

	Name:		Year group joined/date:			SEND/EI		PP: Yes/No	
	PSHE								
	EYFS Year 1 Developing	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeded	
Me and my relationships	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal</p> <p>Children play co-operatively, 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.</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self 	<p>I know that there are different types of relationships - family, friends and others (this includes same sex families)</p> <p>I know that family and friends should care for each other</p> <p>I know the names for the main body parts (including external genitalia) and why it is important to keep them private</p> <p>I understand what is meant by 'privacy': my right to keep things 'private' and the importance of respecting others' privacy</p> <p>I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention</p> <p>I can recognise there are different types of teasing</p>	<p>I know about the changes that have happened to my body since birth I know about the process of growing from young to old and how people's needs change I can question whether boys and girls should behave differently and stereotypes I understand the importance of valuing of one's own body and recognising its uniqueness I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls I know that individuals have rights over their own bodies, and that there are differences between good and bad touching I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention</p> <p>I know that there are different types of negative behaviours, bullying and teasing I know that these behaviours are wrong and know how to deal with them including if</p>	<p>I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) I understand that relationships may change over time I can judge what kind of physical contact is acceptable or unacceptable and how to respond - including who I should tell and how to tell them I understand the difference between secrets and surprises and understand not to keep adult secrets and when to support a friend to tell a trusted adult I know how other families are similar or different to mine (this includes same sex) I understand that it is OK to be different to others I understand about growing and changing and new opportunities and responsibilities that increasing independence may</p>	<p>I feel good about myself and my body and having an understanding of how the media presents 'body image' I understand that my body and emotions will change as I grow older I can recognise what love is I know that there are different kinds of families and partnerships (includes same sex) I can demonstrate the features of good healthy friendship I know the importance of taking care of my own body, whilst respecting cultural Differences I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention</p> <p>I can respond appropriately to other people's feelings I</p>	<p>I understand simple, safe routines to prevent the spread of bacteria and viruses I can name and explain male and female body parts, relating to Sex and Relationship Education I know the ways in which boys and girls grow and develop in puberty - physically and emotionally I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way I am aware of different types of relationships and what makes them a positive, healthy relationships and I have the skills to form and maintain a healthy relationship I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention I know where individuals, families and groups can get help and support</p> <p>I understand the importance of being respectful to everyone and to recognise and care about others</p>	<p>I understand the physical and emotional changes I will go through at puberty I can look after my body and health as I go through puberty I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this I know about human reproduction including conception I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships) I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret I can name people who</p>		

<p>in positive terms and talk about abilities. Early Learning Goal 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 about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>•Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. •Aware of the boundaries set, and of behavioural expectations in the setting. •Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their</p>	<p>I can play and work cooperatively</p> <p>I can listen to other people</p> <p>I can share appropriately</p> <p>I can recognise that my behaviour affects others</p> <p>I know the difference between right and wrong, fair and unfair and kind and unkind</p> <p>I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>I know how to be nice to people both on and off line</p>	<p>I experience or witness it, I know how to get help I can listen to others and respect their viewpoints I can identify and respect differences and similarities between people of different ethnic, cultural and faith backgrounds I can identify people who are special to me, what makes them special and how we should care for each other I know how to be a good friend</p>	<p>bring I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention</p> <p>I can respond appropriately to other people's feelings I understand the language used to describe changes and feelings I can acknowledge that others have different points of view I can recognise my worth as an individual and the worth of other people I can identify positive things about myself, recognise some of my mistakes and learn from them I can set personal goals</p>	<p>understand the language used to describe changes and feelings I can acknowledge that others have different points of view I can recognise my worth as an individual and the worth of other people I can identify positive things about myself, recognise some of my mistakes and learn from them I can set personal goals</p>	<p>people's feelings but if appropriate I feel able to confidentially challenge their view point</p>	<p>look after me, my networks and who to go to if I am worried and how to attract their attention</p> <p>I can recognise the difference between aggressive and assertive behaviour and developed some strategies to resolve disputes and conflict I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism on individuals and communities I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability) I understand the nature, causes and consequences of hate crime</p>	
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toy. Early Learning Goal
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.

•Enjoys joining in with family customs and routines. Early Learning Goal
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences

	between themselves and others, and among families, communities and traditions.							
Keeping myself safe		<p>I know the role of medicines in promoting health, the reasons why people use them and the school rules on medicines I know that some substances can help or harm the body including household substances like dishwasher tablets I recognise the need for safety rules -road, fire, water, rail, farm, school environment, playground, online and home I can name an adult in school who can help me and I know there are people and services who can help us I know I have a responsibility to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>I know that people you don't know are</p>	<p>I use simple skills which will help to maintain my personal safety I understand that all drugs can be harmful if not used properly I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly I can recognise and say what is right and wrong I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online I know how to ask for help when I need it and can name a range of people who can help me I know the difference between secrets and surprises and understand not to keep adults secrets</p> <p>I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online when using websites, playing games, using email/ text/ video chat</p>	<p>I can identify and explain how to manage risks in different familiar situations. I know how to ask for help and about the people who are responsible for keeping me healthy and safe I can make judgements and decisions and use basic techniques for resisting negative peer pressure I can explain how my behaviour may have consequences for myself and others I can demonstrate basic safety procedures when using medicines, crossing roads, riding a bike, swimming etc I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need</p> <p>I have a growing understanding of a range of risks when communicating online and I can demonstrate ways</p>	<p>I know the difference between risk, danger and hazard I can describe what risk means to me I can take responsibility for my own behaviour and safety and realise that actions have consequences I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, rail, electricity and personal safety) I have some effective strategies to cope with peer influence and peer pressure</p> <p>I know that not everything on the internet is true and know what to do if I access something inappropriate I can use a range</p>	<p>I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety and in the local environment(rail, farm, water and fire) I know which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know and the media</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website I can use online tools safely to exchange information and collaborate with others within and beyond school I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend I understand the</p>	<p>I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures and where to get help I recognise the responsibility I have due to increased independence and can keep myself and others safe I can respond to challenges including recognising, managing and assessing risks in different situations and can manage them responsibly I know how to make informed decisions relating to medicines, alcohol, tobacco, drugs and other substances including what is meant by the term,'habit' and why habits can be hard to change I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know and the media</p> <p>I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present</p>	

		<p>strangers and this applies online as well as well as off line I know that when people I don't know ask me for private information I don't share it online or in person I understand that some websites, games and social media sites may not be age-appropriate and I know what to do if I find something inappropriate online</p>		<p>of reducing the risk to ensure myself and my friends are safe online when using websites, playing games, using email/ text/ video chat</p>	<p>of online communication tools safely to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones I understand the need to keep some information private in order to protect myself when communicating online and I implement strategies to do this I recognise how online communications may be used for manipulation or persuasion and I have ways of managing this</p>	<p>potential risks of providing personal information in an increasing range of online technologies both within and outside school I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others I understand that the person that I think I am communicating with online may not be who they say they are. I know how to present myself safely online eg social media sites, online gaming I know how to manage requests for images of myself or others; what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request</p>	<p>myself online I understand that the person that I think I am communicating with online may not be who they say they are and may ask me to do inappropriate activities I understand the need to use respectful language and know the legal consequences for sending offensive online - communications I understand how the media (advertising and internet) may influence my opinions and choices I know how to manage requests for images of myself or others; what is and isnot appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>	
My Healthy Lifestyle	<p>Eats a healthy range of foodstuffs and understands need for variety in food. •Usually dry and clean during the day. •Shows some understanding that good practices with</p>	<p>I know the importance of personal hygiene- regular washing, bathing, showering, and cleaning my teeth I know how to keep my body healthy through being active, healthy eating,</p>	<p>I know that a healthy lifestyle includes being physically active, rest , healthy eating, dental health and emotional health and I can give examples of what I do to keep myself healthy I can make simple choices to improve my physical and emotional health I</p>	<p>I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences I know what are the good habits for looking after my</p>	<p>I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical</p>	<p>I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image. I know where individuals, families and groups can get help and support</p>	<p>I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions I can manage my time to include regular exercise I understand that the media can have a positive and negative effect on Emotional Health and Wellbeing, e.g.body image, attitudes to</p>	

<p>regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <ul style="list-style-type: none"> •Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. •Shows understanding of how to transport and store equipment safely. •Practices some appropriate safety measures without direct supervision. Early Learning Goal 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. 	<p>getting enough rest, dental health and looking after my emotional wellbeing I can recognise what I like and dislike, how to make real, informed choices that Improves my physical and emotional health and to recognise that choices can have good and not so good consequences I am able to wash my hands properly</p> <p>I can recognise and name my feelings and those of others I know what makes me happy</p>	<p>know how diseases are spread and how they can be controlled and my responsibilities for my own and others health, I am able to wash my hands properly</p> <p>I have developed my vocabulary to describe my feelings to others I have simple strategies to manage my feelings</p>	<p>growing body both physically and emotionally</p> <p>I can recognise the range of human emotions and how they change in different situations I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately</p>	<p>activity, diet, self-image, media and have started to develop ways of counteracting the negative factors I can make informed choices about healthy eating and exercising</p> <p>I have a range of strategies for managing and controlling strong feelings and emotions</p>	<p>I can express my views confidently and listen to and show respect for the views of others I can resolve differences, looking at alternatives, making decisions and explaining choices I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others I understand what resilience is and have strategies I can use to build my own resilience</p>	<p>different groups, I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet I understand the impact of growth and adolescence on my hygiene, physical activity and nutrition needs</p>	
<p>Me and my future</p>		<p>I can recognise the coins and notes we use I can choose the correct value of coins and</p>	<p>I know that we can pay for things in a range of ways and that even when not using cash, money is being used I</p>	<p>I know how to look after and handle money in everyday situations I can make simple</p>	<p>I can demonstrate how to look after and save money I can begin to develop</p>	<p>I am able to make considered decisions about saving, spending and giving I can differentiate between</p>	<p>I can describe how people's careers are different and how they develop in different ways and I am aware that people feel</p>

		<p>calculate change I know that we have to pay for what we buy I know how to keep money safe I know that I don't have to spend my money but can save it to use later I can set myself simple goals I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school I can describe the work that people do in my family, my school and where I live.</p>	<p>understand that the choices we make affect ourselves and others I can explain the difference between needs and wants I understand individuals and families have to find ways to balance wants and needs I understand that it may not be possible to have everything you want, straight away, if at all I can describe why learning is important I am positive about who I am, what I have achieved and take into account what other people say about me I am aware that everyone has the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)</p>	<p>financial decisions and consider how to spend money, including pocket money and contributions to charity I know there are different ways to gain money, including earning it through work I understand that money is a finite resource for individuals, institutions and the community I begin to understand why we have charities I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes I am aware that the learning choices I make will affect my future options. I can talk positively about what I like to do and what I would like to do in the future</p>	<p>an understanding that people have different financial circumstances I can begin to understand the different values and attitudes that people have with regard to money I recognise the range of jobs carried out by people they know I can explain how I will develop skills for work in the future I am aware that the learning choices I make will affect my future options. I can identify my strengths, areas for improvement and set high aspirations and goals</p>	<p>essentials and desires - needs and wants I understand 'value for money' and can make informed choices to get 'value for money' I am able to assess 'best buys' in a range of circumstances I am able to understand and manage feelings about money, my own and Others I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly I know and understand how I can develop skills to make a contribution in the Future I am starting to consider what I like , what I am good at and what I enjoy doing and can talk positively about my strengths I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this I know that there are a range of earnings for different jobs I understand that there are a range of benefits from employment, not just financial (making a</p>	<p>differently about they different types of work they do I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices I can describe a range of local businesses and how they are run and the products and / or services they provide I know that I have the same rights and opportunities in learning and work as other people. I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act I know how to keep myself safe when working and what the law says to protect workers I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising I understand that money we earn also supports the community</p>	
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						difference, caring for others, etc)		
Becoming an active citizen		I can express a simple opinion, agreement and disagreement I can ask questions and listen to the answers I play a full part in the life of my classroom I can agree and follow rules for my group and classroom I understand the role of the school council and I am able to vote for the members	I can take part in discussions/simple debate with others about topical issues I know that people and other living things have needs and recognise my own responsibility to meet those needs I can contribute to the life of the class and the school I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council I know that I belong to different groups and communities ie school, family I know what improves and harms the environment and about some of the ways people look after them I know some ways to look after my environment	I can participate in making and changing rules I know why different rules are needed in different situations I know that choices we make can impact on the local, national and global communities I know where to find impartial advice to inform my decision making I understand the media can be biased I can empathise with other people and situations through topical issues, problems and local and global events	I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school I can recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers I can begin to respond to, or challenge, negative behaviours such as Stereotyping, homophobia, transphobia and biphobia and racism I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and	I know what democracy is and how a democratic government works I have taken part in democratic events in school (eg: voting for school council, mock election) I understand the consequences of breaking the law and how the criminal justice system works in the UK I know how to access local and national support groups I know that circumstances in other countries and cultures may be different from our own I understand why some people have chosen to leave their country and migrate to the UK I understand the difference between economic migrant, asylum seeker and refugee I know about Fair Trade and what it means I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc) I understand that choices we make as individuals, a community and a nation impact internationally I am beginning to understand that 'poverty' might	I understand how democracy works in the UK at a local, regional and national scale I understand that there are other forms of government that are not democratic and can give some examples of these I understand what being part of a community means and I can take part more fully in school and community activities I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment I can research, discuss and debate topical issues, problems and events I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation I am aware of how the media present information and that the media can be both a positive and negative influence I can critique how the media present information I can	

					viewpoints I understand how my choices may impact on the environment I can describe the values of the school and know why they are important I can describe the 'British Values' and give examples of what they mean in school and in society I can demonstrate respect and tolerance towards people different from my themselves	have different meanings to different people in different circumstances I can recognise and challenge stereotypes I know where to find impartial advice to inform my decision making and understand about media bias I can talk and write about my opinions confidently and listen to and show respect for the opinions of others I can resolve differences, looking at alternatives, making decisions and explaining choices	discuss controversial issues in a mature manner, such as terrorism, migration and racism.	
Moving On		I can identify positive achievements during my time in Year 1 I can identify my strengths, areas for improvement and set myself some goals for Year 2 I can explain what I am worried about and what I am looking forward to in Year 2 I know what to expect when I start Year 2 I know some of the reasons why change can feel uncomfortable I know some of the ways of dealing	I can identify positive achievements during my time in Year 2 I can identify my strengths, areas for improvement and set myself some goals for Year 3 I can explain what I am worried about and what I am looking forward to in Year 3 I know what to expect when I start Year 3 I know that even changes we want to happen can sometimes feel Uncomfortable but I have identified way I manage those feelings	I can identify positive achievements during my time in Year 3 I can identify my strengths, areas for improvement and set myself some goals for Year 4 I can explain what I am worried about and what I am looking forward to in Year 4 I know what to expect when I start Year 4 I can understand why other people are behaving as they are when they are finding change difficult	I can identify positive achievements during my time in Year 4 I can identify my strengths, areas for improvement and set myself some goals for Year 5 I can explain what I am worried about and what I am looking forward to in Year 5 I know what to expect when I start Year 5 I can tell you about the changes I can make happen I can make some changes quickly	I can identify positive achievements during my time in Year 5 I can identify my strengths, areas for improvement and set myself some goals for Year 6 I can explain what I am worried about and what I am looking forward to in Year 6 I know what to expect when I start Year 6 I know some of the ways of dealing with the feelings that sometimes arise from changes	I can identify positive achievements during my time in Primary School I can explain what I am worried about and what I am looking forward to in Year 7 I can identify my strengths, areas for improvement and set myself some goals for Year 7 I know what to expect when I start Year 7 I can take part and reflect on a planned programme of transition to KS3 I know how change can interfere with our feelings of belonging	

		with the feelings that sometimes arise from changes			and easily but also understand that some changes are hard and can take a long time			
Below age related expectations								
At age related expectations								
Exceeding age related expectations								