

Me and My Relationships.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Feelings. I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings.</p> <p>Getting help. I know when I need help and who to go to for help.</p> <p>Classroom Rules. I can tell you some different classroom rules.</p>	<p>Bullying and teasing. I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>Our school rules about bullying. I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.</p> <p>Being a good friend. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p> <p>Feelings/self-regulation. Most of the time I can express my feelings in a safe, controlled way.</p>	<p>Cooperation. I can usually accept the views of others and understand that we don't always agree with each other.</p> <p>Friendships. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p>	<p>Recognising feelings. I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>Bullying. I can say what I could do if someone was upsetting me or if I was being bullied.</p> <p>Assertive skills. I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>Feelings. I can give a range of examples of our emotional needs and explain why they are important.</p> <p>Friendship skills, including compromise. I can explain why these qualities are important.</p> <p>Assertive skills. I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p>Assertiveness. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>Cooperation. I can give examples of negotiation and compromise.</p> <p>Safe/unsafe touches. I can explain what inappropriate touch is and give example.</p>
<p>feelings behaviour help safe rules jobs</p>	<p>positive / positively pledges agree express feelings bully tease incident isolated unkind behaviour</p>	<p>appropriate rules internet consequences lose cooperate collaborate success positive relationship dare</p>	<p>intensity positive healthy relationship assertive teamwork unacceptable</p>	<p>collaboration negotiation compromise resolving friendship qualities passive aggressive misinterpreted face to face</p>	<p>implementation challenges assertive approach peer influence/pressure empathise peer-group assertively physical contact illegal</p>

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	acceptable unacceptable relationship friends anger loneliness upset	opinion points of view friendship		online communication	inappropriate touch
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Valuing Differences.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognising, valuing and celebrating difference. I can say ways in which people are similar as well as different.</p> <p>Developing tolerance. I can say why things sometimes seem unfair, even if they are not.</p>	<p>Being kind and helping others. I can say how I could help myself if I was being left out.</p> <p>Listening skills. I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p>	<p>Recognising and respecting diversity. I can give examples of different community groups and what is good about having different groups.</p> <p>Being respectful and tolerant. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p>Recognising and celebrating difference (including religions and cultural difference). I can say a lot of ways that people are different, including religious or cultural differences.</p> <p>Understanding and challenging stereotypes. I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>Recognising and celebrating difference, including religions and cultural. I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>Influence and pressure of social media. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>Recognising and reflecting on prejudice-based bullying. I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>Understanding Bystander behaviour. I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>
<p>different/differences same/similarities teasing bullying safe special fair unfair</p>	<p>physical similarities/ differences non-physical similarities/ differences respect left out included</p>	<p>family adoption fostering same-sex relationship community tolerance respectful</p>	<p>personal body space non-verbal signals close family wider family friends acquaintances stereotypes</p>	<p>Friendships Respectfulness Diverse society cultural Faiths Beliefs Accurate</p>	<p>discriminatory behaviour people's differences offensive unique bystander tolerance gender stereotypes</p>

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kind unkind	kindness unkindness positive actions negotiation	viewpoint repeated name calling trusted prejudice	difference of race gender religion aggressive behaviour customs festivals	Inaccurate Sexual orientation Gender identification Gender expression	diverse society
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Keeping Myself Safe.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>How our feelings can keep us safe. I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</p> <p>Healthy eating. I can give examples of how I keep myself healthy.</p> <p>Medicine safety. I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p> <p>Road Safety. <i>A is for awareness</i> <i>B is for behaviour</i> A: I can say people can be hurt by traffic. I can say what the dangerous things to do whilst crossing a road that can lead to someone being killed or hurt.</p>	<p>Safe and unsafe secrets. I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>Appropriate touch. I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p> <p>Medicine safety. I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p> <p>Road Safety. <i>A is for awareness</i> <i>B is for behaviour</i></p>	<p>Managing risk I can say what I could do to make a situation less risky or not risky at all.</p> <p>Drugs and their risks I can say why medicines can be helpful or harmful.</p> <p>Staying safe online I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p> <p>Road Safety. <i>A is for awareness</i> <i>B is for behaviour</i> A: I can say how people can be hurt by traffic.</p>	<p>Managing risk I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>Understanding the norms of drug use (cigarette and alcohol use) I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol</p> <p>Influences I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>	<p>Managing risk, including staying safe online I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.</p> <p>Norms around use of legal drugs (tobacco, alcohol) I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p> <p>Road Safety <i>A is for awareness</i> <i>B is for behaviour</i> <i>C is for choice and campaigning</i> A: I can say how people can be hurt by traffic. I can say what the dangerous things to do whilst crossing a</p>	<p>Staying safe online I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this</p> <p>Drugs: norms and risks (including the law) I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p> <p>Road Safety <i>A is for awareness</i> <i>B is for behaviour</i> <i>C is for choice and campaigning</i> A: I can say how people can be hurt by traffic. I can say what the dangerous things to do whilst crossing a</p>

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<p>B: I can say that paths and pavements are for people; roads are for traffic. I know to never go out near roads without a grown up. I know to hold their hand and don't let go. I know that I must stop at once if I am told. I know that I must never try to cross a road until I am told. I understand that I don't run into the road or play on roads. I know can say that traffic lights and other crossings help people cross the road. When a red man appears, it means you must stop. I can say that if I ride in a car, I must never undo my belt, play with door handles, or distract the driver.</p>	<p>A: I can say how people can be hurt by traffic. I can say what the dangerous things to do whilst crossing a road that can lead to someone being killed or hurt. B: I know The Green Cross Code (find a safe place to cross, stop, look, listen, cross with care, looking and listening all the time - see below) I can say what the safest places to cross are. I can say that in a car; only get out on the pavement side. I can say in a bus, coach, or minibus, wear a seat belt if there is one. When getting off, never cross the road in front or behind the bus. Wait until it has pulled away so I can see in all directions.</p>	<p>I can say what the dangerous things to do whilst crossing a road that can lead to someone being killed or hurt. I can say how some drivers do dangerous things, which increase the chance of them killing or hurting themselves or someone else. I understand that there are laws such as speed limits to stop people being killed or hurt in crashes, but some drivers break them. B: I know The Green Cross Code (find a safe place to cross, stop, look, listen, cross with care, looking and listening all the time - see below) I can say what the safest places to cross are. I can say that in a car; only get out on the pavement side. I can say in a bus, coach, or minibus, wear a seat belt if there is one. When getting off, never cross the road in front or behind the bus. Wait until it has pulled away so I can see in all directions.</p>	<p>Road Safety. A is for awareness B is for behaviour</p> <p>A: I can say how people can be hurt by traffic. I can say what the dangerous things to do whilst crossing a road that can lead to someone being killed or hurt. B: I know The Green Cross Code (find a safe place to cross, stop, look, listen, cross with care, looking and listening all the time - see below) I can say what the safest places to cross are. I know how to stay safe when in and leaving a car, bus, coach or mini bus. I can say the impact of road crashes, injuries and deaths on families. I know that it is the responsibilities of drivers to protect other people, especially people who are on foot or bicycle. I can understand the dangers of giving in to peer pressure to take risks.</p>	<p>road that can lead to someone being killed or hurt. B: I know The Green Cross Code (find a safe place to cross, stop, look, listen, cross with care, looking and listening all the time - see below) I can say what the safest places to cross are. I know how to stay safe when in and leaving a car, bus, coach or mini bus. I can say the impact of road crashes, injuries and deaths on families. I know that it is the responsibilities of drivers to protect other people, especially people who are on foot or bicycle. I can understand the dangers of giving in to peer pressure to take risks. C: I can recognise my ability to make safe choices, recognise pressures I may come under to make dangerous choices and learn how to resist those pressures, and how to speak up for the safety of others too. I can speak out against dangerous behaviour, such as pushing each other into the road, or running across roads without looking, or drivers driving too fast, or people not doing up their seat belts or not wearing helmets on mopeds or motorbikes.</p>	<p>road that can lead to someone being killed or hurt. B: I know The Green Cross Code (find a safe place to cross, stop, look, listen, cross with care, looking and listening all the time - see below) I can say what the safest places to cross are. I know how to stay safe when in and leaving a car, bus, coach or mini bus. I can say the impact of road crashes, injuries and deaths on families. I know that it is the responsibilities of drivers to protect other people, especially people who are on foot or bicycle. I can understand the dangers of giving in to peer pressure to take risks. C: I can recognise my ability to make safe choices, recognise pressures I may come under to make dangerous choices and learn how to resist those pressures, and how to speak up for the safety of others too. I can speak out against dangerous behaviour, such as pushing each other into the road, or running across roads without looking, or drivers driving too fast, or people not doing up their seat belts or not wearing helmets on mopeds or motorbikes.</p>
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<p>energy healthy balanced routine feel unsafe safety loss medicine ill /illness appropriate touch inappropriate touch trust traffic hurt killed road traffic lights crossings</p>	<p>unwell better safety responsibility medicine keeping safe unsafe body language facial expression comfortable feel uncomfortable appropriate touching inappropriate touching safe secrets unsafe secrets danger Green Cross Code pavement seatbelt in front behind</p>	<p>safe unsafe danger risks drugs nicotine alcohol online safety offline safety personal information images dangerous driver speed limits laws Green Cross Code safest place</p>	<p>hazardous dangerous risky safe/unsafe online sharing consent negativity positively Green Cross Code safest place road crashes injuries deaths protect peer pressure</p>	<p>habit online bullying disrespectful misperception Green Cross Code resist peer pressure dangerous behaviour</p>	<p>communication technology personal information privacy addiction medical drugs non-medical drugs emotional needs conflicting emotions Green Cross Code resist peer pressure dangerous behaviour</p>
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Rights and Responsibilities.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Looking after things I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.</p>	<p>Cooperation and self-regulation I can give examples of when I've used some of these ideas to help me when I am not settled.</p>	<p>Skills we need to develop as we grow up I can say some ways of checking whether something is a fact or just an opinion. Helping and being helped I can say how I can help the people who help me, and how I can do this. I can give an example of this</p>	<p>Making a difference (different ways of helping others or the environment) I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. Media influence I can explain how these reports (TV,</p>	<p>Rights and responsibilities I can explain some of the wider rights and responsibilities that we have, such as to the community or the environment. Rights and responsibilities relating to my health I can give a few different examples of things that I am responsible for to keep myself healthy.</p>	<p>Understanding media bias, including social media I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. Caring: communities and the environment</p>

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			<p>newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p>Decisions about spending money I can give examples of these decisions and how they might relate to me</p>	<p>Decisions about lending, borrowing and spending I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p>	<p>I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p> <p>Earning and saving money I can explain the advantages and disadvantages of different ways of saving money.</p>
<p>hygiene environment looking after myself others money notes coins saving money</p>	<p>impulsive behaviour community choices cooperate / cooperation save spend essential non-essential</p>	<p>volunteer wellbeing healthy fact opinion income saving spending</p>	<p>being responsible rights and responsibilities decisions democratic influence factual bystander anti-social behaviour income expenditure income tax vat national insurance</p>	<p>biased duties voluntary action (pressure) group producer consumer product loan credit debit finance councillors councils elected</p>	<p>factual opinions biased unbiased legal age social media public services taxes voluntary groups environmental sustainable</p>

Being My Best.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Growth Mindset I can name a few different ideas of what I can do if I find something difficult.</p> <p>Keeping healthy I can say why certain foods are healthy and why it's important</p>	<p>Looking after my body I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy.</p>	<p>Keeping myself healthy I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example</p>	<p>Having choices and making decisions about my health I can give a few examples of different things that I do already that help to me keep healthy.</p>	<p>Growing independence and taking responsibility I can give an example of when I have had increased independence and how that has</p>	<p>Aspirations and goal setting I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>Managing risk</p>

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to eat at least five portions of vegetables/fruit a day.	Growth Mindset I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	of something that I've done which shows this. Celebrating and developing my skills I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.	Taking care of my environment I can give different examples of some of the things that I do already to help look after my environment.	also helped me to show responsibility. Media awareness and safety I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	I can give examples of an emotional risk and a physical risk.
fruit vegetables daily diet portion healthy/ health diseases difficult fail challenge mission possible resolve conflict listening	encouragement positive choices goals achievement like / dislike healthy / unhealthy energy exercise sleep	food groups balanced meal infectious medical non-medical discussion debate media collaboratively talents	unique exercise rest community attributes environment	inter-related function strengths achievement improvements 'star' qualities ordinary portrayed	aspirational goals health and wellbeing mental health

Growing and Changing.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Getting help I can identify an adult I can talk to at both home and	Life cycles I can tell you who helps us grow (people who look after us) and what things I can now do	Relationships I can name a few things that make a positive relationship	Body changes during puberty I can label some parts of the body that only boys have and only girls have.	Managing difficult feelings I can explain what resilience is and how it can be developed. Managing change	Keeping safe I can give an example of a secret that should be shared with a trusted adult.

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<p>school. If I need help</p> <p>Becoming independent I can tell you some things I can do now that I couldn't do when I was a toddler.</p> <p>Body parts I can tell you what some of my body parts do.</p>	<p>myself that I couldn't when I was younger.</p> <p>Dealing with loss I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>Being supportive I can give examples of how to give feedback to someone.</p>	<p>and some things that make a negative relationship.</p> <p>Menstruation I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p> <p>Keeping safe I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p>	<p>Managing difficult feelings I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>Relationships including marriage I can tell you why people get married.</p>	<p>I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p> <p>Getting help I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>	<p>Body Image I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>Self esteem I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>
<p>help comfortable uncomfortable secret on my own baby toddler change internal organs - heart lungs, blood, stomach, intestines, brain.</p>	<p>losing reunited growth - baby, toddler, child, teenager, adult. private parts genitals privacy permission private information supportive positive</p>	<p>healthy relationships body space personal space secret surprise egg sperm puberty</p>	<p>positive/negative feelings emotional compromise physical puberty genitalia menstrual cycle marriage legal civil ceremony same sex partners opposite sex partners</p>	<p>resilience resilient inappropriate touch trusted separated sexual organs myths puberty menstruation</p>	<p>change fame society's view perfection imperfection stereotypical break a confidence sexual reproduction legal age of consent</p>