

**PSHE and RSHE Progression**  
**EYFS to Year 6**

	Autumn Term (1st Half)	Autumn Term (2nd Half)	Spring Term (1st Half)	Spring Term (2nd Half)	Summer Term (1st Half)	Summer Term (2nd Half)
	<b>BEING ME IN MY WORLD</b>	<b>CELEBRATING DIFFERENCES</b>	<b>DREAMS AND GOALS</b>	<b>HEALTHY ME</b>	<b>RELATIONSHIPS</b>	<b>CHANGING ME</b>
<b>EYFS</b>	<p>I understand how it feels to belong and that we are similar and different</p> <p>I can start to recognise and manage my feelings</p> <p>I enjoy working with others to make school a good place to be</p> <p>I understand why it is good to be kind and use gentle hands</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>I am learning what being responsible means</p>	<p>I can identify something I am good at and understand everyone is good at different things</p> <p>I understand that being different makes us all special</p> <p>I know we are all different but the same in some ways</p> <p>I can tell you why I think my home is special to me</p> <p>I can tell you how to be a kind friend</p> <p>I know which words to use to stand up for myself when someone says or does something unkind</p>	<p>I can set a goal and work towards it</p> <p>I can use kind words to encourage people</p> <p>I understand the link between what I learn now and the job I might like to do when I'm older</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>I understand that I need to exercise to keep my body healthy</p> <p>I understand how moving and resting are good for my body</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>I know how to help myself go to sleep and understand why sleep is good for me</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>I know what a stranger is and how to stay safe if a stranger approaches me</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I know how to make friends to stop myself from feeling lonely</p> <p>I am starting to understand the impact of unkind words</p> <p>I know how to be a good friend, including online.</p>	<p>I can name parts of the body</p> <p>I understand that we all grow from babies to adults</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>I can share my memories of the best bits of this year in Reception</p>

<p><b>Year 1</b></p>	<p>To recognise what makes them special and unique including their likes, dislikes and what they are good at.</p> <p>To understand the rights and responsibilities of being a member of my class</p> <p>To know my views are valued and can contribute to the Learning Charter</p> <p>I can recognise how it feels to be proud of an achievement.</p> <p>To recognise the choices I make and understand the consequences. I can recognise a range of feelings when I face certain consequences</p> <p>I can tell you something positive that I like about being in my class.</p> <p>To begin to understand how democracy works.</p>	<p>I can identify similarities between people in my class</p> <p>I can identify differences between people in my class</p> <p>I can tell you what bullying is and understand how being bullied might feel</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied</p> <p>I know how to make new friends. I know how it feels to make a new friend.</p> <p>I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p>	<p>I can set simple goals. I can identify my successes and achievements.</p> <p>I understand how to work well with a partner. I can celebrate achievement with my partner.</p> <p>To tackle a new challenge and understand this might stretch my learning. I can identify how I feel when I am faced with a new challenge.</p> <p>To identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them</p> <p><b>MONEY MATTERS</b></p> <p>To recognise some of the different ways we get money and some of the different forms it comes in.</p> <p>To understand the different jobs that people do in my school.</p>	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <p>I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices.</p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe. I recognise when I feel frightened and who to ask for help.</p> <p>I know what to wear to keep myself safe from the sun.</p>	<p>I can identify the members of my family and understand that there are lots of different types of families.</p> <p>I can identify the special people in my life and how we care for each other.</p> <p>I can identify what being a good friend means to me and how to make a new friend, including being a good friend online.</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>I know who can help me in my school community when I need help and know how to ask for it.</p> <p>I can recognise my qualities as person and a friend</p> <p>I can tell you why I appreciate someone who is special to me. I can express how I feel about them.</p>	<p>I am starting to understand the life cycles of animals and humans.</p> <p>I understand that changes happen as we grow and that this is OK.</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>I can tell you how my body has changed since I was a baby</p> <p>I understand that every time I learn something new I change a little bit</p> <p>I can tell you about changes that have happened in my life. I know some ways to cope with changes</p>
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**ONLINE SAFETY**

	<p><b>Self Image and Identity Online Reputation</b></p>	<p><b>Online Bullying</b></p>	<p><b>Managing online information</b></p>	<p><b>Health, wellbeing and lifestyle</b></p>	<p><b>Online Relationships</b></p>	<p><b>Privacy and Security Copyright and Ownership</b></p>
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<p>I can recognise that there may be people online who could make someone feel sad or upset.</p> <p>I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>I can describe how to behave online in ways that do not upset others</p>	<p>I can give simple examples of how to find information using digital technologies, e.g. child friendly search engines.</p> <p>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe.</p> <p>I know how to get help from a trusted adult</p>	<p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p>I can use the internet with adult support to communicate with people I know</p> <p>I can explain why it is important to be kind to people online</p>	<p>I can explain that passwords are used to protect information, accounts and devices.</p> <p>I can recognise information that is personal to someone.</p> <p>I can explain why it is important to always ask a trusted adult before sharing any personal information online</p>
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<p><b>Year 2</b></p>	<p>To identify some of my hopes and fears for this year. I recognise when I feel worried and know who to ask for help.</p> <p>To understand the importance of rules and different places where rules apply.</p> <p>To understand ways to look after the school environment.</p> <p>To recognise the role people play in looking after the environment</p> <p>To begin to understand the role people have in the community</p> <p>To begin to understand how democracy works in a school.</p> <p>To share my opinion on things that matter to me.</p>	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>I understand that bullying (including cyberbullying) is sometimes about difference.</p> <p>I can tell you how someone who is bullied feels I can be kind to children who are bullied.</p> <p>I can recognise what is right and wrong and know how to stand up for myself.</p> <p>I understand that it is OK to be different from other people and to be friends with them.</p> <p>I can tell you about the ways I am the same as, and different to, others and that there is a great deal they share in common.</p> <p>I understand these differences make us all special and unique.</p>	<p>To choose a realistic goal and think about how to achieve it.</p> <p>To persevere even when I find tasks difficult.</p> <p>To recognise who it is easy for me to work with and who it is more difficult for me to work with</p> <p>I understand how working with other people can help me to learn.</p> <p>To work cooperatively in a group to create an end product.</p> <p>To know how to share success with other people.</p> <p><b>MONEY MATTERS</b> I know the difference between the things that we need to spend money on and the things we want to spend money on</p> <p>I understand that sometimes people may not always be able to have the things they want.</p>	<p>I know how to describe and share a range of feelings and I understand that feelings change.</p> <p>I recognise that feelings can intensify (get stronger). I can describe how big feelings can help them feel better when they have a big feeling.</p> <p>I know what I need to keep my body healthy and I am motivated to make healthy lifestyle choices.</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</p> <p>I can identify food and drink with high or low sugar. I can describe how to clean my teeth properly and the importance of visiting the dentist.</p> <p>I can tell you what relaxed means and I know about the things that will help us to fall asleep and get a good night's sleep.</p> <p>I know how medicines work and the people who help them to stay healthy.</p> <p>I know about rules for keeping safe around medicines and other household products.</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>I can understand that being part of a family brings support, stability and love.</p> <p>I understand that there are lots of forms of physical contact within a family and I know what is acceptable, and what is not.</p> <p>I know which types of physical contact I like and don't like and can talk about this.</p> <p>I can identify some of the things that cause conflict with my friends. I identify ways that some people might behave differently online and who to ask for help if I am worried.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone.</p> <p>I can express my appreciation for the people in my special relationships.</p>	<p>I can recognise cycles of life in nature and I understand there are some changes that are outside my control and can recognise how I feel about this</p> <p>I can recognise the main changes of the human life cycle (baby, adult, child).</p> <p>I can recognise the process of growing takes time and describe what changes happen when people grow from young to old.</p> <p>I can challenge simple stereotypes between boys and girls.</p> <p>I know boys and girls bodies have similarities and difference.</p> <p>I can recognise and use the correct names for main parts of the body (penis, and vagina) and appreciate that some parts of my body are private.</p> <p>I know how to manage the change of moving to a new class.</p>
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**ONLINE SAFETY**

	<p><b>Self Image and Identity Online Reputation</b></p>	<p><b>Online Bullying</b></p>	<p><b>Managing online information</b></p>	<p><b>Health, wellbeing and lifestyle</b></p>	<p><b>Online Relationships</b></p>	<p><b>Privacy and Security Copyright and Ownership</b></p>
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	<p>I can explain how other people may look and act differently online and offline.</p> <p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p> <p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p>	<p>I can explain what bullying/cyberbullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get help.</p>	<p>I can use simple keywords in search engines</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be real or true.</p>	<p>I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <p>I can say how those rules / guides can help anyone accessing online technologies.</p>	<p>I can give examples of how someone might use technology to communicate with others and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel I am unsure about or don't want to do</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>
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<b>Year 3</b>	<p>To identify their own personal strengths and interests and what they're proud of.</p> <p>I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it.</p> <p>To face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>To understand why rules are needed and how they relate to rights and responsibilities.</p> <p>To understand how to adopt a positive attitude when playing with others.</p> <p>I understand the groups which make up the community</p> <p>To begin to understand how democracy works in the local area.</p>	<p>I understand that everybody's family is different and important to them.</p> <p>I understand that differences and conflicts sometimes happen among family members.</p> <p>I know what it means to be a witness to bullying</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p>	<p>To identify a dream or ambition that is important to me</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>recognise obstacles which might hinder my achievement and take steps to overcome them. I can manage the feelings of frustration that may arise when obstacles occur.</p> <p>I can evaluate my own learning process and identify how it can be better next time.</p> <p><b>MONEY MATTERS</b> To understand that skills and interests will help someone decide what job to do.</p> <p>To identify the risks associated with money (it being lost or stolen)</p> <p>To identify ways that money can impact on people's feelings and emotions.</p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>I know that the amount of calories, fat and sugar I put into my body will affect my health.</p> <p>I know the effects of different foods, drinks and substances on dental health.</p> <p>I can identify things, people and places that I need to keep safe from (including online) and can tell you some strategies for keeping myself safe, including who to go to for help.</p> <p>I know some strategies for keeping myself safe, who to go to for help and how to call the emergency services.</p> <p>I know how to keep safe around water.</p> <p>I can identify when something feels safe or unsafe and I can express how being anxious or scared feels.</p>	<p>I can identify the roles and responsibilities of each member of my family and can reflect on stereotypes.</p> <p>I can identify why friendship is important and what makes a good friend.</p> <p>I can identify how to maintain good friendships.</p> <p>I can understand some of the ways to solve disagreements and conflict amongst ourselves and our peers.</p> <p>I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p>	<p>I understand what a baby needs to live and grow.</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>To be confident to say what I like or don't like in response to a hug, squeeze or cuddle from a friend.</p> <p>I understand what it means to keep parts of the body private.</p> <p>I know the difference between appropriate and inappropriate touch and how to respond.</p> <p>I can start thinking about who I trust and who I can ask for help</p> <p>To identify what I am looking forward to when I move to my next class</p>
	<b>ONLINE SAFETY</b>					
	<b>Self Image and Identity Online Reputation</b>	<b>Online Bullying</b>	<b>Managing online information</b>	<b>Health, wellbeing and lifestyle</b>	<b>Online Relationships</b>	<b>Privacy and Security Copyright and Ownership</b>

	<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online</p> <p>I can explain ways in which someone might change their identity (e.g. gaming; using an avatar; social media) and why.</p> <p>I can explain the need to be careful before sharing anything personal.</p>	<p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p> <p>I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p>	<p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships;</p> <p>I can explain why some online activities have age restrictions and why it is important to follow them.</p>	<p>I can explain what it means to 'know someone' online and why this might be different from knowing someone online.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of giving and gaining permission before sharing things online.</p>	<p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can give reasons why someone should only share information with people they choose to and can trust.</p> <p>I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p>
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<p><b>Year 4</b></p>	<p>To understand the importance of self-respect and how this links to their own happiness.</p> <p>To understand how rules protect them and others. To give reasons why rules are needed in different situations. To understand what it means to behave responsibly.</p> <p>To understand who is in my school community, the roles they play and how I fit in.</p> <p>I can identify the different groups I belong to and explain what it means to belong to a group.</p> <p>I can recognise some of the ways in which people can be made to feel they don't belong. I can describe behaviours that can help people in a group feel valued and welcome.</p> <p>To identify basic examples of human rights, including rights of children.</p> <p>To understand how democracy works through the school parliament</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I understand that, sometimes, we make assumptions based on what people look like</p> <p>I understand what influences me to make assumptions based on how people look</p> <p>To understand what is meant by a diverse society in relation to the United Kingdom.</p> <p>To explain the benefits of living in a diverse society and demonstrate how they can value and celebrate diversity.</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p>	<p>I can tell you about some of my hopes and dreams</p> <p>I understand that sometimes hopes do not come true and that this can be disappointing</p> <p>I know how to work out the steps to take to achieve a goal, and do this successfully as part of a group</p> <p>I can identify the contributions made by myself and others to the group's achievement</p> <p style="text-align: center;"><b>MONEY MATTERS</b></p> <p>To identify the different ways I could pay for things and keep track of money</p> <p>To understand there are a range of jobs available and to think about what job they might want to do.</p> <p>To understand that people's decisions about their careers can be influenced by a variety of things.</p>	<p>To know about the different feelings and emotions people experience and understand why it's important to express feelings and emotions.</p> <p>To manage feelings and emotions and know how to get support with this.</p> <p>To learn about the safe use of medicines and household products.</p> <p>To recognise the risk in situations related to medicines and household products, including when there is pressure to do something which is unsafe or may cause someone to be unwell.</p> <p>To learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health.</p> <p>To understand how laws and restrictions help to keep people safe and healthy. To identify where people can get help to protect their own and other's health.</p> <p>To understand how to deal with common injuries using basic first aid techniques.</p> <p>To know about fire safety at home including the need for smoke alarms</p>	<p>I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>I can understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations</p> <p>I can recognise situations which can cause jealousy in relationships</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I can identify someone I love and can express why they are special to me</p> <p>I know how most people feel when they lose someone or something they love</p>	<p>To identify how boys' and girls' bodies change on the <b>outside</b> during the growing up process (basic facts about puberty and correct terminology for parts of the body)</p> <p>To understand menstruation (*girls session)</p> <p>To recognise how I feel about these changes happening to me and know how to cope with those feelings</p> <p>To identify changes that have been and may continue to be outside of my control</p> <p>To express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p> <p>To start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>To identify what I am looking forward to when I move to my next class</p>
<p><b>ONLINE SAFETY</b></p>						

	<b>Self Image and Identity Online Reputation</b>	<b>Online Bullying</b>	<b>Managing online information</b>	<b>Health, wellbeing and lifestyle</b>	<b>Online Relationships</b>	<b>Privacy and Security Copyright and Ownership</b>
	<p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p>I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may</p>	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p>I can describe how to search for information and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups)</p> <p>I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</p>	<p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>I can identify times or situations when someone may need to limit the amount of time they use technology.</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p>	<p>I can describe strategies for keeping personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>

<p><b>Year 5</b></p>	<p>To understand what happens when the law is broken</p> <p>To understand my rights and responsibilities as a citizen of my country and a member of my school.</p> <p>To make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>To understand how reducing our use of materials and energy will help the environment.</p> <p>To recognise and understand the contribution people make to the community</p> <p>To begin to understand how parliament works</p>	<p>I understand that cultural differences sometimes cause conflict</p> <p>I understand the importance of a diverse, multicultural society.</p> <p>I understand what the words 'stereotyping' and racism mean. Give examples of racial stereotyping, including things that might seem complimentary.</p> <p>To understand how to avoid stereotyping other people and thing about your language and the things you say.</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can explain the difference between direct and indirect types of bullying</p> <p>I can compare my life with people in the developing world</p> <p>I can understand a different culture from my own</p>	<p>To identify what might influence people's decisions about a job or career.</p> <p>To identify my personal interests and strengths To set a personal goal</p> <p>To understand the different skills needed for a job.</p> <p>To describe the dreams and goals of young people in a culture different to mine</p> <p><b>MONEY MATTERS</b> To understand about the different ways to pay for things and the choices people have about this.</p> <p>to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p>	<p>To know about what mental health means and how we can take care of it.</p> <p>To understand what can impact on mental health and the conflicting emotions.</p> <p>To learn how the correct use of medicines, and how vaccinations and immunisations, can help to maintain health and wellbeing.</p> <p>To understand how sleep contributes to a healthy lifestyle</p> <p>To know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I understand how the media, social media and celebrity culture promotes certain body types</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>To identify different ways that I can take care of my oral hygiene and why this is important.</p> <p>To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities (including self esteem)</p> <p>I can understand how to develop empathy and practise techniques to behave inclusively and make people feel included.</p> <p>To understand that belonging to an online community can have positive and negative consequences</p> <p>To understand there are rights and responsibilities in an online community or social network</p> <p>To know there are rights and responsibilities when playing a game online</p> <p>To recognise when I am spending too much time using devices (screen time)</p> <p>To explain how to stay safe when using technology to communicate with my friends</p>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>To identify some of the physical changes that happen to bodies during puberty and know that puberty begins and ends at different times for different people</p> <p>To use the scientific vocabulary for external male and female body parts</p> <p>To know about the biological changes that happen to males and females during puberty and how puberty affects the reproductive organs eg, menstruation.</p> <p>To explore how changes in puberty affect personal hygiene and know how to manage this.</p>
<p><b>ONLINE SAFETY</b></p>						

	<b>Self Image and Identity Online Reputation</b>	<b>Online Bullying</b>	<b>Managing online information</b>	<b>Health, wellbeing and lifestyle</b>	<b>Online Relationships</b>	<b>Privacy and Security Copyright and Ownership</b>
	<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate how to make responsible choices about having an online identity, depending on context.</p> <p>I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p>	<p>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p>	<p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p>	<p>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively</p> <p>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p>	<p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.</p> <p>I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can demonstrate how to support others (including those who are having difficulties) online.</p>	<p>I can explain what a strong password is and demonstrate how to create one.</p> <p>I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>I can explain what app permissions are and can give some examples.</p> <p>I can assess and justify when it is acceptable to use the work of others.</p>

<p><b>Year 6</b></p>	<p>To identify my goals for the year, understand my fears and worries about the future and know how to express them.</p> <p>To know there are universal rights for all children but for many children, these rights are not met.</p> <p>To understand how an individual's behaviour can impact on a group.</p> <p>I can understand how negative stereotypes can influence behaviours and attitudes towards different groups of people</p> <p>I can understand how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views.</p> <p>To begin to understand how the government works</p>	<p>I understand there are different perceptions about what normal means.</p> <p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know how it can feel to be excluded or treated badly by being different in some way</p> <p>I know some of the reasons why people use bullying behaviours and I can tell you a range of strategies for managing my feelings in bullying situations.</p> <p>I can give examples of people with disabilities who lead amazing lives and I appreciate people for who they are.</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p>	<p>I know my learning strengths and can set challenging but realistic goals for myself</p> <p>To identify problems in the world that concern me and talk to other people about them.</p> <p>I can empathise with people who are suffering or who are living in difficult situations</p> <p><b>MONEY MATTERS</b> To know what interest is and that it may be added to the money I save and borrow.</p> <p>To explain some of the benefits of saving, and some of the risks involved in borrowing money.</p> <p>To assess how risky different everyday activities are and describe how important it is to 'stop and think' before taking a risk.</p> <p>To explain risk in relation to gambling and identify how winning or losing can affect a person's feelings and what makes someone want to take the risk.</p>	<p>To take responsibility for my health and make choices that benefit my health and well-being</p> <p>To understand how to develop healthy sleep strategies and how to maintain them.</p> <p>To learn about some of the risks and effects of legal and illegal drug use. To understand the reasons why people use drugs; managing situations and peer influence</p> <p>To learn that mixed messages about drug use in the media exist and that these can influence opinions and decisions</p> <p>To understand that some people can be exploited and made to do things that are against the law.</p> <p>To know why some people join gangs and the risks this involves.</p> <p>To understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>To identify what worry might feel or look like and describe actions a person could take if they are worried.</p>	<p>To understand how to take care of my mental health and that people can sometimes get problems with their mental health. I can help myself and others when worried about a mental health problem.</p> <p>To understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>To recognise when people are trying to gain power or control</p> <p>I can judge whether something online is safe and helpful for me</p> <p>I can use technology positively and safely to communicate with my friends and family</p>	<p>To describe the physical and emotional changes that occur during puberty and how to manage these</p> <p>To demonstrate how to begin conversations about puberty with people that can help us</p> <p>To know how to manage change as I grow up and understand the feelings associated with change.</p> <p>To understand what constitutes a positive, healthy and loving relationship</p> <p>To understand the feelings and common anxieties pupils face when moving to secondary school.</p>
<b>ONLINE SAFETY</b>						
	<b>Self Image and Identity Online Reputation</b>	<b>Online Bullying</b>	<b>Managing online information</b>	<b>Health, wellbeing and lifestyle</b>	<b>Online Relationships</b>	<b>Privacy and Security Copyright and Ownership</b>

<p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.</p> <p>I can explain the ways in which anyone can develop a positive online reputation.</p>	<p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>	<p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p>I can define the terms 'in 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).</p>	<p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	<p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>	<p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>I know that online services have terms and conditions that govern their use.</p>
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