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| **Progression of Skills and Knowledge for PSHCE** | | | | | | |
| **Ongoing Core Skills** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **PSED ELG: Making Relationships** Children play cooperatively, taking  turns with others.  They  take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and  form positive relationships with adults and other children.  **PSED ELG: Self-**  **confidence**  **and self-awareness** Children are confident  to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk | Recognise their feelings  Explain their ideas as responses to an issue  Find a partner and sit with them and work with them Develop skills of speaking and listening  Negotiate with a partner Recognise their likes and dislikes Demonstrate compassion Demonstrate making simple  choices Understand the  concept of risk  To know who to tell  **Children at Greater Depth will:**  Explain their choices and opinions in depth and draw comparisons with  others | Recognise their feelings  Explain their ideas, and responses to an issue  Work with others Develop active listening skills and check for clarification Understand verbal and non-verbal communication Know that it is okay to make mistakes Demonstrate compassion and empathy  To know that saying ‘No’ means No.  Demonstrate making a simple choice  To think and verbalise what is important to them when making a choice.  Understand the  concept of risk. | Recognise their own likes and dislikes, traits and individual preferences Demonstrate active listening skills Demonstrate compassion, empathy and tolerance Demonstrate they can work in a group or with others Understand that they have choices and points of choice Explore factors that explore choosing **Children at Greater Depth will:** Describe the main issues of particular themes including some explanation. | Recognise simple body language Understand verbal and non-verbal communication Become more assertive in themselves and ask for time to think things through Recognise the influences over choice and decisions  – both internal and external Demonstrate that they know the process for decision making  **Children at Greater Depth will:**  Use prior knowledge to describe their thoughts and opinions with confidence. Be able to accept that other people may have different opinions  from their own and | Recognise their own and other people’s personality traits, individual preferences and characteristics Consider how they respond to challenging circumstances e.g. conflict and violence Demonstrate respectful interactions with others  Value themselves and  others Demonstrate their knowledge of group dynamics Recognise the importance of skill and how different people bring this to tasks  Demonstrate the use of the decision making process Recognise decision  and choices they may | Recognise their own and other people’s personality traits, individual preferences  and characteristics Consider how they respond to challenging circumstances e.g. conflict and violence Demonstrate respectful interactions  with others Value themselves and  others Demonstrate their knowledge of group dynamics Recognise the importance of skill and  how different people bring this to tasks Demonstrate the use of the decision making  process  Recognise decisions |

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| about their ideas, and  will choose the resources they need for  their chosen activities.  They say when they do  or don’t need help.  **PSED ELG:**  **Managing feelings and**  **behaviour** Children talk about how  they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group  or class, and understand and follow  the rules. They adjust their behaviour to different situations, and  take changes of  routine in their stride |  | Know who and how to tell.  **Children at Greater Depth will:** Give valid explanations for their opinions and show detailed awareness of the themes covered across Key Stage One |  | be prepared to change own viewpoints | have to make in the future  Know ways of coping in difficult situations Recognise risk in different situations and make judgements about how to respond in order to keep safe Recognise peer influence.  **Children at Greater Depth will:** Independently discuss motivations and see/understand multiple perspectives | and choices they may have to make in the future  Know ways of coping in difficult situations Recognise risk in different situations and make judgments about how to respond  in order to keep safe Recognise peer influence  **Children at Greater Depth will:**  Show detailed awareness of the themes, covered across Key Stage Two topics. |

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|  | **Health and Wellbeing** | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| To talk about | With adult support | Independently make | Begin to make | Know how to behave | Know that drugs can | Use basic techniques |
| medicines. | make simple choices | simple choices that | informed choices, | safely and responsibly | be legal and illegal | to resist peer pressure |
| To be able talk | that improves their | improve their health | explaining the | in different situations | and discussing the | to behave in |
| about everyday | health and | and well-being. | underlying | and environments. | effects or risks of | unacceptable or risky |
| feelings. | wellbeing. | Independently | knowledge behind | Understand the | taking legal drugs that | ways. |
| To begin to | With adult prompts, | maintain personal | their choice. | importance of school | are not prescribed to | Follow simple safe |
| understand the | begin to maintain | hygiene. | Follow simple and | rules regarding health | you. | routines to reduce the |
| need for personal | personal hygiene. | To understand and | safe routines; food | and safety. | Explore the effects of | spread of bacteria and |
| hygiene. | Begin to understand | explain that certain | hygiene skills, coughs | To know basic | having/taking illegal | virus that affect |
| To have a basic | that certain actions | actions spread | and colds and simple | emergency first aid | drugs. | health. |
| understanding of | spread disease | disease, | germs spread | procedures. | Introduce the idea of | Recognise the |
| germs. | through adult. | independently | through first aid. | Being aware of | smoking and the | different risks in |
| To name the | Using adult | demonstrating their | Discuss the | keeping yourself safe | physical effects this | different situations |
| different parts of | guidance, begin to | knowledge of germs. | importance of | in a variety of | can have on your | and judge what kind of |
| the body. | know and say simple | Recognise and inform | managing personal | situations, both in | body. | physical contact is |
| To be able to talk | phrases when | adults of potential | hygiene and explore | and outside of school, | Explore the dangers of | acceptable and |
| about active | something feels | physical risks to self | the adverse effects | and recognising the | smoking. | unacceptable. |
| lifestyles. | wrong. | and others when | associated with this. | risk of being in the | Begin to make choices | **Children at Greater** |
| To know that | Identify safe adults | something is wrong, | **Children at Greater** | situation that would | and discuss decisions | **Depth will:** be able to |
| everyone grows | in school and outside | both in and outside of | **Depth will:** give | make you feel unsafe. | about issues affecting | give mature, realistic |
| and changes. | of school that they | school. | detailed responses as | Introduce the idea of | their health and well- | responses and give |
|  | can talk to if they | Understand rules for | to why they have | alcohol and the | being. | developed reasons for |
|  | feel unwell or | keeping safe in the | made choices and | physical effects this | Decide how to behave | their choices. |
|  | unhappy. | environment through | present the | can have on your | responsibly. |  |
|  | Ask for help from | specific adult teaching | alternatives. | body. | To develop sensible |  |
|  | adults when | of; road safety, |  | Explore the dangers | rules for road use. |  |
|  | something is wrong. | stranger danger and |  | of excessive alcohol | Understand how the |  |
|  | Discuss the role of | fire safety. |  | use. | body changes through |  |
|  | doctors in | When presented with |  | **Children at Greater** | puberty. |  |
|  | prescribing | an adult derived |  | **Depth will:** identify | **Children at Greater** |  |
|  | medicines to make | choice, make a |  | clearly the causes and | **Depth will:** explore |  |
|  | people feel better. | sensible decision |  | effects of the themes | the themes in detail |  |
|  | Discuss the idea that | regarding the best |  | explores. Be able to | and present reasoned |  |
|  | everybody’s body is | choice. Begin to be |  | give an extended |  |  |

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|  | different and that some people need to take medicine regularly to help their body move more easily.  Explore the fact that medicines are prescribed to specific individuals.  **Children at Greater Depth will:** make choices around hygiene without adult prompts, be able to explain a variety of ways to  keep healthy | aware of different physical needs within their community and how they can help people overcome difficulties  **Children at Greater Depth will:** explore the themes across KS1 in depth and talk about their own choices with confidence and clarity |  | response to a posed question | interpretations of risk taking |  |
| ***Related Guidance taken from, “Relationships Education, Relationships and Sex Education (RSE) and Health Education” 2019*** | ***BY THE END OF PRIMARY SCHOOL***  ***Mental wellbeing:***  *Pupils should know*   * *that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.* * *how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.*   ***Internet safety and harms***  *Pupils should know• that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted.*  *• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.*  *Physical health and fitness*  *Pupils should know*  *• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.*  *Healthy eating*  *Pupils should know*  *• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).*  *Drugs, alcohol and tobacco*  *Pupils should know*  *• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.*  *Health and prevention*  *Pupils should know*  *• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.*  *Basic first aid*  *Pupils should know:*  *• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.*  *Changing adolescent body*  *Pupils should know:*  *• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle* | | | | | |

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|  | **Relationships** | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| To understand our | Listen to other | To be aware of | Understanding that | Empathise with the | Begin to recognise and | To recognise and |
| schools core | people and play and | bullying (knowing the | their actions affect | lives of people living | challenge stereotypes. | challenge |
| values. | work cooperatively. | difference between a | themselves and others | in other places and | Respond assertively to | stereotypes and how |
| To work in a | Develop a caring | mistake and bullying) | and that actions result | times and people | teasing and bullying | they can be unfair, |
| group, taking | attitude towards | and understand where | in consequences. | with different values | and demonstrate | negative and |
| turns. | family, friends and | to go for support. | Begin to empathise | and customs. | tolerance and respect | destructive. |
| To include others. | each other. | Recognise how their | with other viewpoints. | Realise the nature | for others. | Consolidate |
| To understand | Greet and talk with | behaviour affects | Continue to identify | and consequences of | Demonstrate | tolerance and |
| everyone has | adults. | others. | and respect | negative behaviour. | tolerance and respect | respect for others. |
| choices. | Develop positive | Identify and respect | differences and | Identify strategies to | for others. | Consider social and |
| To talk about | relationships through | the differences and | similarities between | respond to negative | To ask permission and | moral dilemmas that |
| themselves using I. | work and play. | similarities between | people. | behaviour | understand the | they come across in |
| To know it is ok to | Recognise worth in | people and families. | Recognise their own | constructively and | impact/consequences | life. |
| like different | others and say why | Consider social and | and other people’s | ask for help. | if broken. | Identify how to find |
| things to our | someone in special | moral dilemmas that | feelings. | Develop skills needed | **Children at Greater** | information and |
| friends. | to them. | they come across | Begin to understand | for relationships. | **Depth will:** Recognise | advice through help |
| Begin to | Make new friends, | every day. | what tolerance is and | To understand the | and manage peer | lines and services in |
| understand the | cope with losing | Voice difference of | how to apply this to | different strategies | influence and the | school. |
| term loneliness. | friends and how to | opinion sensitively | respect others. | available in school | need for peer | Identify ways to |
| To begin to | repair friendships. | (knowing to discuss | Recognise who to | and the wider | approval, including | integrate people with |
| understand the | Recognise that | rather than argue) | trust and who not to | community to | evaluating perceived | a variety of needs |
| term bullying. | people with physical | Recognise own and | trust. |  | social norms | and disabilities in our |
| To know who is special to me.  To celebrate our families and know they are special. To understand all families are different.  To understand people, have different needs. To be able to make an apology. | disabilities may need support and knowing what/when is appropriate.  Recognise own emotions and how to express them appropriately.  Understanding the need to ask permission **Children at Greater Depth will:** express their emotions clearly, be able to  talk about managing friendships in detail | other feelings and how to act appropriately.  To begin to be courteous and use good manners.  Understanding the need to ask permission (each time because it can be retracted).  **Children at Greater Depth will:** show sensitivity towards the feelings of others, be able to clearly define fallouts and bullying (and the difference) | To be courteous and use good manners. To recognise the importance of self- respect and how this links to happiness. To understanding the  impact of bullying and the responsibility of by-standers.  To continue to seek permission and understand the importance of compromise.  Under the different types of bullying, including cyberbullying **Children at Greater Depth will:** articulate the different types of bullying in detail, be able to talk about different viewpoints with confidence | support people with physical disabilities. Show understanding of tolerance and respect for others.  To show a willingness to compromise.  Be aware of different types of relationships, including the characteristics of a healthy family life. To understand that marriage represents a formal and legal way of commitment of two people to each other, intended to be life-long.  **Children at Greater Depth will:** clearly describe why compromise and tolerance are important and give real life examples |  | school community and support them where appropriate. To recognise the importance of self- respect and how this links to happiness  To know the importance of permission seeking and giving in relationships with friends, peers and adults (consent). **Children at Greater Depth will:**  recall and apply knowledge creatively and in new situations. Develop and maintain a healthy self-concept (including self- confidence, realistic self-image, self- worth, assertiveness, self-advocacy and  self-respect) |

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| ***Related Guidance taken from, “Relationships Education, Relationships and Sex Education (RSE) and Health***  ***Education” 2019*** | ***BY THE END OF PRIMARY SCHOOL****:*  ***Families and people who care for me***  *Pupils should know:*   * *that families are important for children growing up because they can give love, security and stability. • 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. • 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.* * *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. • that marriage13 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.* * *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*  Caring friendships Pupils should know:   * *how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.*  Respectful relationships Pupils should know:   * *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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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.*   Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.   * *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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission- seeking and giving in relationships with friends, peers and adults.*  Online relationships Pupils should know:   * *that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.*  Being safe Pupils should know:   * *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.* |

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|  | **Living in the Wider World** | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| To know how to care for plants. To know how to care for pets.  To include others. To know who looks after us.  To know who I can trust.  To know who to trust in the community.  To be able to talk about medicines. Road safety.  Staying safe in the community | Take and share responsibility in different situations including for their own behaviour.  Show empathy for others through checking someone is ok when they’re hurt and noticing when somebody is upset. Recognise what they like and dislike, what is fair and unfair and what is right and wrong.  Recognise what they are good at from what others say (understanding compliments) Express positive qualities about themselves through discussion. | Understand the difference of impulsive and thinking behaviour. Share their opinions on things that matter to them.  Recognise, name and deal with their feelings in a positive way  Reflect on and evaluate their own experiences to set simple goals and respond with increasing confidence to new people and situations.  Listen and respond in group discussions. Participate in a simple debate about school issues.  Identify different | Ask questions and be able to talk about their views, thoughts and feelings on issues that affect themselves and their class  Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.  Be able to face new challenges positively and know when and how to seek help.  Be able to identify the range of jobs carried out by people they know.  Value contributions of others in discussion and know  how to respond | Be able to explain their views on issues that affect the school environment. Able to reflect on their mistakes and amend them.  Make responsible choices and consider consequences.  To continue to develop skills to take part in small discussions about community issues. Continue to develop negotiating strategies and know when to compromise.  Use different ways to communicate and express personal and group views about an issue. | Talk about rights (of humans and animals) and explain their views on issues that affect the wider environment.  Reflect on and evaluate their own experiences and set personal goals. Identify the skills they need to develop to make their contribution in the future.  Identify needs of the local and wider community and their roles and responsibilities as members and the impact they can have.  Recognise and respond to a variety of emotions in themselves and others and know how to respond to these.  Transfer a skill learnt in one situation to another  context. | Explain their views on issues that affect the global environment.  Continue to reflect and evaluate their own experiences and set personal goals.  Take action based on responsible choices. Recognise as they approach puberty how people’s emotions change.  Look after their money and realise the importance of saving. Prepare for and manage the change to secondary school. Realise the consequence of antisocial and aggressive behaviour.  Understand what |

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|  | Make, agree and follow rules for the classroom.  Know how to apologise and seek guidance where appropriate when making amends.  Realise that people and others have needs Develop understanding of groups they belong to.  Contribute to the life of the class and the school and ask questions to a range of adults.  To begin to understand that adults have jobs/responsibilities. **Children at Greater Depth will:** participate well in a variety of discussions showing active listening skills and formulating interesting questions | choices they can make.  Able to make ‘I’ statements.  Begin to understand that they have more responsibilities to meet the needs of living things.  Begin to understand what harms their local natural and built environment, make suggestions to improve them.  **Children at Greater Depth will:** discuss themes across KS1 with confidence.  Articulate own opinions and beliefs well | appropriately (debating)  Begin to develop negotiating strategies.  Participate in making and changing rules within the classroom/school **Children at Greater Depth will**: Formulate questions (as part of an enquiring approach to learning and to assess the value of information) and confidently make decisions. | **Children at Greater Depth will:** Identify links between values and beliefs, decisions and actions  Clarify own opinions (including reflection on the origins of personal values and beliefs) and re- evaluating values and beliefs in the light of new learning, experiences and evidence | Be able to lead discussions and debates about wider issues.  Understand why and how laws are made and enforced. Understand there are consequences when rules and laws are broken. Resolve differences by looking at alternatives/compromise. Participate in school’s decision-making process. Identify the bias in media reporting. Develop skills to inform choices which have an effect of the sustainability of the environment. Make informed decisions about how to allocate fund raising money  **Children at Greater Depth will**: show discernment in evaluating the arguments and opinions of others (including challenging ‘group think’)  have strong negotiation skills (including flexibility, self-advocacy and compromise within an awareness of personal  boundaries) | democracy is and the basic institutions that support it locally and nationally.  Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK. Understand that there are responsibilities as well as rights. Talk about rights (of humans and animals) and explain their views on issues that affect the wider environment.  Understand why rules are needed and that there are consequences when rules are broken. |

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| **Progression of Skills and Knowledge for Relationships and Sex Education** | | | | | | |
| **2019 *Relationships Education, Relationships and Sex Education (RSE) and Health Education* covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will**  **continue to do so, although it is not a requirement.** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Physical Development: **ELG: Health and selfcare**  Children know the importance for good health of physical exercise, and a healthy  diet, and talk about ways to keep healthy and safe. They manage  their own basic hygiene  and personal needs successfully, including  dressing and going to the toilet independently.  **PSED ELG: Self-**  **confidence**  **and self-awareness** Children are confident  to try new activities,  and say why they like | **My Special People** To know what a special person is To identify people special to them  To know what makes people special To know about friendship. To understand that special people  care for each other.  To know how special people care for each other.  Thank you is an important thing to say to special people  **Children at Greater Depth will:** discuss their special people in depth and describe how to be a good friend | **We are Growing – Human Life Cycle** To know things change as they grow  To know about the Life Cycle To know how babies change To know people need different  things compared to babies  To know about responsibilities now and in the future **Everybody’s Body** I know boys and girls’ bodies have similarities and differences.  I know and can label male and female body parts.  I know animals  can be male or | **What makes a good friend?**  To know different types of friendship To understand why friendship is important  Know the qualities of a good friend To know how to maintain a good friendship Describe the qualities of a good friend  **Falling out with friends**  To understand that sometimes friends fall out To know how to prevent an argument  To know how to mend a friendship | **Time to Change** To label male and female body parts To know that puberty is about changes.  To know about changes in boys during puberty. To know about changes in girls during puberty **Personal Hygiene** To know that hygiene is important.  To know that during puberty certain parts of the body need to be kept clean  I know which products to buy to keep clean. | **Menstruation and body parts**  To label male and female body parts. To know about the menstrual cycle.  **Emotions**  To know about different feelings and emotions during puberty.  To understand feelings will include highs and lows.  To know about crushes.  To develop strategies to manage feelings with support **Children at Greater Depth will:**  Describe and discuss changes accurately with a growing | **Puberty** Change and becoming independent  Positive and Healthy Relationships  To know about physical and emotional changes in puberty  To know about different types relationships  To know what makes a positive, healthy relationship  To know that respect  is important in all relationships  **How a baby is made** To recognise and know about the male and female reproduction organs. To use key words |

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| some activities more than others. They are confident to speak in a  familiar group, will talk  about their ideas, and  will choose the resources they need for  their chosen activities.  They say when they do  or don’t need help. |  | female  **Children at Greater Depth will:**  Show detailed understanding of the themes covered across Key Stage One Topics | **Children at Greater Depth will:** Describe their friendships and recognise that friendships can take different forms. Be  confident in resolving friendship issues. Can discuss ways of seeking help with friendships clearly and accurately | **Children at Greater Depth will:** | confidence. Manage own feelings well. | linked to reproduction.  To know the process involved in fertilisation  To know what needs to be considered before a couple decide to have a baby  **Children at Greater Depth will:**  Show detailed awareness of the themes covered across Key Stage Two topics. Discuss these themes with confidence and  maturity |
| **Related Guidance:** | *It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived*  *and born* | | | | | |