



## Arnold View Primary School

### RSHE Skills and Knowledge Progression Framework

#### Intent

At Arnold View Primary School it is our firm belief that to enhance and enrich all children's learning and provide them with a full and rounded education. Children's wellbeing, happiness and safety are our first priority, and RSHE is the key vehicle through which we share this with children. We regard RSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. Sequencing is organised through topics which are central across school. Within a topic, there are objectives for single year groups as well as key stage objectives. Our aim is that all of the statutory objectives are fulfilled by the end of the child's key stage.

Our intent is that pupils:

- Are given the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.
- Are aware of the Equality Act 2010 and learn about discrimination of people with protected characteristics.
- Can articulate their own thinking, choices and learning journey.
- Are prepared for the opportunities, responsibilities and experiences of adult life in a digital age.
- Focus on the relationships they have with their friends, family and other members of society.
- Make real decisions about their lives; to take part in activities that simulate adult choices and where they can, demonstrate their ability to take responsibility for their decisions.
- Develop skills and understanding that can be transferred not only through each year group but into all aspects of life.
- Understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

We believe in the importance of sequencing a curriculum which is progressive and designed effectively to reduce gaps in knowledge and to enable children to learn more and remember more. We also believe strongly in supporting cognitive load, enabling children to accumulate information in manageable chunks so that they understand one idea before moving onto the next.

#### RSHE and SEND

For pupils with SEND, adaptations may be made in geography which are based on the child's individual needs. However, we acknowledge that pupils with SEND do not generally benefit from differentiated teaching, tasks or expectations. Targeted teaching, however, can be effective in ensuring pupils achieve specific goals. We also ensure that SEND pupils are appropriately challenged in geography by:

- Teaching staff using teaching methods which match the needs of children and not planning for overly elaborate tasks which make it more difficult for pupils with SEND to learn curriculum content.
- Having an ethos that any adaptations should be based on individual needs and should aim to retain ambition for pupils with SEND.
- Understanding that for pupils with SEND needs which are more complex, it may be appropriate to have different curriculum expectations.
- Chunking content into smaller steps and briefing support staff before lessons as to which geographical knowledge they may need to effectively support pupils.

**Skills and Knowledge Progression Framework**

	EYFS	KS1 year 1 and year 2		LKS2 Year 3 and year 4		UKS2 Year 5 and Year 6		KS3
	EYFS	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Year 7

<p><b>F1</b></p> <ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Help to find solutions to conflicts and rivalries.</li> </ul> <p><b>F2</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others             <ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers</li> </ul> </li> <li>Show sensitivity to their own and others' needs</li> <li>See themselves as a valuable individual</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>I understand that families can include different people (Y1)</li> <li>I know the correct names for different relations (Y1)</li> <li>I can explain how families care for children (Y2)</li> </ul> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>I can explain what I like about my friends and what makes a good friend (Y1)</li> <li>I understand that friendships are not always positive (Y2)</li> <li>I can explain what I can do if a friendship is making me feel unhappy and who in school can help with friendship problems (Y2)</li> </ul> <p><b>Families are all different</b></p> <ul style="list-style-type: none"> <li>I understand that families can be made up of different people             <ul style="list-style-type: none"> <li>I understand that I should respect different types of families</li> </ul> </li> </ul> <p><b>Other people's feelings</b></p> <ul style="list-style-type: none"> <li>I can recognise when other people might feel sad, worried or angry (Y1)</li> <li>I can show that I care by listening and thinking about what they say (Y1 and Y2)</li> <li>I can offer advice (Y1)</li> <li>I know that not everyone feels the same (Y2)</li> <li>I can describe what someone else might be feeling and thinking (Y2)</li> </ul>	<p><b>Getting along with others</b></p> <ul style="list-style-type: none"> <li>I understand the feelings we may have about working with different people (Y1)</li> <li>I can work with people I don't know very well (Y1)             <ul style="list-style-type: none"> <li>I understand that manners are important wherever I am (Y2)</li> </ul> </li> </ul> <p><b>Friendship problems</b></p> <ul style="list-style-type: none"> <li>I understand that friends can sometimes fall out (Y1)</li> <li>I can explain why I can overcome problems with my friends (Y1)</li> <li>I can explain how being friendly can make others feel welcome and included (Y2)</li> </ul> <p><b>Gender stereotypes</b></p> <ul style="list-style-type: none"> <li>I understand that stereotypes about boys and girls exist (Y1)</li> <li>I can explain why these are often incorrect and challenge them (Y1)             <ul style="list-style-type: none"> <li>I understand that assumptions are sometimes made about whether a job is more suited to a male or female (Y2)</li> </ul> </li> </ul> <p><b>Change and loss</b></p> <ul style="list-style-type: none"> <li>I understand how memories can make us feel</li> <li>I can explain how objects can help us to remember people or events             <ul style="list-style-type: none"> <li>I understand that remembering people or pets who have died or no longer live with us can be helpful</li> </ul> </li> </ul>	<p><b>Effects of bullying and bystanders BV: mutual respect</b></p> <ul style="list-style-type: none"> <li>I understand the impact bullying can have on individuals</li> <li>I understand the role bystanders can play in stopping bullying</li> <li>I understand the reasons some children may bully others</li> </ul> <p><b>Stereotyping – Gender</b></p> <ul style="list-style-type: none"> <li>To understand that toys can reinforce gender stereotypes (Y3)</li> <li>To explain how these stereotypes can be challenged (Y3)</li> <li>To begin to understand why stereotypes are negative (Y3)</li> <li>I can identify fictional characters who reinforce gender stereotypes (Y4)             <ul style="list-style-type: none"> <li>I understand that stereotyped characters might influence children (Y4)</li> </ul> </li> <li>I can explain the negative impact of stereotypes (Y4)</li> </ul> <p><b>Healthy friendships - boundaries</b></p> <ul style="list-style-type: none"> <li>I understand physical boundaries are different for different people             <ul style="list-style-type: none"> <li>I can explain some boundaries in friendships</li> </ul> </li> <li>I understand that I have the right to decide what happens to my body</li> </ul> <p><b>Learning who to trust</b></p> <ul style="list-style-type: none"> <li>I understand what trust is</li> <li>I can identify people I trust and why</li> <li>I can explain what I can do if I don't trust someone or they break my trust</li> </ul> <p><b>Respecting differences</b></p> <ul style="list-style-type: none"> <li>I can identify similarities and differences between people (Y3)             <ul style="list-style-type: none"> <li>I understand how I should treat people who are different to me (Y3)</li> <li>I understand that families are all different</li> </ul> </li> </ul>	<p><b>Healthy families</b></p> <ul style="list-style-type: none"> <li>I understand that all families are different</li> <li>I can explain ways in which families support each other</li> <li>I know there are people who can help if I am worried about anything in my family</li> </ul> <p><b>Stereotyping – Age/ disability</b></p> <ul style="list-style-type: none"> <li>I understand that stereotypes can be based on different factors (Y3)             <ul style="list-style-type: none"> <li>I can explain some stereotypes that exist about older people (Y3)</li> <li>I can explain why stereotypes are unfair (Y3)</li> </ul> </li> <li>I understand that stereotypes can affect how I see people (Y4)             <ul style="list-style-type: none"> <li>I can explain how stereotypes might have a negative effect on people (Y4)</li> </ul> </li> <li>I can talk about people who do not conform to stereotypes (Y4)</li> </ul> <p><b>How my behaviour affects others</b></p> <ul style="list-style-type: none"> <li>I understand that what I say and do affects others</li> <li>I can think of ways to make other people happy             <ul style="list-style-type: none"> <li>I can describe how making others happy makes me feel</li> </ul> </li> </ul> <p><b>Effective communication to support relationships: BV: Mutual respect</b></p> <ul style="list-style-type: none"> <li>I understand that there are different ways to communicate             <ul style="list-style-type: none"> <li>I can communicate my meaning without talking</li> </ul> </li> <li>I can listen and show that I'm listening</li> <li>I know how to be a good listener</li> </ul> <p><b>Respect and manners: BV: Mutual respect</b></p> <ul style="list-style-type: none"> <li>I understand that expectations for manners change in different situations</li> </ul>	<p><b>Build a friend</b></p> <ul style="list-style-type: none"> <li>I understand what makes a good friend</li> <li>I know why friends are important             <ul style="list-style-type: none"> <li>I can set myself a friendship-themed goal</li> </ul> </li> </ul> <p><b>Respecting myself</b></p> <ul style="list-style-type: none"> <li>I understand that everyone deserves a basic level of respect (Y5)</li> <li>I can explain how I can earn respect from my peers and from adults (Y5)             <ul style="list-style-type: none"> <li>I can explain when respect might be lost (Y5)</li> </ul> </li> <li>I understand respect is an important part of relationships (Y6)</li> <li>I can explain how I would want to be respected (Y6)</li> <li>I understand that I should treat others how I expect to be treated myself (Y6)</li> </ul> <p><b>Marriage</b></p> <ul style="list-style-type: none"> <li>I understand that marriage is a legal commitment.</li> <li>I understand that marriage is an individual choice.</li> <li>I can explain why people might decide to get married.</li> </ul> <p><b>Bullying (during anti-bullying week)</b></p> <ul style="list-style-type: none"> <li>I understand what might lead to someone bullying others             <ul style="list-style-type: none"> <li>I can explain how someone who is being bullied might feel</li> </ul> </li> <li>I know who I can talk to if I am worried about bullying</li> </ul> <p><b>Stereotyping: Gender/ Race and religion.</b></p> <ul style="list-style-type: none"> <li>I understand that attitudes and laws relating to gender have changed over time (Y5)</li> <li>I can explain why gender equality is important (Y5)</li> <li>I can explain how we make assumptions about people based on how they look (Y6)</li> <li>I understand that stereotypes around race</li> </ul>	<p><b>Friendship skills</b></p> <ul style="list-style-type: none"> <li>I understand that friendships have ups and downs.</li> <li>I can provide possible solutions to friendship problems.             <ul style="list-style-type: none"> <li>I understand that friendships can sometimes be strengthened after an issue has occurred.</li> </ul> </li> </ul> <p><b>Resolving conflict</b></p> <ul style="list-style-type: none"> <li>I can describe situations where conflict may arise.             <ul style="list-style-type: none"> <li>I can name different strategies to manage conflict.</li> <li>I can describe what 'conflict', 'negotiate' and 'compromise' mean.</li> </ul> </li> </ul> <p><b>Family life</b></p> <ul style="list-style-type: none"> <li>I understand that sometimes families can make children feel unhappy or unsafe.</li> <li>I know who can help me or my friends if something is making them unhappy or unsafe.</li> <li>I can explain why keeping secrets is not a good thing to do.</li> </ul> <p><b>Challenging stereotypes</b></p> <ul style="list-style-type: none"> <li>To explore other people's attitudes and ideas and to begin to challenge these (Y5).</li> <li>To understand stereotypes and be able to share information on them (Y6).</li> </ul> <p><b>Change and loss</b></p> <ul style="list-style-type: none"> <li>I understand that loss and change can cause a range of emotions.             <ul style="list-style-type: none"> <li>I can explain what grief means.</li> </ul> </li> <li>I understand that grief is different for different people and in different situations.</li> <li>I know who I can talk to if I am worried about anything relating to grief.</li> </ul>	<ul style="list-style-type: none"> <li>Developing and maintaining a variety of healthy relationships within a range of social/cultural contexts, and to develop parenting skills</li> <li>Recognising and managing emotions within a range of relationships</li> <li>Dealing with risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters</li> <li>The concept of consent in a variety of contexts (including in sexual relationships)</li> <li>Managing loss including bereavement, separation and divorce</li> </ul>
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				<p>and I should respect these differences (Y4)</p> <ul style="list-style-type: none"> <li>• I can identify differences and similarities in families in other countries (Y4)</li> <li>• I know that no country will have only one type of family (Y4)</li> </ul> <p><b><u>Change and loss – bereavement</u></b></p> <ul style="list-style-type: none"> <li>• I understand what a bereavement is</li> <li>• I can explain some things that might help someone who has experienced a bereavement</li> <li>• I know where to go for help if I or someone I know needs it following a bereavement</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify some roles in society which are positions of authority <ul style="list-style-type: none"> <li>• I can explain what manners might be appropriate in a given situation</li> </ul> </li> <li>• I understand that good manners are one way of showing respect for others</li> </ul>	<p>and religion can be harmful (Y6)</p> <ul style="list-style-type: none"> <li>• I can explain how stereotypes can affect the way people are treated and can lead to discrimination (Y6)</li> </ul>		
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**F1**

- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing

**F2**

- Manage their own needs. - personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**To know how to relax in different ways**

- I know that there are different ways of relaxing
- I can recognise when relaxation might help me
- I can focus on tensing and relaxing different parts of my body to relax
- I can use laughter to help me relax if I am nervous or have lots on my mind

**What am I like?**

- I can describe what I am like/what qualities I have
  - I can identify my strengths
- I can think of things I would like to get better at
- I can set myself small, achievable goals

**Ready for bed**

- I can understand the importance of sleep
- I know that I can affect the quality of sleep that I get
- I can think of ways to get ready for sleep

**Hand washing and personal hygiene**

- I understand why I need to wash my hands
- I can explain how to wash my hands properly

**Allergies**

- I understand that people can be allergic to things in food or things around them
- I can explain what to do if I have an allergic reaction or one of my friends does

**People who help us stay healthy.**

- I understand that some people have jobs which help to keep us healthy
- I can explain how these people help to keep us healthy

**Understanding my feelings**

- I can describe how I feel (Y1)
  - I can recognise what might cause these feelings (Y1)
- I can identify different ways of responding to emotions (Y1)
- I can plan appropriate actions to manage my feelings (Y1)
- I can describe my body's response to feelings (Y2)
- I know that we often feel more than one emotion at a time (Y2)
  - I can imagine how I would feel in a particular situation (Y2)
- I know that not everyone feels the same (Y2)

**Developing a growth mindset**

- I can describe how I feel when I find something difficult
  - I understand that everybody fails
- I know that failing is not the end of a process
  - I understand what a growth mindset is

**Being active**

- I understand how exercise affects the body
- I can describe how my body feels during/after exercise
  - I understand how exercise keeps me healthy
- I know what energetic activities I find fun

**Relaxation: Breathing exercises**

- I understand how relaxation affects the body
  - I know that it is important to have relaxation strategies
  - I know how to use breathing to help myself relax
- I can describe suitable times and places for using breathing techniques to relax

**Healthy diet**

**My Healthy diary**

- I understand what a balanced diet is
- I know that what I eat affects my mood and behaviour
- I understand that I need more energy from food when I am more energetic

**Relaxation – stretches**

- I can talk about why relaxation is good for our bodies
- I can use stretching to ease muscle tension and relax
- I understand when is a good time to use this technique

**Wonderful me**

- I can say what I am good at
- I can describe how I can use my strengths to help others
  - I understand how my behaviour and actions affect other people

**My superpowers**

- I can say what I am good at
- I can describe how I can use my strengths to help others
  - I understand how my behaviour and actions affect other people

**Celebrating mistakes**

- My Happiness: Identify things that are important to them and learn that they can take action to influence their own happiness.

**Communicating my feelings**

- I can express my feelings to others.
  - I can discuss how to handle different scenarios.
- I can practise creating boundaries.

**Relaxation – visualisation**

- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.

**Meaning and purpose – my role**

- I can describe my strengths
- I can explain how job roles help other people
- I can explain how some skills are useful in a range of jobs and roles

**Resilience**

- I can identify a problem or barrier
  - I can break down a problem into smaller goals
  - I can create a plan to overcome a barrier or issue

**Emotions**

- I understand it is normal to experience a range of emotions
- I can identify a range of emotions
  - I can explain some emotions people might feel in different situations

**Mental health**

- I understand that we all have mental health as well as physical health
  - I understand that sometimes people need help with their mental health
- I know who I can talk to if I am worried about my mental health or someone else's

**Relaxation: Yoga and mindfulness**

- I can describe what has caused me stress or worry
  - I can describe why it is important to relax
  - I can perform yoga stretches
- I can describe how these stretches make me feel

**Importance of rest**

- I can describe why sleep is beneficial
- I understand what affects sleep
  - I understand that I can take responsibility for my own sleep

**Embracing failure**

- I can describe how failing makes me feel
- I know strategies to help manage feelings of failure
- I understand why failure is helpful
- I know that it is important to learn from failure

**Going for goals: ASPIRE**

- I can identify what I want to learn or be better at
- I can say what I need to do to get better
- I can estimate how much time goals will take to achieve

**Taking responsibility for my feelings**

- I can describe a range of feelings
  - I understand that my actions affect other people
    - I can use different strategies to manage my feelings

**Taking responsibility for my health**

- I can talk about the importance of a healthy diet, good oral hygiene, rest and relaxation and physical activity
  - I can suggest ways I can take responsibility for my own health
- I can set myself achievable goals

**Impact of technology on health**

- I understand that technology can have an impact on my health, both physical and mental
- I can explain the potential pressures of using technology
  - I understand that developers design technology to make it as engaging as possible
- I can explain strategies to reduce the negative impact of technology on health

**Resilience toolbox**

- I know what resilience is
- I can describe a range of resilience strategies
  - I can describe why resilience is important

**Immunisation**

- I understand ways that I can prevent myself being ill
  - I can explain some benefits of immunisation
  - I can explain how vaccination works

**Physical health concerns**

- I understand that changes in my body could be due to illness
- I can identify who I can talk to if I am worried about anything
- I can explain some things I can do for myself if I am ill

**Good and bad habits**

- I understand how I can take responsibility for my health
- I understand that habits can be good or bad

- How to maintain physical, mental and emotional health and wellbeing
- Making informed choices about health and wellbeing, including diet, physical activity, mental health, sexual health, and drugs, alcohol and tobacco
- How to identify and access help, advice and support
- The role and influence of media on lifestyle
  - Responding in an emergency, including [first aid](#)

		<ul style="list-style-type: none"><li>• I can identify the benefits of a balanced, healthy diet</li><li>• I can describe the consequences of a poor diet</li><li>• I can recognise where improvements can be made to an unbalanced dish</li></ul> <p><b><u>Looking after our teeth</u></b></p> <ul style="list-style-type: none"><li>• I understand how food and drink can affect my teeth</li><li>• I can explain what I can do to keep my teeth healthy</li></ul>				<ul style="list-style-type: none"><li>• I can explain the consequences of actions</li></ul>	
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**F1**

- Develop appropriate ways of being assertive.
- -Talk with others to solve conflicts. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.

**F2**

- Talk about members of their immediate family and community.
  - Name and describe people who are familiar to them.
- Recognise that people have different beliefs and celebrate special times in different ways.

**People who help to keep us safe in the local community**

- I understand that some people have jobs that help to keep us safe.
- I can explain how these people help to keep us safe.
- I can explain how I can help these people to keep me safe.

**Road Safety**

- I can explain some rules to keep safe near traffic (Y1)
- I can explain why we need these rules (Y1)
- I can explain how to cross a road safely (Y2).

**Safety with medicines**

- I understand what can safely go into my body (Y1).
- I can explain why I should never put some things into my body (Y1).
- I understand that I should only take medicines if a grown-up I trust says it is OK (Y2).

**Making a call to the emergency services**

- I understand what an emergency is.
- I know the number to call in an emergency.
- I know my address and postcode.

**The difference between secrets and surprises**

- I can explain what a surprise is.
- I can explain what a secret is.
- I can identify whether something is a secret or a surprise.
- I can begin to explain the difference between a secret and a surprise.

**Communicating with adults**

- I know who works in my school (Y1).
  - I understand how I should speak to adults in school (Y1).
- I know what to do if I am worried about anything an adult says or does in school (Y1).
- I can list some places I meet adults outside of school (Y2).
- I know what to do if I am worried about anything an adult says or does outside school (Y2).

**Safety at home**

- I understand that there can be hazards in the home.
- I can explain how I can make things safer by following simple rules.
- I know what I need to do if there is an accident at home.

**What to do if we get lost**

- I know what to do if I get lost.
- I can tell someone my mum/dad/carer's name.

**The internet**

- I can explain what the internet is and how we use it to help us.
  - I understand the importance of being kind online.
- I know what to do if something I have seen or heard online makes me feel upset or uncomfortable.

**Appropriate contact**

- I understand that some types of physical contact are never appropriate (Y1).
- I understand that some types of physical contact are appropriate (Y1).
- I understand that my relationship with a person is relevant to what physical contact I may feel is appropriate (Y2).

**My private parts are private**

**Be kind online**

- I understand how to use positive language within an email.
- I am able to recognise when digital behaviour is unkind.
  - I know how to be a responsible digital citizen when I encounter others online.

**Cyberbullying**

- I can recognise unkind behaviour and know how to report it.
- I can be a responsible digital citizen.
- I can offer advice to support other people who are victims of cyberbullying.

**Privacy and secrecy**

- I can explain the difference between a secret and a surprise.
- I understand the difference between private and public.
- I know who I can talk to if I am worried or uncomfortable about something an adult does.

**First aid: bites and stings**

- I can ensure the safety of myself and others.
- I know how to assess a casualty's condition calmly and identify an allergic reaction to a bite or sting.
  - I can comfort and reassure a casualty who has been bitten or stung.
  - I know how to seek medical help if required.

**Fake emails**

- I can recognise when an email might be fake.
  - I understand that I shouldn't click on links in an email unless I know what it is.
  - I know what to do if I suspect an email is fake.

**Internet Safety: age restrictions**

- I know some legal age restrictions.
- I can explain why age restrictions are put in place.
- I can give reasons to support a point of view.

**First Aid: asthma**

- I can identify and manage a casualty who is having difficulty breathing due to asthma.
- I can ensure the safety of myself and others.
- I can assess a casualty's condition calmly.
  - I can comfort and reassure a casualty who is having an asthma attack.
  - I know how to seek medical help if required.

**Choices and influences**

- I understand some choices I can make (Y3)
- I understand why some decisions are made for me (Y3)
- I can explain who might make choices for me (Y3)
- I understand that there are people who will influence what I choose (Y4)
  - I can explain how someone's influence might not be good for me (Y4)

**First Aid: emergencies and calling for help**

- I understand it is most important to ensure the safety of myself and others in the event of an emergency.
  - I can assist in an emergency by correctly calling for help.

**Online friendships**

- I understand the difference between a friend, an acquaintance and someone I meet online.
  - I can explain the steps I should take before sending a message online.
- I can explain what is safe to share online and what I might need to think about and not share.

**Staying safe online**

- I can identify possible dangers online.
- I can suggest ways to stay safe online.
- I can use the web to find information about staying safe online.

**First aid: Choking**

- I recognise when someone is choking.
- I can explain how to administer first aid to a casualty who is choking (including back blows and tummy thrusts).
- I know how to seek medical help if required for a choking casualty.

**Year 5: Puberty: To understand physical changes during puberty**

- I understand how the body changes as a child becomes an adult.
- I can accurately label sexual external parts of the body.
- I can accurately label internal reproductive organs.

**Year 6: Physical and emotional changes of puberty**

- I understand changes that happen during puberty for boys, girls and both.
- I can name the parts of the body.
- I can use my knowledge to answer other people's problems.

**Year 5: Menstruation To understand the menstrual cycle**

- I understand the process of the menstrual cycle.

**Critical digital consumers**

- I understand that not everything I read online is true.
- I can explain some ways I can check if something is true.
- I can explain some signs that a news story is fake.

**Social media**

- I understand respect is as important online as it is offline.
- I can explain how nasty comments can affect people.
- I know who can help with online problems.

**First aid: Bleeding**

- I know that it is important to ensure the safety of myself and others.
  - I can assess a casualty's condition calmly.
- I know how to comfort and reassure a casualty who is bleeding.
- I can explain how to seek medical help if required.

**First aid: Basic life support**

- I can explain how to conduct a primary survey.
- I can place a casualty who is unresponsive and breathing normally into the recovery position.
- I understand how to seek medical help.

**Year 5: Puberty: To understand physical changes during puberty**

- I understand how the body changes as a child becomes an adult.
  - I can accurately label sexual external parts of the body.
  - I can accurately label internal reproductive organs.

**Year 6: Physical and emotional changes of puberty**

- I understand changes that happen during puberty for boys, girls and both.
- I can name the parts of the body.

- Parenthood and the consequences of teenage pregnancy
- How to assess and manage risks to health, and to keep themselves and others safe

			<ul style="list-style-type: none"> <li>• I understand what 'private' means (Y1).</li> <li>• I can name parts of the body including private parts (Y1).</li> <li>• I can name someone I can talk to if I'm worried about something (Y2).</li> </ul>		<ul style="list-style-type: none"> <li>• I know the information I need to give to emergency services if they are called to an incident.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain some changes I will go through during puberty.</li> <li>• I know who I can go to for help if I need to.</li> </ul> <p><b><u>Year 6: Conception (right to withdraw): Understand the biology of conception</u></b></p> <ul style="list-style-type: none"> <li>• I understand the menstrual cycle.</li> <li>• I understand how a baby is conceived.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my knowledge to answer other people's problems.</li> </ul> <p><b><u>Year 5: Menstruation To understand the menstrual cycle</u></b></p> <ul style="list-style-type: none"> <li>• I understand the process of the menstrual cycle.</li> <li>• I can explain some changes I will go through during puberty.</li> <li>• I know who I can go to for help if I need to.</li> </ul> <p><b><u>Year 6: Conception (right to withdraw): Understand the biology of conception</u></b></p> <ul style="list-style-type: none"> <li>• I understand the menstrual cycle.</li> <li>• I understand how a baby is conceived.</li> </ul>	
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**F1**

- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people in the safe context of their setting.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
  - Continue developing positive attitudes about the differences between people.
  - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

**F2**

- Talk about the lives of people around them and their roles in society.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
  - Recognise that people have different beliefs and celebrate special times in different ways.

**Needs and wants**

- I can identify some things I need (Y1)
- I can identify things that I own which are 'wants' (Y1)
- I understand why people have to prioritise needs over wants (Y2)
- I understand that I may need to save money to buy something I want (Y2)

**Looking after money**

- I understand why it is important to keep cash safe
- I can explain different ways to keep cash safe
- I can identify how to keep cash safe in different situations

**Jobs**

- I understand that there are different jobs in school (Y1)
- I can explain the skills people need to do different jobs (Y1)
- I understand there are many different jobs outside school (Y2)
- I can explain some of the things involved in choosing a job (Y2)

**Money**

- I understand that coins and notes have different values (Y1)
- I can identify where children might get money from (Y1)
- I understand why it is wrong to steal money (Y1)
- I understand where adults might get money from (Y2)

**Saving and spending**

- I understand that we can make choices about what to do with our money
- I can explain what might influence these choices

**Banks and building societies**

- I understand that banks and building societies help to keep money safe (Y1)
- I can explain why a savings account helps me to save (Y1)
- I can explain what I should look for when choosing a bank account (Y2)

**Spending choices**

- I can identify things that can influence how we decide to spend our money (Y3)
- I can identify and explain positive choices people can make when spending (Y3)
- I can describe my opinion on what makes something good value for money (Y4)
- I can explain why people see value for money differently (Y4)
- I can identify other factors which might affect a decision to buy something (Y4)

**Budgeting**

- I can explain the importance of budgeting (Y3)
- I can put together a budget (Y3)
- I can explain that people spend and save in different ways (Y3)
- I can explain some ways of tracking money (Y4)
- I can track how much money has been spent (Y4)
- I can work out how much money is left (Y4)

**Jobs and careers**

- I understand that there are many jobs available (Y3)
- I can identify jobs I might want to do (Y3)
- I can explain why I might be able to a particular job (Y3)
- I understand that there are a range of influences on job choices (Y4)
- I can identify positive and negative influences (Y4)
  - I can explain how someone might overcome negative influences (Y4)

**Money and emotions**

- To recognise that money has an impact on how we feel. (Y3)
- To understand ways money can be lost and how this makes people feel (Y4)

**Jobs for me**

- I understand that people can change their job
- I can explain some of the reasons why people might change their job

**Gender and careers**

- I understand that stereotypes exist about who might do certain jobs
- I can explain why these stereotypes might exist
- I can explain why gender should not be a factor in choosing a job

**Borrowing**

- I can explain why someone might borrow money
- I can describe some of the different ways to borrow money
  - I can explain what interest on a loan means
- I can explain why people make different decisions about money

**Income and Expenditure**

- I understand what income and expenditure are
- I can track income and expenditure
- I understand that there are choices to be made on how to earn money
- I can explain why people might make different choices about money

**Prioritising spending**

- I understand that having a budget helps people know how much they can spend and prioritise spending
  - I can devise a budget
- I understand that income might change and how families might deal with this
- I understand some of the feelings associated with money

**Risks with money**

- I understand some ways money can be lost
  - I can explain how risky certain spending is
- I can explain why people might take risks with money

**Careers**

- I can explain what I have already learnt about jobs and careers (Y5)
- I understand that there are a range of jobs available
  - I can explain some key things about specific jobs (Y5)
- I understand that there are different ways into careers (Y6)

**Attitudes to money**

- I can describe the reasons people might spend or save money
  - I can identify feelings associated with money
  - I can explain a range of factors that might affect our feelings towards money

**Keeping money safe**

- I can describe ways to keep money safe
- I can explain what to do if I am worried about my bank account

**Stereotypes in the Workplace**

- I understand that stereotypes can exist in the workplace
  - I can explain how stereotypes might affect people
- I can explain some ways that stereotypes can be overcome in the workplace

**Gambling**

- I understand what gambling is
  - I can explain some of the risks associated with gambling
- I can describe what might influence someone to gamble
- I understand who I can ask for help in relation to gambling

- Respecting equality and being a productive member of a diverse community

						<ul style="list-style-type: none"><li>• I can explain the options available for a job I want to do (Y6)</li><li>• I understand that people can change career (Y6)<ul style="list-style-type: none"><li>• I can explain some reasons why people might change their career (Y6)</li></ul></li></ul>		
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<p><b>F1</b></p> <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community</li> <li>Increasingly follow rules, understanding why they are important.</li> </ul> <p><b>F2</b></p> <p>Remember rules without needing an adult to remind them</p>	<p><b>Rules</b></p> <ul style="list-style-type: none"> <li>I can identify key rules we have in school (Y1).</li> <li>I understand why rules are important (Y1).             <ul style="list-style-type: none"> <li>I can explain some consequences of not having or following rules (Y2).</li> </ul> </li> <li>I can explain why rules are different in different places (Y2).</li> </ul> <p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>I understand that there are a range of groups people belong to.</li> <li>I can identify some groups I belong to.             <ul style="list-style-type: none"> <li>I can explain that some groups are chosen and some we just belong to.</li> </ul> </li> </ul> <p><b>Job roles in the community</b></p> <ul style="list-style-type: none"> <li>I understand that there are a range of jobs locally that help our community.             <ul style="list-style-type: none"> <li>I can explain some of the things people do for their job.</li> <li>I can explain what might happen if no one did these jobs.</li> </ul> </li> </ul> <p><b>Our school environment</b></p> <ul style="list-style-type: none"> <li>I understand what makes up the school environment.</li> <li>I can identify things that I like in the school environment.</li> <li>I can identify things that could be improved in the school environment.</li> <li>I can explain how I can make a difference to the school environment.</li> </ul> <p><b>Our local environment.</b></p> <ul style="list-style-type: none"> <li>I understand some people have jobs that help to keep our environment a good place to live or learn.</li> <li>I can identify some people in school who look after the environment.</li> <li>I can identify the jobs some people do in the local area to look after the environment.</li> <li>I can explain that some people volunteer to keep the local environment pleasant.</li> </ul>	<p><b>Similar, yet different</b></p> <ul style="list-style-type: none"> <li>I understand that everyone is unique (Y1)</li> <li>I can identify things that are the same or different about people (Y1)</li> <li>I can explain how different people contribute to the local community (Y2)</li> </ul> <p><b>Caring for others: animals</b></p> <ul style="list-style-type: none"> <li>I understand that different pets have different needs.</li> <li>I can explain how to look after some animals.</li> <li>I can explain why some pets might not be suitable for some people.</li> </ul> <p><b>The needs of others</b></p> <ul style="list-style-type: none"> <li>I understand that babies and young children have different needs.</li> <li>I can explain how to care for babies and younger children.</li> <li>I understand how I could help to look after a baby or younger child.</li> </ul> <p><b>Democratic decisions</b></p> <ul style="list-style-type: none"> <li>I understand how voting works.</li> <li>I can explain why voting is a fair way to decide something that affects a lot of people.</li> </ul> <p><b>Giving my opinion</b></p> <ul style="list-style-type: none"> <li>I understand that I can share my opinion on things that are important to me.</li> <li>I can identify things I would like to make better in school.</li> </ul>	<p><b>Recycling/ reusing</b></p> <ul style="list-style-type: none"> <li>I understand that recycling rubbish helps protect the environment (Y3)</li> <li>I can identify things that can be recycled (Y3)</li> <li>I can explain what I can do to increase/improve recycling at home/school (Y3)             <ul style="list-style-type: none"> <li>I understand the environmental benefits of reusing items (Y4)</li> </ul> </li> <li>I can explain why reusing is better for the environment than recycling (Y4)</li> <li>I can identify a range of ways that items can be reused (Y4)</li> </ul> <p><b>Local community buildings and groups</b></p> <ul style="list-style-type: none"> <li>I can explain what a community is (Y3)</li> <li>I can name buildings and places shared by my community (Y3)</li> <li>I can identify groups that exist in the community and how they may be linked to each other (Y3)             <ul style="list-style-type: none"> <li>I can name some different groups that exist in my wider community (Y4)</li> </ul> </li> <li>I can explain why and how someone might set up or join a community group (Y4)</li> <li>I can explain how groups help a community (Y4)</li> </ul> <p><b>Rules</b></p> <ul style="list-style-type: none"> <li>I understand why we have rules at school and home.</li> <li>I can explain some of the consequences of breaking rules.</li> <li>I can identify whether a consequence is fair or not.</li> </ul> <p><b>Human rights</b></p> <ul style="list-style-type: none"> <li>I understand that everyone has human rights.</li> <li>I can explain why these rights are important.</li> <li>I know who helps to protect human rights.</li> </ul>	<p><b>Local council and democracy</b></p> <ul style="list-style-type: none"> <li>I can explain some of the things the council does (Y3)             <ul style="list-style-type: none"> <li>I understand how democracy works in the local area (Y3)</li> <li>I understand that spending on different services needs to be prioritised (Y3)</li> </ul> </li> <li>I understand the role of local councillor (Y4)</li> <li>I can explain how local residents can share their ideas with the local councillor (Y4)</li> <li>I can identify some issues which a local councillor might be able to help with (Y4)</li> </ul> <p><b>Diverse communities</b></p> <ul style="list-style-type: none"> <li>I can name some of the groups that could make up a community.             <ul style="list-style-type: none"> <li>I can explain what different people bring to community.</li> <li>I can explain why differences benefit a community.</li> </ul> </li> </ul> <p><b>British Values: Tolerance of different cultures and religions, Mutual respect.</b></p> <p><b>Rights of the child</b></p> <ul style="list-style-type: none"> <li>I understand that children have rights (Y3)</li> <li>I can explain how some of these rights benefit me (Y3)</li> <li>I understand that not all children benefit from the rights (Y3)</li> <li>I can explain how adults have responsibilities for maintaining children's rights (Y4)             <ul style="list-style-type: none"> <li>I understand that children have responsibilities to make sure other children can benefit from their rights (Y4)</li> </ul> </li> </ul> <p><b>Charity</b></p> <ul style="list-style-type: none"> <li>I can describe how we can support charities.</li> <li>I can explain some of the work charities do to support the community.</li> </ul>	<p><b>Breaking the law</b></p> <ul style="list-style-type: none"> <li>I understand what happens when someone breaks the law.</li> <li>I can explain the process of a trial.</li> </ul> <p><b>Prejudice and discrimination</b></p> <ul style="list-style-type: none"> <li>I can describe what prejudice and discrimination are and why they are wrong.</li> <li>I can explain how I might challenge prejudice and discrimination.</li> </ul> <p><b>Protecting the planet</b></p> <ul style="list-style-type: none"> <li>To I understand how reducing the use of materials and energy helps the environment.</li> <li>I can explain some of the things individuals can do to reduce use of materials and energy.</li> <li>I can explain some of the things government and business can do to reduce the use of materials and energy.</li> <li>I know how individuals can influence government and business.</li> </ul> <p><b>Contributing to the community</b></p> <ul style="list-style-type: none"> <li>I can describe how contributions to the community are recognised and valued.</li> <li>I can explain how some individuals have contributed to society.</li> </ul> <p><b>Rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>I understand that rights apply to everyone (Y5)</li> <li>I understand that there are responsibilities as well as rights (Y5)             <ul style="list-style-type: none"> <li>I can explain what freedom of expression means and what limitations there are (Y5)</li> <li>I understand human rights are there to protect everyone (Y6)                 <ul style="list-style-type: none"> <li>I can explain why education is important and is included as a human right (Y6)</li> </ul> </li> </ul> </li> </ul>	<p><b>Pressure groups</b></p> <ul style="list-style-type: none"> <li>To recognise the role of pressure groups.</li> </ul> <p><b>Valuing diversity</b></p> <ul style="list-style-type: none"> <li>To understand diversity and the value different people bring to a community.</li> </ul> <p><b>British Values: Mutual respect, Tolerance of those with different faiths and beliefs, Individual liberty</b></p> <p><b>Food choices and the environment</b></p> <ul style="list-style-type: none"> <li>I can describe some environmental issues relating to food.</li> <li>I can explain what people can do to overcome environmental issues relating to food.</li> <li>I can explain some possible consequences to changing behaviour and food choices.</li> </ul> <p><b>Caring for others</b></p> <ul style="list-style-type: none"> <li>I can describe some of the responsibilities I have towards other people and living things.</li> <li>I can explain how I care about things in my day to day life.</li> <li>I can describe the issues or causes I care about.</li> </ul> <p><b>Parliament and national democracy</b></p> <ul style="list-style-type: none"> <li>I understand that rights apply to everyone (Y5)</li> <li>I understand that there are responsibilities as well as rights (Y5)</li> <li>I can explain what freedom of expression means and what limitations there are (Y5)</li> </ul> <p>I understand human rights are there to protect everyone (Y6)</p> <p>I can explain why education is important and is included as a human right (Y6)</p> <p>I understand why individuals campaign for causes they believe in (Y6)</p>	<ul style="list-style-type: none"> <li>Rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy</li> <li>How to make informed choices and be enterprising and ambitious             <ul style="list-style-type: none"> <li>How to develop employability, team working and leadership skills and develop flexibility and resilience</li> </ul> </li> <li>The economic and business environment</li> <li>How personal financial choices can affect oneself and others and about rights and responsibilities as consumers</li> </ul>
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						<ul style="list-style-type: none"> <li>I understand why individuals campaign for causes they believe in (Y6)</li> </ul>		
Coping with Change/ transition	<p><b>F1</b></p> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them</li> </ul> <p><b>F2</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand the risks associated with the sun <ul style="list-style-type: none"> <li>I understand that sunshine can be good for me</li> </ul> </li> <li>I can explain the things I need to do to keep myself safe in the sun</li> </ul>	<p><b>Transition lesson</b></p> <p>A lesson for Year 1 and 2 pupils to help them with their transition into Year 2 and 3, and the changes that may come with this move.</p>	<ul style="list-style-type: none"> <li>To create goals to achieve in Year 4/ 5</li> <li>To understand the strategies people use to cope with change</li> </ul>	<ul style="list-style-type: none"> <li>To create goals to achieve in Year 4/ 5</li> </ul> <p>To understand the strategies people use to cope with change</p>	<p><b>What is identity?</b></p> <p>To understand what factors contribute to identity</p> <p><b>Identity and body image</b></p> <p>To understand that the media manipulates images</p> <p>Year 5 – responsibilities and opportunities that they might take on when moving to year 6.</p> <p>Year 6 consider opportunities but also worries that the move to secondary school brings</p> <p>Year 6 secondary transition days</p> <p style="color: red;">Year 6 DARE</p>	<p><b>What is identity?</b></p> <p>To understand what factors contribute to identity</p> <p><b>Identity and body image</b></p> <p>To understand that the media manipulates images</p> <p>Year 5 – responsibilities and opportunities that they might take on when moving to year 6.</p> <p>Year 6 consider opportunities but also worries that the move to secondary school brings</p> <p>Year 6 secondary transition days</p> <p style="color: red;">Year 6 DARE</p>	<p>How to manage the transition from primary to secondary school</p>