



## PSHE Whole School Progression Map

Pre-School	Communication and language	<ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>
	Personal, Social, Emotional Development	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>
	Understanding the world	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Reception	Communication and language	<ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> </ul>



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		Personal, Social, Emotional Development	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs. - personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li> </ul>				
		Physical Development	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</li> </ul>				
		Understanding the world	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>				
Topic		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Families and friendships	<ul style="list-style-type: none"> <li>• Recognise people who care for them.</li> <li>• Recognise how people care for them.</li> <li>• Recognise what it means to be a family.</li> <li>• Understand the importance of talking to someone if they are worried about</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how to be a good friend.</li> <li>• Recognise different ways that people meet and make friends</li> <li>• Recognise strategies for positive play with friends.</li> <li>• Identify what can cause arguments between friends</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and respect that there are different types of families.</li> <li>• Recognise that being part of a family provides support, stability and love</li> <li>• Recognise the positive aspects of being part of a family</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the features of positive healthy friendships</li> <li>• Identify strategies to build positive friendships</li> <li>• Identify how to seek support with relationships if they feel lonely or excluded</li> <li>• Recognise how to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what makes a healthy friendship and how they make people feel included</li> <li>• Identify strategies to help someone feel included</li> <li>• Identify what peer influence is and how it can make people feel or behave</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise what it means to be attracted to someone and different kinds of loving relationships</li> <li>• Recognise that people who love each other can be of any gender, ethnicity or faith</li> <li>• Recognise the qualities of healthy relationships that</li> </ul>



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		something in their family.	<ul style="list-style-type: none"><li>• Understand how to positively resolve arguments between friends</li><li>• Recognise when they/ others are feeling lonely or unhappy and how to ask for help/ help others.</li></ul>	<ul style="list-style-type: none"><li>• Recognise the different ways that people can care for each other</li><li>• Identify if/when something in a family might make someone upset or worried</li><li>• Recognise what to do and whom to tell if family relationships are making them feel unhappy or unsafe.</li></ul>	<p>respectfully with friends when using digital devices</p> <ul style="list-style-type: none"><li>• Recognise how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li><li>• Recognise what to do or whom to tell if they are worried about any contact online</li></ul>	<ul style="list-style-type: none"><li>• Recognise the impact of the need for peer approval in different situations, including online</li><li>• Identify strategies to manage peer influence and the need for peer approval</li><li>• Recognise that it is common for friendships to experience challenges</li><li>• Identify strategies to positively resolve disputes and reconcile differences in friendships</li><li>• Recognise that friendships can change over time and the benefits of having new and different types of friends</li><li>• Identify how to recognise if a</li></ul>	<p>help individuals flourish</p> <ul style="list-style-type: none"><li>• Recognise ways in which couples show their love and commitment to one another</li><li>• Identify what marriage and civil partnership mean</li><li>• Recognise that people have the right to choose whom they marry or whether to get married</li><li>• Identify that to force anyone into marriage is illegal</li><li>• Identify how and where to report forced marriage or ask for help if they are worried</li></ul>
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						friendship is making them feel unsafe, worried, or uncomfortable	
Safe relationships	<ul style="list-style-type: none"> <li>Recognise when someone's body or feelings might be hurt and whom to go to for help</li> <li>Understand what it means to keep something private, including parts of the body that are private</li> <li>Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>Recognise how to respond if being touched makes them feel uncomfortable or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>Recognise hurtful behaviour, including online</li> <li>Identify what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>Recognise what bullying is and different types of bullying</li> <li>Identify how someone may feel if they are being bullied</li> <li>Recognise the difference between happy surprises and secrets that make them feel</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>Identify what privacy and personal boundaries are, including online</li> <li>Recognise basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>Recognise that bullying and hurtful behaviour is</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>Understand how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>Recognise how to ask for, give and not give permission for physical contact</li> <li>Identify how it feels in a person's mind and body when they are uncomfortable</li> <li>Understand that it is never someone's fault if they have experienced unacceptable contact</li> </ul>	<ul style="list-style-type: none"> <li>Recognise compare the features of a healthy and unhealthy friendship</li> <li>Understand the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>Identify strategies to respond to pressure from friends including online</li> <li>Identify how to assess the risk of different online</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Understand when it is important to ask for permission to touch others</li> <li>• Understand how to ask for and give/not give permission</li> </ul>	<p>uncomfortable or worried, and how to get help</p> <ul style="list-style-type: none"> <li>• Identify how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• Recognise how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>	<p>unacceptable in any situation</p> <ul style="list-style-type: none"> <li>• Recognise the effects and consequences of bullying for the people involved</li> <li>• Identify the meaning of bullying online, and the similarities and differences to face-to-face bullying</li> <li>• Understand what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to manage pressures associated with dares</li> <li>• Recognise when it is right to keep or break a confidence or share a secret</li> <li>• Recognise risks online such as harmful content or contact</li> <li>• Recognise how people may behave differently online including pretending to be someone they are not</li> <li>• Understand how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how to respond to unwanted or unacceptable physical contact</li> <li>• Recognise that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• Identify whom to tell if they are concerned about unwanted physical contact</li> </ul>	<p>'challenges' and 'dares'</p> <ul style="list-style-type: none"> <li>• Understand how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• Understand how to get advice and report concerns about personal safety, including online</li> <li>• Identify what consent means and how to seek and give/not give permission in different situations</li> </ul>
Respecting ourselves and others.	<ul style="list-style-type: none"> <li>• Recognise what kind and unkind behaviour means</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the things they have in common with their</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise respectful behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise differences between people</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that everyone should be treated equally</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the link between values and behaviour</li> </ul>



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		<p>in and out of school</p> <ul style="list-style-type: none"><li>• Recognise how kind and unkind behaviour can make people feel</li><li>• Understand what respect means</li><li>• Recognise class rules</li></ul>	<p>friends, classmates, and other people</p> <ul style="list-style-type: none"><li>• Recognise that friends can have both similarities and differences</li><li>• Recognise how to play and work cooperatively in different groups and situations</li><li>• Recognise how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li></ul>	<ul style="list-style-type: none"><li>• Recognise how to model respectful behaviour in different situations</li><li>• Recognise the importance of self-respect and their right to be treated respectfully by others</li><li>• Identify what it means to treat others, and be treated, politely</li><li>• Recognise the ways in which people show respect and courtesy in different cultures and in wider society</li></ul>	<p>such as gender, race, faith</p> <ul style="list-style-type: none"><li>• Recognise what they have in common with others</li><li>• Understand the importance of respecting the differences and similarities between people</li><li>• Identify vocabulary to sensitively discuss difference and include everyone</li></ul>	<ul style="list-style-type: none"><li>• Recognise why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li><li>• Identify what discrimination means and different types of discrimination</li><li>• Identify online bullying and discrimination of groups or individuals</li><li>• Recognise the impact of discrimination on individuals, groups and wider society</li><li>• Identify ways to safely challenge discrimination</li><li>• Understand how to report</li></ul>	<p>and how to be a positive role model</p> <ul style="list-style-type: none"><li>• Identify how to discuss issues respectfully</li><li>• Recognise how to listen to and respect other points of view</li><li>• Identify how to constructively challenge points of view they disagree with</li><li>• Identify ways to participate effectively in discussions online and manage conflict or disagreements</li></ul>
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						discrimination online	
Living in the wider world	Belonging to a community	<ul style="list-style-type: none"> <li>• Identify examples of rules in different situations</li> <li>• Recognise that different people have different needs</li> <li>• Recognise how we care for people, animals and other living things in different ways</li> <li>• Identify how they can look after the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that they can be a part of different groups, and the role they play in these groups</li> <li>• Recognise different rights and responsibilities that they have in school and the wider community</li> <li>• Identify how a community can help people from different groups to feel included</li> <li>• Recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• Identify what human rights are and how they protect people</li> <li>• Identify basic examples of human rights including the rights of children</li> <li>• Recognise how they have rights and also responsibilities</li> <li>• Recognise that with every right there is also a responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the meaning and benefits of living in a community</li> <li>• Recognise that they belong to different communities as well as the school community</li> <li>• Identify the different groups that make up and contribute to a community</li> <li>• Identify the individuals and groups that help the local community, including through volunteering and work</li> <li>• Understand how to show compassion towards others in need and the shared</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• Recognise the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• Understand how to show compassion for the environment, animals and other living things</li> <li>• Understand the way that money is spent and how it affects the environment</li> <li>• Recognise how to express their own opinions about</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what prejudice means</li> <li>• Differentiate between prejudice and discrimination</li> <li>• Understand how to recognise acts of discrimination</li> <li>• Identify strategies to safely respond to and challenge discrimination</li> <li>• Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• Identify how stereotypes are perpetuated and how to challenge this</li> </ul>





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					responsibilities of caring for them	their responsibility towards the environment	
Media literacy and digital resilience	<ul style="list-style-type: none"> <li>Recognise how and why people use the internet</li> <li>Recognise the benefits of using the internet and digital devices</li> <li>Identify how people find things out and communicate safely with others online</li> </ul>	<ul style="list-style-type: none"> <li>Identify the ways in which people can access the internet</li> <li>Recognise the purpose and value of the internet in everyday life</li> <li>Recognise that some content on the internet is factual and some is for entertainment</li> <li>Recognise that information online might not always be true</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how the internet can be used positively for leisure, for school and for work</li> <li>Recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>Identify strategies to recognise whether something they see online is true or accurate</li> <li>Evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>Recognise how to make safe,</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that everything shared online has a digital footprint</li> <li>Recognise that organisations can use personal information to encourage people to buy things</li> <li>Recognise what online adverts look like</li> <li>Recognise differences in content shared for factual purposes and for advertising</li> <li>Recognise why people might choose to buy or not buy something online</li> <li>Understand that search results are ordered based on</li> </ul>	<ul style="list-style-type: none"> <li>Identify different types of media and their different purposes</li> <li>Identify basic strategies to assess whether content online is based on fact, opinion, or is biased</li> <li>Recognise that some media and online content promote stereotypes</li> <li>Identify how to assess which search results are more reliable than others</li> <li>Recognise unsafe or suspicious content online</li> <li>Recognise how devices store and share information</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the benefits of safe internet use</li> <li>Identify how and why images online might be manipulated, altered, or faked</li> <li>Recognise when images might have been altered</li> <li>Understand why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>Recognise that social media sites have age restrictions and regulations for use</li> <li>Identify the reasons why some media and online</li> </ul>	





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				<p>reliable choices from search results</p> <ul style="list-style-type: none"> <li>Identify how to report something seen or experienced online that concerns them</li> </ul>	<p>the popularity of the website and that this can affect what information people access</p>		<p>content is not appropriate for children</p> <ul style="list-style-type: none"> <li>Recognise how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>Understand sharing things online, including rules and laws relating to this</li> <li>Recognise what is appropriate to share online</li> <li>Identify how to report inappropriate online content or contact</li> </ul>
Money and work	<ul style="list-style-type: none"> <li>Recognise that everyone has different strengths, in and out of school</li> <li>Identify that different strengths</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what money is and its different forms</li> <li>Identify how money can be kept and looked after</li> </ul>	<ul style="list-style-type: none"> <li>Identify jobs that people may have from different sectors</li> <li>Recognise that people can have more than one</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how people make different spending decisions based on their budget, values and needs</li> </ul>	<ul style="list-style-type: none"> <li>Identify jobs that they might like to do in the future</li> <li>Recognise the role ambition can play in achieving a future career</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the role that money plays in people's lives, attitudes towards it and what influences</li> </ul>	



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		<p>and interests are needed to do different jobs</p> <ul style="list-style-type: none"><li>• Identify people whose job it is to help us in the community</li><li>• Recognise different jobs and the work people do</li></ul>	<ul style="list-style-type: none"><li>• Recognise way of getting, keeping and spending money</li><li>• Understand that people are paid money for the job they do</li><li>• Recognise the difference between needs and wants</li><li>• Recognise how people make choices about spending money, including thinking about needs and wants</li></ul>	<p>job at once or over their lifetime</p> <ul style="list-style-type: none"><li>• Recognise common myths and gender stereotypes related to work</li><li>• Challenge stereotypes through examples of role models in different fields of work</li><li>• Identify some of the skills needed to do a job</li><li>• Recognise their interests, skills and achievements and how these might link to future jobs</li><li>• Recognise how to set goals that they would like to achieve this year</li></ul>	<ul style="list-style-type: none"><li>• Recognise how to keep track of money and why it is important to know how much is being spent</li><li>• Identify different ways to pay for things and the reasons for using them</li><li>• Recognise that how people spend money can have positive or negative effects on others</li></ul>	<ul style="list-style-type: none"><li>• Recognise how or why someone might choose a certain career</li><li>• Recognise what might influence people's decisions about a job or career</li><li>• Recognise the importance of diversity and inclusion to promote people's career opportunities</li><li>• Recognise stereotyping in the workplace, its impact and how to challenge it</li><li>• Identify that there are a variety of routes into work</li></ul>	<p>decisions about money •</p> <ul style="list-style-type: none"><li>• Recognise value for money and how to judge if something is value for money</li><li>• Recognise how companies encourage customers to buy things and why it is important to be a critical consumer</li><li>• Recognise how having or not having money can impact on a person's emotions, health and wellbeing</li><li>• Identify common risks associated with money, including debt, fraud and gambling</li><li>• Recognise how money can be gained or lost</li></ul>
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							<ul style="list-style-type: none"> <li>• Recognise how to get help if they are concerned about gambling or other financial risk</li> </ul>
Health and Wellbeing	Physical health and mental wellbeing	<ul style="list-style-type: none"> <li>• Recognise what it means to be healthy and why it is important</li> <li>• Identify ways to take care of themselves on a daily basis</li> <li>• Recognise basic hygiene routines</li> <li>• Recognise healthy and unhealthy foods, including sugar intake</li> <li>• Recognise physical activity and how it keeps people healthy</li> <li>• Identify different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• Identify people who can help</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise routines and habits for maintaining good physical and mental health</li> <li>• Recognise why sleep and rest are important for growing and keeping healthy</li> <li>• Recognise that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• Recognise the importance of, and routines for, brushing teeth and visiting the dentist</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the choices that people make in daily life that could affect their health</li> <li>• Identify healthy and unhealthy choices</li> <li>• Recognise what can help people to make healthy choices and what might negatively influence them</li> <li>• Recognise habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• Recognise what good physical health means and how to recognise early signs of physical illness</li> <li>• Recognise that common illnesses can be quickly and easily treated with the right care</li> <li>• Identify how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• Recognise the importance of regular visits to the</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how sleep contributes to a healthy lifestyle</li> <li>• Identify healthy sleep strategies and how to maintain them</li> <li>• Recognise the benefits of being outdoors and in the sun for physical and mental health</li> <li>• Identify how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• Recognise how medicines can contribute to health and how allergies can be managed</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that mental health is just as important as physical health and that both need looking after</li> <li>• Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• Identify how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• Identify positive strategies for managing feelings</li> <li>• Recognise that there are situations when someone</li> </ul>



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		<p>them to stay healthy</p> <ul style="list-style-type: none"><li>• Identify how to keep safe in the sun</li></ul>	<ul style="list-style-type: none"><li>• Identify food and drink that affect dental health</li><li>• Recognise how to describe and share a range of feelings</li><li>• Identify ways to feel good, calm down or change their mood</li><li>• Understand how to manage big feelings including those associated with change, loss and bereavement</li><li>• Understand when and how to ask for help, and how to help others, with their feelings</li></ul>	<ul style="list-style-type: none"><li>• Identify what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li><li>• Recognise that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li><li>• Recognise the things that affect feelings both positively and negatively</li><li>• Identify strategies to identify and talk about their feelings</li><li>• Recognise some of the different ways people express feelings</li><li>• Recognise how feelings can</li></ul>	<p>dentist and the effects of different foods, drinks and substances on dental health</p>	<ul style="list-style-type: none"><li>• Recognise that some diseases can be prevented by vaccinations and immunisations</li><li>• Recognise that bacteria and viruses can affect health</li><li>• Identify how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li><li>• Recognise the shared responsibility of keeping a clean environment</li></ul>	<p>may experience mixed or conflicting feelings</p> <ul style="list-style-type: none"><li>• Recognise how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li><li>• Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li><li>• Identify where they and others can ask for help and support with mental wellbeing in and outside school</li><li>• Recognise the importance of asking for support from a trusted adult</li><li>• Identify the changes that may</li></ul>
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				change overtime and become more or less powerful			occur in life including death, and how these can cause conflicting feelings <ul style="list-style-type: none"><li>• Recognise that changes can mean people experience feelings of loss or grief</li><li>• Recognise the process of grieving and how grief can be expressed</li><li>• Identify strategies that can help someone cope with the feelings associated with change or loss</li><li>• Identify how to ask for help and support with loss, grief or other aspects of change</li><li>• Recognise how balancing time online with other activities helps to maintain their</li></ul>
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							<p>health and wellbeing</p> <ul style="list-style-type: none"> <li>• Identify strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• Recognise what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>
Growing and changing	<ul style="list-style-type: none"> <li>• Recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• Identify how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• Recognise how they are the same</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the human life cycle and how people grow from young to old</li> <li>• Recognise how our needs and bodies change as we grow up</li> <li>• Recognise change as people grow up, including new opportunities and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that everyone is an individual and has unique and valuable contributions to make</li> <li>• Recognise how strengths and interests form part of a person's identity</li> <li>• Identify their own personal strengths and interests and</li> </ul>	<ul style="list-style-type: none"> <li>• Understand personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• Recognise, respect and express their individuality and personal qualities</li> <li>• Identify ways to boost their mood</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name the main parts of the body including external genitalia</li> <li>• Recognise that for some people their gender identity does not correspond with their biological sex</li> <li>• Identify external genitalia and reproductive organs</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some of the changes as they grow up</li> <li>• Recognise what being more independent might be like, including how it may feel</li> <li>• Understand the transition to secondary school and how this may affect their feelings</li> <li>• Recognise how relationships may</li> </ul>	



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		<p>and different to others</p> <ul style="list-style-type: none"><li>• Recognise different kinds of feelings</li><li>• Recognise feelings in themselves and others</li><li>• Identify how feelings can affect how people behave</li></ul>	<ul style="list-style-type: none"><li>• Prepare to move to a new class and set goals for next year</li></ul>	<p>what they're proud of</p> <ul style="list-style-type: none"><li>• Recognise common challenges to self-worth</li><li>• Identify basic strategies to manage and reframe setbacks</li></ul>	<p>and improve emotional wellbeing</p> <ul style="list-style-type: none"><li>• Recognise the link between participating in interests, hobbies and community groups and mental wellbeing</li></ul>	<ul style="list-style-type: none"><li>• Recognise the physical and emotional changes during puberty</li><li>• Identify key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li><li>• Identify strategies to manage the changes during puberty including menstruation</li><li>• Recognise the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li><li>• Understand how to discuss the challenges of puberty with a trusted adult</li><li>• Identify how to get information, help</li></ul>	<p>change as they grow up or move to secondary school</p> <ul style="list-style-type: none"><li>• Identify practical strategies that can help to manage times of change and</li><li>• Identify the links between love, committed relationships and conception</li><li>• Identify what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li><li>• Identify how pregnancy occurs</li><li>• Recognise the responsibilities of being a parent or carer and how having a baby changes someone's life</li></ul>
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						and advice about puberty	
Keeping safe.	<ul style="list-style-type: none"> <li>• Recognise how rules can help to keep us safe</li> <li>• Identify why some things have age restrictions</li> <li>• Identify basic rules for keeping safe online</li> <li>• Understand whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise risk in everyday situations</li> <li>• Recognise how to help keep themselves safe in familiar and unfamiliar environments</li> <li>• Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• Recognise how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> </ul>	<ul style="list-style-type: none"> <li>• Identify typical hazards at home and in school</li> <li>• Understand how to predict, assess and manage risk in everyday situations</li> <li>• Identify fire safety at home including the need for smoke alarms</li> <li>• Recognise the importance of following safety rules from parents and other adults</li> <li>• Recognise how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the importance of taking medicines correctly and using household products safely</li> <li>• Recognise what is meant by a 'drug'</li> <li>• Recognise that drugs common to everyday life can affect health and wellbeing</li> <li>• Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• Identify some of the risks associated with drugs common to everyday life</li> <li>• Recognise that for some people, using drugs can become a habit</li> </ul>	<ul style="list-style-type: none"> <li>• Identify when situations are becoming risky, unsafe or an emergency</li> <li>• Identify occasions where they can help take responsibility for their own safety</li> <li>• Differentiate between positive risk taking and dangerous behaviour</li> <li>• Recognise how to deal with common injuries using basic first aid techniques</li> <li>• Recognise how to respond in an emergency, including when and how to contact different emergency services</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how to protect personal information online</li> <li>• Identify potential risks of personal information being misused</li> <li>• Identify strategies for dealing with requests for personal information or images of themselves</li> <li>• Identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• Recognise that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> </ul>	



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			<ul style="list-style-type: none"><li>• Identify things that people can put into their body or onto their skin and how these can affect how people feel</li><li>• Recognise how to respond if there is an accident and someone is hurt</li><li>• Identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li></ul>		<p>which is difficult to break</p> <ul style="list-style-type: none"><li>• Understand how to ask for help or advice</li></ul>		<ul style="list-style-type: none"><li>• Recognise what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li><li>• Understand how to report the misuse of personal information or sharing of upsetting content/ images online</li><li>• Recognise the different age rating systems for social media, T.V, films, games and online gaming</li><li>• Recognise why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li><li>• Identify the risks and effects of different drugs</li></ul>
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