



## Laithes Primary School



### PSHE Curriculum Progression and Assessment

#### PSHE Intent

PSHE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to achieve highly and are set up to succeed. We help children know how to keep physically and mentally healthy.

Assessment and progression in PSHE is based on the Jigsaw scheme of work. The following document explains how the scheme supports progression in learning and assessment.

Each 'Puzzle' has a built-in assessment task towards the end, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three attainment descriptors for each year group: Working towards, Working at, and Working beyond.

At the beginning of a Puzzle, children can be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve.

The objectives for planning and assessment are based on the Working at attainment descriptors. The Greater Depth objectives are based on the Working beyond attainment descriptors.

Colour						
Area of study	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

#### Developing, Securing, Mastering explained:

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Predominant teaching style
Developing	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Securing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Mastering	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer.	Deepening Understanding	Requires justification of answers,select, reason,justify, consider,demonstrate, innovate,decide, create, reflect,critically evaluate, plan, judge, test, defend,design, build, construct,invent	Coaching Mentoring

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Being Me in My World</b>	<p>I understand how it feels to belong and that we are similar and different</p> <p>I understand how feeling happy and sad can be expressed</p> <p>I can work together and consider other people's feelings</p> <p>I can use gentle hands and understand that it is good to be kind to people.</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play.</p> <p>I am learning what being responsible means</p> <p>Road safety – being a safe pedestrian</p>	<p>I feel special and safe in my class.</p> <p>I know that I belong to my class.</p> <p>Rights and responsibilities</p> <p>I know how to make my class a safe place for everybody to learn.</p> <p>I recognise how it feels to be proud of an achievement.</p> <p>I recognise the range of feelings when I face certain consequences.</p> <p>I understand my choices in following the Learning Charter</p> <p>School Council Elections Google Be Internet Legends workshop Road Safety</p>	<p>I can identify some of my hopes and fears for this year.</p> <p>I understand the rights and responsibilities for being a member of my class and school.</p> <p>I can listen to other people and contribute my own ideas about rewards and Consequences.</p> <p>I understand how following the Learning Charter will help me and others learn.</p> <p>I can recognise the choices I make and understand the consequences.</p> <p>School Council Elections Google Be Internet Legends workshop</p>	<p>I recognise my worth and can identify positive things about myself and my achievements.</p> <p>I can set personal goals</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>I understand why rules are needed and how they relate to rights and responsibilities.</p> <p>I understand that my actions affect myself and others and I care about other people's feelings.</p> <p>I can make responsible choices and take action.</p> <p>I understand my actions affect others and try to see things from their points of view.</p> <p>School Council Elections Google Be Internet Legends workshop Fire Safety workshop</p>	<p>I know my attitudes and actions make a difference to the class team.</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded.</p> <p>I try to make people feel welcome and valued</p> <p>I understand who is in my school community, the roles they play and how I fit in.</p> <p>I understand how democracy works through the school council.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how groups come together to make decisions.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p>School Council Elections Google Be Internet Legends workshop</p>	<p>I know what I value most about my school and can identify my hopes for this school year.</p> <p>I understand my rights and responsibilities as a British citizen.</p> <p>I can empathise with people in this country whose lives are different to my own.</p> <p>I understand my rights and responsibilities as a British citizen and as a member of my school.</p> <p>I can empathise with people in this country whose lives are different to my own.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p>School Council Elections Be Internet Legends workshop</p>	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I know that there are universal rights for all children but for many children these rights are not met.</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p> <p>I understand that my actions affect other people locally and globally.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>I can contribute to the group and understand how we can function best as a whole.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p>School Council Elections Be Internet Legends workshop</p>
<b>Vocabulary</b>	<p>Special, family, friends, houses, homes, gentle, kind, same, different</p>	<p>safe, special, calm, belonging, rights, responsibilities, Learning Charter, rewards, proud, consequences</p>	<p>Worries Hopes Fears Belonging, Rights, Responsibilities, Responsible, Actions Praise, Reward, Consequence, Positive, Negative, Choices, Problem-solving</p>	<p>Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm Behaviour, Rewards, Consequences, Actions, Feelings, Rights, Responsibilities Fairness, Choices Challenge, Group dynamics, Team work</p>	<p>Included, Excluded, Welcome, Valued, Team, Charter Role, Job description, School Community, Responsibility, Rights, Responsibilities, Democracy Voting, Democracy, Authority, Learning Charter, Role, Contribution, Observer</p>	<p>Education, Appreciation, Opportunities, Goals, Motivation, Vision, Hopes, Challenge, Rights, British, Citizen, Denied, Empathise Rights, Wealth, Poverty, Responsibilities, Prejudice, Rewards, Consequences, Cooperation, Collaboration</p>	<p>Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Rights, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Collaboration, Participation, Motivation, Rights, Rewards, Democracy, Decision, Proud</p>
<b>Celebrating Difference</b>	<p>I know how it feels to be proud of something I am good at..</p> <p>I can tell you one way I am special and unique.</p> <p>I know that all families are different.</p> <p>I know there are lots of different houses and homes.</p> <p>I can tell you how I could make new friends.</p> <p>I can use my words to stand up for myself.</p> <p>Anti-bullying Week 11th-15th November</p>	<p>I can talk about one thing that makes me different from my friends</p> <p>I can tell you one thing that is special about me</p> <p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p> <p>I can describe a variety of ways that I am different from my friends</p> <p>I can tell you why I am proud of the things that make me special</p> <p>Anti-bullying Week 11th-15th November UK Parliament Week 2-8 November</p>	<p>I can name one way that my friend is different from me</p> <p>I can give a reason why my friend is special to me</p> <p>I can identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</p> <p>I can compare myself with a friend and describe the similarities and differences between us</p> <p>I can express how I feel about our similarities and differences</p> <p>Anti-bullying Week 11th-15th November UK Parliament Week 2-8 November</p>	<p>I can tell you something I've said that made someone happy or unhappy</p> <p>I know how to give a compliment</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p> <p>I can recognise and describe a time when my words affected someone's feelings and explain the effect this had on our relationship</p> <p>I can give and receive genuine compliments and know how this feels and affects me and the other person</p> <p>Anti-bullying Week 11th-15th November UK Parliament Week 2-8 November</p>	<p>I can tell you about my first impressions of someone</p> <p>I know it is good to try to get to know someone before making judgements about them</p> <p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p> <p>I can use a variety of examples to show how first impressions can be misleading</p> <p>I can consider how I form my opinions of people and explain why it is good to accept people for who they are.</p> <p>Anti-bullying Week 11th-15th November UK Parliament Week 2-8 November</p>	<p>I can give some examples of bullying behaviours including direct and indirect types</p> <p>I can tell you why bullying is hurtful and wrong</p> <p>I can explain the differences between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>I can consider a range of bullying behaviours and understand the impact these may have</p> <p>I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying</p> <p>Anti-bullying Week 11th-15th November</p>	<p>I can tell you some ways that difference can be a source of conflict in people's lives and can express how I feel about this</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation</p> <p>I can talk about one thing that makes me different from my friends</p> <p>I can express how I feel about this.</p> <p>Anti-bullying Week 11th-15th November UK Parliament Week 2-8 November</p>

<b>Vocabulary</b>	<p>Different, kind, unkind, friend, bully, problem, special</p>	<p>Similarity/similar Same as Different from, Difference, Similarity, Bullying, Deliberate, On purpose, Unfair, Celebration, Difference, Special, Unique</p>	<p>Boys, Girls, Similarities, Differences, Assumptions, Stereotypes, Special, Bully, Purpose, Difference, Kind, Unkind, Feelings, Sad, Lonely, Help Friends, Included, Help, Qualities, Friendship, Caring, Kind</p>	<p>Family, Loving, Caring, Safe, Connected, Difference, Special, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Conflict, Solve it together, Solutions, Resolve</p>	<p>Assumption, Influence, Appearance, Opinion, Attitude, Judgement, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness Impression, Changed, Judgement, Assumption, Influence, Special, Different, Accept</p>	<p><b>UK Parliament Week 2-8 November</b> Culture, Conflict, Difference, Similarity, Belong Racism, Colour, Race, Discrimination Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying Texting, Problem-solving</p>	<p>Normal, Ability, Disability, Visual impairment, Empathy, Perception Medication, Vision, Blind, Power, Struggle, Imbalance, Control, Harassment, Bullying behaviour, Direct, Indirect, Argument, Recipient, Perseverance Admiration, Stamina</p>
<b>Dreams and Goals</b>	<p>I understand what a challenge means. I can keep trying until I can do something. I can set a goal and work towards it. I know some kind words to encourage people with. I can start to think about the jobs I might like to do when I'm older. I can feel proud when I achieve a goal</p> <p><b>Self-Regulation ELG</b> Children at the expected level of development will: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>I can tell you about a challenge that I succeeded in I can tell you why this made me feel good about myself I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success I can choose how to celebrate my success and know how to store it in my internal treasure chest</p> <p><b>Careers Day</b> NSPCC Speak Up. Stay Safe</p>	<p>I can tell you what I did to help my group create the end product I can say how I felt about working in the group I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group I can explain how my own and other people's contributions helped the group to create the end product I can explain what felt good and what felt difficult about working in our group</p> <p><b>Careers Day</b> NSPCC Speak Up. Stay Safe</p>	<p>I can tell you something I did well in a learning challenge and something I want to get better at I am happy to talk about what I did well and use it to make me feel good about myself I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest I can recognise and express my strengths in tackling a learning challenge and I can plan steps to help me do better next time I am confident to share with others both my success and the difficulties I faced, and I know how to store my feelings of success in my internal treasure chest</p> <p><b>Careers Week</b> NSPCC Speak Up. Stay Safe</p>	<p>I know that things I try to do can go wrong and can tell you why it is good to try again I can overcome disappointment and look ahead to the next time I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals I can explain how resilience and a positive attitude contribute to a greater chance of success</p> <p><b>Careers Week</b> NSPCC Speak Up. Stay Safe</p>	<p>I can suggest examples of dreams and goals a young person might have in a culture different from mine and compare these with my own I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals I can evaluate the ways in which our opportunities and life chances are different.</p> <p><b>Careers Week</b> NSPCC Speak Up. Stay Safe</p>	<p>I can tell you about something I can do, working with other people, to help make the world a better place I can tell you how I feel about people in the world who face hardship in their lives I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this I can describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action I can show how our choice is based on an awareness of the experience and the needs of the people affected</p> <p><b>Careers Week</b> NSPCC Speak Up. Stay Safe</p>
<b>Vocabulary</b>	<p>Try, never give up, jobs, proud, dream, easy/hard, help</p>	<p>Proud, Success, Achievement Goal, Treasure, Coins Goal Learning, Stepping stones Process, Garden, Dreams Working together, Team work Achievement, Celebrate</p>	<p>Realistic, Proud, Success, Celebrate Achievement, Strengths Persevere, Challenge, Difficult Easy, Learning together Success, Celebrate, Achievement Goal, Partner, Team work, Problem- solve</p>	<p>Perseverance, Challenges, Success Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Team work, Enterprise Design, Cooperation, Cooperation Strengths, Motivated, Enthusiastic Excited, Efficient, Responsible</p>	<p>Dream, Goal, Feeling Determination, Perseverance, Hopes, Disappointment, Fears, Resilience, Self-belief, Motivation Perseverance, Determination, Dream, Commitment, Success Self-review, Celebrate, Evaluate</p>	<p>Achievement, Money, Grown up Adult, Lifestyle, Job, Career Profession, Salary Contribution, Society, Aspiration, Determination, Perseverance Motivation, Culture, Country</p>	<p>Learning, Strengths, Stretch Achievement, Personal, Realistic Unrealistic, Success, Criteria Learning steps, Global Issue, Suffering, Concern, Hardship, Empathy, Motivation, Compliment, Contribution Recognition</p>
<b>Healthy Me</b>	<p>I know the names for some parts of my body and am starting to understand that I need to be active to be healthy. I can tell you some of the things I need to do to be healthy. I know what the word 'healthy' means and that some foods are healthier than others. I know how to help myself go to sleep and that sleep is good for me. I can wash my hands and know it is important to do this before I eat and after I go to the toilet. Toothbrushing. I know what to do if I get lost and how to say NO to strangers</p> <p><b>Mental Health Week</b></p> <p><b>Managing Self ELG</b> Children at the expected level of development will: -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; -Explain the reasons for rules, know right from wrong and try to behave accordingly; -Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and</p>	<p>I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy I know that my body is special and I need to take care of it I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy I can describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy, and some things that might harm it if I am not careful I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy</p> <p><b>Mental Health Week</b></p>	<p>I can make a healthy snack with help, and I can tell you why it is good for my body I can say how I feel about eating healthy food I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends I can identify and prepare snacks that are healthy, and explain my choice by saying why they are good for my body I can compare my own and my friends' choices and can express how it feels to make and share healthy food together</p> <p><b>Mental Health Week</b></p>	<p>I can name some things I need to keep myself safe from and I can tell you who I can go to for help if I feel unsafe I know how to tell someone if I feel scared I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe, including knowing how to seek help and from whom I can express and respond appropriately to feelings of anxiety or fear</p> <p><b>Mental Health Week</b></p>	<p>I can tell you how I would say 'no' if someone tries to make me do something that I know is wrong or bad for me I can say how it feels when someone else is pushing me to do something I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure I can explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices</p> <p><b>Mental Health Week</b></p>	<p>I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives I can tell you why my body is good the way it is I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop I respect and value my body and I understand the part this plays in maintaining my self confidence</p> <p><b>Mental Health Week</b></p>	<p>I can give examples of safe and unsafe ways in which people can use alcohol I can tell you how I feel about using alcohol when I am older I can evaluate when alcohol is being used responsibly, anti-socially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse I can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older.</p> <p><b>Mental Health Week</b> Crucial Crew First Aid training</p>

	understanding the importance of healthy food choices.						
<b>Vocabulary</b>	Fit, healthy, body, active, heart, breathing, food, clean, sleep, safe, stranger	Healthy, Unhealthy, Balanced Exercise, Sleep, Choices, Body parts Toiletry items, e.g. toothbrush, shampoo, soap, Hygienic, Safe, Trust, Green Cross Code	Healthy choices, Lifestyle Motivation, Relax, Relaxation Tense, Calm, Unhealthy Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Oxygen, Heartbeat, Lungs, Heart Fitness, Challenge, Healthy, Drugs, Attitude, Safe, Anxious, Scared Strategy, Advice, Harmful Medicines, Substances, Complex Appreciate, Body	Friendships, Emotions, Healthy Relationships, Friendship groups Value, Embarrassed Smoking Pressure, Peers, Guilt, Advice, Alcohol, Liver, Diseased, Pressure Peers, Anxiety, Fear, Believe Opinion, Assertive, Right, Wrong	Choices, Healthy behaviour Unhealthy behaviour, Informed decision, Pressure, Emergency Procedure, Recovery position Calm, Level-headed, Body image Media, Celebrity, Altered, Self-respect, Motivated	Mood, Energy, Balanced diet, Drugs, Effects, Motivation, Misuse Anti-social, Responsible, Appropriate, Emergency Recovery position, CPR, Safety, Mental health, Emotional health Mental illness, Symptoms, Stress Triggers, Strategies, Managing stress, Pressure
<b>Relationships</b>	I can tell you about my family. I understand how to make friends if I feel Lonely. I can tell you some of the things I like about my friends. I know what to say and do if somebody is mean to me. I can use Calm Me time to manage my Feelings. I can work together and enjoy being with my friends.  Building Relationships ELG Children at the expected level of development will: -Work and play cooperatively and take turns with others; -Form positive attachments to adults and friendships with peers; -Show sensitivity to their own and to others' needs.	I can name someone who is special to me and tell you why I like them I can tell you why I appreciate someone who is special to me and express how I feel about them I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together I can tell you how I feel about my relationship with this person	I can give an example of something that causes conflict between me and my friends I can say how we could settle this conflict using the positive problem-solving technique I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends I can identify a range of things that cause conflict between me and my friends and explain why these conflicts arise I can demonstrate how to use the positive problem-solving technique to resolve these conflicts and consider how effective it might be	I can name some examples of things I use every day that have been produced by people in other parts of the world I know I depend on other people and other people depend on me I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices I can explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood I can express a sense of the responsibility we have for each other because of these connections	I can identify someone I love and can express why they are special to me I know how most people feel when they lose someone or something they love  I can tell you about someone I know that I no longer see I understand that we can remember people even if we no longer see them I know how to show love and appreciation to the people and animals who are special to me I can love and be loved	I can tell you some basic rules about how to stay safe when using technology to communicate with my friends I can tell you some reasons why using technology to communicate could lead to harm for myself or others I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures	I can give an example of a situation where someone tries to 'boss' or control other people I can suggest a good way of standing up to someone who behaves like that I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control I can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem
<b>Vocabulary</b>	Friends, bullying, falling out, lonely, happy, angry, help, stop, gentle, family	Family, Belong, Different, Same, Friends, Friendship, Qualities Caring, Sharing, Kind, Greeting, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Qualities, Skills Self belief, Incredible, Proud, Celebrate, Relationships, Special Appreciate, Feelings	Family, Different, Similarities Special, Relationship, Important Cooperate, Touch, Physical contact Communication, Hugs, Like Dislike, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise Good secret, Worry secret, Telling Adult, Trust, Surprised, Happy Sad, Frightened, Trust, Trustworthy Honesty, Reliability	Men, Women, Male, Female, Unisex, Role, Job, Responsibilities Differences, Similarities, Respect Stereotype, Conflict, Solution Problem solving, Friendship, Safe Unsafe, Dangers, Dangerous, Hazards, Risks, Safety rules Worried, Concerned, Scared Anxious, Relieved, Global Communications, Transport Interconnected, Food journeys Climate, Trade, Inequality, Needs Wants, Rights, Deprivation United Nations, Equality, Justice	Relationship, Close, Distant Contribute, Mutual benefit Belonging, Caring Loss, Strategy Shock, Disbelief, Numb, Denial Anger, Guilt, Sadness, Pain, Despair Hopelessness, Relief, Acceptance Depression Souvenir, Memento Memorial, Loss, Memories, Special Remember Opinion, Debate Respect, Special, Love, Appreciation Symbol	Characteristics, Personal qualities Attributes, Self-esteem, Friendships Negotiate, Compromise, Trust Loyalty, Anger, Betrayal Empathy, Boyfriend, Girlfriend Attraction, Pressure, Personal Comfortable, Body language, Safe Technology, Communicate, Pressures, Resist, Risk, Harm Identity	Significant, Relationship, Special Feelings, Close, Important, Emotions, Feelings, Sadness Loss, Grief, Hurt, Pain, Change Bereavement, Coping strategies, Denial, Despair, Guilt, Shock Hopelessness, Anger, Acceptance, Power, Control, Authority, Bullying, Script, Assertive, Strategies, Communication Technology, Power, Control Cyberbullying, Abuse, Safety
<b>Changing Me</b>	I can name parts of my body and show respect for myself. I can tell you some things I can do and some food I can eat to be healthy. I understand that we all start as babies and grow into children and then adults. I know that I grow and change. I can talk about how I feel moving to School from EYFS. I can remember some fun things about this year	I know the main body parts that make boys and girls different and I recognise the correct names for these I know that some parts of my body are private I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private I can talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, vagina I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these	I can correctly name the main parts of the body that make boys and girls different and I know these are parts we keep private I can tell you something that I either like or dislike about being a boy/girl I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/ girl I can talk about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and	I can tell you some of the ways that boys' and girls' bodies change on the inside as they grow up, and I know these changes are connected to making babies I can tell you something I like and something that worries me about the idea of growing up I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings I can describe fully the changes that take place inside boys' and girls' bodies during the growing up	I can tell you that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation). I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these. I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.	I can identify some changes that happen to girls' and boys' bodies during puberty I know my body will change during puberty and I can tell you how I feel about that I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time I can consider how these changes will affect me and prepare myself for the feelings I may experience	I can identify the main stages by which a baby develops through conception, pregnancy and birth and I can tell you some words that describe my feelings about this I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth I can reflect on how this experience might feel from the

			<p>understand how to protect my own and others' privacy I can explain how I feel about being a boy/girl and talk about what I like and dislike about it</p>	<p>process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and I understand how to manage these feelings</p>	<p>I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.</p>		<p>point of view of a parent, and express my own thoughts and feelings about it</p>
<b>Vocabulary</b>	<p>Body, names of basic body parts (eye, ear etc), fit, healthy, good for you, baby, grow, worry, excited.</p>	<p>Changes, Life cycle, Baby, Adulthood, Adult, Grown up Growing up, Mature, Change Male, Female, <u>Vagina</u>, <u>Penis</u> <u>Testicles</u>, Learn, New, Grow Change, Feelings, Anxious Worried, Excited, Coping</p>	<p>Change, Grow, Life cycle, Control Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect Appearance, Physical, Baby Toddler, Child, Teenager, Adult Independent, Timeline Freedom, Responsibilities, Boy/male, Girl/female, vagina Penis, Testicles, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable Unacceptable, Comfortable Uncomfortable, Change, Looking forward, Excited, Nervous, Anxious Happy</p>	<p>Changes, Birth, Animals, Babies Mother, Growing up, Baby, Grow Uterus, Womb, Nutrients, Survive Love, Affection, Care, Change Puberty, Control, Puberty, Male Female, Testicles, Sperm, Penis Ovaries, Egg, Womb, Vagina, Stereotypes, Task, Roles Challenge, Change, Looking forward Excited, Nervous, Anxious, Happy</p>	<p>Personal, Unique, Characteristics Parents, Sperm, Egg, Penis, Testicles, Vagina, Womb, Ovaries (Making love), Fertilise, Reproduction, Puberty, Menstruation, Periods, Circle Seasons, Change, Control Range of emotions – (see emotions card), resource, Control, Acceptance, Looking forward</p>	<p>Self, Self-image, Body image Self-esteem, Perception Characteristics, Aspects Affirmation, Puberty Menstruation, Periods Sanitary towels, Sanitary pads Tampons, Ovary, Vagina Womb/Uterus, Puberty, Sperm Semen, Testicles/Testes, Erection Ejaculation, Wet dream, Larynx Facial hair, Growth spurt Hormones, Relationships Conception, Making love Sexual intercourse, Fallopian tube Fertilisation, Pregnancy, Embryo Umbilical cord, Contraception Fertility treatment (IVF) Teenager Milestone, Perceptions, Puberty Responsibilities, Change, Hope Manage, Cope, Opportunities Emotions, Fear, Excitement Anxious</p>	<p>Self-image, Self-esteem Real self, Celebrity, Opportunities Freedoms, Responsibilities Puberty (vocabulary as represented on the flash cards), Trust, Respect, Pregnancy, Embryo, Foetus Placenta, Umbilical cord, Labour Contractions, Cervix, Midwife, Independence, Grown up Attraction, Relationship, Friends, Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes, Excitement</p>