



Lilleshall Primary School PSHE Progression Grid Key Stage 2

Year Group	Knowledge	Social and Emotional Skills	Questions for Wider Learning	Vocab	Cross-Curricular Opportunities
Unit	<b>Being Me In My World</b>				
End Points for the end of KS2	<p><i>The curriculum for PSHE is spiral and progressive in its approach. Each year, learning from previous years is revisited and extended adding new concepts, knowledge and skills as appropriate.</i></p> <p>To recognise their self-worth and identify positive things about themselves and their achievements. To recognise and understand different feelings in themselves and others and be considerate of these. To face new challenges with positivity. To know how to set goals and discuss fears and worries about the future. They understand the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. To understand how choices and actions can have far-reaching effects, locally and globally. To recognise the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. To understand individual rights and responsibilities as a member of their class, school, wider community and the country they live in. To be aware of personal behaviour, the impact that it can have on others and how individual choices can result in rewards and consequences and how these feel. To have a greater understanding of democracy and its benefits, at a school, local and national level and how individuals can contribute towards it.</p>				
Year 3	<ul style="list-style-type: none"> <li>Understand that they are important</li> <li>Know what a personal goal is</li> <li>Understanding what a challenge is</li> <li>Know why rules are needed and how these relate to choices and consequences</li> <li>Know that actions can affect others' feelings</li> <li>Know that others may hold different views</li> <li>Know that the school has a shared set of values</li> </ul>	<ul style="list-style-type: none"> <li>Recognise self-worth</li> <li>Identify personal strengths</li> <li>Be able to set a personal goal</li> <li>Recognise feelings of happiness, sadness, worry and fear in themselves and others</li> <li>Make other people feel valued</li> <li>Develop compassion and empathy for others</li> <li>Be able to work collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>What would your 'nightmare school' look, sound and feel like?</li> <li>What would your 'dream school' look, sound and feel like?</li> <li>What are emotions? Can you name some different ones?</li> <li>Can you give some examples of positive (helpful) choices that could lead to a reward?</li> <li>Why is making someone feel welcome an important skill?</li> </ul>	Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.	British Values: Individual Liberty Respect and Tolerance Rule of Law Democracy
Year 4	<ul style="list-style-type: none"> <li>Know how individual attitudes and actions make a difference to a class</li> <li>Know about the different roles in the school community</li> <li>Know their place in the school community</li> <li>Know what democracy is (applied to pupil voice in school)</li> <li>Know that their own actions affect themselves and others</li> <li>Know how groups work together to reach a consensus</li> <li>Know that having a voice and democracy benefits the school community</li> </ul>	<ul style="list-style-type: none"> <li>Identify the feelings associated with being included or excluded</li> <li>Can make others feel valued and included</li> <li>Be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>Can make others feel cared for and welcomed</li> <li>Recognise the feelings of being motivated or unmotivated</li> <li>Understand why the school community benefits from a Learning Charter</li> <li>Be able to help friends make positive choices</li> <li>Know how to regulate my emotions</li> </ul>	<ul style="list-style-type: none"> <li>What makes an effective class team?</li> <li>How do all the different people in school work together so that it runs well? Does everyone have a role in school?</li> <li>Do you have choices about how to behave? How do rules, rewards and consequences help with this?</li> <li>What do you think democracy is? Can you give an example?</li> <li>What skills do you have that can help a team work well together?</li> </ul>	Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).	British Values: Individual Liberty Respect and Tolerance Rule of Law Democracy



Lilleshall Primary School PSHE Progression Grid Key Stage 2

Year 5	<ul style="list-style-type: none"> <li>• Know how to face new challenges positively</li> <li>• Understand how to set personal goals</li> <li>• Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>• Know how an individual's behaviour can affect a group and the consequences of this</li> <li>• Understand how democracy and having a voice benefits the school community</li> <li>• Understand how to contribute towards the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify what they value most about school</li> <li>• Identify hopes for the school year</li> <li>• Empathy for people whose lives are different from their own</li> <li>• Consider their own actions and the effect they have on themselves and others</li> <li>• Be able to work as part of a group, listening and contributing effectively</li> <li>• Understand why the school community benefits from a Learning Charter</li> <li>• Be able to help friends make positive choices</li> <li>• Know how to regulate my emotions</li> </ul>	<ul style="list-style-type: none"> <li>• What makes an effective class team?</li> <li>• How do all the different people in school work together so that it runs well? Does everyone have a role in school?</li> <li>• Do you have choices about how to behave? How do rules, rewards and consequences help with this?</li> <li>• What do you think democracy is? Can you give an example?</li> <li>• What skills do you have that can help a team work well together?</li> </ul>	Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.	British Values: Individual Liberty Respect and Tolerance Rule of Law Democracy
Year 6	<ul style="list-style-type: none"> <li>• Know how to set goals for the year ahead</li> <li>• Understand what fears and worries are</li> <li>• Know about children's universal rights (United Nations Convention on the Rights of the Child)</li> <li>• Know about the lives of children in other parts of the world</li> <li>• Know that personal choices can affect others locally and globally</li> <li>• Understand that their own choices result in different consequences and rewards</li> <li>• Understand how democracy and having a voice benefits the school community</li> <li>• Understand how to contribute towards the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to make others feel welcomed and valued</li> <li>• Know own wants and needs</li> <li>• Be able to compare their life with the lives of those less fortunate</li> <li>• Demonstrate empathy and understanding towards others</li> <li>• Can demonstrate attributes of a positive role model</li> <li>• Can take positive action to help others</li> <li>• Be able to contribute towards a group task</li> <li>• Know what effective group work is</li> <li>• Know how to regulate my emotions</li> </ul>	<ul style="list-style-type: none"> <li>• What are some of your hopes and dreams?</li> <li>• What are some of the Universal Rights that all children share across the world?</li> <li>• What have you learnt about children's lives in other parts of the world? What do you think and feel about this?</li> <li>• Are your wants and needs similar or different from other children in the world?</li> <li>• Why do we have laws in this country?</li> <li>• What is a role model? Can you think of some good examples?</li> </ul>	Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.	British Values: Individual Liberty Respect and Tolerance Rule of Law Democracy
Unit	<b>Celebrating Difference</b>				
End Points for the end of KS2	To recognise their own uniqueness and what is special about themselves. To have a growing range of strategies to control personal emotions. To understand that all families are different, that these are made up of a range of individuals and that all families have good and bad times. To understand that people make judgements about others and everyone's thinking is influenced about what is 'normal'. To know about culture and cultural differences and develop a respect for these. To have a greater understanding of racism and to be aware of their own feelings towards people from different cultures. To have a greater understanding of differences and similarities and know that for some people, being different is hard. To understand about bullying including rumour spreading and name calling and how people can have power over others in a group. To recognise different types of bullying including direct and indirect bullying. To have a range of strategies for dealing with bullying and wider bullying issues. To have an awareness and respect for people with disabilities and an understanding of how disabled people can still enjoy amazing lives and achievements.				



Lilleshall Primary School PSHE Progression Grid Key Stage 2

<p style="text-align: center;">Year 3</p>	<ul style="list-style-type: none"> <li>• Know why families are important</li> <li>• Know that everybody's family is different</li> <li>• Know that sometimes family members don't get along and some reasons for this</li> <li>• Know that conflict is a normal part of relationships</li> <li>• Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</li> <li>• Know that some words are used in hurtful ways and that this can have consequences</li> <li>• <b>Anti-Bullying week</b></li> </ul>	<ul style="list-style-type: none"> <li>• Be able to show appreciation for their families, parents and carers</li> <li>• Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> <li>• Empathise with people who are bullied</li> <li>• Employ skills to support someone who is bullied</li> <li>• Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</li> <li>• Be able to recognise, accept and give compliments</li> <li>• Recognise feelings associated with receiving a compliment</li> </ul>	<ul style="list-style-type: none"> <li>• What is the 'Solve it together' technique? How can it help solve a disagreement between two people?</li> <li>• What is a bystander in a bullying situation? (A bystander is a witness not directly involved).</li> <li>• How could a bystander make a bullying situation worse or better?</li> <li>• What types of bullying do you know about?</li> <li>• Where can someone get help if they were being bullied or witnessed bullying?</li> <li>• How does it feel to give and receive a compliment?</li> </ul>	<p>Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.</p>	<p>British Values: Individual Liberty Respect and Tolerance</p>
<p style="text-align: center;">Year 4</p>	<ul style="list-style-type: none"> <li>• Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>• Know there are influences that can affect how we judge a person or situation</li> <li>• Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>• Know what to do if they think bullying is, or might be taking place</li> <li>• Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>• Know that first impressions can change</li> <li>• <b>Anti-Bullying week</b></li> </ul>	<ul style="list-style-type: none"> <li>• Try to accept people for who they are</li> <li>• Identify influences that have made them think or feel positively/negatively about a situation</li> <li>• Identify feelings that a bystander might feel in a bullying situation</li> <li>• Identify reasons why a bystander might join in with bullying</li> <li>• Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> <li>• Identify their own uniqueness</li> <li>• Be comfortable with the way they look</li> <li>• Identify when a first impression they had was right or wrong</li> <li>• Be non-judgemental about others who are different</li> </ul>	<ul style="list-style-type: none"> <li>• What is an assumption? Are assumptions always right?</li> <li>• What can influence us to make an unfair judgement about someone else?</li> <li>• Is social media always helpful?</li> <li>• What's good/ bad about social media?             <ul style="list-style-type: none"> <li>• What is a stereotype? What stereotypes do you see on social media, in the movies or on TV?</li> </ul> </li> <li>• Are stereotypes fair?</li> <li>• Do you know any rules for staying safe with technology?</li> <li>• What could you do if you were worried about something online or in social media e.g. cyber-bullying?</li> </ul>	<p>Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.</p>	<p>British Values: Individual Liberty Respect and Tolerance</p>



Lilleshall Primary School PSHE Progression Grid Key Stage 2

<p>Year 5</p>	<ul style="list-style-type: none"> <li>• Know what culture means</li> <li>• Know that differences in culture can sometimes be a source of conflict</li> <li>• Know what racism is and why it is unacceptable</li> <li>• Know that rumour spreading is a form of bullying on and offline</li> <li>• Know external forms of support in regard to bullying e.g. Childline</li> <li>• Know that bullying can be direct and indirect</li> <li>• Know how their life is different from the lives of children in the developing world</li> <li>• <b>Anti-Bullying week</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify their own culture and different cultures within their class community</li> <li>• Identify their own attitudes about people from different faith and cultural backgrounds</li> <li>• Identify a range of strategies for managing their own feelings in bullying situations</li> <li>• Identify some strategies to encourage children who use bullying behaviours to make other choices</li> <li>• Be able to support children who are being bullied</li> <li>• Appreciate the value of happiness regardless of material wealth</li> <li>• Develop respect for cultures different from their own</li> </ul>	<ul style="list-style-type: none"> <li>• What is our culture?</li> <li>• Can people with different cultures be friends?</li> <li>• How can differences in culture cause conflict?</li> <li>• What is racism?</li> <li>• Why is racism unfair?</li> <li>• What are your feelings about racism?</li> <li>• How can bullying affect how a person feels about themselves? Is this fair?</li> <li>• Is money more important than happiness?             <ul style="list-style-type: none"> <li>• What can we do to help people who are less fortunate than us?</li> </ul> </li> </ul>	<p>Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.</p>	<p>British Values: Individual Liberty Respect and Tolerance</p>
<p>Year 6</p>	<ul style="list-style-type: none"> <li>• Know that there are different perceptions of 'being normal' and where these might come from</li> <li>• Know that being different could affect someone's life</li> <li>• Know that power can play a part in a bullying or conflict situation</li> <li>• Know that people can hold power over others individually or in a group</li> <li>• Know why some people choose to bully others</li> <li>• Know that people with disabilities can lead amazing lives</li> <li>• Know that difference can be a source of celebration as well as conflict</li> <li>• <b>Anti-Bullying week</b></li> </ul>	<ul style="list-style-type: none"> <li>• Empathise with people who are different and be aware of my own feelings towards them</li> <li>• Identify feelings associated with being excluded</li> <li>• Be able to recognise when someone is exerting power negatively in a relationship</li> <li>• Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>• Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>• Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>• Appreciate people for who they are</li> <li>• Show empathy</li> </ul>	<ul style="list-style-type: none"> <li>• What is prejudice and discrimination, can you give an example?</li> <li>• Why is there an Equality Act in the UK? Who does it protect and why?</li> <li>• What role does power play in a bullying situation? Who has the power and why?</li> <li>• Why do some people choose to bully?</li> <li>• Can difference be a source of celebration? Can you give an example?</li> </ul>	<p>Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.</p>	<p>British Values: Individual Liberty Respect and Tolerance</p>
<p>Unit</p>	<p style="text-align: center;"><b>Dreams and Goals</b></p>				
<p>End Points for the end of KS2</p>	<p>To recognise personal dreams and goals and the difference between a dream and a goal. To understand that dreams and goals aren't always realised and know how to deal with feelings of disappointment. To have a range of strategies to overcome challenges and revise ideas or set new plans and goals; to reflect on successes and disappointments along the way. To recognise their own strengths and further stretch themselves by setting challenging and realistic goals. To be able to plan learning steps to achieve goals and recognise ways to stay motivated. To understand how money might be needed in order to achieve some goals. To know about a range of jobs and understand that some jobs pay more money; to consider what types of jobs they might like to do when they are older. To recognise similarities and differences between themselves (and their dreams and goals) and someone from a different culture. To have a greater awareness of various global issues and a knowledge of places where people may be suffering or living in difficult situations; reflect on their own emotions linked to this learning. To recognise what others like and admire about them; to be able to give others praise and compliments.</p>				



Lilleshall Primary School PSHE Progression Grid Key Stage 2

<p style="text-align: center;">Year 3</p>	<ul style="list-style-type: none"> <li>• Know about specific people who have overcome difficult challenges to achieve success</li> <li>• Know what dreams and ambitions are important to them</li> <li>• Know how they can best overcome learning challenges</li> <li>• Know that they are responsible for their own learning</li> <li>• Know what their own strengths are as a learner</li> <li>• Know what an obstacle is and how they can hinder achievement</li> <li>• Know how to take steps to overcome obstacles</li> <li>• Know how to evaluate their own learning progress and identify how it can be better next time</li> <li>• Stoploansharks resource: Activity 4 'What I Want, What I Really , Really Want' and Activity 5 'Cash Is Not The Only Way To Pay'</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise other people's achievements in overcoming difficulties</li> <li>• Imagine how it will feel when they achieve their dream / ambition</li> <li>• Can break down a goal into small steps</li> <li>• Recognise how other people can help them to achieve their goals</li> <li>• Can manage feelings of frustration linked to facing obstacles</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<ul style="list-style-type: none"> <li>• Can you tell me about someone who overcame an obstacle to achieve their goal.</li> <li>• What ambition is important to you?</li> <li>• What can you do if something is difficult?</li> <li>• How does it feel to be stuck?</li> <li>• How can I help you to achieve your goal?</li> <li>• What might it feel like when you achieve your goal?</li> <li>• Describe how it felt when you achieved your goal?</li> <li>• How can you use this feeling the next time you are stuck?</li> </ul>	<p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.</p>	<p>British Values: Individual Liberty Respect and Tolerance</p>
<p style="text-align: center;">Year 4</p>	<ul style="list-style-type: none"> <li>• Know what their own hopes and dreams are</li> <li>• Know that hopes and dreams don't always come true</li> <li>• Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>• Know how to make a new plan and set new goals even if they have been disappointed</li> <li>• Know how to work out the steps they need to take to achieve a goal</li> <li>• Know how to work as part of a successful group</li> <li>• Know how to share in the success of a group</li> <li>• Stoploansharks resource: Recap Activity 5 'Cash Is Not The Only Way To Pay' and Activity 6 'Lending and Borrowing'</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about their hopes and dreams and the feelings associated with these</li> <li>• Can identify the feeling of disappointment</li> <li>• Can identify a time when they have felt disappointed</li> <li>• Be able to cope with disappointment</li> <li>• Help others to cope with disappointment</li> <li>• Can identify what resilience is</li> <li>• Have a positive attitude</li> <li>• Enjoy being part of a group challenge</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<ul style="list-style-type: none"> <li>• What are your hopes and dreams?</li> <li>• Can you tell me about a time that one of your dreams didn't come true?</li> <li>• What can we do when we feel disappointed?</li> <li>• What is resilience?</li> <li>• Describe how it felt when you achieved your goal?</li> <li>• Can I tell you what my dreams and goals were when I was your age?</li> <li>• How can you use this feeling the next time you are stuck?</li> </ul>	<p>Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.</p>	<p>British Values: Individual Liberty Respect and Tolerance</p>



Lilleshall Primary School PSHE Progression Grid Key Stage 2

<p>Year 5</p>	<ul style="list-style-type: none"> <li>• Know that they will need money to help them to achieve some of their dreams</li> <li>• Know about a range of jobs that are carried out by people I know</li> <li>• Know that different jobs pay more money than others</li> <li>• Know the types of job they might like to do when they are older</li> <li>• Know that young people from different cultures may have different dreams and goals</li> <li>• Know that communicating with someone from a different culture means that they can learn from them and vice versa</li> <li>• Know ways that they can support young people in their own culture and abroad</li> <li>• Stoploansharks resource: Activity 7 'Spending Money Wisely - Making the Most of Your Money'</li> </ul>	<ul style="list-style-type: none"> <li>• Verbalise what they would like their life to be like when they are grown up</li> <li>• Appreciate the contributions made by people in different jobs</li> <li>• Appreciate the opportunities learning and education can give them</li> <li>• Reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>• Appreciate the differences between themselves and someone from a different culture</li> <li>• Understand why they are motivated to make a positive contribution to supporting others</li> </ul>	<ul style="list-style-type: none"> <li>• What are your dreams and goals?</li> <li>• Why might you need money to help you achieve your dreams and goals?</li> <li>• What jobs are you interested in doing when you are a grown-up?</li> <li>• How much do each of these jobs pay?</li> <li>• Tell me about the hopes and dreams of someone from a different culture? What are the similarities and differences from your own?</li> <li>• Shall I share with you what my dreams and goals were when I was at school? <ul style="list-style-type: none"> <li>• What are the differences and similarities between you and someone from a different culture?</li> </ul> </li> </ul>	<p>Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.</p>	<p>British Values: Individual Liberty Respect and Tolerance</p>
<p>Year 6</p>	<ul style="list-style-type: none"> <li>• Know their own learning strengths</li> <li>• Know how to set realistic and challenging goals</li> <li>• Know what the learning steps are they need to take to achieve their goal</li> <li>• Know a variety of problems that the world is facing</li> <li>• Know how to work with other people to make the world a better place</li> <li>• Know some ways in which they could work with others to make the world a better place</li> <li>• Know what their classmates like and admire about them</li> <li>• Stoploansharks resource: Activity 8 'It's Tempting - Credit and Debt' and Activity 9 'Danger - Watch Out For the Sharks'</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why it is important to stretch the boundaries of their current learning</li> <li>• Set success criteria so that they know when they have achieved their goal</li> <li>• Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> <li>• Empathise with people who are suffering or living in difficult situations</li> <li>• Be able to give praise and compliments to other people when they recognise that person's achievements</li> </ul>	<ul style="list-style-type: none"> <li>• What are your learning strengths?</li> <li>• What goal have you set at school?</li> <li>• What goal have you set for home?</li> <li>• How can I help you achieve your goals?</li> <li>• What problems in the world are you worried about? Is there anything we can do to help?</li> <li>• What do you think your classmates admire and like about you?</li> <li>• What do you think your family admire and like about you?</li> <li>• What do you admire about other people?</li> <li>• Do you have any role models?</li> </ul>	<p>Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.</p>	<p>British Values: Individual Liberty Respect and Tolerance</p>
<p>Unit</p>	<p><b>Healthy Me</b></p>				
<p>End Points for the end of KS2</p>	<p>To recognise the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. To reflect on their friendships, how different people make them feel and which friends they value the most. To understand the importance of exercise and how it helps your body to stay healthy. To know about their heart and lungs, what they do and that they are vital to health. To know about calories, fat and sugar, what each of these are and how the amount they consume can affect their health. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe. To be aware of smoking and how this affects the lungs, liver and heart and of the risks associated with alcohol misuse. To know a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. To understand how body types are portrayed in the media, social media and celebrity culture. To have an awareness of eating disorders and people's relationships with food and how this can be linked to negative body image pressures. To recognise the need to take responsibility for their own physical and emotional health and the choices linked to this. To have a growing understanding about different types of drugs and the effects these can have on people's bodies. To have a growing understanding of exploitation as well as gang culture and the associated risks. To understand what peer pressure is and how to deal with it. To know about mental health / illness and that people have different attitudes towards this. To recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p>				



Lilleshall Primary School PSHE Progression Grid Key Stage 2

<p>Year 3</p>	<ul style="list-style-type: none"> <li>• Know how exercise affects their bodies</li> <li>• Know why their hearts and lungs are such important organs</li> <li>• Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> <li>• Know that there are different types of drugs - focus on legal drugs (medicines) <b>*Tackle any personal experiences/knowledge about other illegal drugs sensitively as it arises</b></li> <li>• Know that there are things, places and people that can be dangerous</li> <li>• Know a range of strategies to keep themselves safe</li> <li>• Know when something feels safe or unsafe             <ul style="list-style-type: none"> <li>• Know that their bodies are complex and need taking care of</li> <li>• <b>Know how and when to call 999</b></li> <li>• <b>Know first aid for bites and stings, and what to do if someone has a severe allergic reaction - St John Ambulance resources <a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Able to set themselves a fitness challenge</li> <li>• Recognise what it feels like to make a healthy choice</li> <li>• Identify how they feel about drugs focussing on legal drugs (medicines)</li> <li>• Can express how being anxious or scared feels</li> <li>• Can take responsibility for keeping themselves and others safe</li> <li>• Respect their own bodies and appreciate what they do</li> </ul>	<ul style="list-style-type: none"> <li>• How does exercise affect your body?</li> <li>• What do your heart and lungs do?</li> <li>• What drugs do you know about? How do you feel about drugs (medicines)?</li> <li>• Tell me about some things / places / people that you think might be dangerous. How can you keep yourself safe from these?</li> <li>• Can you tell me about a time when you felt unsafe?</li> <li>• Can we talk about how we keep each other safe in our family?</li> <li>• Shall we try an exercise session together?</li> </ul>	<p>Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.</p>	<p>PE British Values: Individual Liberty Respect and Tolerance Rule of Law</p>
<p>Year 4</p>	<ul style="list-style-type: none"> <li>• Know how different friendship groups are formed and how they fit into them</li> <li>• Know which friends they value most</li> <li>• Know that there are leaders and followers in groups</li> <li>• Know that they can take on different roles according to the situation</li> <li>• Know ways to resist when people are putting pressure on them</li> <li>• Know what they think is right and wrong</li> <li><b>*When discussing peer pressure, the subject of alcohol or smoking come up through personal knowledge or experience and should be dealt with sensitively and appropriately.</b></li> <li>• <b>Know about the causes of asthma and what to do if someone is having an asthma attack - St John Ambulance resources <a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></b></li> <li>• <b>Know about fire safety and recognise fire hazards; Aico - mobile fire safety unit.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the feelings that they have about their friends and different friendship groups</li> <li>• Recognise how different people and groups they interact with impact on them</li> <li>• Identify which people they most want to be friends with</li> <li>• Recognise negative feelings in peer pressure situations</li> <li>• Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>• Can tap into their inner strength and know how to be assertive</li> </ul>	<ul style="list-style-type: none"> <li>• Who are your friends? How do they make you feel?</li> <li>• Which groups do you spend time with? How do you feel when you are with the different groups?</li> <li>• Can you tell me about a time when you were the leader / follower in the group?</li> <li>• What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do?</li> <li>• How can you build your inner strength?</li> </ul>	<p>Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Pressure, Peers, Guilt, Advice, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.</p>	<p>PE British Values: Individual Liberty Respect and Tolerance Rule of Law</p>



Lilleshall Primary School PSHE Progression Grid Key Stage 2

<p>Year 5</p>	<ul style="list-style-type: none"> <li>• Know the health risks of smoking</li> <li>• Know how smoking tobacco affects the lungs, liver and heart</li> <li>• Know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>• Know basic emergency procedures including the recovery position</li> <li>• Know how to get help in emergency situations</li> <li>• Know first aid for bleeding and shock - St John Ambulance resources <a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></li> <li>• Know that the media, social media and celebrity culture promotes certain body types</li> <li>• Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure</li> <li>• Know what makes a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Can make informed decisions about whether or not they choose to smoke when they are older</li> <li>• Can make informed decisions about whether they choose to drink alcohol when they are older</li> <li>• Recognise strategies for resisting pressure</li> <li>• Can identify ways to keep themselves calm in an emergency</li> <li>• Can reflect on their own body image and know how important it is that this is positive</li> <li>• Accept and respect themselves for who they are</li> <li>• Respect and value their own bodies</li> <li>• Be motivated to keep themselves healthy and happy</li> </ul>	<ul style="list-style-type: none"> <li>• What are the risks of smoking / misusing alcohol?</li> <li>• What emergency procedures have you learnt?</li> <li>• How do you contact the police / ambulance service / fire department?</li> <li>• Why do some people have eating problems?</li> <li>• Can you tell me about a time when someone tried to make you do something you didn't want to?</li> <li>• What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do?</li> <li>• What do you enjoy about how we try to keep healthy in our family?             <ul style="list-style-type: none"> <li>• Are there ways we could be healthier?</li> </ul> </li> </ul>	<p>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.</p>	<p>Science: Animals Including Humans PE British Values: Individual Liberty Respect and Tolerance Rule of Law</p>
<p>Year 6</p>	<ul style="list-style-type: none"> <li>• Know how to take responsibility for their own health</li> <li>• Know how to make choices that benefit their own health and well-being</li> <li>• Know about different types of drugs and their uses</li> <li>• Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>• Know that some people can be exploited and made to do things that are against the law</li> <li>• Know why some people join gangs and the risk that this can involve</li> <li>• Know what it means to be emotionally well</li> <li>• Know that stress can be triggered by a range of things</li> <li>• Know that being stressed can cause drug and alcohol misuse</li> <li>• Know what to do if a toddler, child, or adult is choking - St John Ambulance resources <a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Are motivated to care for their own physical and emotional health</li> <li>• Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>• Identify ways that someone who is being exploited could help themselves</li> <li>• Suggest strategies someone could use to avoid being pressured</li> <li>• Recognise that people have different attitudes towards mental health / illness</li> <li>• Can use different strategies to manage stress and pressure</li> </ul>	<ul style="list-style-type: none"> <li>• What can you do to keep yourself physically / mentally well?</li> <li>• What types of drugs do you know about?</li> <li>• What makes you feel stressed?</li> <li>• What helps you when you feel stressed?</li> <li>• Can you recognise when anyone in our family is stressed?</li> <li>• What can you do if someone is putting pressure on you?</li> </ul>	<p>Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.</p>	<p>STAR program Science: Animals Including Humans PE British Values: Individual Liberty Respect and Tolerance Rule of Law</p>
<p>Unit</p>	<p>Relationships</p>				



Lilleshall Primary School PSHE Progression Grid Key Stage 2

<p><b>End Points for the end of KS2</b></p>	<p>To understand family relationships and identify the different expectations and roles that exist within the family home. To identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad goes to work. To recognise unfair stereotypes in the context of careers. To know that families should be founded on love, respect, appreciation, trust and cooperation. To understand the emotional aspects of relationships and friendships and identify the emotions associated with relationship changes, the possible reasons for the change and strategies for coping with the change. To know that change is natural in relationships and they will experience (or may have already experienced) some of these changes. To have skills of negotiation particularly to help manage a change in a relationship. To know that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe, and that relationship endings can be amicable. To understand the importance of self-esteem and ways this can be boosted in both online and off-line contexts as mental health can be damaged by excessive comparison with online images of others. To be able to question a variety of positive and negative online/ social media contexts including gaming and social networking. To know about age limits and also age-appropriateness. To know the SMARRT internet safety rules and they apply these in different situations. To have a growing understanding of risk, pressure and other influences and identify when something online or in social media feels uncomfortable or unsafe. To know about grooming and how people online can pretend to be whoever they want. To understand rights, responsibilities and respect in terms of technology use. To evaluate screen time and find ways to reduce their own screen time. To be more discerning when viewing anything online or on social media. To know about mental health and how to take care of their own mental well-being. To know about the grief cycle and its various stages and some of the different causes of grief and loss. To know that people can try to control them or have power over them. To know about online safety, learning how to judge if something is safe and helpful and how to communicate with friends and family in a positive and safe way.</p>				
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Know that different family members carry out different roles or have different responsibilities within the family</li> <li>• Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</li> <li>• Know some of the skills of friendship, e.g. taking turns, being a good listener</li> <li>• Know some strategies for keeping themselves safe online</li> <li>• Know how some of the actions and work of people around the world help and influence my life</li> <li>• Know that they and all children have rights (UNCRC)</li> <li>• Know the lives of children around the world can be different from their own</li> <li>• <b>Expect Respect lesson - Resolving Conflict and Where to Get Help</b></li> <li>• <b>Half termly online safety sessions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the responsibilities they have within their family</li> <li>• Can use Solve-it-together in a conflict scenario and find a win-win outcome</li> <li>• Know how to access help if they are concerned about anything on social media or the internet</li> <li>• Can empathise with people from other countries who may not have a fair job/ less fortunate</li> <li>• Understand that they are connected to the global community in many different ways</li> <li>• Can identify similarities in children's rights around the world</li> <li>• Can identify their own wants and needs and how these may be similar or different</li> <li>• from other children in school and the global community</li> </ul>	<ul style="list-style-type: none"> <li>• What jobs do I / mummy / daddy do around the house?</li> <li>• What makes a good friend?</li> <li>• Can you tell me about a time when you were really good at sharing / taking turns / listening?</li> <li>• How can you stay safe online? What should our rules be?</li> <li>• What would you do if you saw or heard something online that made you feel worried?</li> <li>• What rights do children have?</li> </ul>	<p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.</p>	<p>ICT: Online Safety British Values: Individual Liberty Respect and Tolerance Rule of Law</p>



Lilleshall Primary School PSHE Progression Grid Key Stage 2

<p>Year 4</p>	<ul style="list-style-type: none"> <li>• Know some reasons why people feel jealousy</li> <li>• Know that jealousy can be damaging to relationships</li> <li>• Know that loss is a normal part of relationships</li> <li>• Know that negative feelings are a normal part of loss</li> <li>• Know that memories can support us when we lose a special person or animal</li> <li>• Know that change is a natural part of relationships/ friendship</li> <li>• Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</li> <li>• <b>Expect Respect lesson - Examining Violence, Excuses and Responsibility</b></li> <li>• <b>Half termly online safety sessions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can identify feelings and emotions that accompany jealousy</li> <li>• Can suggest positive strategies for managing jealousy</li> <li>• Can identify people who are special to them and express why</li> <li>• Can identify the feelings and emotions that accompany loss</li> <li>• Can suggest strategies for managing loss</li> <li>• Can tell you about someone they no longer see</li> <li>• Can suggest ways to manage relationship changes including how to negotiate</li> </ul>	<ul style="list-style-type: none"> <li>• Can you tell me about a time when you felt jealous? Did it affect how you behaved?</li> <li>• Can we tell each other about the people we love?</li> <li>• Do you miss seeing anyone?</li> <li>• Who could we make a memory box for?</li> <li>• Have you ever fallen out with any of your friends? What happened? How did you resolve it?</li> <li>• Do you have any friends that you fall out with a lot?</li> </ul>	<p>Key Vocabulary Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.</p>	<p>ICT: Online Safety British Values: Individual Liberty Respect and Tolerance Rule of Law</p>
<p>Year 5</p>	<ul style="list-style-type: none"> <li>• Know that a personality is made up of many different characteristics, qualities and attributes</li> <li>• Know that belonging to an online community can have positive and negative consequences</li> <li>• Know that there are rights and responsibilities in an online community or social network</li> <li>• Know that there are rights and responsibilities when playing a game online</li> <li>• Know that too much screen time isn't healthy</li> <li>• Know how to stay safe when using technology to communicate with friends</li> <li>• <b>Expect Respect lesson - Secrets and Stories</b></li> <li>• <b>Loudmouth - Education and Training Through Theatre: Helping Hands drama and workshop covering child exploitation and abuse, online safety and domestic abuse</b></li> <li>• <b>Half termly online safety sessions</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can suggest strategies for building self-esteem of themselves and others</li> <li>• Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</li> <li>• Can suggest strategies for staying safe online/ social media</li> <li>• Can say how to report unsafe online / social network activity</li> <li>• Can identify when an online game is safe or unsafe</li> <li>• Can suggest ways to monitor and reduce screen time</li> <li>• Can suggest strategies for managing unhelpful pressures online or in social networks</li> </ul>	<ul style="list-style-type: none"> <li>• What online games do you like to play? Who do you play them with?</li> <li>• Do you ever talk to people you don't know online?</li> <li>• How do you know if people you talk to online are really who they say they are?</li> <li>• What would you do if you saw or heard something online that made you feel uncomfortable?</li> <li>• How much screen time do you think you should have every day?             <ul style="list-style-type: none"> <li>• How shall we spend some special family time?</li> </ul> </li> </ul>	<p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules.</p>	<p>ICT: Online Safety British Values: Individual Liberty Respect and Tolerance Rule of Law</p>
<p>Year 6</p>	<ul style="list-style-type: none"> <li>• Know that it is important to take care of their own mental health</li> <li>• Know ways that they can take care of their own mental health</li> <li>• Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>• Know that sometimes people can try to gain power or control them</li> <li>• Know some of the dangers of being 'online'</li> <li>• Know how to use technology safely and positively to communicate with their friends and family</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>• Can help themselves and others when worried about a mental health problem</li> <li>• Recognise when they are feeling grief and have strategies to manage them</li> <li>• Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> </ul>	<ul style="list-style-type: none"> <li>• What is mindfulness?</li> <li>• What tips can you give me for taking care of my own mental health?</li> <li>• What is the grief cycle? Do you have any tips for dealing with grief?</li> <li>• Who do you talk to online? What would you do if they said something that you didn't like?</li> <li>• How do you know if a website is genuine?</li> </ul>	<p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script,</p>	<p>ICT: Online Safety British Values: Individual Liberty Respect and Tolerance Rule of Law</p>



Lilleshall Primary School PSHE Progression Grid Key Stage 2

	<ul style="list-style-type: none"> <li>Expect Respect lesson - Court Room Game</li> <li>Half termly online safety sessions</li> </ul>	<ul style="list-style-type: none"> <li>Can resist pressure to do something online that might hurt themselves or others</li> <li>Can take responsibility for their own safety and well-being</li> </ul>		Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.	
<b>Unit</b>	<b>Changing Me</b>				
<b>End Points for the end of KS2</b>	To understand self-esteem and have an awareness of self/body-image. To know that we all have perceptions about ourselves and others, and these may be right or wrong. To understand how social media and the media can promote unhelpful comparisons and how to manage this. To have a greater understanding of what becoming a teenager means for them with an increase in freedom, rights and responsibilities. To have an awareness of the perceptions that surround teenagers and recognise whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc. To know about puberty in boys and girls and the changes that will happen - to reflect on how they feel about these changes. To understand menstruation and sanitary health including different sanitary and personal hygiene products. To have an understanding of sexual intercourse. To know about childbirth and the stages of development of a baby, starting at conception including an understanding of alternative methods of conception eg IVF. To know that having a baby is personal choice. To develop an understanding of being physically attracted to someone and the effect this can have upon a relationship. To have a greater knowledge of different types of relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. To know about self-esteem in terms of relationships, why it is important and ways to develop it. To be prepared for the transition to secondary school (or next class) and identify what they are looking forward to / are worried about and how they can prepare themselves mentally.				
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Know that in animals and humans lots of changes happen between conception and growing up</li> <li>Know that in nature it is usually the female that carries the baby</li> <li>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li> <li>Know that babies need love and care from their parents/carers</li> <li>Know some of the changes that happen between being a baby and a child</li> </ul>	<ul style="list-style-type: none"> <li>Can express how they feel about babies</li> <li>Can describe the emotions that a new baby can bring to a family</li> <li>Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</li> <li>Can identify changes they are looking forward to in the next year</li> <li>Can suggest ways to help them manage feelings during changes they are more anxious about</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up?</li> <li>Can we talk about some of the changes that are going to happen to you as you grow up? How do you feel about these changes?</li> <li>Do you have any questions about the changes that are going to happen to you as you grow up?</li> </ul>	Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Control, Male, Female, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.	Science: Animals Including Humans; Living Things and Their Habitats British Values: Individual Liberty Respect and Tolerance
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Know that personal characteristics are inherited from birth parents</li> <li>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> <li>Know that change can bring about a range of different emotions</li> </ul>	<ul style="list-style-type: none"> <li>Can appreciate their own uniqueness and that of others</li> <li>Can apply the circle of change model to themselves to have strategies for managing change</li> <li>Have strategies for managing the emotions relating to change</li> </ul>	<ul style="list-style-type: none"> <li>Which of your characteristics did you get from your birth parents? How do you feel about the changes that will happen to you as you grow up?</li> </ul>	Personal, Unique, Characteristics, Parents, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.	Science: Animals Including Humans; Living Things and Their Habitats British Values: Individual Liberty Respect and Tolerance



Lilleshall Primary School PSHE Progression Grid Key Stage 2

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5</p>	<ul style="list-style-type: none"> <li>• Know what perception means and that perceptions can be right or wrong</li> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know that becoming a teenager involves various changes and also brings growing responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Can celebrate what they like about their own and others' self- image and body-image</li> <li>• Can suggest ways to boost self-esteem of self and others</li> <li>• Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>• Can ask questions about puberty to seek clarification</li> <li>• Can express how they feel about becoming a teenager</li> <li>• Can say who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul>	<ul style="list-style-type: none"> <li>• Can you tell me how you feel about yourself?</li> <li>• What can people do if they don't feel great about themselves?</li> <li>• Can I share with you how I see you and how I care about you?</li> <li>• Do you have any worries about puberty?</li> <li>• Do you have any questions about puberty?</li> <li>• What do you think it will be like when you are a teenager?</li> <li>• What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now?             <ul style="list-style-type: none"> <li>• What do you enjoy about being your age now?</li> </ul> </li> </ul>	<p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.</p>	<p>Science: Animals Including Humans; Living Things and Their Habitats British Values: Individual Liberty Respect and Tolerance</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<ul style="list-style-type: none"> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>• Know how being physically attracted to someone changes the nature of the relationship</li> <li>• Know the importance of self-esteem and what they can do to develop it</li> <li>• Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise ways they can develop their own self-esteem</li> <li>• Can express how they feel about the changes that will happen to them during puberty</li> <li>• Recognise how they feel when they reflect on the development and birth of a baby</li> <li>• Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</li> <li>• Can celebrate what they like about their own and others' self- image and body-image</li> <li>• Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• Can we talk about the changes that will happen to your body over the next few years?</li> <li>• How do you feel about these changes?</li> <li>• What does mutual respect mean? Why is that important in a relationship?</li> <li>• What are you excited about in secondary school?</li> <li>• What are you worried about in secondary school? What can we do with these worries?</li> </ul>	<p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad,</p>	<p>Science: Animals Including Humans; Living Things and Their Habitats British Values: Individual Liberty Respect and Tolerance</p>



Lilleshall Primary School PSHE Progression Grid Key Stage 2

				Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .	
--	--	--	--	---	--