

Progression of Knowledge and Skills in KS2

Key to understanding this document: Black = PHSE Objectives **Blue = Knowledge** **Red = Skills to be taught** **Green = Resources to be used**

<u>Area of Learning</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
1 Me and my Relationships	<p>To know that feelings and emotions help a person cope with difficult times. I can communicate my feelings and use this to try to manage my emotions.</p> <p>To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back. I can collaborate with a team to achieve a goal.</p> <p>To recognise which strategies are appropriate for particular situations. I can accept I may not always agree with others.</p>	<p>To know that feelings can vary by intensity, person and change over time. I can talk about how feelings change and be different for others.</p> <p>To know and understand the qualities of a 'positive, healthy relationship'. I can read different emotions by a persons body language.</p> <p>To know when it's appropriate to say no and how. I can say 'no' in a calm and controlled way.</p> <p>To know the strategies and skills needed for collaborative work. I can name some qualities or strategies that help team work. I am aware of others and their needs when working together.</p>	<p>To learn characteristics and skills in assertiveness. I can be assertive to keep myself happy, healthy and safe.</p> <p>To apply their collaborative skills to friendships and assertiveness. I can use strategies to resolve arguments or disagreements.</p> <p>To learn ways to resolve conflict in an assertive, calm and fair manner. I can reflect on my behaviour, attitudes and qualities.</p> <p>To identify what things make a relationship unhealthy and who to talk to if they needed help. I am aware of the warning signs that a relationship could be unhealthy or unsafe.</p>	<p>To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges. I can work through challenges I have with my friends with respect, assertiveness and understanding.</p> <p>To practice and use strategies in compromise and negotiation within a collaborative task or activity. I can give examples of negotiation and compromise. I can use these skills in practical situations.</p>

	<p>To listen to and debate ideas and opinions with others with respect and courtesy. I can listen and share my opinions respectfully.</p> <p>To recognise why friends may fall out and how to resolve issues. I can say why friends may fall out and how they can make up. I know how to look after my friends and stay friends.</p>	<p>To recognise bullying or pressured behaviour. I can say what to do if I am, or a friend is, hurt or bullied by another person. I can recognise the qualities of a healthy relationship.</p>	<p>To recognise emotional needs according to circumstance and any risk factors that could effect them. I can manage my emotional needs and any risks to them. I can respond to emotions according to the situation and person.</p>	<p>To consider the types of touch that are safe, legal and that I am comfortable with. I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p> <p>To name assertive behaviours and recognise peer influence or pressured behaviour. I can use assertive behaviours to keep myself safe from peer influence or pressure</p> <p>To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>
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<p>2</p> <p>Valuing Difference</p>	<p>To recognise that there are many different types of families. I can give examples of different types of family. I respect these differences.</p> <p>To identify the different communities that they belong to. I can give examples of different community groups and what is good about having different groups.</p> <p>To learn ways of showing respect through language and communication. I can use respectful language and communication skills when discussing with others. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p>To identify different origins, national, regional, ethnic and religious backgrounds. I can say how differences sometimes cause conflict but can also be something to celebrate.</p> <p>To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. I can begin to manage conflict by using negotiation and compromise.</p> <p>To recognise potential consequences of aggressive behaviour. I can suggest strategies for dealing with someone who is behaving aggressively.</p> <p>To define the word respect. I can demonstrate ways of showing respect to others' differences.</p>	<p>To describe the benefits of living in a diverse society. I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>To develop an understanding of discrimination and its injustice, and describe this using examples. I can empathise with people who have been, and currently are, subjected to injustice, including through racism.</p>	<p>To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>To know that all people are unique but that we have far more in common with each other than what is different about us. I can show respect to others by using verbal and non-verbal communication.</p> <p>To understand and explain the term prejudice. I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p>

	<p>To identify different origins, national, regional, ethnic and religious backgrounds.</p> <p>I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.</p> <p>To recognise and explain why bullying can be caused by prejudice.</p> <p>I can suggest ways to deal with bullying and prejudice.</p>	<p>To understand and identify stereotypes, including those promoted in the media.</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>To understand that the information we see online, either text or images, is not always true or accurate.</p> <p>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p>To reflect on the impact social media puts pressure on peoples' life choices.</p> <p>I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)</p> <p>To consider the consequences that behaviour and actions can have on a persons emotions, confidence and behaviour.</p> <p>I can reflect on how individual/group actions can impact on others in a positive or negative way.</p>	<p>To define what is meant by the term stereotype.</p> <p>I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</p> <p>To describe different types of friendships and relationships and their differing positive qualities.</p>
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3 Keeping Safe	<p>To identify risk factors in given situations. <i>I can say what I could do to make a situation less risky or not risky at all.</i></p> <p>To define the words danger and risk and explain the difference between the two. <i>I can demonstrate strategies for dealing with a risky situation.</i></p> <p>To define the word 'drug' and understand that nicotine and alcohol are both drugs. <i>I can identify some key risks from and effects of cigarettes and alcohol.</i></p> <p>To recognise potential risks associated with browsing online. <i>I can give examples of strategies for safe browsing online.</i></p>	<p>To define the words danger and risk and explain the difference between the two. <i>I can demonstrate strategies for dealing with a risky situation</i></p> <p>To describe the different types of things that may influence a person to take a risk. <i>I can give examples of people or things that might influence me to take risks and make decisions.</i></p> <p>To understand and explain the risks that cigarettes and alcohol can have on a person's body. <i>I can give reasons for why most people choose not to smoke, or drink too much alcohol.</i></p> <p>To understand that influences can be both positive and negative. <i>I can explain what might happen if people take unsafe or inappropriate risks.</i></p>	<p>To reflect on risk and the different factors and outcomes that might influence a decision. <i>I can suggest what someone should do when faced with a risky situation.</i></p> <p>To reflect on the consequences of not keeping personal information private and the risks of social media. <i>I can protect my personal information online. I can recognise disrespectful behaviour online.</i></p> <p>To explore categorisation of drugs, the risks associated with medicines. <i>I can identify the risks in a specific situation (including emotional risks).</i></p>	<p>To explore the risks and legality of communicating and sharing online. <i>I can use safe, respectful and responsible behaviours and strategies when using social media.</i></p> <p>To describe and explain how easily images can be spread online. <i>I can give examples of how to safely share images online.</i></p> <p>To explain some of the laws, categories and uses of drugs (both medical and non-medical). <i>I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not.</i></p>

	<p>To recognise and describe appropriate behaviour online as well as offline.</p> <p>I can identify personal information and when it is not appropriate or safe to share this.</p> <p>I can get help when an unsafe situation online occurs.</p>	<p>To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.</p> <p>I can identify images that are safe or unsafe to share online.</p>	<p>To learn some key facts and information about drugs and medicines.</p> <p>I can discuss social norms relating to cigarettes and what may influence a persons decision to not smoke.</p> <p>To recognise the features of face to face and online bullying and the strategies that deal with it.</p> <p>I can support someone who is being bullied.</p>	<p>To understand the definition of an emotional need and how they can be met.</p> <p>I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.</p> <p>To explore and understand the terms 'conflicting emotions', responsibility and independence.</p> <p>I can begin to make decisions independently and responsibly.</p>
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<p>4</p> <p>Rights and Respect</p>	<p>To talk about and identify people who help them in school and the community. <i>I can identify people who help me in different ways.</i></p> <p>To learn differences between 'fact' and 'opinion'. <i>I can spot 'facts' and 'opinions' to help me share ideas.</i></p> <p>To discuss, plan and evaluate ways of helping the environment. <i>I can make a plan.</i></p> <p><i>I can choose a method</i></p> <p>To learn about saving, spending and essential purchases. <i>I can identify different times and reasons to spend money.</i></p>	<p>To learn about human rights and responsibilities and how they can impact their community. <i>I can name some responsibilities and rights that I have.</i></p> <p>To recognise that they have a part in caring for and supporting their community. <i>I can share ideas and make decisions that effect others.</i></p> <p>To recognise influences, facts and opinions and doing so in a critical manner. <i>I can give my own opinion based on facts, opinions and other influences.</i></p> <p>To identify the impact of bystander behaviour and how they can make a difference to a situation. <i>I can give examples of how I can support others as a bystander</i></p>	<p>To identify, write and discuss issues currently in the media concerning health and wellbeing. <i>I can develop ideas and opinions based on a current issue. I can present these with a group.</i></p> <p>To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. <i>I can identify how the responsibilities of others impact me and my community.</i></p> <p><i>I can give examples of barriers that can stop others following their responsibilities.</i></p>	<p>To analyse and reflect on bias in the media. <i>I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. I can discuss the reasons why people post online and the positive and negative effects relating to social media.</i></p> <p>To discuss methods of saving and considerations for spending money. <i>I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.</i></p> <p>To discuss voluntary and pressure groups and their role in making changes to our communities and environments. <i>I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.</i></p>

	<p>To consider how money is earned and the different factors effecting this.</p> <p>I can give examples of how people earn money.</p>	<p>To define terms related to finance and explain how society is supported by the income of others.</p> <p>I can explain how others have a financial responsibility to their families and community.</p> <p>I can give examples of choices and decisions with money that will affect me.</p>	<p>To identify the responsibilities to my home, community and environment I might have in the future.</p> <p>I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me</p> <p>To consider what advice to give relating to saving and borrowing money.</p> <p>I can suggest ways to spend and save money responsibly.</p> <p>To define financial terms and explain how others have financial responsibility for the community.</p> <p>I can explain some things about finance and money. I can name a person who deals with money in my community.</p>	<p>To identify or suggest ways that help the environment.</p> <p>I can suggest ways that I can help my environment.</p> <p>To define 'democracy' and explain how laws are made.</p> <p>I can give examples of why we need a democratic society and how laws keep us safe.</p>
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<p>5 Being my Best</p>	<p>To recognise how different food groups work in our body. I can choose foods that make a balanced meal.</p> <p>To explain how some infectious illnesses are spread from one person to another. I can explain how washing hands can prevent infections spreading.</p> <p>To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes. I can describe how food, water and air get into the body and blood.</p>	<p>To identify how they and their friends are unique. I can say how being unique makes everyone special, different and valuable</p> <p>To recognise that we all make different choices because we are unique. I can give examples of choices I make and the choices others make for me.</p> <p>To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. I can plan a healthy, balanced meal.</p> <p>I can give examples of the ways people can look after their physical and mental wellbeing.</p>	<p>To describe the four main internal systems of the human body. I can explain how one organ functions and how it contributes to the health of my body.</p> <p>To understand the actual norms around smoking and the reasons for common misperceptions of these. I can explain how choices relating to smoking and drinking can effect a persons health.</p> <p>To identify the skills and qualities that make us successful and achieve our best. I can think of ways to improve a skill and the strategies that will help me do this.</p>	<p>To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success. I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.</p> <p>To define aspirations and goals. I can set goals so that I can achieve an aspiration.</p> <p>To recognise that we will meet challenges on the way to achieving our goals. I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>To understand and explain the outcomes of risk-taking in a given situation, including emotional risks. I can identify risk factors in a given situation.</p>

	<p>To identify my achievements and skills to work on. I can set goals and make a plan to develop a new skill.</p> <p>To explain how skills are developed.</p>	<p>To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs). I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p>To consider the different responsibilities that they and others have for their health and wellbeing. I can give examples of how I am independent and manage my own success.</p>	<p>To understand risks related to growing up and explain the need to be aware of these. I can assess the level of risk and explain how a risk can be reduced.</p>
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<p>6</p> <p>Growing and Changing</p>	<p>To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space. <i>I can explain what body space is and how it feels when someone is too close to me.</i></p> <p>To identify the different types of relationships people have and their different purposes and qualities. <i>I can tell you some of the different relationships I have.</i></p> <p>To identify what makes a positive relationship and what makes a negative relationship. <i>I can tell you what qualities a healthy positive relationship has.</i></p> <p>To identify puberty changes. <i>I can describe how a girls and boys body will change when it reaches puberty.</i></p>	<p>To identify the different emotional reactions to different types of change and discuss. <i>I can describe how change can make a person feel (both negative and positive).</i></p> <p>To understand how the onset of puberty can have emotional as well as physical impact. <i>I can explain why young people can have mixed up feelings when they go through puberty.</i></p> <p>To learn what happens to a woman or a mans body during puberty and that this is linked to reproduction. <i>I can explain why puberty happens.</i></p>	<p>To describe the intensity of different feelings and strategies to build resilience. <i>I can begin to manage challenging emotions by building my resilience.</i></p> <p>To understand the different types of feelings and emotions associated with puperty. <i>I can describe the emotions and feelings people have during puperty and some respectful strategies to deal with conflict.</i></p> <p>To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality. <i>I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.</i></p>	<p>To identify types of emotional responses and some strategies for coping with change. <i>I can name some of the feelings and emotions people have during change.</i></p> <p>To identify the physical and emotional challenges faced during puberty and the strategies or support available for this. <i>I can give examples of how someone could cope with or get support during puberty.</i></p> <p>To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities. <i>I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.</i></p>

	<p>To explain menstruation cycle as something that happens when a sperm does not meet an egg.</p> <p>I can tell you what happens to a womans body when the sperm does not meet the egg.</p>	<p>To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.</p> <p>I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.</p> <p>To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.</p> <p>I can explain why some people choose to get married, have a civil ceremony or live together.</p>	<p>To identify the different types of products someone might use during puberty or menstruation.</p> <p>I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.</p> <p>To explain how people might feel at times of change and loss. To consider strategies when coping with this.</p> <p>I can give examples of feelings and emotions people have at times of change.</p>	<p>To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.</p> <p>I can explain how to stay safe when sharing images and information online.</p> <p>To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.</p> <p>I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.</p>
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