

## Progression of skills and knowledge

EYFS					
Being Me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Key knowledge</b>					
<p>Know they have a right to learn and play, safely and happily</p> <p>Know that some people are different from themselves</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know special things about themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that being kind is good</p>	<p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that it is OK to be different</p> <p>Know skills to make friendships</p> <p>Know that people have differences and similarities</p>	<p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p> <p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p>	<p>Know what the word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know the names for some parts of their body</p> <p>Know when and how to wash their hands properly</p> <p>Know how to say no to strangers</p> <p>Know that they need to exercise to keep healthy</p> <p>Know how to help themselves go to sleep and that sleep is good for them</p> <p>Know what to do if they get lost</p>	<p>Know what a family is</p> <p>Know that different people in a family have different responsibilities (jobs)</p> <p>Know some of the characteristics of healthy and safe friendships</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p>	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>
<b>Vocabulary</b>					
Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories
<b>Skills</b>					
<p>Identify feelings associated with belonging</p> <p>Skills to play co-operatively with others</p> <p>Be able to consider others' feelings</p> <p>Identify feelings of happiness and sadness</p> <p>Be responsible in the setting</p>	<p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Recognise ways in which they are the same as their friends and ways they are different</p>	<p>Understand that challenges can be difficult</p> <p>Resilience</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Recognise how kind words can encourage people</p> <p>Talk about a time that they kept on trying and achieved a goal</p>	<p>Can explain what they need to do to stay healthy</p> <p>Recognise how exercise makes them feel</p> <p>Can give examples of healthy food</p> <p>Can explain what to do if a stranger approaches them</p> <p>Can explain how they might feel if</p>	<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can use different ways to mend a friendship</p> <p>Can recognise what being angry feels like</p>	<p>Recognise that changing class can elicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p> <p>Can identify positive memories from the</p>

## Progression of skills and knowledge

	<p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>Be ambitious</p> <p>Feel proud</p> <p>Celebrate success</p>	<p>they don't get enough sleep</p> <p>Recognise how different foods can make them feel</p>	<p>Can use Calm Me when angry or upset</p>	<p>past year in school/home</p>
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Progression of skills and knowledge

Year 1					
Online Safety	Being me in my world	Families NSPCC Speak out	Healthy Me	Mental Health	Changing Me
<b>Key knowledge</b>					
<p>Log in and logging out safely and understand why that is important.</p> <p>Understand the idea of 'ownership' of creative work and save work to the My Work area and understand that this is private space.</p> <p>Learn about what the teacher has access to in Purple Mash and see messages left by the teacher on their work.</p> <p>Learn how to search Purple Mash to find resources.</p> <p>Become familiar with the types of resources available in the Topics section.</p> <p>Become more familiar with the icons used in the resources in the Topics section.</p> <p>Start to add pictures and text to work.</p> <p>Explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.</p>	<p>Understand the rights and responsibilities as a member of the class.</p> <p>Understand the rights and responsibilities of a member of a class.</p> <p>Know that our views are values.</p> <p>Understand that their views are important.</p> <p>Contribute to the class Charter.</p> <p>Recognise that the choices we made can have consequences.</p>	<p>Know that everyone's family is different.</p> <p>Know that families are founded on belonging, love and care.</p> <p>Know that physical contact can be used as a greeting.</p> <p>Know how to make a friend.</p> <p>Know that there are lots of different types of families.</p> <p>Know the characteristics of healthy and safe friends.</p> <p>Understand abuse in all its forms and recognise the signs of abuse.</p> <p>Understand that abuse is never their fault, and they have the right to be safe.</p> <p>Know how to get help, and the sources of help available including Childline service.</p>	<p>Know the difference between being healthy and unhealthy.</p> <p>Know some ways to keep healthy.</p> <p>Know how to make healthy lifestyle choices.</p> <p>Know that all household products, including medicines, can be harmful if not used properly.</p> <p>Know that medicines can help them if they feel poorly.</p> <p>Know how to keep safe when crossing the road.</p> <p>Know how to keep themselves clean and healthy.</p> <p>Know that germs cause disease/illness.</p> <p>Know about people who can keep them safe.</p>	<p>Recognise and describe different feelings in themselves and others.</p> <p>Know how to communicate our feeling to others.</p> <p>Know that feelings change and that not everyone experiences the same feeling in the same situation.</p> <p>Understand that know everyone feels the same about something.</p> <p>Know about 'big' feelings and how to manage them.</p> <p>Know about different kinds of change and how change can affect people</p>	<p>Know the names of male and female private body parts.</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them.</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.</p> <p>Know who to ask for help if they are worried or frightened.</p> <p>Know that animals including humans have a life cycle.</p> <p>Know that changes happen when we grow up.</p> <p>Know that people grow up at different rates and that is normal.</p> <p>Know that learning brings about change</p>

## Progression of skills and knowledge

Alert, Avatar, Button, Device, File Name, Icon, Log in, Log out, Manu, My Work Area, Notification, Password, Private	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Family, Friendships, Emotions, Peers, Culture, Difference, Similar, Parents, Relatives, Care, Love, Routines, Worried, Fear, Sad, Speak out, Trust, Grown up, Safe, Rights, Help, Agree, Disagree, Advice.	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, nervous, unsure, heartbroken, sleepy, exhausted, terrified, permanent, temporary, change, loss	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping
Skills					
Log in safely.	Identify feelings associated with belonging.	Know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.	Keep themselves safe.	Recognise and name some feelings that they might have.	Understand and accept that change is a natural part of getting older.
Learn how to find saved work in the Online Work area and find teacher comments.	Skills to play co-operatively with others.	Identify the people who love and care for them and what they do to help them feel cared for.	Recognise how being healthy helps them to feel happy.	Explain how feelings can make their bodies feel inside and know how to ask for help.	Can suggest ways to manage change, e.g. moving to a new class.
Learn how to search Purple Mash to find resources.	Identify feelings of happiness and sadness.	Know about different types of families including those that may be different to their own.	Recognise ways to look after themselves if they feel poorly.	Describe how other's might be feeling.	Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)
Become familiar with the icons and types of resources available in the Topics section.	Be responsible in the setting.	Identify common features of family life.	Recognise when they feel frightened and know how to ask for help.	Identify who can help them with feelings, and how they can help others - Suggest things that can help them and others to feel better.	Can express why they enjoy learning.
Start to add pictures and text to work.	Recognise a range of feelings when facing a consequence.	Importance to tell someone (such as their teacher) if something about their family makes them unhappy or worried.	Feel good about themselves when they make healthy choices.	Recognise that people feel differently about things and situations.	
Explore the Tools and Games section of Purple Mash.	Recognise feeling proud of an achievement.	Recognise the ways in which they are the same and different to others.	Realise that they are special.	Explain what can change their feelings (from good to not so good and from not so good to good).	
Learn how to open, save and print.	Understand our choices when following the Learning Charter.	Know who to talk to if they have a worry or feel sad.		Recognise that feelings can intensify (get stronger).	
Understand the importance of logging out.		Speak out to a trusted grown-up and staying safe, including Childline.		Describe how big feelings can affect their behaviour.	

## Progression of skills and knowledge

		Know that all children have the right to speak out and be heard, be safe, and get help when they need it.		Identify what can help them feel better when they have a big feeling (including talking to trusted adults).  Recognise what change means and identify different changes that people might experience.  Recognise the relationship between change and loss and describe how change and loss might affect people and who can help them.	
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Progression of skills and knowledge

Year 2					
Keeping safe at home / Clever never goes	Celebrating Difference	Online Safety NSPCC Speak out	Healthy Me	Relationships	Changing Me
<b>Key knowledge</b>					
<p>Identify some common hazards that might occur in the home.</p> <p>Suggest some actions children can take to help minimise the risk of accidents happening at home.</p> <p>Recognise how rules can help keep children safe at home.</p> <p>Understand the Clever Never Goes rule and can say what it means in their own words.</p> <p>Children can identify when someone is trying to get them to go with them.</p>	<p>Know the difference between a one-off incident and bullying.</p> <p>Know that sometimes people get bullied because of difference.</p> <p>Know that friends can be different and still be friends.</p> <p>Know there are stereotypes about boys and girls.</p> <p>Know where to get help if being bullied.</p> <p>Know that it is OK not to conform to gender stereotypes.</p> <p>Know it is good to be yourself.</p> <p>Know the difference between right and wrong and the role that choice has to play in this.</p>	<p>Know how to refine searches using the Search tool.</p> <p>Know how to share work electronically using the display boards.</p> <p>Use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>Have some knowledge and understanding about sharing more globally on the Internet.</p> <p>Introduce Email as a communication tool using 2Respond simulations.</p> <p>Understand how we talk to others when they are not there in front of us.</p> <p>Open and send simple online communications in the form of email.</p> <p>Understand that information put online leaves a digital footprint or trail.</p> <p>Begin to think critically about the information they leave online. *</p> <p>Identify the steps that can be taken to keep personal data and hardware secure.</p> <p>Understand abuse in all its forms and recognise the signs of abuse.</p> <p>Understand that abuse is never their fault, and they have the right to be safe.</p>	<p>Know that there are lots of forms of physical contact within a family.</p> <p>Know how to stay stop if someone is hurting them.</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets.</p> <p>Know what trust is.</p> <p>Know that everyone's family is different.</p> <p>Know that families function well when there is trust, respect, care, love and co-operation.</p> <p>Know some reasons why friends have conflicts.</p> <p>Know that friendships have ups and downs and sometimes change with time.</p> <p>Know how to use the Mending Friendships or Solve it together problem-solving methods.</p>	<p>Know what their body needs to stay healthy.</p> <p>Know what relaxed means.</p> <p>Know why healthy snacks are good for their bodies.</p> <p>Know which foods given their bodies energy.</p> <p>Know that it is important to use medicines safely.</p> <p>Know what makes them feel relaxed/stressed.</p> <p>Know how medicines work in their bodies.</p> <p>Know how to make some healthy snacks.</p>	<p>Recognise cycles of life in nature</p> <p>Know the natural process of growing from young to old and understand that this is not in my control</p> <p>Recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>Recognise the physical differences between boys and girls, use the correct names for parts of the body</p> <p>Understand there are different types of touch and can tell you which ones I like and don't like</p> <p>Identify what I am looking forward to when I move to my next class</p>

## Progression of skills and knowledge

		Know how to get help, and the sources of help available including Childline service.			
Safe, Unsafe, Harm, Injury, Accident, Rules, Actions, Hazards, Help, No, Stranger, neighbour, family, friend, run away	Vocabulary: Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Attachment, Digital footprint, Email, Filter, Internet, Personal information, Private information, Private information, Search, Secure, Sharing, Worried, Fear, Sad, Speak out, Trust, Grown up, Safe, Rights, Help, Agree, Disagree, Advice.	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement
<b>Skills</b>					
Understand what it means to stay or keep safe.	Explain how being bullied can make someone feel.	Know how to refine searches using the Search tool.	Can identify the different roles and responsibilities in their family.	Feel positive about caring for their bodies and keeping it healthy.	Recognise ways they can develop their own self-esteem.
Understand the concept of hazard and know what it means.	Know how to stand up for themselves when they need to	Use digital technology to share work on Purple Mash to communicate and connect with others locally.	Can recognise the value that families can bring.	Have a healthy relationship with food.	Can express how they feel about the changes that will happen to them during puberty.
Talk to an adult if they are feeling worried about a hazard at home or if there is an accident.	Understand that everyone's differences make them special and unique.	Have some knowledge and understanding about sharing more globally on the Internet.	Can recognise and talk about the types of physical contact that is acceptable or unacceptable.	Desire to make healthy lifestyle choices.	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.
Understand that adults are there to help and ask them for help.	Understand that boys and girls can be similar in lots of ways and that is OK.	Introduce Email as a communication tool using 2Respond simulations.	Can identify the negative feelings associated with keeping a worry secret.	Identify when a feeling is weak and when a feeling is strong.	Recognise how they feel when they reflect on the development and birth of a baby.
	Understand that boys and girls can be different in lots of ways and that is OK.	Understand how we should talk to others in an online situation.	Can identify who they trust in their own relationships.	Express how it feels to share healthy food with their friends.	Can celebrate what they like about their own and others' self-image and body image.
	Can choose to be kind to someone who is being bullied.	Open and send simple online communications in the form of email.	Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict.		
	Recognise that they shouldn't judge people because they are different.	Understand that information put online leaves a digital footprint or trail.	Can identify the feelings associated with trust.		Use strategies to prepare themselves emotionally for the transition (changes) to secondary school

## Progression of skills and knowledge

		<p>Identify the steps that can be taken to keep personal data and hardware secure.</p> <p>Know who to talk to if they have a worry or feel sad.</p> <p>Speak out to a trusted grown-up and staying safe, including Childline.</p> <p>Know that all children have the right to speak out and be heard, be safe, and get help when they need it.</p>	<p>Can give and receive compliments.</p> <p>Can say who they would go to for help if they were worried or scared.</p>		
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Progression of skills and knowledge

Year 3					
Celebrating Difference	Healthy Me	Online Safety NSPCC Speak out	Relationships	Mental Health	Changing Me
<b>Key knowledge</b>					
<p>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.</p> <p>Know that conflict is a normal part of relationships.</p> <p>Know that some words are used in hurtful ways and that this can have consequences.</p> <p>Know why families are important.</p> <p>Know that everybody's family is different.</p> <p>Know that sometimes family members don't get along and some reasons for this.</p>	<p>Know how exercise affects their bodies.</p> <p>know that the amount of calories, fat and sugar that they put into their bodies will affect their health.</p> <p>Know that there are different types of drugs.</p> <p>Know that there are things, places and people that can be dangerous.</p> <p>Know when something feels safe or unsafe.</p> <p>Know why their hearts and lungs are such important organs.</p> <p>Know a range of strategies to keep themselves safe.</p> <p>Know that their bodies are complex and need taking care of.</p>	<p>Know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</p> <p>Understand how the Internet can be used to help us to communicate effectively.</p> <p>Understand how a blog can be used to help us communicate with a wider audience.</p> <p>Consider if what can be read on websites is always true.</p> <p>Look at a 'spoof' website.</p> <p>Create a 'spoof' webpage.</p> <p>Think about why these sites might exist and how to check that the information is accurate.</p> <p>Learn about the meaning of age restrictions symbols on digital media and devices.</p> <p>Discuss why PEGI restrictions exist.</p> <p>Know where to turn for help if they see inappropriate content or have inappropriate contact from others.</p> <p>Understand abuse in all its forms and recognise the signs of abuse.</p> <p>Understand that abuse is never their fault, and they have the right to be safe.</p>	<p>Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>Identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.</p> <p>Know and can use some strategies for keeping myself safe online.</p> <p>Explain how some of the actions and work of people around the world help and influence my life.</p> <p>Understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>Know how to express my appreciation to my friends and family.</p>	<p>Learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good.</p> <p>Expressing feelings and emotions and why this is important.</p> <p>Learn about the impact of different life changes, and strategies for dealing with grief.</p> <p>Managing feelings and emotions in different situations</p> <p>Getting help, advice and support with feelings and emotions</p>	<p>Know some of the outside body changes that happen during puberty.</p> <p>Know some of the changes on the inside that happen during puberty.</p> <p>Know that in animals and humans lots of changes happen between conception and growing up.</p> <p>Know that in nature it is usually the female that carries the baby.</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers.</p> <p>Know some of the changes that happen between being a baby and a child.</p>

## Progression of skills and knowledge

		Know how to get help, and the sources of help available to them, including our Childline service.			
Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Appropriate, Blog, Inappropriate, Password, Personal information, Internet, Permission, Verify, Reliable source, Spoof, Vlog, Website, Verify, Reputable resources, Calm zone, Confidence, advice, Support, Buddy Zone, Speak out, Stay safe, Magnificent me	Men, Women, Male, Female Unisex, Role, Job, Responsibilities, Differences, Similarities, Respect, Stereotype, Conflict, Solution, Problem solving, Friendship, Win-win, Safe, Unsafe, Risky, Internet, Social media, Private Messaging (PM), Gaming, Global Communications, Transport, Interconnected, Food, journeys, Climate, Trade, Inequality	Feeling, emotion, health, body, mind, good, not so good, feeling, emotion, body, mind, express, describe, intense, strong, happy, sad, scared, angry, worried, pleased, Change, loss, grief, death, bereavement, separation, Change, loss, grief, death, bereavement, separation, Feeling, emotion, action, behaviour, situation, surprise, excitement, anger, fear, disappointment, sadness, nervous, embarrassed, relieved, unsure, ashamed, relaxed	Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge
<b>Skills</b>					
Use the 'Solve it together' technique to calm and resolve conflicts with friends and family.  Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary.  Be able to show appreciation for their families, parents and carers.  Empathise with people who are bullied.  Employ skills to support someone who is bullied.  Be able to recognise, accept and give compliments.  Recognise feelings associated with receiving a compliment.	Respect their own bodies and appreciate what they do.  Can take responsibility for keeping themselves and others safe.  Identify how they feel about drugs.  Can express how being anxious or scared feels.  Able to set themselves a fitness challenge.  Recognise what it feels like to make a healthy choice.	Know what makes a safe password.  Learn methods for keeping passwords safe.  Understand how the Internet can be used in effective communication.  Understand how a blog can be used to communicate with a wider audience.  Consider the truth of the content of websites.  Learn about the meaning of age restrictions symbols on digital media and devices.  Be able to speak out if something is making them worried or sad.  Talk to teachers, other school staff and adults you know and trust.	Describe how taking responsibilities in my family makes me feel.  Know how to negotiate in conflict situations to try and find a win-win solution.  Know who to ask for help if I am worried or concerned about anything online.  Show an awareness of how this could affect my choices.  Empathise with children whose lives are different to mine and appreciate what I may learn from them.  Enjoy being part of a family and friendship groups.	Identify that feelings/emotions are part of a person's health and wellbeing and that these can change throughout the day.  Give examples of everyday things that can affect feelings.  Describe what can help people to feel good/better.  Name a wide range of feelings and emotions -identify strong feelings.  Describe different feelings and how they are experienced in the body and recognise why it is important for people to express their feelings.  Recognise that life is made up of different stages and that death is when life ends.  Describe different situations that may cause someone to grieve and identify some different responses someone might have to grief.	Are motivated to care for their own physical and emotional health.  Suggest strategies someone could use to avoid being pressured.  Can use different strategies to manage stress and pressure.  Are motivated to find ways to be happy and cope with life's situations without using drugs.  Identify ways that someone who is being exploited could help themselves.  Recognise that people have different attitudes towards mental health/illness.

Progression of skills and knowledge

		<p>Understand that Childline is also there for all children to call, chat to online, or email.</p> <p>Know that all children have the right to speak out and be heard, be safe, and get help when they need it.</p>		<p>Identify activities, actions and sources of support that can help a person to manage grief.</p> <p>Explain how feelings and emotions can influence actions and behaviour.</p> <p>Explain why it is important to talk about feelings and describe how this can feel, asking for help when needed.</p>	
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Year 4					
Money / Clever never goes away	Pets - Compassion	Online Safety NSPCC Speak out	Healthy Me	Health Education (food and physical activity)	Changing Me
Key knowledge					
<p>Learn about the role money plays in people's lives.</p> <p>Learn that decisions can be made about spending money based on budget, values and needs.</p>	<p>Know which animals make good pets and how to care for them.</p> <p>Know that we all, including animals, have basic needs.</p>	<p>Understand how children can protect themselves from online identity theft.</p> <p>Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</p>	<p>Know that there are leaders and followers in groups.</p> <p>Know the facts about smoking and its effects on health.</p>	<p>Learn what makes a healthy diet and why this is important.</p> <p>Learn about making choices about food and drink.</p>	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm.</p>

Progression of skills and knowledge

	<p>Understand that by not meeting the needs of our pets we are committing welfare.</p> <p>Know that neglect is one of the main cases seen by RSPCA.</p> <p>Know what is an exotic animal as pet.</p>	<p>Identify the risks and benefits of installing software including apps.</p> <p>Understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</p> <p>Identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</p> <p>Identify the positive and negative influences of technology on health and the environment.</p> <p>Understand the importance of balancing game and screen time with other parts of their lives.</p> <p>Understand abuse in all its forms and recognise the signs of abuse.</p> <p>Understand that abuse is never their fault, and they have the right to be safe.</p> <p>Know how to get help, and the sources of help available to them, including our Childline service.</p>	<p>Know the facts about alcohol and its effects on health, particularly the liver.</p> <p>Know ways to resist when people are putting pressure on them.</p> <p>Know what they think is right and wrong.</p> <p>Know how different friendship groups are formed and how they fit into them.</p> <p>Know which friends they value most.</p> <p>Know that they can take on different roles according to the situation.</p> <p>Know some of the reasons some people start to smoke.</p> <p>Know some of the reasons some people drink alcohol.</p>	<p>Learn how to plan and prepare a healthy meal.</p> <p>Learn about the importance of regular, physical activity.</p> <p>Learn about a balanced lifestyle</p>	<p>Know that babies are made by a sperm joining with an ovum.</p> <p>Know the names of the different internal and external body parts that are needed to make a baby.</p> <p>Know how the female and male body change at puberty.</p> <p>Know that change can bring about a range of different emotions.</p> <p>Know that personal hygiene is important during puberty and as an adult.</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted.</p>
<p>Money, job, payment, cash, salary, purchase, financial, attitudes, influence, bank account, budget, value, needs, savings, Bank statement</p>	<p>Attachment, pets, care, look after, responsibility, cruelty, neglect, animal's needs, exotic, RSPCA, conditions</p>	<p>AdFly, Attachment, Citation, Collaborate, Cookies, Copyright, Digital footprint, Malware, Copyright, Plagiarism, Spam, Ransomware, Phishing, SMART rules, Spam, Virus, Watermark, Reputable resources, Calm zone, Confidence, advice, Support, Buddy Zone, Speak out, Stay safe, Magnificent me</p>	<p>Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong</p>	<p>Healthy, food, support, risks, sugar, eating, physical activities, physical healthy, health, balanced diet, choices, lidestyle, positive, negative, early signs, physical illness.</p>	<p>Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance</p>

## Progression of skills and knowledge

Skills					
<p>Recognise where money comes from and how it is used.</p> <p>Describe different attitudes people may have towards money.</p> <p>Evaluate different ways to pay and identify which options are more useful or appropriate in different contexts.</p> <p>Analyse what influences people's decisions about spending money and how they manage those influences.</p> <p>Identify how budget, value and needs can influence decisions about spending money.</p> <p>Explain different ways that money can be saved and kept safe, and why this is important.</p> <p>Explain the importance of keeping track of money</p>	<p>Understand that some pets are more difficult to look after than others.</p> <p>Know that there are pets that don't have any needs attached to them.</p> <p>Understand that we have responsibilities to meet our pets needs.</p> <p>Be able to understand that some people might commit welfare and think of ways of solving this.</p> <p>Know that exotic animals have different needs; conditions.</p> <p>Know what the RSPCA is and what does it do to help animals.</p>	<p>Identify possible risks of installing free and paid for software.</p> <p>Know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer.</p> <p>Know what a computer virus is.</p> <p>Determine whether activities that they undertake online, infringe another's' copyright.</p> <p>Know the difference between researching and using information and copying it.</p> <p>Know about citing sources that they have used.</p> <p>Take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.</p> <p>Give reasons for limiting screen time.</p> <p>Be able to speak out if something is making them worried or sad.</p> <p>Talk to teachers, other school staff and adults you know and trust.</p> <p>Understand that Childline is also there for all children to call, chat to online, or email.</p> <p>Know that all children have the right to speak out and be heard, be safe, and get help when they need it.</p>	<p>Can identify the feelings that they have about their friends and different friendship groups.</p> <p>Recognise negative feelings in peer pressure situations.</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure.</p> <p>Can tap into their inner strength and know-how to be assertive.</p> <p>Recognise how different people and groups they interact with impact on them.</p> <p>Identify which people they most want to be friends with.</p>	<p>Make informed decisions about health.</p> <p>Know about the elements of a balanced, healthy lifestyle.</p> <p>Learn about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>Recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>Learn about what good physical health means; how to recognise early signs of physical illness.</p> <p>Know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>Know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive life.</p> <p>Understand how and when to seek support, including which adults to speak to in and outside</p>	<p>I Can appreciate their own uniqueness and that of others.</p> <p>Can express any concerns they have about puberty.</p> <p>Have strategies for managing the emotions relating to change.</p> <p>Can express how they feel about having children when they are grown up.</p> <p>Can say who they can talk to about puberty if they are worried.</p> <p>Can apply the circle of change model to themselves to have strategies for managing change.</p>

Progression of skills and knowledge

				school, if they are worried about their health	
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Year 5					
Celebrating Difference	Families	Online Safety NSPCC Speak out	Healthy Me	Mental Health	Changing Me
Key knowledge					
<p>Know external forms of support in regard to bullying e.g. Childline.</p> <p>Know that bullying can be direct and indirect.</p>	<p>Learn about family relationships.</p> <p>Learn about different family structures.</p> <p>Learn about change in families.</p>	<p>Gain a greater understanding of the impact that sharing digital content can have.</p> <p>Review sources of support when using technology.</p>	<p>Know basic emergency procedures, including the recovery position.</p> <p>Know the health risks of smoking.</p> <p>Know how smoking tobacco affects the lungs, liver and heart.</p>	<p>Learn about mental health; what it means and how we can take care of it.</p> <p>Learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times.</p>	<p>Know how girls and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.</p> <p>Know that sexual intercourse can lead to conception.</p>

## Progression of skills and knowledge

<p>Know what racism is and why it is unacceptable.</p> <p>Know what culture means.</p> <p>Know that differences in culture can sometimes be a source of conflict.</p> <p>Know that rumour-spreading is a form of bullying online and offline.</p> <p>Know how their life is different from the lives of children in the developing world.</p>		<p>Review children' responsibility to one another in their online behaviour.</p> <p>Know how to maintain secure passwords.</p> <p>Understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.</p> <p>Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</p> <p>Learn about how to reference sources in their work.</p> <p>Search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p> <p>Ensuring reliability through using different methods of communication.</p> <p>Understand abuse in all its forms and recognise the signs of abuse.</p> <p>Understand that abuse is never their fault, and they have the right to be safe.</p> <p>Know how to get help, and the sources of help available to them, including our Childline service.</p>	<p>Know how to get help in emergency situations.</p> <p>Know that the media, social media and celebrity culture promotes certain body types.</p> <p>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.</p> <p>Know some of the risks linked to misusing alcohol, including antisocial behaviour.</p> <p>Know what makes a healthy lifestyle.</p>	<p>Learn about the impact of loss and bereavement and strategies for dealing with grief.</p> <p>Learn about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school.</p> <p>Know ways of managing these feelings</p>	<p>Know that some people need help to conceive and might use IVF.</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility.</p> <p>Know what perception means and that perceptions can be right or wrong.</p>
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## Progression of skills and knowledge

<p>Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation</p>	<p>Family, relationship, brother, sibling, nephew, uncle, stepdad, relative, Change, hope, worry, conflict, Blended family, extended family, step family, nuclear family, foster family, adoptive family, single parent family, stereotype, challenge, Family, relationship, brother, sibling, nephew, uncle, stepdad, relative.</p>	<p>Citation, Collaborate, Communication, Copyright, Creative Commons Licence, Encrypt, Ownership, Malware, Identify theft, PEGI ratings, Phishing, Spoof, SMART rules, Password, Validity, Reliable source, Reputable resources, Calm zone, Confidence, advice, Support, Buddy Zone, Speak out, Stay safe, Magnificent me</p>	<p>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation</p>	<p>Feeling, emotion, moods, thoughts, body, mind, mental, physical, health, wellbeing, balanced lifestyle, Feeling, emotion, moods, thoughts, mental health, wellbeing, events, change, challenge, advice, support, personal network, affirmation, Change, loss, bereavement, grief, Transition, hopes, fears, challenges, concerns, worries, anxieties, strategies, support</p>	<p>Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights</p>
<b>Skills</b>					
<p>Appreciate the value of happiness regardless of material wealth.</p> <p>Identify their own culture and different cultures within their class community.</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds.</p> <p>Develop respect for cultures different from their own.</p> <p>Identify a range of strategies for managing their own feelings in bullying situations.</p> <p>Identify some strategies to encourage children who use</p>	<p>Recognise features of family life.</p> <p>Identify the qualities of different family relationships.</p> <p>Explain how families can support and care for each other.</p> <p>Describe positive aspects of belonging to a family.</p> <p>Describe some changes that can happen in a family.</p> <p>Recognise how changes in a family can make someone feel.</p> <p>Identify ways to manage changes in a family, some strategies for resolving conflicts, and who can help if feeling worried or unhappy.</p>	<p>Gain a greater understanding of the impact that sharing digital content can have.</p> <p>Review sources of support when using technology and children's responsibility to one another in their online behaviour.</p> <p>Know how to maintain secure passwords.</p> <p>Understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.</p> <p>Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</p>	<p>Respect and value their own bodies.</p> <p>Can reflect on their own body image and know how important it is that this is positive.</p> <p>Recognise strategies for resisting pressure.</p> <p>Can identify ways to keep themselves calm in an emergency.</p> <p>Can make informed decisions about whether or not they choose to smoke when they are older.</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older.</p>	<p>Explain what is meant by the term 'mental health'.</p> <p>Identify everyday behaviours that can help to support mental (and physical) health.</p> <p>Recognise that we can take care of our mental health (as well as our physical health).</p> <p>Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected.</p> <p>Recognise conflicting emotions and when these might be experienced.</p> <p>Explain how feelings and emotions change over time.</p> <p>Identify positive actions to support wellbeing during difficult times,</p>	<p>Can celebrate what they like about their own and others' self-image and body image.</p> <p>Can suggest ways to boost self-esteem of self and others.</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them.</p> <p>Can ask questions about puberty to seek clarification.</p> <p>Can express how they feel about having a romantic relationship when they are an adult.</p> <p>Can express how they feel about having children when they are an adult.</p>



## Progression of skills and knowledge

<p>bullying behaviours to make other choices.</p> <p>Be able to support children who are being bullied.</p>		<p>Learn about how to reference sources in their work.</p> <p>Search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p> <p>Ensure reliability through using different methods of communication.</p> <p>Be able to speak out if something is making them worried or sad.</p> <p>Talk to teachers, other school staff and adults you know and trust.</p> <p>Understand that Childline is also there for all children to call, chat to online, or email.</p> <p>Know that all children have the right to speak out and be heard, be safe, and get help when they need it.</p>	<p>Accept and respect themselves for who they are.</p> <p>Be motivated to keep themselves healthy and happy.</p>	<p>including identifying their personal support network.</p> <p>Identify how loss and bereavement might affect someone.</p> <p>Recognise grieving takes time and can include many different feelings.</p> <p>Describe self-help strategies for managing change, loss or bereavement.</p> <p>Identify ways to support someone who is grieving.</p> <p>Describe different sources of support and information available to help someone who is grieving.</p> <p>Identify feelings people might experience when starting a new school / moving to secondary school (KS3).</p> <p>Recognise common causes of worry, challenges and opportunities that may be part of this transition.</p> <p>Identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them.</p> <p>Identify ways to positively manage the move to secondary school (KS3)</p>	<p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p>
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Progression of skills and knowledge

Year 6					
Inclusion, Belonging and Extremism	Money	Online Safety NSPCC Speak out	Knife Crime	Alcohol and drugs	Changing Me
Key knowledge					
<p>Learn about how negative stereotypes can influence behaviours and attitudes towards different groups of people.</p> <p>Learn about how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views.</p> <p>Know to resist and challenge these viewpoints.</p>	<p>Learn about the impact of money on emotional wellbeing.</p> <p>Learn what it means to be a critical consumer.</p>	<p>Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.</p> <p>Identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.</p> <p>Identify the benefits and risks of giving personal information and device access to different software.</p> <p>Review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</p> <p>Have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</p> <p>Begin to understand how information online can persist and give away details of those who share or modify it.</p> <p>Understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it</p>	<p>Explain why carrying knives can increase rather than decrease danger and the possible consequences of carrying knives.</p> <p>Recognise when a situation is escalating into something dangerous and to know what to do.</p> <p>Explain how knife crime can damage far more people than the victim and perpetrator.</p> <p>Know where to go for more support about knife carrying and knife crime.</p> <p>Understand who the victims of knife crime are.</p> <p>Understand that there can be many victims from one crime.</p> <p>Know where to go for more support about knife carrying and knife crimes.</p> <p>Understand the laws around carrying knives.</p> <p>Consider the personal impacts on someone if they get arrested for carrying a knife.</p> <p>Know where to go for more support about knife carrying and knife crimes.</p>	<p>Learn how the correct use of medicines, and how vaccinations and immunisations, can help to maintain health and wellbeing.</p> <p>Learn about some of the risks and effects of (legal and illegal) drug use.</p> <p>Learn about the reasons why people use drugs; managing situations and peer influence.</p> <p>Learn that mixed messages about drugs use in the media exist and that these can influence opinions and decisions</p>	<p>Be aware of my own self-image and how my body image fits into that</p> <p>Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend</p> <p>Know myself well enough to maintain positive relationships with others whilst still keeping my own identity</p> <p>Be aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p>

Progression of skills and knowledge

		<p>difficult to stop playing and the effect this has on their health.</p> <p>Identify the positive and negative influences of technology on health and the environment.</p> <p>Understand abuse in all its forms and recognise the signs of abuse.</p> <p>Understand that abuse is never their fault, and they have the right to be safe.</p> <p>Know how to get help, and the sources of help available to them, including our Childline service.</p>	<p>Understand the problems related to knife crime and carrying knives.</p> <p>Communicate what I have learnt about knife crime.</p> <p>Know where to go for more support about knife carrying and knife crime.</p>		
<p>Stereotype, typical, discriminate, behaviour, characteristics, assumptions, influence, manipulation, persuasion, vulnerable, extremism, extremist, prejudice</p>	<p>Impact, loan, emotions, benefits, feelings, budget, critical, consumer, influence, goods, services, products, political, ethical, environmental, value</p>	<p>Data analysis, Digital footprint, inappropriate, Location sharing, password, PEGI rating, Phishing, Print Screen, Screen Time, Spoof, Secure websites, Reputable resources, Calm zone, Confidence, advice, Support, Buddy Zone, Speak out, Stay safe, Magnificent me</p>	<p>Escalation, Anxious, Victim, Perpetrator, Crime, Consequences, Offender, Victim, Crime, Consequences, Offender, Perpetrator, Arrested, Custody, Caution, Charged, Sentence, Victim, Crime, Criminal Consequences, Offender, Perpetrator, Victim, Crime, Consequences, Offender, Perpetrator</p>	<p>Medicine, risks, vaccination, immunisation, maintain health, wellbeing, effects, safety, legal, illegal, drugs, influences, pressure, manage, alcohol, decisions, opinions, vaping, cigarettes, laws, disease, nicotine, concern, smoking, media</p>	<p>Self-image Self-esteem</p> <p>Real self Celebrity Opportunities</p> <p>Freedoms Responsibility Puberty</p> <p>Pubic hair Voice breaks</p> <p>Menstruation Semen Growing taller Hips widen Facial hair</p> <p>Tampon Erection Breasts Hormones Wet dream</p> <p>Ovulation Menstrual pad Testicles Sperm Masturbation</p> <p>Underarm hair Penis Feeling moody Vagina womb</p> <p>Fallopian tube Vulva Pregnancy Embryo Foetus</p> <p>Placenta Umbilical cord Labour Contractions Cervix</p>

Progression of skills and knowledge

					<p>Midwife Attraction Sexting Relationship pressure</p> <p>Values Adolescent Negative-body talk Choice Feelings/Emotions</p> <p>Challenge Mental Health Transition Secondary Looking forward</p> <p>Journey Worries Anxiety Hope excitement</p>
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Skills

<p>Identify examples of different types of stereotyping.</p> <p>Describe how stereotypes can be unfair and unhelpful.</p> <p>Recognise how stereotyping may have a negative effect on someone's behaviour, aspirations and feelings about themselves.</p> <p>Identify positive actions to challenge stereotyping.</p>	<p>Explain how spending decisions can affect people's feelings.</p> <p>Explain how and why money worries can have an impact on emotional wellbeing.</p> <p>Identify sources of information and support.</p> <p>Identify different influences on people's spending and how these can be managed.</p> <p>Describe how companies encourage people to buy products or goods.</p> <p>Explain what should be considered before making a decision to buy a product or goods.</p> <p>Explain how spending choices can affect others and identify ways to make positive spending decisions.</p>	<p>Identify benefits and risks of mobile devices broadcasting the location of the user/device.</p> <p>Identify secure sites by looking for privacy seals of approval.</p> <p>Identify the benefits and risks of giving personal information.</p> <p>Review the meaning of a digital footprint.</p> <p>Have a clear idea of appropriate online behaviour.</p> <p>Begin to understand how information online can persist.</p> <p>Understand the importance of balancing game and screen time with other parts of their lives.</p> <p>Identify the positive and negative influences of technology on health and the environment.</p> <p>Be able to speak out if something is making them worried or sad.</p>	<p>Know that carrying knives does not make me safer.</p> <p>Recognise when events are becoming dangerous and take the right actions.</p> <p>See that victims are not always criminals.</p> <p>Assess the consequences of knife crime.</p> <p>Challenge the belief that victims are always criminals.</p> <p>Explain that it is not just the people involved at the moment of crime who are victims.</p> <p>Be able to explain what the laws on knife carrying are.</p> <p>Be able to explain what they would advise someone to do if they know (or believe) someone they know has a knife?'</p> <p>Explain why their responsibility to be a good friend may sometimes</p>	<p>Understand why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>Know about the mixed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>Know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p> <p>Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p>	<p>Recognise ways they can develop their own self-esteem.</p> <p>Can express how they feel about the changes that will happen to them during puberty.</p> <p>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</p> <p>Recognise how they feel when they reflect on the development and birth of a baby.</p> <p>Can celebrate what they like about their own and others' self-image and body image.</p> <p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>
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## Progression of skills and knowledge

		<p>Talk to teachers, other school staff and adults you know and trust.</p> <p>Understand that Childline is also there for all children to call, chat to online, or email.</p> <p>Know that all children have the right to speak out and be heard, be safe, and get help when they need it.</p>	<p>have to come second to their responsibility to protect others from harm.</p> <p>Assess and consider the consequences and impacts of knife crime.</p> <p>Explain the main risks related to knife crime and carrying knives.</p>		
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