



Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

| PSHE EYFS / KS1 | Nursery | Year R | KS 1 Cycle B | KS 1 Cycle A |
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| Me and My Relationships | <p>I can share likes and dislikes with my friends and adults in the classroom</p> <p>I can name different feelings and possible causes</p> <p>I can understand that some families are different from mine but these families also love and care for one another</p> <p>I can name people who care for me and keep me safe</p> | <p>I can talk about my own family and interests</p> <p>I can share my favourite interests and objects with my friends</p> <p>I can talk about important people in my life</p> <p>I can talk about when I might feel unsafe or unhappy and name people who can help me</p> <p>I can describe different emotions</p> <p>I can identify events that can make a person feel sad</p> <p>I can suggest ways to help a friend who is sad</p> | <p>I can understand the importance of rules.</p> <p>I can demonstrate attentive listening skills</p> <p>I can recognise how others are feeling by reading their body language</p> <p>I can identify a range of feelings and how these might make me behave</p> <p>I can recognise that feelings and bodies can be hurt and suggest ways of dealing with different hurts</p> <p>I can identify simple qualities of friendship and can suggest ways of making up.</p> | <p>I can suggest actions that will contribute positively to the life of the classroom and make and undertake pledges based on those actions</p> <p>I can take part in creating and agreeing classroom rules</p> <p>I can use a range of words to describe my feelings and recognise that people have different ways of expressing their feelings</p> <p>I can recognise, name and understand how to deal with feelings and explain where someone could get help if they were being upset by someone else's behaviour</p> <p>I can recognise that friendship is a special kind of relationship and identify some of the ways that good friends care for each other</p> <p>I can understand that bullying and unkind behaviour are both unacceptable ways of behaving</p> <p>I can say what is meant by the terms 'bullying' and 'teasing' and show an understanding of the difference between the two</p> |



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| Valuing Difference | <p>I can talk about the similarities and differences between me and my friends</p> <p>I can understand that people have different cultures and religions</p> <p>I can understand that having differences between people is a good thing</p> <p>I can talk about how to help those who are in need</p> | <p>I can describe what makes me special</p> <p>I can recognise similarities and differences in my friends</p> <p>I can talk about my family, its customs and traditions and listen to my friends talk about theirs</p> <p>I can talk about what makes my home feel special and safe</p> <p>I can suggest ways to be kind towards others</p> <p>I can show friendly behaviour towards my peers</p> | <p>I can identify the similarities and differences between people</p> <p>I can explain the differences between being unkind, teasing and bullying</p> <p>I can explain some of our school rules and how these rules help to keep everyone safe</p> <p>I can recognise what is fair, unfair, kind and unkind and suggest ways in which I can show kindness to others</p> <p>I can identify some of the people who are special to me and recognise and name some of the qualities that make a person special to me</p> <p>I can recognise that I belong to different groups and communities such as my family</p> | <p>I can identify some of the physical and non-physical differences and similarities between people.</p> <p>I can use words and phrases that show respect for other people</p> <p>I can identify people who are special to me and explain some of the ways those people are special</p> <p>I can recognise and explain how a person's behaviour can affect other people</p> <p>I can explain how it feels to be part of a group and explain how it feels to be left out from a group</p> <p>I can recognise and describe acts of kindness and explain how these impact on other people's feeling</p> <p>I can demonstrate active listening skills</p> |
| Keeping Myself Safe | <p>I can talk about what makes me feel unsafe</p> <p>I can recognise a 'funny tummy' feeling when something feels wrong or unsafe and what to do</p> <p>I can name potential dangers, both inside and outside, and how to avoid getting hurt</p> | <p>I can name things that keep my body safe, clean and protected</p> <p>I can talk about what my body needs to stay well</p> <p>I can name safe ways to store medicines and who can give it to children (adults)</p> <p>I can name some hazards and ways to stay safe inside</p> | <p>I can recognise the importance of sleep and identify simple bedtime routines</p> <p>I can recognise emotions and physical feelings associated with feeling unsafe and I can identify people who can help me when I am feeling unsafe</p> | <p>I can understand that medicines can sometimes make people feel better when they're ill. I can explain simple issues of safety and responsibility about medicines and their use.</p> <p>I can identify situations in which I would feel safe or</p> |



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| | <p>I can say which products in the home are only to be used by adults</p> <p>I can explain who can give medicine to children and why</p> | <p>I can name some hazards and ways to stay safe outside</p> <p>I can name adults who I can ask for help and who will keep me safe</p> <p>I can talk about keeping myself safe, safe touches and consent</p> <p>I can share ideas about activities that are safe to do on electric devices. I can say what to do and who to talk to if I do not feel safe online</p> <p>I can name people in the community who help to keep me safe</p> | <p>I can understand and learnt the PANTS rules</p> <p>I can understand how to keep safe when I am using the internet</p> <p>I can understand that medicines can sometimes make people feel better when they are ill and I can explain simply how to be safe with medicines</p> <p>I can recognise the range of feelings that are associated with loss</p> | <p>unsafe and who I could ask for help if I was feeling unsafe</p> <p>I can identify situations in which I would need to say, 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe</p> <p>I can recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</p> <p>I can identify the types of touch I like and do not like</p> <p>I can identify who I can talk to if someone touches me in a way that makes me feel uncomfortable</p> <p>I can recognise that some touches are not fun and can hurt or be upsetting</p> <p>I can know that I can ask someone to stop touching me</p> <p>I can identify who I can talk to if someone touches me in a way that makes me feel uncomfortable</p> <p>I can identify safe secrets (including surprises) and unsafe secrets</p> <p>I can recognise the importance of telling someone I trust about a secret which makes me feel unsafe or uncomfortable</p> |
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| Rights and Respect | <p>I can name some healthy foods</p> <p>I can talk about how healthy foods and keeping clean can help my body</p> <p>I can talk about how I can help at home and look after other members of my family</p> <p>I can show care and responsibility for my home and my learning environments</p> | <p>I can name special people in my life</p> <p>I can talk about why friends are important and how they help us</p> <p>I can talk about how I can help at home</p> <p>I can name ways to look after my classroom and learning environment</p> <p>I can name ways to help take care of the environment</p> <p>I can identify the uses of money</p> <p>I can talk about why it's important to keep money safe</p> <p>I can suggest ways to save money</p> | <p>I can recognise how another person's behaviour and my own, can affect other people</p> <p>I can identify what I like about the school environment and recognise who looks after and cares for it</p> <p>I can explain the importance of looking after things that belong to me and other people</p> <p>I can explain where people get money from and list some of the things that money might be spent on at home</p> <p>I can explain the importance of keeping money safe</p> <p>I can explain why first aid is important</p> | <p>I can describe and record strategies for getting on with others in the classroom</p> <p>I can explain, and be able to use, strategies for dealing with impulsive behaviour</p> <p>I can identify special people in the school and community who can help to keep me safe</p> <p>I can say how to ask for help</p> <p>I can say how to stay safe online</p> <p>I can understand that people have choices about what they do with their money</p> <p>I can recognise that money can be spent on items which are essential or non-essential and understand that money can be saved for a future time</p> |
| Being My Best | <p>I can name what my body needs for energy</p> <p>I can describe how I feel if I don't get enough food, water, exercise or sleep</p> <p>I can explain how people might feel if they find something hard</p> <p>I can have a go at challenging myself</p> | <p>I can share an experience where I haven't achieved my goal</p> <p>I can recognise that some skills take time to learn</p> <p>I can name and choose healthy foods and drink</p> <p>I can explain the jobs of different food groups</p> <p>I can name some activities to support my positive mental health and wellbeing</p> <p>I can name some ways to keep my body fit and well</p> | <p>I can recognise the importance of eating at least 5 different fruits and vegetables a day</p> <p>I can recognise which foods I need to eat more of and which I need to eat less of, to be healthy</p> <p>I can recognise the importance of regular hygiene routines</p> <p>I can understand how diseases can spread and recognise and use simple strategies to prevent the spread of diseases</p> | <p>I can explain the stages of the learning line and show an understanding of the learning process</p> <p>I can understand and give examples of things that I can choose for myself and things that others choose for me</p> <p>I can explain how germs can be spread, describe simple hygiene routines such as hand washing and understand that vaccinations can help to prevent certain illnesses</p> |



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| | | <p>I can explain why my body needs sleep</p> <p>I can describe my own bedtime routine</p> | <p>I can recognise that learning a new skill requires practice</p> <p>I can demonstrate good listening skills and give and receive positive feedback.</p> | <p>I can explain the importance of good dental hygiene and describe simple dental hygiene routines</p> <p>I can name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain).</p> <p>I can describe how food, water and air get into the body and blood</p> <p>I can understand that my body gets energy from food, water and oxygen.</p> <p>I can recognise that exercise and sleep are important to health</p> <p>I can say how to make a clear call to emergency services if necessary.</p> <p>I can explain the concepts of basic first-aid.</p> |
| Growing and Changing | <p>I can describe seasonal changes</p> <p>I can describe the life cycle of an animal</p> <p>I can talk about how babies change as they grow</p> <p>I can talk about the similarities and differences between males and females</p> | <p>I can name the different seasons and describe their differences</p> <p>I can understand that animals and humans change in appearance over time</p> <p>I can use words that describe the different stages of life from baby, child, teenager, adult and older age</p> <p>I can explain that a baby is made by a woman and a man</p> | <p>I can understand that my body gets energy from food, water and air</p> <p>I can identify things I could do as a baby, a toddler and can do now and identify the people who helped meet those different stages</p> <p>I can understand some of the tasks required to look after a baby and simply explain how to meet the basic needs of a</p> | <p>I can explain simple ways of giving positive feedback to others</p> <p>I can recognise the range of feelings that are associated with losing (and being reunited) with a person I am close to</p> <p>I can identify different stages of growth</p> <p>I can understand and describe some of the things that people</p> |



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| | | <p>and grows inside a mummy's tummy</p> <p>I can talk about how I have changed as I have grown</p> <p>I can name parts of the body (including reproductive parts) using the correct vocabulary</p> <p>I can explain which parts of my body are kept private and safe and why</p> | <p>baby, for example, eye contact, cuddling, washing, changing, feeding</p> <p>I can explain the difference between teasing and bullying and say who I could get help from in a bullying situation</p> <p>I can explain the difference between a secret and a nice surprise, identify situations as being secrets or surprises and identify who I can talk to if I feel uncomfortable about any secret I am told, or told to keep</p> <p>I can identify parts of the body that are private. I can describe ways in which private parts can be kept private and identify people I can talk to about my private parts.</p> | <p>are able to do at these different stages</p> <p>I can identify which parts of the human body are private</p> <p>I can explain that a person's genitals help them to make babies when they are grown up</p> <p>I can explain what privacy means</p> <p>I can identify how inappropriate touch can make someone feel</p> <p>I can understand that there are unsafe secrets and secrets that are nice surprises</p> |
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| PSHE Key Stage 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Me and My Relationships | <p>-I can understand the importance of rules.</p> <p>I can know how to look after my friends and stay friends.</p> <p>I can suggest how to solve a friendship problem</p> <p>I can talk about why friends may fall out and how to resolve issues.</p> | <p>I can collaborate.</p> <p>I can discuss the qualities of a 'positive, healthy relationship'.</p> <p>I can know when it's appropriate to say no and how.</p> <p>I can talk about how feelings change</p> <p>I can identify a wide range of feelings</p> | <p>I can use strategies to resolve arguments or disagreements</p> <p>I can reflect on my behaviour, attitudes and qualities.</p> <p>I can talk about what could make a relationship unhealthy or unsafe.</p> <p>I can manage my emotional needs and any risks to them.</p> | <p>I can work through challenges I have with my friends with respect, assertiveness and understanding.</p> <p>I can explain different behaviours which can happen in a group</p> |



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| | <p>I can listen to and debate ideas and opinions with others with respect.</p> <p>I can understand how to say no if I don't feel safe.</p> | <p>I can recognise bullying or pressured behaviour.</p> | <p>I can be assertive to keep myself happy, healthy and safe.</p> | <p>I can use assertive behaviours to keep myself safe from peer influence or pressure.</p> <p>I can describe the different ways people show commitment in relationships</p> <p>I can recognise that some types of touch are against the law</p> |
| Valuing Difference | <p>I can understand ways of showing respect through language and communication.</p> <p>I can recognise and respect that there are many different types of families.</p> <p>I can identify the different communities that I belong to</p> <p>I can understand that we live in a diverse world</p> <p>I can suggest ways to deal with bullying</p> <p>I can suggest ways to deal with prejudice.</p> | <p>I can begin to manage conflict by using negotiation and compromise.</p> <p>I can know what to do if someone behaves aggressively</p> <p>I can demonstrate ways of showing respect to others' differences.</p> <p>I can understand and identify stereotypes</p> <p>I can understand what is shared in different types of relationships</p> <p>I can protect my personal body space</p> | <p>I can discuss what makes a friendship last.</p> <p>I can hold a respectful conversation.</p> <p>I can understand discrimination and its injustice.</p> <p>I can explain the importance of mutual respect in our diverse society.</p> <p>I can understand that information online may be false and why this can happen.</p> <p>I can recognise that some people choose to express their gender in different ways.</p> | <p>I can suggest ways for dealing with bullying</p> <p>I can suggest ways for helping someone who is being bullied</p> <p>I can explain the importance of mutual respect and tolerance in our diverse society.</p> <p>I can describe what makes a strong, positive friendship.</p> <p>I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</p> |
| Keeping Myself Safe | <p>I can suggest ways to keep safe</p> <p>I can understand the difference between danger and risk</p> <p>I can identify and manage risks</p> <p>I can understand how to stay safe online</p> <p>I can understand that only some drugs are helpful</p> | <p>I can understand the difference between danger, risk and hazard</p> <p>I can understand what a dare is and how to manage them</p> <p>I can suggest ways to manage risk</p> | <p>I can demonstrate strategies to deal with bullying</p> <p>I can understand how to stay safe online</p> <p>I can recognise and think about how to deal with risky situations</p> | <p>I can understand the dangers of posting things online.</p> <p>I can understand that all humans have basic emotional needs</p> <p>I can demonstrate and an understanding that drugs can</p> |



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| | I can talk about some risks of alcohol and cigarettes | I can talk about the consequences of unhealthy behaviour I can explain how to stay safe online I can explain how to stay safe with medicines | I can suggest ways of standing up to someone who gives a dare. I can talk about the risks around vaping I can talk about some of the emotional risks around smoking and alcohol | have both medical and non-medical uses I can explain some of the basic laws relating to drugs in this country and why we have them I can describe some of the effects and risks of drinking alcohol. |
| Rights and Respect | I can identify who can help me stay safe I can understand how things can be perceived differently I can understand why people volunteer I can understand 'income', 'saving' and 'spending' I can understand how people earn different amounts of money I can explain ways we can look after the environment | I can understand the responsibilities of people to keep us safe and healthy I can understand that humans have rights and also responsibilities that come with these I can understand how everyone can make a difference through voting I can talk about the influence the media can have I can explain how a bystander can help stop bullying I can understand the purpose of taxes | I can discuss issues currently in the media concerning health and wellbeing I can understand what bias is and how it can change facts I can think about the value of the work voluntary groups do I can talk about the differences between respect, rights and duties I can understand what to consider before spending money I can understand some of the things involved with borrowing money. | I can understand the differences between fact and opinion and the impact bias can have I can understand the problems that can arise from social media I can talk about the importance of spending money wisely and the benefits of saving I can suggest ways of living in a more environmentally sustainable way. I can begin to understand the way in which democracy in Britain works. I can understand the need for different rules in different situations and how I can be a part of rule making |
| Being My Best | I can explain what makes a healthy balanced diet I can explain how infections can spread and how we can reduce this | I can identify and appreciate my uniqueness I can recognise that different people make different choices I can understand what the body needs to stay healthy | I can understand some of how our body works and how we can look after it I can identify my strengths and what I need to work on | I can set myself aspirational goals and describe how I can achieve these I can research and present information on a health and wellbeing issue |



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| | <p>I can talk about how food, water and air get into the body and blood.</p> <p>I can debate an issue respectfully</p> <p>I can talk about what makes me fantastic!</p> <p>I can recognise my skills and think about how I can develop them</p> | <p>I can understand how I can care for the environment</p> <p>I can recognise what different people contribute to our school community</p> <p>I can do some basic first aid</p> | <p>I can identify benefits of the school community and ways we could improve it</p> <p>I can recognise how the media can inaccurately portray people</p> <p>I can know who helps me stay safe and how I help them to do this</p> <p>I can do some basic first aid</p> | <p>I can talk about the risks and misconceptions around smoking and alcohol</p> <p>I can identify risk factors in a situation and consider how we can reduce these</p> <p>I can do some important aspects Of first aid.</p> <p>I can talk about the five ways to wellbeing, explaining how they contribute to a healthy lifestyle</p> |
| Growing and Changing | <p>I can identify different types of relationships</p> <p>I can understand appropriate body space</p> <p>I can keep my personal information safe offline and online</p> <p>I can explain the difference between a safe and unsafe secret</p> <p>I can do some basic first aid</p> | <p>I can describe some life changes and who I can go to for help</p> <p>I can understand the need for compromise in some situations</p> <p>I can explain the difference between a safe and unsafe secret</p> <p>I can discuss the different ways and reasons people may have to be 'together'</p> | <p>I can identify how I am feeling and explain strategies I can use to build my resilience</p> <p>I can describe strategies for dealing with situations where I feel uncomfortable</p> <p>I can explain the difference between a safe and an unsafe secret</p> <p>I can understand what menstruation is and why it happens</p> <p>I can discuss some of the myths associated with puberty using the correct vocabulary</p> <p>I can recognise how emotions can change the feelings in my body</p> | <p>I can recognise that photos can be changed to match society's view of perfect and the problems this can cause</p> <p>I can understand how the media can reinforce stereotypes</p> <p>I can understand the pressures and risks of sharing images online</p> <p>I can discuss how experiencing change can impact our emotions</p> <p>I can give examples of some of the physical and emotional changes associated with puberty</p> <p>I can identify the changes that happen through puberty to allow sexual reproduction to occur</p> |