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| Hollinswood Primary School and Nursery |  |
| Relationship and Sex Education and Health Education Skills and Knowledge Progression grid |  |

What is Relationship and Sex Education and Health Education?  
Relationships Education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults. Health Education teaches us the information we need to make good decisions about our own health and wellbeing, to recognise issues in ourselves and others, and to seek support as early as possible when issues arise.

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| **Being Me in My World** | | | | | | | |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **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 | 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 | 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 | 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 | Know how individual attitudes and actions make a difference to a class  Know about the different roles in the school community  Know their place in the school community  Know what democracy is (applied to pupil voice in school)  Know that their own actions affect themselves and others  Know how groups work together to reach a consensus  Know that having a voice and democracy benefits the school community | 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 contribute towards the democratic process | 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 |
| **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 | 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 | Recognise own feelings and know when and where to get help  Know how to make their class a safe and fair place  Show good listening skills  Recognise the feeling of being worried  Be able to work cooperatively | 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 | 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  Can make others feel cared for and welcomed  Recognise the feelings of being motivated or unmotivated  Understand why the school community benefits from a Learning Charter  Be able to help friends make positive choices  Know how to regulate my emotions | 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  Know how to regulate my emotions | 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 |
| **VOCABILARY** | Kind, Friend, Similar, Different, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns. | Safe, Special, Calm, Belonging, Rights, Responsibilities, Charter, Rewards, Proud, Consequences, Upset, Disappointed. | Worries, Hopes, Fears, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving. | Valued, Achievements, Proud, Personal Goal, Acknowledge, Emotions, Nightmare, Solutions, Support, Behaviour, Fairness, Group Dynamics, View Point, Ideal School. | Included, Excluded, Charter, Role, Community, Democracy, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC). | Goals, Choice, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Empathise, Obstacles, Collaboration, Legal, Illegal, Laws, Participation, Motivation. | Challenge, Attitude, United Nations Convention on The Rights of the Child, Citizen, Views, Opinion, Collaboration, Collective Decision, Democracy |
| **Development matters links** *See themself as a valuable individual.*  *Express their feelings and consider the feelings of others.*  *Identify and moderate their own feelings socially and emotionally.*  *Manage their own needs.*  *Develop their sense of responsibility and membership of a community.*  *Show more confidence in new social situations.*  *Develop appropriate ways of being assertive.*  *Talk about their feeling using words like ‘happy’, ‘sad’, ‘angry’ or worried.* |

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| **Celebrating Differences** | | | | | | | |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **KNOWLEDGE** | Know 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 | 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 | 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  Know that friends can be different and still be friends  Know where to get help if being bullied  Know the difference between a one-off incident and bullying | Know why families are important  Know that everybody’s family is different  Know that sometimes family members don’t get along and some reasons for this  Know that conflict is a normal part of relationships  Know 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 | 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 | Know what culture means  Know that differences in culture can sometimes be a source of conflict  Know what racism is and why it is unacceptable  Know that rumour spreading is a form of bullying on and offline  Know external forms of support in regard to bullying e.g. Childline  Know that bullying can be direct and indirect  Know how their life is different from the lives of children in the developing world | 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 |
| **SKILLS** | Identify feelings associated with being proud  Identify things they are good at  Be able to vocalise success for themselves and about others successes  Identify some ways they can be different and the same as others  Recognise similarities and differences between their family and other families  Identify and use skills to make a friend  Identify and use skills to stand up for themselves  Recognise emotions when they or someone else is upset, frightened or angry | 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 | 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 differences make them special and unique | 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 | 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 | Identify their own culture and different cultures within their class community  Identify their own attitudes about people from different faith and cultural backgrounds  Identify a range of strategies for managing their own feelings in bullying situations  Identify some strategies to encourage children who use bullying behaviours to make other choices  Be able to support children who are being bullied  Appreciate the value of happiness regardless of material wealth  Develop respect for cultures different from their own | 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 |
| **VOCABILARY** | Different, Special, Proud, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family. | Similarity, Difference, Bullying, Behaviour, Deliberate, Unfair, Included, Bully, Celebrations, Special, Unique | Assumptions, Stereotypes, Bully, Purpose, Feelings, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique. | Family, Safe, Connected, Difference, Conflict, Solutions, Witness, Bystander, Bullying, Hurtful, Compliment, Unique. | Assumption, Judgement, Accept, Influence, Opinion, Attitude, Bullying, Secret, Deliberate, Cyber bullying, Troll, Impression. | Culture, Conflict, Racism, discrimination, Bullying, Rumour, Homophobic, C, Indirect, Direct. | Disability, Impairment, Empathy, Perception, Diversity, Transgender, Gender Diversity, Power, Harassment, Perseverance, Admiration. |
| **Development matters links** *Gradually understand how others might be feeling.*  *Show more confidence in new social situations.*  *Express their feelings and consider the feelings of others.*  *Think about the perspectives of others.*  *Understand gradually how others might be feeling.* |

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| **Dreams and Goals** | | | | | | | |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **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 | 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 | 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 | 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 | 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 | 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 | 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 |
| **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 | 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  Can store feelings of success | 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 | 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 | 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  Be 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 | 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 | 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 |
| **VOCABILARY** | Goal, Challenge, Ambition, Encourage. | Proud, Success, Achievement, Goal, Process, Team-work, Celebrate, Challenge. | Realistic, Strength, Persevere, Difficult, Easy, Team work, Product, Obstacle, Overcome, Dreams. | Perseverance, Challenges, Ambitions, Aspirations, Motivated, Efficient, Responsible, Frustration, Solutions, Evaluate. | Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Self-belief, Commitment. | Contribution, Society, Determination, Motivation, Aspiration, Culture, Communication, Support, Difference. | Realistic, Unrealistic, Criteria, Global issue, Empathy, Motivation, Contribution |
| **Development matters links** *See themselves as a valuable individual*  *Show resilience and perseverance in the face of a challenge*  *Develop appropriate ways of being assertive Select and use activities and resources with help when needed that helps them to achieve a goal they’ve chosen, or one which is suggested to them* |

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| **Healthy Me** | | | | | | | |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **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 | 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 | 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 given their bodies energy | Know how exercise affects their bodies  Know why their hearts and lungs are such important organs  Know that the amount of calories, fat and sugar that they put into their bodies will affect their health  Know that there are different types of drugs  Know that there are things, places and people that can be dangerous  Know a range of strategies to keep themselves safe  Know when something feels safe or unsafe  Know that their bodies are complex and need taking care of | 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 | Know the health risks of smoking  Know how smoking tobacco affects the lungs, liver and heart  Know some of the risks linked to misusing alcohol, including antisocial behaviour  Know basic emergency procedures including the recovery position  Know how to get help in emergency situations  Know that the media, social media and celebrity culture promotes certain body types  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  Know what makes a healthy lifestyle | 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 |
| **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 | 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 | 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 | Able to set themselves a fitness challenge  Recognise what it feels like to make a healthy choice  Identify how they feel about drugs  Can express how being anxious or scared feels  Can take responsibility for keeping themselves and others safe  Respect their own bodies and appreciate what they do | 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 | Can make informed decisions about whether or not they choose to smoke when they are older  Can make informed decisions about whether they choose to drink alcohol when they are older  Recognise strategies for resisting pressure  Can identify ways to keep themselves calm in an emergency  Can reflect on their own body image and know how important it is that this is positive  Accept and respect themselves for who they are  Respect and value their own bodies  Be motivated to keep themselves healthy and happy | 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 |
| **VOCABILARY** | Healthy, Exercise, Sleep, Wash, Clean, Stranger, Scared, Trust. | Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Hygienic, Medicines, Trust, Safe, Green Cross Code. | Lifestyle, Motivation, Relax, Tense, Calm, Medicines, Balanced diet, Portion, Energy, Fuel, Nutritious. | Oxygen, Energy, Calories, Heartbeat, Fitness, Labels, Drugs, Attitude, Harmful, Risk, Body, Choice. | Healthy, Relationships, Leader, Follower, Assertive, Pressure, Peers, Guilt, Advice, Anxiety, Believe. | Informed decision, Pressure, Influence, Emergency, Recovery position, Body image, Media, Altered, Self-respect, Eating disorder, Respect, Debate, Opinion, Fact, Motivation. | Responsibility, Choice, Immunisation, Prevention, Restricted, Illegal, Substances, Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Mental health, Emotional health, Symptoms, Stress, Triggers, Strategies |

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| **Relationships** | | | | | | | |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **KNOWLEDGE** | 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 | Know that everyone’s family is different  Know that there are lots of different types of families  Know that families are founded on belonging, love and care  Know how to make a friend  Know the characteristics of healthy and safe friends  Know that physical contact can be used as a greeting  Know about the different people in the school community and how they help  Know who to ask for help in the school community | 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 | 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 | 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 | 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 | 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 communicate with their friends and family |
| **SKILLS** | 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 | Can express how it feels to be part of a family and to care for family members  Can say what being a good friend means  Can show skills of friendship  Can identify forms of physical contact they prefer  Can say no when they receive a touch they don’t like  Can praise themselves and others  Can recognise some of their personal qualities  Can say why they appreciate a special relationship | 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 | 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 | 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 | 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 | 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 |
| **VOCABILARY** | Family, Relationship, Friend, Words, Feelings, calm. | Belong, Same, Different, Caring, Like, Dislike, Help, Community, Feelings, Confidence, Praise, Skills, Self-belief. | Co-operate, Touch, Physical contact, Acceptable, Not acceptable, Conflict, Secret, Trust, Reliability, Celebrate, Appreciate. | Stereotype, Career, Responsibilities, Differences, Similarities, Solution, Safe, Unsafe, Exploitation, Justice, United Nations, Equality, Deprivation, Appreciation, Gratitude, Celebrate. | Relationship, Jealousy, Emotions, Loss, Memorial, Acceptance, Compromise, Trust, Empathy, Betrayal, Amicable. | Personal attributes, Qualities, Characteristics, Self-esteem, Social media, Rights, Responsibilities, Grooming, Appropriate, Physical health, Mental health, Peer pressure, Influences, Personal information. | Mental health, Stigma, Stress, Anxiety, Support, Warning, Self-harm, Emotions, Bereavement, Power, Control, Authority, Assertive, Risks, Pressure, Influences, Self-control, True / untrue, Assertiveness, Judgement, Technology, Power. |
| **Development matters links** *Understand gradually how others might be feeling.*  *Find solutions to conflicts and rivalries.*  *Play with one or more other children, extending and elaborating play ideas.*  *Talk with others to solve conflicts.*  *Build constructive and respectful relationships.* |

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| **Changing Me** | | | | | | | |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **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 | 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 | 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 | 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  Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults  Know some of the outside body changes that happen during puberty  Know some of the changes on the inside that happen during puberty | Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm  Know that babies are made by a sperm joining with an ovum  Know the names of the different internal and external body parts that are needed to make a baby  Know how the female and male body change at puberty  Know that personal hygiene is important during puberty and as an adult  Know that change is a normal part of life and that some cannot be controlled and have to be accepted  Know that change can bring about a range of different emotions | 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 sexual intercourse can lead to conception  Know that some people need help to conceive and might use IVF  Know that becoming a teenager involves various changes and also brings growing responsibility | Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally  Know how a baby develops from conception through the nine months of pregnancy and how it is born  Know how being physically attracted to someone changes the nature of the relationship  Know the importance of self-esteem and what they can do to develop it  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 |
| **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 | 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 | 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 | Can express how they feel about babies  Can describe the emotions that a new baby can bring to a family  Can express how they feel about puberty  Can say who they can talk to about puberty if they have any worries  Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry  Can identify changes they are looking forward to in the next year  Can suggest ways to help them manage feelings during changes they are more anxious about | Can appreciate their own uniqueness and that of others  Can express how they feel about having children when they are grown up  Can express any concerns they have about puberty  Can say who they can talk to about puberty if they are worried  Can apply the circle of change model to themselves to have strategies for managing change  Have strategies for managing the emotions relating to change | 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 having a romantic relationship when they are an adult  Can express how they feel about having children when they are an adult  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 | Recognise ways they can develop their own self-esteem  Can express how they feel about the changes that will happen to them during puberty  Recognise how they feel when they reflect on the development and birth of a baby  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  Can celebrate what they like about their own and others’ self- image and body-image  Use strategies to prepare themselves emotionally for the transition (changes) to secondary school |
| **VOCABILARY** | Baby, Grown-up, Adult, Change, Worry, Excited, Memories. | Changes, Life cycles, Baby, Adult, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Feelings, Coping. | Grow, Control, Life cycle, Baby, Adult, Old, Young, Change, Appearance, Independent, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Acceptable, Unacceptable, Comfortable, Uncomfortable, | Birth, Babies, Mother, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes. | Unique, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Emotions, Acceptance. | Body-image, Perception, Self-esteem, Affirmation, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Puberty, Genitals, Semen, Erection, Ejaculation, Hormones, Testosterone, Ovaries, Egg (Ovum), Period, Conception, Sexual intercourse, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager. | Mental health, Period, Fertilised, Unfertilised, Conception, Sexual intercourse, Contraception, Pregnancy, Menstruation, Sanitary products, Hygiene, Age appropriateness, Legal, Laws, attraction, relationship, sexting.. |