<b>Belonging to a community</b>	<p>I can talk about members of my immediate family and community.</p> <p>I can name and describe people who are familiar to me.</p> <p>I can talk about people that I have come across within my community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.</p> <p>I can understand that some places are special to members of my community.</p>		<p>I can talk about being a part of different groups, and the role I play in these groups e.g. class, teams, faith groups.</p> <p>I can talk about how a community can help people from different groups to feel included.</p> <p>I can recognise that we are all equal, and ways in which I am the same and different to others in my community.</p>		<p>I can explain the meaning and benefits of living in a community.</p> <p>I can recognise that I belong to different communities as well as the school community.</p> <p>I can explain the different groups that make up and contribute to a community</p>		

			<p>I can talk about different rights and responsibilities that I have in school and the wider community</p>	<p>I can explain the reasons for rules and laws in wider society.</p> <p>I can explain the importance of abiding by the law and what might happen if rules and laws are broken.</p> <p>I know what human rights are and how they protect people.</p> <p>I can identify basic examples of human rights including the rights of children</p> <p>I can explain how I have rights and also responsibilities.</p> <p>I can explain that with every right there is also a responsibility e.g. the right to an education and the</p>			<p>I can explain what prejudice means.</p> <p>I can differentiate between prejudice and discrimination.</p> <p>I can recognise acts of discrimination</p> <p>I can explain strategies to safely respond to and challenge discrimination.</p> <p>I know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups.</p>
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				responsibility to learn			<p>I can explain how stereotypes are perpetuated and how to challenge this.</p> <p>I know the link between values and behaviour and how to be a positive role model.</p> <p>I can discuss issues respectfully.</p> <p>I can listen to and respect other points of view.</p> <p>I know how to constructively challenge points of view I disagree with – responding respectfully</p> <p>I can explain ways to participate effectively in discussions online and</p>
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							manage conflict or disagreements.
<b>Money and work</b>	<p>I can show an interest and give examples of different occupations.</p> <p>I can use different examples of occupations when playing.</p> <p><i>Chn should also have opportunities to challenge gender and other stereotypes.</i></p>	<p>I can talk about people whose job it is to help us in the community.</p> <p>I can explain about different jobs and the work people do.</p> <p>I can explain how different strengths and interests are needed to do different jobs.</p>	<p>I can explain that people are paid money for the job they do.</p>	<p>I can identify common myths and gender stereotypes related to work, how these can be unfair, negative or destructive.</p> <p>I can challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>I can identify jobs that people may have from different sectors e.g. teachers, business people, charity work</p>			<p>I can identify jobs that I might like to do in the future.</p> <p>I can explain the role ambition can play in achieving a future career.</p> <p>I know how or why someone might choose a certain career.</p> <p>I know that there is a variety of routes into work e.g. college, apprenticeships, university, training.</p>
		<p>I can identify that everyone has different strengths, in and out of school.</p> <p>I can give examples of rules in different situations, e.g. class rules, rules at home, rules outside.</p>	<p>I can explain what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p>I can explain how money can be kept and looked after.</p>	<p>I know that people can have more than one job at once or over their lifetime.</p> <p>I can identify some of the skills needed to do a job, such as teamwork and decision-making</p>	<p>I can identify different ways to pay for things such as cash, cards, e-payment and the reasons for using them.</p> <p>I can identify how to keep track of money and why it is</p>	<p>I know how companies encourage customers to buy things and why it is important to be a critical consumer.</p> <p>I can explain the role that money plays in people's</p>	



			<p>I can identify ways to get, keep and spend money.</p> <p>I can recognise the difference between needs and wants.</p> <p>I can explain how people make choices about spending money, including thinking about needs and wants.</p>	<p>I can recognise their interests, skills and achievements and how these might link to future jobs.</p> <p>I know how to set goals that they would like to achieve next year e.g. learn a new hobby</p>	<p>important to know how much is being spent.</p> <p>I know how people make different spending decisions based on their budget, values and needs.</p>	<p>lives, attitudes towards it and what influences decisions about money.</p> <p>I can explain about value for money and how to judge if something is value for money.</p> <p>I know how having or not having money can impact on a person's emotions, health and wellbeing.</p>	
<p><b>Growing and changing</b></p> <p><b>Puberty</b></p>		<p>I can explain and identify the human life cycle and how people grow from young to old.</p> <p>I can identify and name the main parts of the body (including external genitalia – vagina, vulva, penis and testicles – and breasts)</p> <p>I can explain how our needs and bodies change as we grow up.</p>				<p><b>Puberty</b></p> <p>I can use the correct terminology for body parts related to the menstrual cycle.</p> <p>I am aware of and can identify the physical and emotional changes during puberty.</p> <p>I am aware of key facts about the menstrual</p>	<p>I can recognise some of the changes as I grow up e.g. increasing independence.</p> <p>I can explain about what being more independent might be like, including how it may feel.</p> <p>I can explain and I am aware of the transition to</p>

		<p>I can explain change as people grow up, including new opportunities and responsibilities</p>				<p>cycle and menstrual wellbeing.</p> <p>I can identify strategies to manage the changes during puberty including menstruation.</p> <p>I can describe the differences in life cycles and describe the life process of reproduction</p> <p>I can explain the importance of personal hygiene routines during puberty including washing regularly and using deodorant.</p> <p>I can discuss the challenges of puberty with a trusted adult.</p> <p>I know how to get information, help and advice about puberty.</p>	<p>secondary school and how this may affect my feelings</p> <p>I can explain how relationships may change as they grow up or move to secondary school</p> <p>I can use practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school.</p>
<p><b>Drugs, alcohol and tobacco</b></p>					<p>I can recognise what is meant by</p>		<p>I can explain the laws relating to</p>

					<p>a 'drug' both legal and illegal. I can explain that drugs common to everyday life can affect health and wellbeing.</p> <p>I can identify some of the risks associated with drugs common to everyday life.</p> <p>I know how to ask for help or advice.</p>	<p>drugs common to everyday life and illegal drugs.</p> <p>I can identify and explain facts and about legal and illegal harmful substances, associated risks, including smoking, alcohol and drug taking.</p>	
<b>Being safe</b>	<p>I can ask someone permission before doing something.</p> <p><i>Chn can use 'can I hug you?'</i></p>	<p>I can explain when it is important to ask for permission to touch others</p> <p>I can identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <p>I know how to respond if being touched makes me feel uncomfortable or unsafe</p> <p>I know how to ask for and give/not give permission</p>				<p>I can explain what sort of boundaries are appropriate in friendships with peers and others (including digital context)</p> <p>I can identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.</p> <p>I know how to ask for, give and</p>	

		<p>I can identify situations when someone's body or feelings might be hurt and whom to go to for help</p> <p>I can identify and explain what it means to keep something private, including parts of the body that are private – seek advice before teaching</p>				<p>not give permission for physical contact.</p> <p>I know how it feels in a person's mind and body when they are uncomfortable or unsafe, including by any adult .</p> <p>I can explain that it is never someone's fault if they have experienced unacceptable contact</p> <p>I know how to respond to unwanted or unacceptable physical contact and the vocabulary to use.</p> <p>I can explain that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a</p>	
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				<p>I can identify typical hazards at home and in school.</p> <p>I can predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> <p>I can explain fire safety at home including the need for smoke alarms.</p> <p>I can explain the importance of following safety rules from parents and other adults</p>		<p>secret they are worried about.</p> <p>I can identify whom to tell if they are concerned about unwanted physical contact.</p> <p>I know how to ask for advice and to keep trying until they are heard.</p>	
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				<p>I know how to help keep myself safe in the local environment or unfamiliar places, including road, rail, water.</p>			
<p><b>Keeping safe</b></p>						<p>I can identify when situations are becoming risky, unsafe or an emergency.</p> <p>I can identify occasions where they can help take responsibility for their own safety.</p> <p>I can differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p> <p>I can identify risks associated with an inactive lifestyle (including obesity)</p>	