

PSHE- Year One

	Head	Hands
The world around me	<ul style="list-style-type: none"> • Can they identify their strengths and those of their family? (1,6) • Can they find ways to manage when they find things difficult? (2, 6) • Do they know that jobs help people earn money? • Can they describe jobs that people in the community do? 	<ol style="list-style-type: none"> 1. Can they say they think they have strengths in? 2. Can they share ways of how to manage difficulties they come across? 3. Can they share their opinions on things that matter to them, explain their views through discussions with one other person and the whole class 4. Can they listen to other people, play/work cooperatively (strategies to resolve simple arguments)? 5. With support can they learn from experience? 6. Can they sets goals with adult help and can say how they met them? 7. Can they show respect for others in the school environment, different groups and communities? 8. Can they show that they belong to various groups and communities such as family and school (talking about going to church parties etc)? 9. Do they resist teasing or bullying, if they experience or witness it do they know who to go to get help?
It's my body	<ul style="list-style-type: none"> • Can they explain what is meant by a healthy lifestyle for them? 3 • Can they the name the main parts of the body (external genitalia) • Can they name the similarities/differences between boys and girls? 	
Diverse Britain	<ul style="list-style-type: none"> • Can they talk about different groups and communities in local area? (7) • Do they know that they belong to various groups and communities such as family and school? (7) • Can they list how to show respect equality and diversity? (3, 4,7) • Can they talk about similarities and differences with others? (3,4,7) 	
Safety	<ul style="list-style-type: none"> • Can they explain how to manage risks (forest/play time)? (4,5) • Do they know the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises? • Do they recognise what is fair/ unfair, kind/unkind, what is right and wrong? 4,(9) • Can they explain how to recognise risky or negative relationships- bullying? (4,9) • Can they explain how to respond to risky or negative relationships and ask for help?(9) • Do they know rules for and ways of keeping physically and emotionally safe including road safety, safety in the environment, safety online, the responsible use of ICT? (9) 	
Be Yourself	<ul style="list-style-type: none"> • Can they belong to different groups and communities such as family and school ? (8) • Can they describe ways in which they are all unique; understand that there has never been and will never be another 'them' (3) • Can they describe ways in which we are the same as all other people; what we have in common with everyone else? (3) • 	

Heart

- Do they show an age- appropriate desire to extend their own learning and find out more?
- Do they actively share what they have found with others?
- Do they show enthusiasm and commitment to the topic?

PSHE- Year Two

	Head	Hands
Safety	<ul style="list-style-type: none"> • Can they explain what risky or negative relationships are- bullying and abuse -that there are different types of teasing and bullying, that these are unacceptable?(1, 2 3, 4, 5) • Can they explain that people’s bodies and feelings can be hurt (what makes them feel comfortable/ uncomfortable)? (3, 5, 6, 7) • Can they discuss how to respond to risky or negative relationships and ask for help? (2, 4) • Do they Know Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety? (1) • Do they knows that household products & medicines, can be harmful if not used properly? (1) 	<ol style="list-style-type: none"> 1. Can they practice rules/ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, responsible use of ICT?) 2. Can they recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’? 3. Can they judge what kind of physical contact is acceptable, comfortable, unacceptable/uncomfortable and how to respond (including who to tell/how to tell them)? 4. Can they resists teasing or bullying, if they experience or witness it, whom to go to and how to get help? 5. Can they manage emotions within a range of relationships in the classroom? 6. Do they recognise how their behaviour affects other people and will try and adapt behaviour depending on the situation? 7. Do they feel confident to raise their own concerns? 8. Do they recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view? 9. Do they feel confident to raise their own concerns? 10. Do they explain that rules are needed for different situations? 11. Can they explain what responsibilities they have for living things?
Feelings and emotions	<ul style="list-style-type: none"> • Can they recognise and name their own feelings and emotions?(7) • Can they recognise and name others feelings and emotions? (8,9) • Can they identify how to manage big feelings? (8,9) 	
Online safety	<ul style="list-style-type: none"> • Can they talk about behaviours online that could be bullying? (4, 6, 8, 10) • Can they say how to report these behaviours? (4) • Can they talk about the internet and digital devices being used safely? (1) • Can they talk about how the internet is part of everyday life? (1) <p>Can they talk about how information online is not always true? (1)</p>	
One World	<ul style="list-style-type: none"> • Can they talk about similarities and differences with others? (8, 13) • Can they discuss what rules are? (10, 13) • Can they say what needs other living things have?(11) <p>Can they talk about things that help look after their environment? (12)</p>	
People around me	<ul style="list-style-type: none"> • Can they talk about friendships? (13) • Can they identify their special people (family, friends, carers), what makes them special, how special people should care for one another? (8) • Do they know about people who look after them, family network? • Can they explain how to develop and maintain a variety of healthy relationships? (5) • Can they talk about bullying? Can they say that it is not acceptable? (1, 4) 	

	Can they discuss the feelings people might have if they are bullied? (4,8)	
Growing up	<ul style="list-style-type: none"> • Do they know what makes up their identity and can they discuss it? (9) • Do they know the meaning of identity? • Can they explain the process of growing from young to old, how people's needs change (Healthy Humans Science topic)? (13) • Can they name the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls? (13) 	<p>12. Do they recognise what they need to do to look after the environment?</p> <p>13. Can they listen to other people, play and work cooperatively (strategies to resolve simple arguments with adult help)?</p>

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PSHE- Year Three

	Head	Hands
My identity	<ul style="list-style-type: none"> • Can they explain money comes from, keeping it safe and the importance of managing it effectively? (5) • Do they know about using money in different ways (cards, gift card etc) (5) • Can they understand the importance of having an income? (1) • Do they know that some jobs are paid more than others? (1,2) • Can they say what skills they will need for future careers? (2) 	<ol style="list-style-type: none"> 1. Can they talk about the strengths and qualities needed for jobs? 2. Can they describe different jobs there are and that people can have more than one job through their life? 3. Do they know what might influence their choices and the benefits of eating a balanced diet?
It's my body	<ul style="list-style-type: none"> • Can explain how to maintain physical, mental and emotional health and wellbeing? (3) • Can identify different influences on health and wellbeing. (environmental)? (3) • Can discuss what positively and negatively affects their physical, mental and emotional health (including the media)? (3,4) 	<ol style="list-style-type: none"> 4. Can they recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them? 5. Can they make the right choices when it comes to money? 6. Do they respect equality and are they a productive member of a diverse community?
Diverse Britain	<ul style="list-style-type: none"> • Can discuss and list about different groups and communities in Hereford? (6) • Do they know that differences and similarities between people arise from a number of factors, (family, cultural, racial and religious diversity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) Knows about different groups and communities in the UK? (6, 8) 	<ol style="list-style-type: none"> 7. Can they work collaboratively towards a shared goal? 8. Can they listen and respond respectfully to a wide range of people? 9. Do they feel confident to raise their own concerns?
Healthy Relationships	<ul style="list-style-type: none"> • Can they explain how their actions affect themselves and others? (8,9 10) • Can they discuss healthy relationships and understands what they are?(12) • Are they aware of different types of relationship, including those between friends and families, civil partnerships and marriage? (12) • Do they know that their actions affect themselves and others and can talk about this? (10) 	<ol style="list-style-type: none"> 10. Can they recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view? 11. Can they respond appropriately to a wider range of feelings? 12. Can they develop and maintain a variety of healthy relationships?
All about me	<ul style="list-style-type: none"> • Can they recognise their feelings? (11, 13) • Can they discuss how to manage loss? (11,13) • Do they know what is meant by the term 'habit' and why habits can be hard to change? (14) • Can they define- loss, separation, divorce and bereavement? (11,12) 	<ol style="list-style-type: none"> 13. Can they express their feelings? 14. Do they have healthy habits?

- Do they know how their body will, and their emotions may, change as they approach and move through puberty? (11,13)

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PSHE- Year Four

	Head	Hands
Safety	<ul style="list-style-type: none"> • Can they deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience? (1) • Do they know strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones, sexting)? (2, 7) • Do they realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)? (6, 10) • Do they recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships? (11) • Do they know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others? (3) • Do they know how to respond in an emergency (fire alarm. Injury)? (3) 	<ol style="list-style-type: none"> 1. Can they show resilience in a range of situations? 2. Can they use strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones, sexting)? 3. Do they recognise their increasing independence brings increased responsibility to keep themselves and others safe? 4. Can they recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet? 5. Can they recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them? 6. Can they identify ways people act differently online?
Emotional wellbeing	<ul style="list-style-type: none"> • Can they explain how to maintain physical, mental and emotional health and wellbeing? • Can they identify different influences on health and wellbeing. (environmental)? • Can they discuss what positively and negatively affects their physical, mental and emotional health (including the media)? 	<ol style="list-style-type: none"> 7. Can they say what strategies they would use if they felt concerned about things online? 8. Do they recognise and challenge stereotypes? 9. Can they respect equality and to be a productive member of a diverse community?
Digital well being	<ul style="list-style-type: none"> • Do they know about privacy and personal boundaries? (11) • Can they say why someone might behave differently online?(6) • Do they know that others may put pressure on them to do something they feel uncomfortable with? (1, 10, 11, 12) 	<ol style="list-style-type: none"> 10. Do they not bully or show any discrimination?
Communities	<ul style="list-style-type: none"> • Do they know about different groups and communities in the UK? (9) • Do they know what a stereotype is? (8) • Do they know that differences/similarities between people arise from a number of factors (family and culture)? (9) 	<ol style="list-style-type: none"> 11. Do they know how to develop and maintain a variety of healthy relationships and practises this in class.?

	<ul style="list-style-type: none"> • Can they think about the lives of people living in other places, and people with different values and customs? (8) • Do they realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)? (10) 	<p>12. Can they control their actions so not to hurt someone?</p> <p>13. Can they discuss the shared characteristics of healthy family life?</p>
<p>Relationships</p>	<ul style="list-style-type: none"> • Do they know how to recognise and manage emotions within a range of relationships? (11) • Can they say ways in which a relationship can be unhealthy and who to talk to if they need support? (12) • Can they recognise different types of relationship, including those between acquaintances, friends, relatives and families and talk about them? (11) 	
<p>Growing up</p>	<ul style="list-style-type: none"> • Can they identify the internal reproductive organs? • Can they explain about how important hygiene is during puberty? • Do they know where to get more information about puberty? • Can they recognise that there are different kinds of family structures? (13) 	
<p>Heart</p>		
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PSHE- Year Five

	Head	Hands
Life choices	<ul style="list-style-type: none"> Do they understand that the choices they make about work and money will affect their life? (2) Do they recognise positive things about themselves? (1) Can they explain about stereotypes in the work place? (2) Can they identify a job/career that they might consider in the future? (1,2) 	<ol style="list-style-type: none"> Can they list positive attributes about themselves? Can they name stereotypes in the work place and how this should not limit their aspirations? Can they name what constitutes a healthy lifestyle? Do they follow everyday hygiene routines? Can they recognise when my choices are being influenced by advertising? Can they recognise that people make spending decisions depending on priorities, needs and wants? Can they name the risks associated with money eg lost, stolen, gambling? Can they appreciate the range of national, regional, religious and ethnic identities in the United Kingdom? Can they respect equality and to be a productive member of a diverse community? Can they say what to do if they are feeling lonely or excluded from friendships? Can they model respectful behaviour online? Can they identify ways that people should treat each other with respect? Can they use a wide range of vocabulary to describe feelings? Can they express their feelings in different ways?
It's my body	<ul style="list-style-type: none"> Can they discuss health? (3) Do they know what choices need to be made to support a healthy lifestyle and what might influence these? (3) Do they know what benefits physical activity have on their mental and physical health? (3) Can they describe how bacteria and viruses can affect health? (4) Do they know how medicines when used correctly can contribute to health? (3) 	
Money Matters	<ul style="list-style-type: none"> Do they have an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)? (6) Do they know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment? (6,7) Can they describe some ways to keep my money and personal information safe when using the internet e.g. protecting passwords and PINs? (7) Do they know that money is deducted from earnings to provide things we all need e.g. through taxes and National Insurance? (6) Do they understand that the choices I make about work and money will affect my life.? (1, 6) 	
Diverse Britain	<ul style="list-style-type: none"> Can they explores and debate that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)? (8,9) Do they know what being part of a community means, and about the varied institutions that support communities locally and nationally? (8,9) Can they recognise the role of voluntary, community groups and discusses them in the locality? (9) 	

	<ul style="list-style-type: none"> • Can they think about the lives of people living in other places, and people with different values and custom? (9) 	
Relationships	<ul style="list-style-type: none"> • Do they know the importance of friendships and what constitutes a positive healthy friendship? (10) • Can they discuss the importance of self-respect? (10,12) • Do they know that their behaviour can affect other people? (11) 	
Be Yourself	<ul style="list-style-type: none"> • Do they know that feelings can change with intensity?(13, 14) • Can they explore things that affect behaviour and feelings and know how to express these? (13,14) • Do they know how to handle failures and set backs? (13,14) 	

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PSHE- Year Six

	Head	Hands
Safety	<ul style="list-style-type: none"> • Do they know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others? • Do they know school rules about health and safety, basic emergency aid procedures, where and how to get help? (1) • Can they talk about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers? (2) • Do they know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request? (2) • Do they know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)? (11) • Can they critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to other? (8,9) 	<ol style="list-style-type: none"> 1. If there is an emergency can they act sensibly and responsibly e.g. fire alarm some hurt? 2. Can they use strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves? 3. Do they practise safe use of mobile phones and report any safety issues? 4. Can they make informed choices about health and wellbeing. (recognising that choices can have positive, neutral and negative consequences) ? 5. Do they understand the concept of a 'balanced lifestyle' and practise this in school? 6. Do they act sensibility in relation to using media? 7. Can they take steps to support their mental health?
Wellbeing	<ul style="list-style-type: none"> • Can they deepen their understanding of good/not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others? (11, 12) • Can they identify different influences on health and wellbeing (environmental, physical)? (7, 11, 12) • Do they know what positively and negatively affects their physical, mental and emotional health (including the media)? (7, 8, 9) • Can they discuss how pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media?(8,9, 10) 	<ol style="list-style-type: none"> 8. Can they tell someone if they are worried or concerned about things they see on the internet or social media? 9. Can they identify reliable choices? 10. Do they do things for the community to make a difference? 11. Do they show understanding of personal boundaries; to identify what they are willing to share with their most special

Online safety	<ul style="list-style-type: none"> • Do they know ways in which the internet and social media can be used both positively and negatively? (8,9,10) • Can they discuss things that are appropriate to share on social media and things that should not? (8,9,10) • Do they know that the reliability of sources of information online? (8,9,10) 	<p>people; friends; classmates and others; and that we all have rights to privacy?</p> <p>12. Can they recognize and respond appropriately to a wider range of feelings in others?</p> <p>13. Do they listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view?</p> <p>14. Do they have a wide range of relationships with a range of people in school and at home and adapts to different relationships?</p> <p>15. Can they talk about own feelings regarding change?</p> <p>16. Do they use strategies when their body is changing e.g using deodorant, sanitary product, bras etc?</p> <p>17. Can they reflect on and celebrate their achievements through their school career giving reasons why?</p>
Community	<ul style="list-style-type: none"> • Do they know what being part of a community means and can describe people jobs in our community? (13) • Can they discuss the importance of responsible behaviours and actions? (13,14) • Can they discuss consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities? (13,14) 	
Relationships	<ul style="list-style-type: none"> • Do they know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment? (13, 14) • Do they know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves? (13, 14) • Can they talk about the difference between, and the terms associated with, sex, gender identity and sexual orientation? (13,14) 	
Growing up	<ul style="list-style-type: none"> • Do they know about managing transition in relation to moving to high school and what it involves? This also including transitions (between Key Stages/schools), loss, separation, divorce and bereavement? (15) • Do they know how their body will change as they approach and move through puberty? (15, 16) • Can they discuss different identities and can tell you about their individual identity? (14) • Do they know that people have different identities and sexual orientations? (14) • Can they confidently tell you who they are and about themselves? (17) 	

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