



Lilleshall Primary School PSHEE Progression Grid

Year Group	Knowledge	Social and Emotional Skills	Questions for Wider Learning	Vocab	Cross-Curricular Opportunities
Unit	Being Me In My World				
End Points for the end of KS1	To have a greater awareness of rights and responsibilities, choices and the consequences of making different choices. To recognise that they are special and have an understanding about how to make everyone feel safe in their class as well as recognising their own safety. To know how to work collaboratively. To have an understanding of fairness. To understand that we all have hopes and fears and know how to talk about feeling worried; to recognise when they should ask for help and who to ask. To know how to listen to each other.				
Year 1	<ul style="list-style-type: none"> Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom 	<ul style="list-style-type: none"> Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences Understand that they have choices 	<ul style="list-style-type: none"> What do you do in class to help other children? What do you do to help your teacher? What does it feel like to be safe? Can you tell me something you were really proud of? How did it make you feel 'inside'? What sort of things does your teacher say or do when they are pleased? What choices can you make to be helpful and kind in school and at home? 	Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.	British Values: Individual Liberty Respect and Tolerance Rule of Law Democracy
Year 2	<ul style="list-style-type: none"> Identifying hopes and fears for the year ahead Understand the rights and responsibilities of class members Know that it is important to listen to other people Understand that their own views are valuable Know about rewards and consequences and that these stem from choices Know that positive choices impact positively on self-learning and the learning of others 	<ul style="list-style-type: none"> Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively 	<ul style="list-style-type: none"> What are you looking forward to this year? Are you worried about anything that might happen this year? Can you tell me some good (positive) choices a person can make in school? How do you show you are a good listener? What do you do to get on with other children? If you're worried about something, who can you ask for help in school and at home? How does your teacher reward /praise children who make positive/helpful choices? 	Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.	British Values: Individual Liberty Respect and Tolerance Rule of Law Democracy
Unit	Celebrating Difference				



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<p>End Points for the end of YR</p>	<p>To recognise things that they are good at whilst understanding that everyone is good at different things. To understand that we are all different and how that makes everyone special but also recognise that we are the same in some ways. To recognise what is their home and why it is special to them. To recognise and talk about friendship, how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p>				
<p>Year R</p>	<ul style="list-style-type: none"> Know what being proud means and that people can be proud of different things Know that people can be good at different things Know what being unique means Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Know the names of some emotions such as happy, sad, frightened, angry Know that they don't have to be 'the same as' to be a friend Know why having friends is important Know some qualities of a positive friendship Anti-Bullying week 	<ul style="list-style-type: none"> Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Identify some ways they can be different and the same as others Recognise similarities and differences between their family and other families Identify and use skills to make a friend Identify and use skills to stand up for themselves Recognise emotions when they or someone else is upset, frightened or angry 	<ul style="list-style-type: none"> Can you say how you are different from a friend? Can you say how you are the same as a friend? What makes a family? What makes you proud? What are you good at doing? Are all families the same? What can you do to make a friend? How can you tell when someone is feeling sad, angry or upset? If someone is making you feel sad or upset what can you do about it? 	<p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.</p>	<p>British Values: Individual Liberty Respect and Tolerance</p>
<p>End Points for the end of KS1</p>	<p>To recognise and have a growing understanding of the similarities and differences between people and that these make us unique and special. To know what bullying is and what it isn't. To have a greater awareness of how it might feel to be bullied and when and who to ask for help. To recognise and talk about friendship, how to make friends and understand that it is OK to have differences from their friends without it affecting their friendship. To understand the importance of being nice to and looking after other children who might be being bullied. To begin to understand about gender stereotypes, that boys and girls can have differences and similarities and that is OK. To know that some children are bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied.</p>				
<p>Year 1</p>	<ul style="list-style-type: none"> Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different Anti-Bullying week 	<ul style="list-style-type: none"> Recognise ways in which they are the same as their friends and ways they are different Identify what is bullying and what isn't Understand how being bullied might feel Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special 	<ul style="list-style-type: none"> Can you say how you are different from a friend? Can you say how you are the same as a friend? What can you do to make a friend? How can you tell when someone is feeling sad, angry or upset? If someone is making you feel sad or upset what can you do about it? 	<p>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.</p>	<p>British Values: Individual Liberty Respect and Tolerance</p>
<p>Year 2</p>	<ul style="list-style-type: none"> Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this 	<ul style="list-style-type: none"> Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Explain how being bullied can make someone feel Can choose to be kind to someone who is being bullied 	<ul style="list-style-type: none"> What is bullying? Do all boys have to be the same, and all girls have to be the same? How do you feel about this? Are stereotypes fair? Can a person be friends with someone who is different from them? 	<p>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.</p>	<p>British Values: Individual Liberty Respect and Tolerance</p>



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	<ul style="list-style-type: none"> • Know that friends can be different and still be friends • Know where to get help if being bullied • Know the difference between a one-off incident and bullying • Anti-Bullying week 	<ul style="list-style-type: none"> • Know how to stand up for themselves when they need to • Recognise that they shouldn't judge people because they are different • Understand that everyone's differences make them special and unique 	<ul style="list-style-type: none"> • Can we choose how we treat other people? • Can being different be used as a reason for bullying? How do you feel about that? • If you were worried about bullying what could you do? 		
Unit	Dreams and Goals				
End Points for the end of YR	To recognise challenges and how to face up to them. To understand the importance of not giving up and how to keep trying until they have achieved their goal. To have an awareness of and talk about jobs that they might like to have when they are older and to associate what they learn now with being able to have the job they want. To know what goals are and how to achieve them and the feelings linked to this.				
Year R	<ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal 	<ul style="list-style-type: none"> • Understand that challenges can be difficult • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience • Recognise how kind words can encourage people • Feel proud • Celebrate success 	<ul style="list-style-type: none"> • What is a challenge? • How does it feel when you think you can't do something? • What job would you like when you are older? • What goals have you set? • Why is it important to keep trying? • Tell me about a time when something was hard but you kept trying. • How do you like to celebrate when you achieve something? • How can we celebrate together? 	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.	British Values: Individual Liberty Respect and Tolerance
End Points for the end of KS1	To know how to set realistic goals and what they need to do to achieve them. To understand how to persevere when they find things difficult and to recognise their strengths as a learner. To understand the importance of group work and reflect on who they work well with and who they don't. To be able to share their success with other people.				
Year 1	<ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved • Stoploansharks resource: Activity 1 'Where Does Our Money Come From?' and Activity 2 'Keeping Our Money Safe' 	<ul style="list-style-type: none"> • Recognise things that they do well • Explain how they learn best • Celebrate an achievement with a friend • Recognise their own feelings when faced with a challenge • Recognise their own feelings when they are faced with an obstacle • Recognise how they feel when they overcome an obstacle • Can store feelings of success so that they can be used in the future 	<ul style="list-style-type: none"> • What goals have you set at school? • What goal would you like to set for home? • What do you need to do achieve your goal? • How do you feel when something is difficult? • How do you feel when you have achieved a goal? • How can we celebrate your achievements together? 	Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.	British Values: Individual Liberty Respect and Tolerance



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<p>Year 2</p>	<ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group working looks like • Know how to share success with other people • Stoploansharks resource: Recap Activity 2 'Keeping Our Money Safe' and Activity 3 'Lost and Found!' 	<ul style="list-style-type: none"> • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling 	<ul style="list-style-type: none"> • What goals have you set at school? • What goal would you like to set for home? • What do you need to do achieve your goal? • How do you feel when something is difficult? • How do you feel when you have achieved a goal? • How do you like to celebrate when you achieve something you are proud of? • How can we celebrate each other's achievements at home? 	<p>Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.</p>	<p>British Values: Individual Liberty Respect and Tolerance</p>
<p>Unit</p>	<p>Healthy Me</p>				
<p>End Points for the end of YR</p>	<p>To name some key parts of the body and develop an understanding of how to stay healthy. To know about different foods and understand that some foods are healthier than others. To know the importance of sleep and what they can do to help themselves get to sleep. To understand about hand washing and why it is important. To develop an awareness of stranger danger and what they should do if approached by someone they don't know.</p>				
<p>Year R</p>	<ul style="list-style-type: none"> • Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know what to do if they get lost • Know how to say No to strangers • Know how and when to call 999 	<ul style="list-style-type: none"> • Recognise how exercise makes them feel • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep • Can explain what to do if a stranger approaches them 	<ul style="list-style-type: none"> • Can you tell me which parts of the body you know the names for • What do we need to do to be healthy? • What food do we eat that is healthy? • What can you do to help yourself get to sleep? • What would you do if a stranger approached you? (discuss a few different locations, park, shop etc) 	<p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p>	<p>British Values: Individual Liberty Respect and Tolerance Rule of Law</p>
<p>End Points for the end of KS1</p>	<p>To know about healthy food; they talk about having a healthy relationship with food and making healthy choices. To have experience of making healthy snacks and understand why they are good for their bodies To understand about hygiene, keeping themselves clean and that germs can make you unwell. To understand about road safety as well as people who can help them to stay safe To identify things that make them feel relaxed and stressed. To know about medicines, how they work and how to use them safely.</p>				



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<p>Year 1</p>	<ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep themselves clean and healthy • Know that germs cause disease / illness • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know about people who can keep them safe • Know how and when to call 999 	<ul style="list-style-type: none"> • Feel good about themselves when they make healthy choices • Realise that they are special • Keep themselves safe • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Recognise how being healthy helps them to feel happy 	<ul style="list-style-type: none"> • Can you give me an example of a healthy / unhealthy choice? • How do you feel when you make a healthy choice? • Can you tell me something that is special about you? • Can I tell you something I think is special about you? • What can you do when you feel poorly? • Can you talk about a time when you felt frightened? • Who can you ask for help when you feel frightened? 	<p>Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.</p>	<p>British Values: Individual Liberty Respect and Tolerance Rule of Law</p>
<p>Year 2</p>	<ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know what makes them feel relaxed / stressed • Know how medicines work in their bodies • Know that it is important to use medicines safely • Know how to make some healthy snacks • Know why healthy snacks are good for their bodies • Know which foods give their bodies energy • Know how and when to call 999 	<ul style="list-style-type: none"> • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friends 	<ul style="list-style-type: none"> • What does your body need to stay healthy? • What does relaxed mean? • What makes you feel relaxed / stressed? • What types of medicine have I given you? What are they for? • What healthy snack shall we make and eat together? • What snacks could you eat before exercise? 	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.</p>	<p>British Values: Individual Liberty Respect and Tolerance Rule of Law</p>
<p>Unit</p>	<p style="text-align: center;">Relationships</p>				
<p>End Points for the end of YR</p>	<p>To recognise the key relationships in their lives. To understand about families and the different roles people can have in a family. To recognise the friendships they have and what makes a good friend. To know some simple strategies they can use to mend friendships. To know some calming strategies and how they can use these when feeling upset or angry.</p>				



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<p style="text-align: center;">Year R</p>	<ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use calming techniques to help when feeling angry • Know some reasons why others get angry • NSPCC - Pants • Expect Respect lesson - Looking at and Challenging Gender Expectations Using Toys • Half termly online safety sessions 	<ul style="list-style-type: none"> • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use calming strategies when angry or upset 	<ul style="list-style-type: none"> • Who is in your family? • What jobs do mummy / daddy do around the house? • Who are your friends? How do they make you feel? • What do you do if your friend makes you upset? • Can you tell me about a time when you felt angry - what happened to stop you from feeling angry? 	<p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm, Breathing.</p>	<p>British Values: Individual Liberty Respect and Tolerance Rule of Law</p>
<p>End Points for the end of KS1</p> <p>To have a greater understanding of family relationships to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. To widen the breadth of relationships to include people they may find in their school community. To be aware of their own significant relationships (family, friends and school community) and why these are special and important. To recognise their own personal attributes as a friend, family member and as part of a community, and to celebrate these. To have a range of strategies for mending friendships after falling out know at least two different strategies for conflict resolution. To understand the importance of trust in relationships and what this feels like. To recognise that there are different types of secret, and why 'worry secrets' should always be shared with a trusted adult. To understand that there are different types of physical contact in relationships and recognise which are acceptable and which ones are not. To know some strategies for being assertive when someone is hurting them or being unkind. To know people who can help them if they are worried or scared.</p>					
<p style="text-align: center;">Year 1</p>	<ul style="list-style-type: none"> • Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care • Know how to make a friend • Know the characteristics of healthy and safe friends • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school community • NSPCC - Pants • Expect Respect lesson - Friends, Secrets and People Who Can Help Us • Half termly online safety sessions 	<ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship 	<ul style="list-style-type: none"> • Who is in our family? Do any of your friends have a family that is different? • What does 'being a good friend' mean? • Who are you good friends? • Who do you / don't you hug? • Who can you ask for help at school? (In the class, in the playground, in the hall) • Can we share what we both like best about our family, and what we are grateful for? 	<p>Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.</p>	<p>British Values: Individual Liberty Respect and Tolerance Rule of Law</p>
<p style="text-align: center;">Year 2</p>	<ul style="list-style-type: none"> • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them 	<ul style="list-style-type: none"> • Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable 	<ul style="list-style-type: none"> • What's the same / different from our family to your friend's family? • What would you do if someone was hurting you at school? • Who would you go to for help at school? 	<p>Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not</p>	<p>British Values: Individual Liberty Respect and Tolerance Rule of Law</p>



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	<ul style="list-style-type: none"> • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use different problem-solving methods • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is • NSPCC - Pants • Expect Respect lesson - Gender, Careers and Assumptions • Half termly online safety sessions 	<ul style="list-style-type: none"> • Can use positive problem-solving techniques to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they trust in their own relationships • Can give and receive compliments • Can say who they would go to for help if they were worried or scared 	<ul style="list-style-type: none"> • Why do people fall out with each other? • What can you do if you don't agree with your friend? • What can you do if you and your friend have had an argument? • Can we share what we are grateful for in our family? • Can you explain to me how you can resolve a friendship problem? 	<p>acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.</p>	
<p>Unit</p>	<p>Changing Me</p>				
<p>End Points for the end of YR</p>	<p>To know how they have changed from being a baby and what may change for them in the future. To know the names and functions of some of the main parts of the body and discuss how these have changed. To understand that our bodies change as we get older in lots of different ways. To understand that change can bring about positive and negative feelings, and that sharing these can help. To recognise the role that memories can have in managing change.</p>				
<p>Year R</p>	<ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on 	<ul style="list-style-type: none"> • Can identify how they have changed from a baby • Can say what might change for them they get older • Recognise that changing class can illicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school/ home 	<ul style="list-style-type: none"> • Which parts of your body do you know the same of? • Who can you talk to if you ever feel worried or frightened? (at school / at home) • Can you tell me about a time when you felt really happy? 	<p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.</p>	<p>British Values: Individual Liberty Respect and Tolerance</p>
<p>End Points for the end of KS1</p>	<p>To know about different life cycles e.g. that of a frog and identify the different stages; to recognise differences and similarities to a human life cycle and the changes from baby to adult e.g. getting taller, learning to walk etc. To identify how they have changed so far and know that people grow up at different rates. To know about the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. To know a range of skills to help manage their feelings and emotions and learn how to access help if they are worried about change, or if someone is hurting them. To know how independence, freedoms and responsibility can increase with age. To know that nobody has the right to hurt any part of their body and understand inappropriate touch and assertiveness. To know that change is a natural and normal part of growing up and recognise the range of emotions that can occur; to know some strategies to deal with these emotions.</p>				



Lilleshall Primary School PSHEE Progression Grid

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1</p>	<ul style="list-style-type: none"> • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that learning brings about change 	<ul style="list-style-type: none"> • Understand and accepts that change is a natural part of getting older • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning • Can suggest ways to manage change e.g. moving to a new class 	<ul style="list-style-type: none"> • What is a life cycle? • How will you change as you grow up? • Who is the tallest / smallest in your class? • Which parts of your body are private? (NSPCC Pants) • Who is allowed to see your private body parts? (NSPCC Pants) • What should you do if you don't like the way someone is touching you? (NSPCC Pants) • Who can you talk to if you ever feel worried or frightened? (at school / at home) • What is the best part about being your age? 	<p>Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>	<p>NSPCC Pants Science: Animals Including Humans British Values: Individual Liberty Respect and Tolerance Rule of Law</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</p>	<ul style="list-style-type: none"> • Know that life cycles exist in nature • Know that aging is a natural process including old-age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable (NSPCC Pants) 	<ul style="list-style-type: none"> • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/ uncomfortable (NSPCC Pants) • Be able to confidently ask someone to stop if they are being hurt or frightened (NSPCC Pants) • Can say what they are looking forward to in the next year 	<ul style="list-style-type: none"> • What is a life cycle? • How have you changed since you were a baby? • How will you change over the next year / 5 years / 20 years? • What changes can you / can't you control? • Which parts are your private parts? (NSPCC Pants) • Who is allowed to see them? (NSPCC Pants) • What would you do if someone was touching you and you didn't like it? (NSPCC Pants) • Who can you talk to if you ever feel worried or frightened? (at school / at home) 	<p>Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Public, Private, Touch, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</p>	<p>NSPCC Pants (repetition from Y1) Science: Animals Including Humans; Living Things and Their Habitats British Values: Individual Liberty Respect and Tolerance Rule of Law</p>