



Ashdene Primary School – PSHE Progression Map EYFS –Y6

Purpose of Study	<p>PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.</p> <p>PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils’ spiritual, moral, social and cultural (SMSC) development, their behavior and safety and the school’s statutory responsibility to promote pupils’ wellbeing. In addition the learning provided through a comprehensive PSHE education provision is an essential to safeguarding pupils. PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.</p>
Aims	<p>The overarching aim for PSHE education is to provide pupils with:</p> <ul style="list-style-type: none"> • accurate and relevant knowledge • opportunities to turn that knowledge into personal understanding • opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities • the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Being me in my world

EYFS		Y1	Y2	Y3	Y4	Y5	Y6
	Links to prior learning	-Review making relationships: initiate conversations, resolve conflict, cooperative play, sensitivity and needs of others as well as self.	-Review rights and Responsibilities -Review rewards and Consequences	-Review rights and Responsibilities -Review rewards and Consequences	-Review rights and Responsibilities -Review personal goals -Review rewards and Consequences	-Review rights and Responsibilities -Review personal goals -Review rewards and Consequences -Review democracy	-Review rights and Responsibilities -Review personal goals -Review rewards and Consequences -Review democracy



		<p>-Review self-confidence and self-awareness Confident to speak to others about own needs, wants, interests, opinions, confident to try new activities – what they like don't like.</p> <p>-Review Managing feelings and behavior: own actions affect other people, aware of the boundaries set, and of behavioural expectations , negotiate and solve problems</p>					
<p>PSED</p> <p><u>Self-Regulation</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their</p>	<p>Attainment Targets</p>	<p>To feel special and safe</p> <p>Understand rights and responsibilities as a member of the class</p>	<p>Identify some hopes and dreams</p> <p>Recognise when they feel worried and know who to ask for help</p>	<p>Recognise self-worth and identify positive things about themselves and their achievements</p> <p>Set personal goals</p> <p>To value themselves and know how make</p>	<p>Understand how attitudes and actions make a difference when working in a team</p> <p>Understand how good it feels to be included in a group and understand</p>	<p>Face new challenges positively and know how to set personal goals</p> <p>To know what they value most about their school</p>	<p>Identify their own goals for the year</p> <p>Understand their fears and worries about the future and know how to express them</p>



immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Develop a sense of belonging in the class

Know how to make the class a safe place for everybody to learn

Recognise how it feels to be proud of an achievement

Recognise the choices they make and understand the consequences

Recognise a range of feelings when facing certain consequences

Understand rights and responsibilities as a member of the class

Help make the class a safe and fair place

Listen to others and contribute their own ideas about rewards and consequences

Work co-operatively

others feel welcomed and valued

Face new challenges positively

Make responsible choices

Ask for help if needed

Recognise how it feels to be happy, sad or scared and identify if others are feeling these emotions

Understand why rules are needed and how they relate to rights and responsibilities

Understand how to make others feel valued

Understand how actions can affect yourself and others close to them

Understand how behaviour can bring reward/consequences

Make responsible choices and take actions

Work co-operatively

how it feels to be excluded

To know how to make people feel proud, welcome and valued

Understand who is in the school community, the roles they play and where they fit

Take on a role in a group and contribute to the overall outcome

Understand how democracy works through the school council

Understand how actions can affect yourself and others and try to empathise with them

Understand how rewards and consequences motivate people's behaviour

Understand how groups come together to make decisions

Identify hopes and dreams for the year

Understand their rights and responsibilities as a British citizen and a member of a school

Empathise with people in this country whose lives are different to their own.

Make choices about their own behaviour because they understand how rewards and consequences feel

Understand that actions affect yourself and others

Understand how an individual's behaviour can impact on a group

Contribute to the group and understand how to function best as a whole

Understand how democracy and having a voice benefits the school community and

To feel welcome and valued and know how to make others feel the same

To know that there are universal rights for all children but for many children these rights are not met

Understand their own wants and needs and compare these with children in different communities

Understand that their actions affect other people locally and globally

Make choices about their own behaviour to understand how rewards and consequences feel and understand how these relate to their rights and responsibilities

Understand that actions affect themselves and others



Ashdene Primary School

passionate about learning

Show sensitivity to their own and to others' needs.

know how they can participate in this

Care about other people's feelings and try to empathise with them

Understand how an individual's behaviour can impact on a group

Contribute to a group and understand how we can function best as a whole

Understand how democracy and having a voice benefits the school community and know how they can participate in this

Themes and Vocabulary

Rights and Responsibilities

Rights and Responsibilities

Rights and Responsibilities

Rights and Responsibilities

Rights and Responsibilities

Rights and Responsibilities

Personal goals

Personal goals

Personal goals

Rewards and Consequences

Rewards and Consequences

Rewards and Consequences

Rewards and Consequences

Rewards and Consequences

Rewards and Consequences

Democracy

Democracy

Democracy



	Celebrating Difference						
PSED Self-Regulation (See above) Managing Self (see above) Building Relationships (see above)		-Review making relationships: initiate conversations, resolve conflict, cooperative play, sensitivity and needs of others as well as self.	-Review bullying -Review differences	-Review bullying -Review differences	-Review bullying -Review differences	-Review bullying -Review differences	-Review bullying -Review differences
		-Review self-confidence and self-awareness Confident to speak to others about own needs, wants, interests, opinions, confident to try new activities – what they like don't like. -Review Managing feelings and behavior: own actions affect other people, aware of the boundaries set, and of behavioural expectations , negotiate and solve problems					



Attainment Targets		Identify similarities and differences between people in my class	Understand stereotypes- why some people might make assumptions about boys and girls	Understand that everybody's family is different and important to them	Understand that some people make assumptions based on what people look like	Understand that cultural differences sometimes cause conflict	Understand there are different perceptions about what normal means
		Understand what bullying is	Understand that bullying is sometimes about difference	Understand that differences and conflicts sometimes happen amongst family members	Understand what influences them to make assumptions based on how people look	Understand what racism is	Understand how having a disability could affect someone's life
		Identify who you can talk to if they feel unhappy or being bullied	Recognise what is right and wrong and know how to look after themselves	To know what it means to be a witness to bullying	Know that sometimes bullying is hard to spot and know what to do if they think it is happening	Understand how rumour-spreading and name-calling can be bullying behaviours	Explain some of the ways in which one person or a group can have power over another
		Know how to make new friends	Know how to make new friends	To know that witnesses can make a situation better or worse	To understand why witnesses sometimes join in with bullying and sometimes don't tell	Explain the difference between direct and indirect types of bullying	To know some of the reasons why people use bullying behaviours
		Explain some ways they are different from their friends	Explain some ways they are different from their friends	Recognise that some words are used in hurtful ways	To identify what is special about themselves and the ways in which they are unique	Compare their life with people in the developing world	Give examples of people with disabilities who lead amazing lives
				Talk about a time when words have affected someone's feelings	Talk about a time when their first impressions of someone changed once they had got to know them	Enjoy the experience of a culture other than their own	Explain ways in which difference can be a source of conflict and a cause for celebration



		Themes and Vocabulary					
		Bullying	Bullying	Bullying	Bullying	Bullying	Bullying
		Differences	Differences	Differences	Differences	Differences	Differences
PSED Self-Regulation (See above)		Dreams and Goals					
Managing Self (see above)	Attainment Targets	Set simple goals	Choose a realistic goal and think about how to achieve it	Talk about a person who has faced difficult challenges and achieved success	Talk about some hopes and dreams	To understand that they need money to achieve some dreams	To know their learning strengths and set challenging but realistic goals
Building Relationships (see above)		Work out how to achieve a goal	To persevere when they find tasks difficult	Identify a dream/ambition important to them	To understand that sometimes hopes and dreams do not come true and this can hurt	Know about a range of jobs carried out by people they know and explain how much people earn in different jobs	Work out learning steps they need to take to reach their goal and understand how to motivate themselves to work on these
		Understand how to work well with a partner	Recognise who it is easy to work with and who it is more difficult to work with	To enjoy facing new learning challenges and work out the best ways to achieve them	To know that reflecting on positive happy experiences can help counteract disappointment	To identify a job they would like to do when they grow up and understand what motivates them to achieve it	Identify problems in the world that concern them and talk to other people about them
		Tackle a new challenge and understand this might stretch learning	To work cooperatively in a group and create an end product	Be motivated and enthusiastic about achieving a new challenge	To know how to work out steps to take to achieve a goal and do this successfully as part of a group	Describe the dreams and goals of young people in a culture different to their own	Work with other people to help make the world a better place
		Identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them	Explain some ways to work cooperatively in a group	Recognise obstacles which might hinder achievement and take steps to overcome them	Identify contributions made by themselves and others in a group's achievement	Understand that communicating with	Describe ways in which they can work with other people to help
		Talk about when they felt they					



		have succeeded in a new challenge and how they celebrated it		Evaluate their own learning process and identify how it can be made better		someone in a different culture means we can learn from each other and they can identify a range of ways to support each other Encourage peers to support young people here and abroad to meet their aspirations and suggest ways we might do this, e.g. through sponsorship	make the world a better place To know that some people in their class like or admire them and can accept their praise
		Themes and Vocabulary					
		Goal setting	Goal setting	Goal setting	Goal setting	Goal setting	Goal setting
		Working together	Working together	Working together	Working together	Working together	Working together
		Resilience	Resilience	Resilience	Resilience	Resilience	Resilience
Understanding the World People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between	Attainment Targets	Steps to success	Steps to success	Steps to success	Steps to success	Steps to success	Steps to success
		Healthy Me					
		Review how to manage their own basic hygiene and personal needs successfully, including dressing and going to the	Review why they think their body is amazing and identify some ways to keep it safe and healthy. Keeping healthy and clean will	Review why they think their body is amazing and identify some ways to keep it safe and healthy.	Review why they think their body is amazing and identify some ways to keep it safe and healthy. Review	Review why they think their body is amazing and identify some ways to keep it safe and healthy.	Review why they think their body is amazing and identify some ways to keep it safe and healthy. *Most other objectives covered



<p>different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>Physical development</p> <p>Health and Self-care Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>	<p>toilet independently.</p> <p>Understand the difference between being healthy and unhealthy and know some ways to keep themselves healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know how to keep clean and healthy. Understand germs causes' disease/illness.</p> <p>To know that all household products including medicines can be harmful if not used properly</p> <p>Understand medicines can help if they feel poorly and know how to use them safely</p>	<p>keep them safe from illnesses and diseases</p> <p>To know that all household products including medicines can be harmful if not used properly</p> <p>Understand medicines can help if they feel poorly and know how to use them safely</p> <p>To know what they need to keep their body healthy</p> <p>Show or talk about what relaxed means and know some things that make them feel relaxed and/or stressed</p> <p>To understand how medicines work in their body and how important it is to use them safely</p> <p>Sort foods into the correct food groups and know which foods their body needs to keep them healthy</p>	<p>To understand how medicines work in their body and how important it is to use them safely</p> <p>To understand why exercise affects the body and know why their heart and lungs are such important organs</p> <p>Talk about their knowledge and attitude towards drugs</p> <p>Identify things, people and places that they need to keep safe from. Talk about some strategies for keeping themselves safe including who to go to for help</p> <p>Understand that, like medicines, substances can be harmful if not used correctly</p> <p>Understand how complex their body is and how important it is to take care of it</p>	<p>Talk about their knowledge and attitude towards drugs</p> <p>Understand that, like medicines, substances can be harmful if not used correctly</p> <p>Identify things, people and places that they need to keep safe from. Talk about some strategies for keeping themselves safe including who to go to for help</p> <p>Recognise how different friendship groups are formed, how they fit into them and the friends they value the most</p> <p>Recognise the changing dynamics between people in different groups, see who takes on which role and understand the roles they take on in different situations</p> <p>Understand the facts about smoking and its</p>	<p>Review the changing dynamics between people in different groups, who takes on which role and understand the roles they take on in different situations</p> <p>Recognise when people are putting them under pressure and explain ways to resist this when they want</p> <p>Understand the facts about smoking and its effects on health. Identify some of the reasons why people smoke</p> <p>To know the health risks of smoking and talk about how tobacco affects the lungs, liver and heart</p> <p>To know some of the risks with misusing alcohol, including anti-social behaviour</p> <p>Put into practise basic emergency aid procedures (including recover position) and</p>	<p>within Year 6 for this topic</p> <p>To know the impact of food on the body, e.g. creating energy, giving comfort and altering mood</p> <p>To know about different types of drugs and their uses and their effect on the body, particularly the liver and heart</p> <p>Evaluate when alcohol is being used responsibly, anti-socially or misused</p> <p>Put into practise basic emergency aid procedures (including recover position) and know how to get help in emergency situations</p> <p>Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>Recognise when they feel stressed and the</p>
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<p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>		<p>Know how to keep safe when crossing the road and learn about people who can help them stay safe</p> <p>Talk about why they think their body is amazing and identify some ways to keep it safe and healthy</p>	<p>Decide which foods to eat to give them energy</p> <p>Make some healthy snacks and explain why they are good for their body</p>		<p>effects on health. Identify some of the reasons why people smoke</p> <p>Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons why some people drink alcohol</p> <p>Recognise when people are putting them under pressure and explain ways to resist this when they want</p> <p>Know themselves well enough to have a clear picture of what they believe is right or wrong</p>	<p>know how to get help in emergency situations</p> <p>Understand how the media and celebrity culture promotes certain body types</p> <p>Describe the different roles food can play in people's lives and explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>To know what makes a healthy lifestyle including healthy eating and choices they need to be healthy and happy</p>	<p>triggers that can cause this.</p> <p>Understand how stress can cause alcohol misuse</p>
		<p>Themes and Vocabulary</p>					
		<p>Healthy lifestyle choices</p> <p>Keeping Safe</p>	<p>Mental health</p> <p>Healthy lifestyle choices</p> <p>Keeping Safe</p>	<p>Healthy lifestyle choices</p> <p>Keeping Safe</p> <p>Substance/drugs misuse</p>	<p>Mental health</p> <p>Healthy lifestyle choices</p> <p>Keeping Safe</p> <p>Substance/drugs misuse</p>	<p>Mental health</p> <p>Healthy lifestyle choices</p> <p>Keeping Safe</p> <p>Substance/drugs misuse</p>	<p>Mental health</p> <p>Healthy lifestyle choices</p> <p>Keeping Safe</p> <p>Substance/drugs misuse</p>



<p>PSED Making Relationships</p> <p>(See above)</p> <p>Self-onfidence and Self-Awareness</p> <p>(see above)</p> <p>Managing Feelings and Behavior</p> <p>(see above)</p> <p>Self-Regulation</p> <p>(See above)</p> <p>Managing Self</p> <p>(see above)</p> <p>Building Relationships</p> <p>(see above)</p>	Relationships						
	Attainment Targets	Identify the members of their family and understand that there are lots of different types of families	Identify the different members of their family and understand their relationship with them	Identify the roles and responsibilities of each member of their family	Identify the web of relationships that they are part of, starting from the closet to them and including those more distant	Have an accurate picture of who they are as a person in terms of my characteristics and personal qualities	Identify the most significant people in their life so far
		Accept that everyone's family is different and understand that most people value their family	Reflect on the expectations for males and females	To know how it feels to belong to a range of different relationships and identify what they contribute to each of them	To know how to keep building their own self-esteem	Understand how it feels to have people in their life that are special to them	
		Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	Describe how taking some responsibility in their family make them feel	Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener	Recognise how friendships change, know how to make new friends and how to manage when they fall out with their friends	To know some of the feelings we can have when someone dies or leaves	
		Understand what being a good friend means	To know which types of physical contact they like and don't like and can talk about this	Identify someone they love and express why they are special to them	To know how to stand up for themselves and how to negotiate and compromise	Use some strategies to manage feelings associated with loss and can help other people to do so	
		Know how to make a new friend	Know how to negotiate in conflict situations to try and find a win-win solution	To know how most people feel when they lose someone or something they love	Understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean	Understand that there are different stages of grief and that there are different types of loss that cause people to grieve	
		Know appropriate ways of physical contact when greeting friends and help identify the ways they prefer	Identify some of the things that cause conflict between friends	Talk about someone they know that they no longer see	Understand that we can remember people even if we no longer see them	To recognise when they are feeling those emotions and have strategies to manage them	
		To recognise which forms of physical contact	Demonstrate how to use the positive problem solving technique to resolve conflicts with friends	Know and use some strategies for keeping themselves safe	Understand that relationships are personal and there is no need to feel pressurised		
			Know who to ask for help if they are worried or concerned				



		<p>are acceptable and unacceptable to them</p> <p>Know who can help them in their school community</p> <p>Know when they need help and how to ask for it</p> <p>Recognise their own qualities as a person and as a friend</p> <p>Know ways to praise themselves</p> <p>Explain why they appreciate someone who is special to them</p> <p>Express how they feel about people who are special to them</p>	<p>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>To know how it feels to be asked to keep a secret they don't want to keep and know who to talk to about this</p> <p>Recognise and appreciate people who can help them in their family, school and community</p> <p>Understand how it feels to trust someone</p> <p>Express their appreciation for the people who are special to them</p> <p>Become comfortable accepting appreciation from others</p>	<p>Explain how some of the actions and work of people around the world help and influence their life</p> <p>Show an awareness of how this could affect their choices</p> <p>To understand how their needs and rights are shared by children around the world and identify how their lives may be different</p> <p>Empathise with children whose lives are different to theirs and appreciate what they may learn from them</p> <p>Know how to express their appreciation to their friends and family</p> <p>Enjoy being part of a family and friendship groups</p>	<p>Explain different points of view on an animal rights issue</p> <p>Express their own opinion and feelings on an animal rights issue</p> <p>Understand how people feel when they love a special pet</p> <p>Understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful mark loss by celebrating special things about the pet</p> <p>To know how to show love and appreciation to the people and animals who are special to me</p> <p>To know that they can love and be loved</p>	<p>into having a boyfriend/girlfriend</p> <p>Recognise the feeling of jealousy, where it comes from and how to manage it</p> <p>Understand how to stay safe when using technology to communicate with friends</p> <p>Recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p>	<p>Recognise when people are trying to gain power or control</p> <p>Demonstrate ways they can stand up for themselves and their friends in situations where others are trying to gain power</p> <p>To understand how technology can be used to try to gain power or control and how they can use strategies to prevent this from happening</p> <p>Take responsibility for their own safety and well-being</p> <p>Know how to use technology positively and safely to communicate with their friends and family</p>
		Themes and Vocabulary					



		Appreciation	Appreciation	Appreciation	Appreciation	Appreciation	Appreciation
					Loss		Loss
		Family relationships	Family relationships	Family relationships	Family relationships	E-safety	E-safety
		Physical contact in relationships	Physical contact in relationships	Physical contact in relationships	Physical contact in relationships	Family relationships	Family relationships
		Friendships	Friendships	Friendships	Friendships	Physical contact in relationships	Physical contact in relationships
						Friendships	Friendships
PSED Self-Regulation (See above)		Changing Me					
Managing Self (see above)	Attainment Targets	Start to understand the life cycles of animals and humans	Recognise cycles of life in nature	Understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby	To understand that some of their personal characteristics have come from their birth parents and that this happens because they are made from the joining of their egg and sperm	To be aware of their own self-image and how their body image fits into that	Be aware of their own self-image and how their body image fits into that
Building Relationships (see above)		Understand that changes happen as we grow and that this is OK	Understand that there are some changes that are outside of their control and can recognise how they feel about this	Express how they feel when they see babies or baby animals	Appreciate that they are a truly unique human being	Know how to develop their own self esteem	To know how to develop their own self-esteem
		Share some things about themselves that have changed and some things that have stayed the same	Understand the natural process of growing from young to old and understand that this is not in their control	Understand how babies grow and develop in the mother's uterus	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby	Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
		To know that changes are OK	Identify people they respect who are older than them	Understand what a baby needs to live and grow		Understand that puberty is a natural process that happens to	Express how they feel about changes that will



		<p>and that sometimes they will happen whether they want them to or not</p> <p>Talk about how their body has change since they were a baby</p> <p>To understand that growing up is natural and that everybody grows at different rates</p> <p>Respect their body and understand which parts are private</p> <p>Understand that every time they learn something new they change a little bit</p> <p>Enjoy learning new things</p> <p>Share some changes that have happened in their life</p>	<p>Recognise how their body has changed since they were a baby and where they are on the continuum from young to old</p> <p>Feel proud about becoming more independent</p> <p>Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of the body are private</p> <p>Explain what they like/don't like about being a boy/girl</p> <p>To understand that there are different types of touch and they can talk about which ones they like and don't like</p> <p>Are confident to say what they like and don't like and can ask for help</p>	<p>Express how they might feel if they had a new baby in their family</p> <p>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>Identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>Recognise how they feel about these changes happening to them and know how to cope with those feelings</p> <p>Start to recognise stereotypical ideas they might have about parenting and family roles</p> <p>Express how they feel when their ideas are challenged and might be willing to change their ideas sometimes</p>	<p>Understand that having a baby is a personal choice and they can express how they feel about having children when they are an adult</p> <p>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>Have strategies to help them cope with the physical and emotional changes they will experience during puberty</p> <p>Know how the circle of change works and can apply it to changes they want to make in my life</p> <p>Be confident enough to try to make changes when they think they will benefit them</p> <p>Identify changes that have been and may</p>	<p>everybody and that it will be ok for them</p> <p>Describe how boys' and girls' bodies change during puberty</p> <p>Express how they feel about the changes that will happen to them during puberty</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>Understand that sometimes people need IVF to help them have a baby</p> <p>Appreciate how amazing it is that human bodies can reproduce in these ways</p> <p>To identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p>	<p>happen to them during puberty</p> <p>Ask questions that they need answered about changes during puberty</p> <p>Reflect on how they feel about asking questions and about the answers they receive</p> <p>Describe how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>To recognise how they feel when they reflect on the development and birth of a baby</p> <p>To understand how being physically attracted to someone changes the nature of the relationship</p> <p>Express how they feel about the growing independence of becoming a teenager and they are confident that they can cope with this</p>
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		To know some ways to cope with changes			continue to be outside of their control that they learnt to accept Can express their fears and concerns about changes that are outside of their control	Become confident that they can cope	To identify what they are looking forward to and what worries them about the transition to secondary school Know how to prepare themselves emotionally for starting secondary school
		Themes and Vocabulary					
		Growing	Growing	Growing	Growing	Self-esteem	Self-esteem
		The body	The body	The body	The body	Growing	Growing
		Change	Change	Change	Change	The body	Change