



InMAT

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Part I – Relationships Education

Rationale

InMAT schools believe that our Relationships Education curriculum ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. We are preparing children for life in modern Britain, developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

Definition

Relationship Education became compulsory in all primary schools from September 2020. DfE guidance (2019) states that primary schools must “put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts including online.” At InMAT our policy helps to “foster pupil wellbeing and develop resilience and character”, alongside the Trust values of: Inclusion, Integrity, Initiative, Inspiration and Involvement.

Aims

The aims of Relationships Education in our schools is to:

- Develop skills and attitudes in our pupils that will enable them to participate fully and contribute positively whilst thriving in modern Britain.
- “To put in place the building blocks needed for positive and safe relationships of all kinds.” (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education: FAQs)
- Ensure that pupils understand Britain is a country rich in diversity and difference. Individual characteristics make people unique; everyone has differences, and everyone is welcome in our schools.
- Provide clear information to parents and carers about the Relationships Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- Enable pupils to reflect on their own experiences, considering how they are developing character, both personally and socially. Teach co-operation skills so that pupils behave with integrity, feeling confident about their emerging selves and how they can contribute to school and to society.
- Enable children to reflect on their own mental health and consider how their actions affect the mental health of others.
- Ensure all students receive the support and respect they need as they move through the school and provide the skills to show empathy and support to peers if and when it is needed. The DfE guidance states, “Teachers should always seek to treat individual students with sympathy and support.”
- Develop an understanding of the protected characteristics listed in the Equality Act 2010 and gain a historical perspective of how equality and freedoms have been won over time and should not be taken for granted.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

We have reviewed this policy in consultation with parents/carers and have taken into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

Teaching of Relationship Education

Relationship Education is delivered by class teachers through lessons in each year group and through Personal Social Health Economic Education (PSHE) sessions. It is also delivered through assemblies where children discuss images taken from current news stories and relate those stories to their own lives while exploring and considering the lives of others.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- ✓ Families and people who care for me
- ✓ Caring friendships
- ✓ Respectful relationships
- ✓ Online relationships
- ✓ Being safe

At Kingsley Primary our PSHE curriculum is based on Jigsaw and the No Outsiders curriculum.

For more information about our curriculum, see our curriculum overview in Appendix 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The Board of Trustees will approve the RSE policy, and CEO and School Improvement Leads will hold the headteacher to account for its implementation.

The right to withdraw

Children may not be withdrawn from Relationship Education lessons. There is no reference to sex or reproduction in Relationship Education lessons. Parents have the opportunity to view any new materials being used to teach Relationships Education as and when they are introduced.

Resources

Each InMAT school will appoint a PSHE lead to oversee Relationship Education. The PSHE lead will support and provide resources for each school.

PART 2 – Sex Education

Rationale

At InMAT we place Sex Education firmly within our PSHE curriculum. We believe passionately that our PSHE curriculum will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal development lies at the cornerstone of our InMAT ethos; we are preparing children for life in modern Britain. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

Definition

Sex Education is about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It involves children acquiring information and being informed about the physical and emotional changes that happen during puberty, forming positive values and attitudes in their family life. Central to this is the growth of self-esteem and taking responsibility for oneself and one's actions.

The word 'sex' is used in its widest form and focuses on differences in gender as well as sexual reproduction. As the children grow older our aim is to help them become aware of, and understand the changes their bodies are starting to make as well as the emotional changes that they may start to feel.

Aims

Our aims in Sex Education are to:

- Teach children the appropriate language to talk about themselves and their bodies and to be able to make informed choices about their bodies when they grow older.
- Inform children about the human reproductive cycle at an age appropriate time.
- Enable pupils to understand and manage their own feelings and emotions as they experience adolescence.
- Promote attitudes of self-respect in our pupils and respect for others.
- Provide channels for our pupils to feel able to communicate their needs and be able to ask for help in an atmosphere where questions relating to sex and relationships can be asked and answered
- Teach pupils about peer pressure and to have the confidence and skills to deal with unwanted pressure; understand that some parts of the body are private and what to do if someone is making you feel uncomfortable.
- Provide children with understanding about personal hygiene and germs, including bacteria, viruses, how they are spread and the importance of keeping our bodies clean.
- Enable children to make sense of the messages that they receive about relationships and growing up from the world around them.
- To enable pupils to differentiate between appropriate / inappropriate behaviour in relationships.
- Provide clear information to parents and carers about the Sex Education and Health Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- We will provide opportunities for parents and carers to air their views about our curriculum and we will consider all views given.

Teaching

Sex Education and Health Education, is part of the PSHE curriculum, and is delivered by class teachers.

Although there are not specific Sex Education and Health lessons in Key Stage 1, where children mention their body parts, staff will use the correct names.

Equality of Opportunity

At InMAT we consider that all pupils and adults should have equal access to Sex and Health Education, regardless of gender, race, faith, age, disability, sexual orientation, gender identity.

The right to withdraw

Parents / carers may withdraw their child from Sex Education and Health Lessons. Each school in the trust will inform parents / carers before the lessons are delivered. Parents will have the opportunity to view the lessons and resources in order to make an informed choice about the content before withdrawing their child.

Resources

The PSHE lead in each school will provide lesson plans and resources for Sex Education and Health education.

Staff training

The PSHE lead for the school will lead staff training to ensure all staff are confident in their contribution to the Sex Education and Health policy.

Monitoring arrangements

The delivery of RSE is monitored by the Head Teacher through:

- Individual schools monitoring arrangements.
- Pupils' development in RSE. This is monitored by class teachers as part of our internal assessment systems.
- Local Academy Committee (LAC) members should monitor the delivery and impact of RSE.

This policy will be reviewed by INMAT every 2 years.

At every review, the policy will be approved by the Board of Trustees.

Links with other policies

This Sex Education and Health Policy should be read in conjunction with:

This Policy takes its legal framework from the following legislation and statutory guidance:

- Relationships and education relationships and sex education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

- Keeping children safe in education

[https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#:~:text=Added%20'Keeping%20children%20safe%20in%20education%20\(from%201%20September%202020,to%20KCSIE%202019%20until%20then.&text=Added%20a%20link%20to%20the,%2C%20colleges%20and%20other%20providers'.](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#:~:text=Added%20'Keeping%20children%20safe%20in%20education%20(from%201%20September%202020,to%20KCSIE%202019%20until%20then.&text=Added%20a%20link%20to%20the,%2C%20colleges%20and%20other%20providers'.)

- Behaviour and discipline in schools

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

- Mental health and behaviour in schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

- The SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- The Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance#:~:text=Equality%20Act%20provisions%20which%20came,work%2C%20education%2C%20associations%20and%20transport>

Appendix I: By the end of primary school pupils should know:

<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
<p>Respectful relationships</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

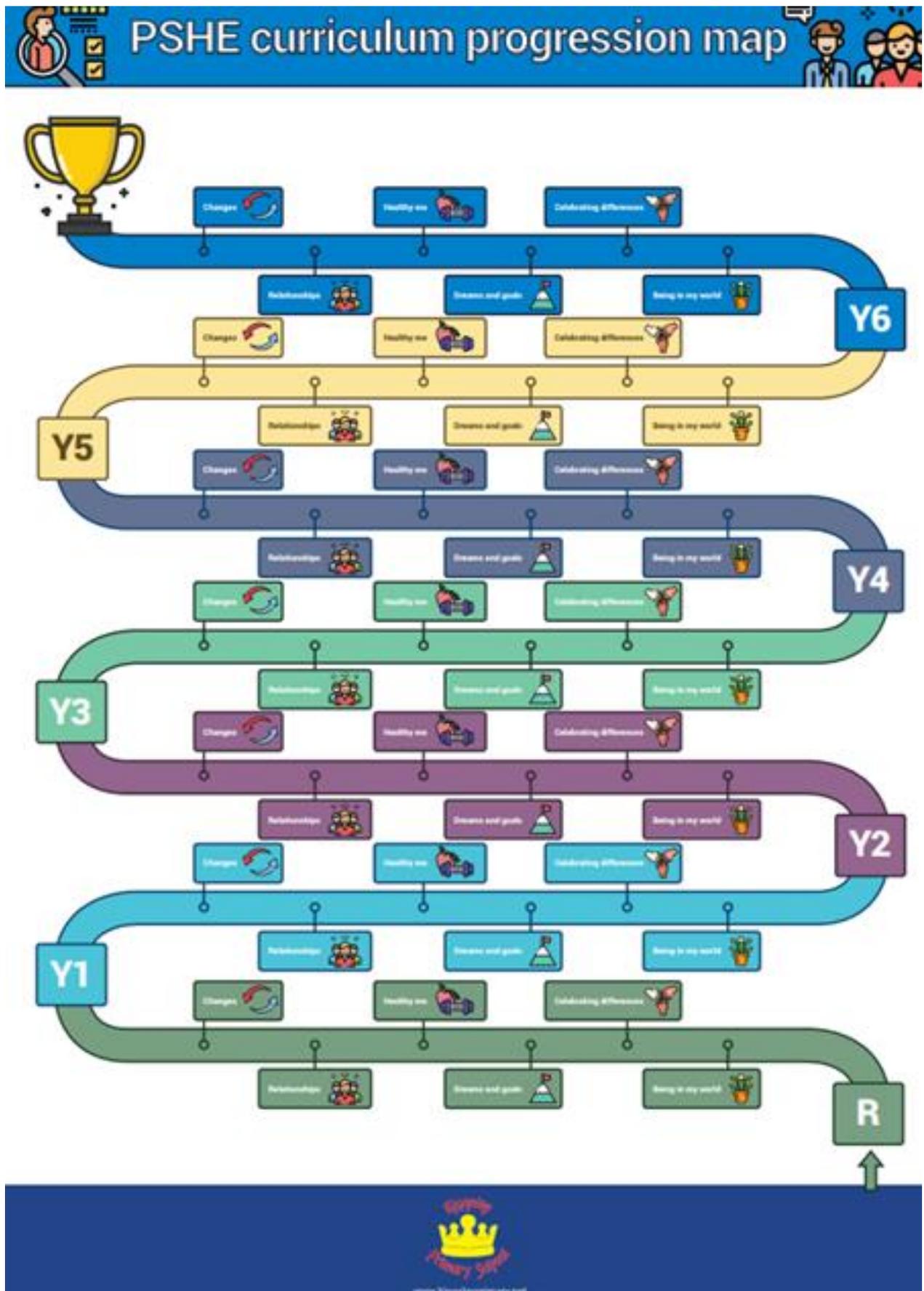
	<p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
<p>Online relationships</p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
<p>Being safe</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 2: Parent form – withdrawal from sex education within RSE

To be completed by the parents			
Name of Child:		Class	
Name of Parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent Signature			

To be completed by the school	
Agreed actions from discussion with parents	

Appendix 3: Our Curriculum Map for PSHE/RSE



EYFS PSHE Knowledge Progression Sheet

Being in My World	
EYFS	
Substantive Knowledge	<ul style="list-style-type: none"> -Know special things about themselves -Know that some people are different from themselves -Know how happiness and sadness can be expressed -Know that hands can be used kindly and unkindly -Know that being kind is good -Know they have a right to learn and play, safely and happily
Disciplinary Knowledge	<ul style="list-style-type: none"> -Identify feelings associated with belonging -Identify feelings of happiness and sadness -Skills to play cooperatively with others -Be able to consider others' feelings -Be responsible in the setting
Key Vocabulary	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.

Celebrating Differences	
EYFS	
Substantive Knowledge	<ul style="list-style-type: none"> -Know what being proud means and that people can be proud of different things -Know that people can be good at different things -Know what being unique means -Know that families can be different -Know that people have different homes and why they are important to them -Know different ways of making friends -Know different ways to stand up for myself -Know the names of some emotions such as happy, sad, frightened, angry -Know that they don't have to be 'the same as' to be a friend -Know why having friends is important -Know some qualities of a positive friendship
Disciplinary Knowledge	<ul style="list-style-type: none"> -Identify feelings associated with being proud -Identify things they are good at -Be able to vocalise success for themselves and about others successes -Identify some ways they can be different and the same as others -Recognise similarities and differences between their family and other families -Identify and use skills to make a friend -Identify and use skills to stand up for themselves -Recognise emotions when they or someone else is upset, frightened or angry
Key Vocabulary	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.

Dreams and Goals	
EYFS	
Substantive Knowledge	<ul style="list-style-type: none"> -Know what a challenge is -Know that it is important to keep trying -Know what a goal is -Know how to set goals and work towards them -Know which words are kind -Know some jobs that they might like to do when they are older

	<ul style="list-style-type: none"> -Know that they must work hard now in order to be able to achieve the job they want when they are older -Know when they have achieved a goal
Disciplinary Knowledge	<ul style="list-style-type: none"> -Understand that challenges can be difficult -Recognise some of the feelings linked to perseverance -Talk about a time that they kept on trying and achieved a goal -Be ambitious -Demonstrate Resilience -Recognise how kind words can encourage people -Feel proud -Celebrate success
Key Vocabulary	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.

Healthy Me	
EYFS	
Substantive Knowledge	<ul style="list-style-type: none"> -Know the names for some parts of their body -Know what the word 'healthy' means -Know some things that they need to do to keep healthy -Know that they need to exercise to keep healthy -Know how to help themselves go to sleep and that sleep is good for them -Know when and how to wash their hands properly -Know what to do if they get lost -Know how to say No to strangers
Disciplinary Knowledge	<ul style="list-style-type: none"> -Recognise how exercise makes them feel -Recognise how different foods can make them feel -Can explain what they need to do to stay healthy -Can give examples of healthy food -Can explain how they might feel if they don't get enough sleep -Can explain what to do if a stranger approaches them
Key Vocabulary	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.

Relationships	
EYFS	
Substantive Knowledge	<ul style="list-style-type: none"> -Know what a family is -Know that different people in a family have different responsibilities (jobs) -Know some of the characteristics of healthy and safe friendship -Know that friends sometimes fall out • Know some ways to mend a friendship -Know that unkind words can never be taken back and they can hurt -Know how to use Jigsaw's Calm Me to help when feeling angry -Know some reasons why others get angry
Disciplinary Knowledge	<ul style="list-style-type: none"> -Know what a family is -Know that different people in a family have different responsibilities (jobs) -Know some of the characteristics of healthy and safe friendship -Know that friends sometimes fall out -Know some ways to mend a friendship -Know that unkind words can never be taken back and they can hurt -Know how to use Jigsaw's Calm Me to help when feeling angry

	-Know some reasons why others get angry
Key Vocabulary	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.

Changing Me	
EYFS	
Substantive Knowledge	<ul style="list-style-type: none"> -Know the names and functions of some parts of the body (see vocabulary list) -Know that we grow from baby to adult -Know who to talk to if they are feeling worried -Know that sharing how they feel can help solve a worry -Know that remembering happy times can help us move on
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can identify how they have changed from a baby -Can say what might change for them they get older -Recognise that changing class can illicit happy and/or sad emotions -Can say how they feel about changing class/ growing up -Can identify positive memories from the past year in school/ home
Key Vocabulary	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.

Year 1 PSHE Knowledge Progression Sheet

Being in My World	
Year 1	
Substantive Knowledge	<ul style="list-style-type: none"> -Understand the rights and responsibilities of a member of a class -Understand that their views are important -Understand that their choices have consequences -Understand their own rights and responsibilities with their classroom
Disciplinary Knowledge	<ul style="list-style-type: none"> -Understanding that they are special -Understand that they are safe in their class -Identifying helpful behaviours to make the class a safe place -Identify what it's like to feel proud of an achievement -Recognise feelings associated with positive and negative consequences -Understand that they have choices
Key Vocabulary	Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.

Celebrating Differences	
Year 1	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that people have differences and similarities -Know what bullying means -Know who to tell if they or someone else is being bullied or is feeling unhappy -Know skills to make friendships -Know that people are unique and that it is OK to be different
Disciplinary Knowledge	<ul style="list-style-type: none"> -Recognise ways in which they are the same as their friends and ways they are different -Identify what is bullying and what isn't -Understand how being bullied might feel -Know ways to help a person who is being bullied

	-Identify emotions associated with making a new friend -Verbalise some of the attributes that make them unique and special
Key Vocabulary	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.

Dreams and Goals	
Year 1	
Substantive Knowledge	-Know how to set simple goals -Know how to achieve a goal -Know how to work well with a partner -Know that tackling a challenge can stretch their learning -Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them -Know when a goal has been achieved
Disciplinary Knowledge	-Recognise things that they do well -Explain how they learn best -Celebrate an achievement with a friend -Recognise their own feelings when faced with a challenge -Recognise their own feelings when they are faced with an obstacle -Recognise how they feel when they overcome an obstacle -Can store feelings of success so that they can be used in the future
Key Vocabulary	Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.

Healthy Me	
Year 1	
Substantive Knowledge	-Know the difference between being healthy and unhealthy -Know some ways to keep healthy -Know how to make healthy lifestyle choices -Know how to keep themselves clean and healthy -Know that germs cause disease / illness -Know that all household products, including medicines, can be harmful if not used properly -Know that medicines can help them if they feel poorly -Know how to keep safe when crossing the road -Know about people who can keep them safe
Disciplinary Knowledge	-Feel good about themselves when they make healthy choices -Realise that they are special -Keep themselves safe -Recognise ways to look after themselves if they feel poorly -Recognise when they feel frightened and know how to ask for help -Recognise how being healthy helps them to feel happy
Key Vocabulary	Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.

Relationships	
Year 1	

Substantive Knowledge	<ul style="list-style-type: none"> -Know that everyone’s family is different -Know that there are lots of different types of families -Know that families are founded on belonging, love and care -Know how to make a friend -Know the characteristics of healthy and safe friends -Know that physical contact can be used as a greeting -Know about the different people in the school community and how they help -Know who to ask for help in the school community
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can express how it feels to be part of a family and to care for family members -Can say what being a good friend means -Can show skills of friendship -Can identify forms of physical contact they prefer -Can say no when they receive a touch they don’t like -Can praise themselves and others -Can recognise some of their personal qualities • Can say why
Key Vocabulary	Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate

Changing Me	
Year 1	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that animals including humans have a life cycle -Know that changes happen when we grow up -Know that people grow up at different rates and that is normal -Know the names of male and female private body parts -Know that there are correct names for private body parts and nicknames, and when to use them -Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these -Know who to ask for help if they are worried or frightened -Know that learning brings about change
Disciplinary Knowledge	<ul style="list-style-type: none"> -Understand and accepts that change is a natural part of getting older -Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) -Can express why they enjoy learning -Can suggest ways to manage change e.g. moving to a new class
Key Vocabulary	Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.

Year 2 PSHE Knowledge Progression Sheet

Being in My World	
Year 2	
Substantive Knowledge	<ul style="list-style-type: none"> -Identifying hopes and fears for the year ahead -Understand the rights and responsibilities of class members -Know that it is important to listen to other people -Understand that their own views are valuable -Know about rewards and consequences and that these stem from choices

	-Know that positive choices impact positively on self-learning and the learning of others
Disciplinary Knowledge	-Recognise own feelings and know when and where to get help -Know how to make their class a safe and fair place -Show good listening skills -Recognise the feeling of being worried -Be able to work cooperatively
Key Vocabulary	Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.

Celebrating Differences	
Year 2	
Substantive Knowledge	-Know there are stereotypes about boys and girls -Know that it is OK not to conform to gender stereotypes -Know it is good to be yourself -Know that sometimes people get bullied because of difference -Know the difference between right and wrong and the role that choice has to play in this -Know that friends can be different and still be friends -Know where to get help if being bullied -Know the difference between a one-off incident and bullying
Disciplinary Knowledge	-Understand that boys and girls can be similar in lots of ways and that is OK -Understand that boys and girls can be different in lots of ways and that is OK -Explain how being bullied can make someone feel -Can choose to be kind to someone who is being bullied -Know how to stand up for themselves when they need to -Recognise that they shouldn't judge people because they are different -Understand that everyone's differences make them special and unique
Key Vocabulary	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.

Dreams and Goals	
Year 2	
Substantive Knowledge	-Know how to choose a realistic goal and think about how to achieve it -Know that it is important to persevere -Know how to recognise what working together well looks like -Know what good group working looks like -Know how to share success with other people
Disciplinary Knowledge	-Be able to describe their own achievements and the feelings linked to this -Recognise their own strengths as a learner -Recognise how working with others can be helpful -Be able to work effectively with a partner -Be able to choose a partner with whom they work well -Be able to work as part of a group -Recognise how it feels to be part of a group that succeeds and store this feeling
Key Vocabulary	Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.

Healthy Me	
Year 2	
Substantive Knowledge	<ul style="list-style-type: none"> -Know what their body needs to stay healthy -Know what relaxed means -Know what makes them feel relaxed / stressed -Know how medicines work in their bodies -Know that it is important to use medicines safely -Know how to make some healthy snacks -Know why healthy snacks are good for their bodies -Know which foods given their bodies energy
Disciplinary Knowledge	<ul style="list-style-type: none"> -Desire to make healthy lifestyle choices -Identify when a feeling is weak and when a feeling is strong -Feel positive about caring for their bodies and keeping it healthy -Have a healthy relationship with food -Express how it feels to share healthy food with their friends
Key Vocabulary	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.

Relationships	
Year 2	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that everyone's family is different -Know that families function well when there is trust, respect, care, love and co-operation -Know that there are lots of forms of physical contact within a family -Know how to stay stop if someone is hurting them -Know some reasons why friends have conflicts -Know that friendships have ups and downs and sometimes change with time -Know how to use the Mending Friendships or Solve-it-together problem-solving methods -Know there are good secrets and worry secrets and why it is important to share worry secrets -Know what trust is
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can identify the different roles and responsibilities in their family -Can recognise the value that families can bring -Can recognise and talk about the types of physical contact that is acceptable or unacceptable -Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict -Can identify the negative feelings associated with keeping a worry secret -Can identify the feelings associated with trust -Can identify who they trust in their own relationships -Can give and receive compliments -Can say who they would go to for help if they were worried or scared
Key Vocabulary	Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.

Changing Me	
Year 2	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that life cycles exist in nature -Know that aging is a natural process including old-age -Know that some changes are out of an individual's control -Know how their bodies have changed from when they were a baby and that they will continue to change as they age -Know the physical differences between male and female bodies -Know the correct names for private body parts -Know that private body parts are special and that no one has the right to hurt these -Know who to ask for help if they are worried or frightened -Know there are different types of touch and that some are acceptable and some are unacceptable
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can appreciate that changes will happen and that some can be controlled and others not -Be able to express how they feel about changes -Show appreciation for people who are older -Can recognise the independence and responsibilities they have now compared to being a baby or toddler -Can say what greater responsibilities and freedoms they may have in the future -Can say who they would go to for help if worried or scared -Can say what types of touch they find comfortable/ uncomfortable -Be able to confidently ask someone to stop if they are being hurt or frightened -Can say what they are looking forward to in the next year
Key Vocabulary	Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.

Year 3 PSHE Knowledge Progression Sheet

Being in My World	
Year 3	
Substantive Knowledge	<ul style="list-style-type: none"> -Understand that they are important -Know what a personal goal is -Understanding what a challenge is -Know why rules are needed and how these relate to choices and consequences -Know that actions can affect others' feelings -Know that others may hold different views -Know that the school has a shared set of values
Disciplinary Knowledge	<ul style="list-style-type: none"> -Recognise self-worth -Identify personal strengths -Be able to set a personal goal -Recognise feelings of happiness, sadness, worry and fear in themselves and others -Make other people feel valued -Develop compassion and empathy for others -Be able to work collaboratively

Key Vocabulary	Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.
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Celebrating Differences	
Year 3	
Substantive Knowledge	<ul style="list-style-type: none"> -Know why families are important -Know that everybody's family is different -Know that sometimes family members don't get along and some reasons for this -Know that conflict is a normal part of relationships -Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do -Know that some words are used in hurtful ways and that this can have consequences
Disciplinary Knowledge	<ul style="list-style-type: none"> -Be able to show appreciation for their families, parents and carers -Use the 'Solve it together' technique to calm and resolve conflicts with friends and family -Empathise with people who are bullied -Employ skills to support someone who is bullied -Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary -Be able to recognise, accept and give compliments -Recognise feelings associated with receiving a compliment
Key Vocabulary	Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.

Dreams and Goals	
Year 3	
Substantive Knowledge	<ul style="list-style-type: none"> -Know about specific people who have overcome difficult challenges to achieve success -Know what dreams and ambitions are important to them -Know how they can best overcome learning challenges -Know that they are responsible for their own learning -Know what their own strengths are as a learner -Know what an obstacle is and how they can hinder achievement -Know how to take steps to overcome obstacles -Know how to evaluate their own learning progress and identify how it can be better next time
Disciplinary Knowledge	<ul style="list-style-type: none"> -Recognise other people's achievements in overcoming difficulties -Imagine how it will feel when they achieve their dream / ambition -Can break down a goal into small steps -Recognise how other people can help them to achieve their goals -Can manage feelings of frustration linked to facing obstacles -Can share their success with others -Can store feelings of success (in their internal treasure chest) to be used at another time
Key Vocabulary	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product,

	Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.
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Healthy Me	
Year 3	
Substantive Knowledge	<ul style="list-style-type: none"> -Know how exercise affects their bodies -Know why their hearts and lungs are such important organs -Know that the amount of calories, fat and sugar that they put into their bodies will affect their health -Know that there are different types of drugs -Know that there are things, places and people that can be dangerous -Know a range of strategies to keep themselves safe -Know when something feels safe or unsafe -Know that their bodies are complex and need taking care of
Disciplinary Knowledge	<ul style="list-style-type: none"> -Able to set themselves a fitness challenge -Recognise what it feels like to make a healthy choice -Identify how they feel about drugs -Can express how being anxious or scared feels -Can take responsibility for keeping themselves and others safe -Respect their own bodies and appreciate what they do
Key Vocabulary	Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.

Relationships	
Year 3	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that different family members carry out different roles or have different responsibilities within the family -Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc -Know some of the skills of friendship, e.g. taking turns, being a good listener -Know some strategies for keeping themselves safe online -Know how some of the actions and work of people around the world help and influence my life -Know that they and all children have rights (UNCRC) -Know the lives of children around the world can be different from their own
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can identify the responsibilities they have within their family -Can use Solve-it-together in a conflict scenario and find a win-win outcome -Know how to access help if they are concerned about anything on social media or the internet -Can empathise with people from other countries who may not have a fair job/ less fortunate -Understand that they are connected to the global community in many different ways -Can identify similarities in children's rights around the world -Can identify their own wants and needs and how these may be similar or different from other children in school and the global community
Key Vocabulary	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private

	messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.
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Changing Me	
Year 3	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that in animals and humans, lots of changes happen between conception and growing up -Know that in nature it is usually the female that carries the baby -Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops -Know that babies need love and care from their parents/carers -Know some of the changes that happen between being a baby and a child -Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults -Know some of the outside body changes that happen during puberty -Know some of the changes on the inside that happen during puberty
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can express how they feel about babies -Can describe the emotions that a new baby can bring to a family -Can express how they feel about puberty -Can say who they can talk to about puberty if they have any worries -Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry -Can identify changes they are looking forward to in the next year -Can suggest ways to help them manage feelings during changes they are more anxious about
Key Vocabulary	Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.

Year 4 PSHE Knowledge Progression Sheet

Being in My World	
Year 4	
Substantive Knowledge	<ul style="list-style-type: none"> -Know how individual attitudes and actions make a difference to a class -Know about the different roles in the school community -Know their place in the school community -Know what democracy is (applied to pupil voice in school) -Know that their own actions affect themselves and others -Know how groups work together to reach a consensus -Know that having a voice and democracy benefits the school community
Disciplinary Knowledge	<ul style="list-style-type: none"> -Identify the feelings associated with being included or excluded -Can make others feel valued and included -Be able to take on a role in a group discussion / task and contribute to the overall outcome -Can make others feel cared for and welcomed -Recognise the feelings of being motivated or unmotivated -Understand why the school community benefits from a Learning Charter -Be able to help friends make positive choices

	-Know how to regulate my emotions
Key Vocabulary	Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).

Celebrating Differences	
Year 4	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that sometimes people make assumptions about a person because of the way they look or act -Know there are influences that can affect how we judge a person or situation -Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying -Know what to do if they think bullying is, or might be taking place -Know the reasons why witnesses sometimes join in with bullying and don't tell anyone -Know that first impressions can change
Disciplinary Knowledge	<ul style="list-style-type: none"> -Try to accept people for who they are -Identify influences that have made them think or feel positively/negatively about a situation -Identify feelings that a bystander might feel in a bullying situation -Identify reasons why a bystander might join in with bullying -Revisit the 'Solve it together' technique to practise conflict and bullying scenarios -Identify their own uniqueness -Be comfortable with the way they look -Identify when a first impression they had was right or wrong -Be non-judgemental about others who are different
Key Vocabulary	Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.

Dreams and Goals	
Year 4	
Substantive Knowledge	<ul style="list-style-type: none"> -Know what their own hopes and dreams are -Know that hopes and dreams don't always come true -Know that reflecting on positive and happy experiences can help them to counteract disappointment -Know how to make a new plan and set new goals even if they have been disappointed -Know how to work out the steps they need to take to achieve a goal -Know how to work as part of a successful group -Know how to share in the success of a group
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can talk about their hopes and dreams and the feelings associated with these -Can identify the feeling of disappointment -Can identify a time when they have felt disappointed -Be able to cope with disappointment -Help others to cope with disappointment -Can identify what resilience is -Have a positive attitude -Enjoy being part of a group challenge -Can share their success with others

	-Can store feelings of success (in their internal treasure chest) to be used at another time
Key Vocabulary	Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.

Healthy Me	
Year 4	
Substantive Knowledge	<ul style="list-style-type: none"> -Know how different friendship groups are formed and how they fit into them -Know which friends they value most -Know that there are leaders and followers in groups -Know that they can take on different roles according to the situation -Know the facts about smoking and its effects on health -Know some of the reasons some people start to smoke -Know the facts about alcohol and its effects on health, particularly the liver -Know some of the reasons some people drink alcohol -Know ways to resist when people are putting pressure on them -Know what they think is right and wrong
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can identify the feelings that they have about their friends and different friendship groups -Recognise how different people and groups they interact with impact on them -Identify which people they most want to be friends with -Recognise negative feelings in peer pressure situations -Can identify the feelings of anxiety and fear associated with peer pressure -Can tap into their inner strength and know how to be assertive
Key Vocabulary	Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.

Relationships	
Year 4	
Substantive Knowledge	<ul style="list-style-type: none"> -Know some reasons why people feel jealousy -Know that jealousy can be damaging to relationships -Know that loss is a normal part of relationships -Know that negative feelings are a normal part of loss -Know that memories can support us when we lose a special person or animal -Know that change is a natural part of relationships/ friendship -Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can identify feelings and emotions that accompany jealousy -Can suggest positive strategies for managing jealousy -Can identify people who are special to them and express why -Can identify the feelings and emotions that accompany loss -Can suggest strategies for managing loss -Can tell you about someone they no longer see -Can suggest ways to manage relationship changes including how to negotiate
Key Vocabulary	Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir,

	Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.
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Changing Me	
Year 4	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm -Know that babies are made by a sperm joining with an ovum -Know the names of the different internal and external body parts that are needed to make a baby -Know how the female and male body change at puberty -Know that personal hygiene is important during puberty and as an adult -Know that change is a normal part of life and that some cannot be controlled and have to be accepted -Know that change can bring about a range of different emotions
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can appreciate their own uniqueness and that of others -Can express how they feel about having children when they are grown up -Can express any concerns they have about puberty -Can say who they can talk to about puberty if they are worried -Can apply the circle of change model to themselves to have strategies for managing change -Have strategies for managing the emotions relating to change
Key Vocabulary	Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.

Year 5 PSHE Knowledge Progression Sheet

Being in My World	
Year 5	
Substantive Knowledge	<ul style="list-style-type: none"> -Know how to face new challenges positively -Understand how to set personal goals -Understand the rights and responsibilities associated with being a citizen in the wider community and their country -Know how an individual's behaviour can affect a group and the consequences of this -Understand how democracy and having a voice benefits the school community -Understand how to contribute towards the democratic process
Disciplinary Knowledge	<ul style="list-style-type: none"> -Be able to identify what they value most about school -Identify hopes for the school year -Empathy for people whose lives are different from their own -Consider their own actions and the effect they have on themselves and others -Be able to work as part of a group, listening and contributing effectively -Understand why the school community benefits from a Learning Charter -Be able to help friends make positive choices -Know how to regulate my emotions
Key Vocabulary	Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards,

	Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.
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Celebrating Differences	
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Year 5	
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Substantive Knowledge	<ul style="list-style-type: none"> -Know what culture means -Know that differences in culture can sometimes be a source of conflict -Know what racism is and why it is unacceptable -Know that rumour spreading is a form of bullying on and offline -Know external forms of support in regard to bullying e.g. Childline -Know that bullying can be direct and indirect -Know how their life is different from the lives of children in the developing world
Disciplinary Knowledge	<ul style="list-style-type: none"> -Identify their own culture and different cultures within their class community -Identify their own attitudes about people from different faith and cultural backgrounds -Identify a range of strategies for managing their own feelings in bullying situations -Identify some strategies to encourage children who use bullying behaviours to make other choices -Be able to support children who are being bullied -Appreciate the value of happiness regardless of material wealth -Develop respect for cultures different from their own
Key Vocabulary	Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.

Dreams and Goals	
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Year 5	
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Substantive Knowledge	<ul style="list-style-type: none"> -Know that they will need money to help them to achieve some of their dreams -Know about a range of jobs that are carried out by people I know -Know that different jobs pay more money than others -Know the types of job they might like to do when they are older -Know that young people from different cultures may have different dreams and goals -Know that communicating with someone from a different culture means that they can learn from them and vice versa -Know ways that they can support young people in their own culture and abroad
Disciplinary Knowledge	<ul style="list-style-type: none"> -Know that they will need money to help them to achieve some of their dreams -Know about a range of jobs that are carried out by people I know -Know that different jobs pay more money than others -Know the types of job they might like to do when they are older -Know that young people from different cultures may have different dreams and goals -Know that communicating with someone from a different culture means that they can learn from them and vice versa -Know ways that they can support young people in their own culture and abroad
Key Vocabulary	Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.

Healthy Me	
Year 5	
Substantive Knowledge	<ul style="list-style-type: none"> -Know the health risks of smoking -Know how smoking tobacco affects the lungs, liver and heart -Know some of the risks linked to misusing alcohol, including antisocial behaviour -Know basic emergency procedures including the recovery position -Know how to get help in emergency situations -Know that the media, social media and celebrity culture promotes certain body types -Know the different roles food can play in people’s lives and know that people can develop eating problems/disorders related to body image pressure -Know what makes a healthy lifestyle
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can make informed decisions about whether or not they choose to smoke when they are older -Can make informed decisions about whether they choose to drink alcohol when they are older -Recognise strategies for resisting pressure -Can identify ways to keep themselves calm in an emergency -Can reflect on their own body image and know how important it is that this is positive -Accept and respect themselves for who they are -Respect and value their own bodies -Be motivated to keep themselves healthy and happy
Key Vocabulary	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.

Relationships	
Year 5	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that a personality is made up of many different characteristics, qualities and attributes -Know that belonging to an online community can have positive and negative consequences -Know that there are rights and responsibilities in an online community or social network -Know that there are rights and responsibilities when playing a game online -Know that too much screen time isn’t healthy -Know how to stay safe when using technology to communicate with friends
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can suggest strategies for building self-esteem of themselves and others -Can identify when an online community / social media group feels risky, uncomfortable, or unsafe -Can suggest strategies for staying safe online/ social media -Can say how to report unsafe online / social network activity -Can identify when an online game is safe or unsafe -Can suggest ways to monitor and reduce screen time -Can suggest strategies for managing unhelpful pressures online or in social networks
Key Vocabulary	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental

	health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMART rules.
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Changing Me	
Year 5	
Substantive Knowledge	<ul style="list-style-type: none"> -Know what perceptions mean and that perceptions can be right or wrong -Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally -Know that becoming a teenager involves various changes and also brings growing responsibility
Disciplinary Knowledge	<ul style="list-style-type: none"> -Can celebrate what they like about their own and others' self and body-image. -Can suggest ways to boost self-esteem of self and others -Recognise that puberty is a natural process that happens to everybody and that it will be OK for them -Can ask questions about puberty to seek clarification -Can express how they feel about having children when they are an adult -Can express how they feel about becoming a teenager -Can say who they can talk to if concerned about puberty or becoming an adult/teenager
Key Vocabulary	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet Dream, Growth Spurt, Larynx, Facial Hair, Pubic Hair, Hormones, Scrotum, Testosterone, Foreskin, Ovaries, Egg (Ovum), Period, Embryo, Umbilical Cord, Foetus, IVF, Pregnancy, Menstruation, Sanitary Products, Tampon, Pad, Towel, Liner, Hygiene, Age Appropriateness, Legal, Laws, Responsible, Teenager, Responsibility, Rights.

Year 6 PSHE Knowledge Progression Sheet

Being in My World	
Year 6	
Substantive Knowledge	<ul style="list-style-type: none"> -Know how to set goals for the year ahead -Understand what fears and worries are -Know about children's universal rights (United Nations Convention on the Rights of the Child) -Know about the lives of children in other parts of the world -Know that personal choices can affect others locally and globally -Understand that their own choices result in different consequences and rewards -Understand how democracy and having a voice benefits the school community -Understand how to contribute towards the democratic process
Disciplinary Knowledge	<ul style="list-style-type: none"> -Be able to make others feel welcomed and valued -Know own wants and needs -Be able to compare their life with the lives of those less fortunate -Demonstrate empathy and understanding towards others -Can demonstrate attributes of a positive role model -Can take positive action to help others -Be able to contribute towards a group task -Know what effective group work is -Know how to regulate my emotions

Key Vocabulary	Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.
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Celebrating Differences	
Year 6	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that there are different perceptions of 'being normal' and where these might come from -Know that being different could affect someone's life -Know that power can play a part in a bullying or conflict situation -Know that people can hold power over others individually or in a group -Know why some people choose to bully others -Know that people with disabilities can lead amazing lives -Know that difference can be a source of celebration as well as conflict
Disciplinary Knowledge	<ul style="list-style-type: none"> -Empathise with people who are different and be aware of my own feelings towards them -Identify feelings associated with being excluded -Be able to recognise when someone is exerting power negatively in a relationship -Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict -Identify different feelings of the bully, bullied and bystanders in a bullying scenario -Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens -Appreciate people for who they are -Show empathy
Key Vocabulary	Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.

Dreams and Goals	
Year 6	
Substantive Knowledge	<ul style="list-style-type: none"> -Know their own learning strengths -Know how to set realistic and challenging goals -Know what the learning steps are they need to take to achieve their goal -Know a variety of problems that the world is facing -Know how to work with other people to make the world a better place -Know some ways in which they could work with others to make the world a better place -Know what their classmates like and admire about them
Disciplinary Knowledge	<ul style="list-style-type: none"> -Understand why it is important to stretch the boundaries of their current learning -Set success criteria so that they know when they have achieved their goal -Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances -Empathise with people who are suffering or living in difficult situations -Be able to give praise and compliments to other people when they recognise that person's achievements
Key Vocabulary	Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering,

	Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.
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Healthy Me	
Year 6	
Substantive Knowledge	<ul style="list-style-type: none"> -Know how to take responsibility for their own health -Know how to make choices that benefit their own health and well-being -Know about different types of drugs and their uses -Know how these different types of drugs can affect people's bodies, especially their liver and heart -Know that some people can be exploited and made to do things that are against the law -Know why some people join gangs and the risk that this can involve -Know what it means to be emotionally well -Know that stress can be triggered by a range of things -Know that being stressed can cause drug and alcohol misuse
Disciplinary Knowledge	<ul style="list-style-type: none"> -Are motivated to care for their own physical and emotional health -Are motivated to find ways to be happy and cope with life's situations without using drugs -Identify ways that someone who is being exploited could help themselves -Suggest strategies someone could use to avoid being pressured -Recognise that people have different attitudes towards mental health / illness -Can use different strategies to manage stress and pressure
Key Vocabulary	Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.

Relationships	
Year 6	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that it is important to take care of their own mental health -Know ways that they can take care of their own mental health -Know the stages of grief and that there are different types of loss that cause people to grieve -Know that sometimes people can try to gain power or control them -Know some of the dangers of being 'online' -Know how to use technology safely and positively to communicate with their friends and family
Disciplinary Knowledge	<ul style="list-style-type: none"> -Recognise that people can get problems with their mental health and that it is nothing to be ashamed of -Can help themselves and others when worried about a mental health problem -Recognise when they are feeling grief and have strategies to manage them -Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control -Can resist pressure to do something online that might hurt themselves or others -Can take responsibility for their own safety and well-being
Key Vocabulary	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control,

	Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.
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Changing Me	
Year 6	
Substantive Knowledge	<ul style="list-style-type: none"> -Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. -Know how a baby develops from conception through the nine months of pregnancy and how it is born. -Know how being physically attracted to someone changes the nature of the relationship. -Know the importance of self-esteem and what they can do to develop it. -Know what they are looking forward to and what they are worried about when thinking about transition to secondary school.
Disciplinary Knowledge	<ul style="list-style-type: none"> -Recognise ways they can develop their own self-esteem. -Can express how they feel about the changes that will happen to them during puberty. -Recognise how they feel when they reflect on the development and birth of a baby. -Understand that mutual respect is essential in a relationship and they shouldn't feel pressured. -Can celebrate what they like about their own and others' self and body-image. -Use strategies to prepare themselves emotionally for the transition to secondary school.
Key Vocabulary	<p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement</p>

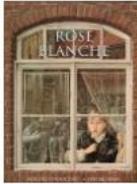
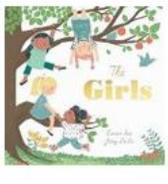
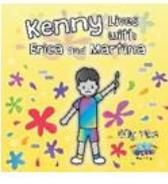
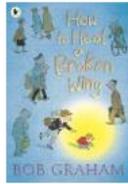
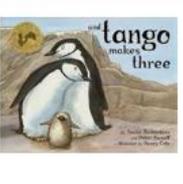
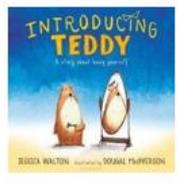
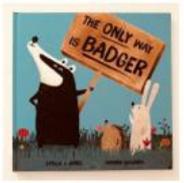
EYFS and key stage one

EYFS						
Learning Intention	To understand the importance of friendship	To understand that all families are different	It is OKAY to like different things	To say what I think	To celebrate my family	To understand that we can make friends with different people
Year 1						
Learning Intention	To like the way I am	To understand that we share the world with lots of people	To understand that we are different but should embrace inclusion	To understand equality and that everyone can join in	To understand how to work together	To find ways to play together and to make sure we all join in
Year 2						
Learning Intention	To understand what diversity is	To understand the importance of friendship	To understand that we communicate in different ways	To understand acceptance	To know where I belong	To have self confidence

Lower key stage two- Years 3 and 4

Year 3						
Learning Intention	To understand what 'discrimination' means	To be welcoming	To understand ageism and stereotypes	To understand how to be yourself	To understand conflicting feelings	To understand how difference can affect someone
Year 4						
Learning Intention	To understand that there is more to unite us than divide us	To know when to be assertive	To be who you want to be	To accept differences and be inclusive	To find common ground	To understand how to deal with uncomfortable emotions

Upper key stage two- Years 5 and 6

<p>Year 5</p>						
<p>Learning Intention</p>	<p>To justify my actions</p>	<p>To explore friendship</p>	<p>To consider consequences</p>	<p>To recognise when someone needs help</p>	<p>To accept people who are different to me</p>	<p>To consider responses to racist behaviour</p>
<p>Year 6</p>						
<p>Learning Intention</p>	<p>To challenge causes of racism</p>	<p>To understand immigration and friendship</p>	<p>To understand the importance of not judging others</p>	<p>To understand the importance of voting and to celebrate differences</p>	<p>Understand transgender and transitioning</p>	<p>To consider language and the freedom of speech</p>