

Micklands Primary School

Progression in Learning - PSHE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my World Tanght Knowledge	Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know how happiness and sadness can be expressed Know that being kind is good	Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class	Know about rewards and consequences and that these stem from choices Know that it is important to listen to other people Understand that their own views are valuable Understand the rights and responsibilities of class members Know that positive choices impact positively on self-learning and the learning of others Identifying hopes and fears for the year ahead	Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views Know that the school has a shared set of values Understand that they are important Know what a personal goal is Understanding what a challenge is	Know their place in the school community Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know that their own actions affect themselves and others	Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process Understand the rights and responsibilities associated with being a citizen in the wider community and their country Know how to face new challenges positively Understand how to set personal goals Know how an individual's behaviour can affect a group and the consequences of this	know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Know how to set goals for the year ahead Understand what fears and worries are Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process

Social and Emotional Skills	Identify feelings associated with belonging Skills to play co- operatively with others Be able to consider others' feelings Identify feelings of happiness and sadness Be responsible in the setting	Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Understand that they have choices Understanding that they are special Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences	Know how to make their class a safe and fair place Show good listening skills Be able to work cooperatively Recognise own feelings and know when and where to get help Recognise the feeling of being worried	Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others	Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions Can make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated Can make others feel valued and included Understand why the school community benefits from a	Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Be able to identify what they value most about school Identify hopes for the school year Understand why the school community benefits from a Learning Charter	Know own wants and needs Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Be able to compare their life with the lives of those less fortunate Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions
Soci				others	valued and included Understand why the school community	Understand why the school community benefits from a	group work is Know how to regulate

Difference	Know what being unique means Know the names of some emotions such as happy, sad, frightened, angry Know why having friends is important Know some qualities of a positive friendship Know that they don't have to be 'the same as' to be a friend Know what being proud means and that people can be proud of different things Know that people can be good at different things Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself		Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference Know that friends can be different and still be friends Know there are stereotypes about boys and girls Know where to get help if being bullied Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know the difference between right and wrong and the role that choice has to play in this	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 Know that conflict is a normal part of relationships Know that some words are used in hurtful ways and that this can have consequences Know why families are important Know that everybody's family is different Know that sometimes family members don't get along and some reasons for this	Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know what to do if they think bullying is or might be taking place Know that first impressions can change	Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know what racism is and why it is unacceptable Know what culture means Know that differences in culture can sometimes be a source of conflict Know that rumour-spreading is a form of bullying online and offline Know how their life is different from the lives of children in the developing world	Know that power can play a part in a bullying or conflict situation Know that there are different perceptions of 'being normal' and where these might come from Know that difference can be a source of celebration as well as conflict Know that people can hold power over others individually or in a group Know that being different could affect someone's life Know why some people choose to bully others Know that people with disabilities can lead amazing lives
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Social and Emotional Skills	Recognise emotions when they or someone else is upset, frightened or angry Identify and use skills to make a friend Identify some ways they can be different and the same as others Identify and use skills to stand up for themselves Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Recognise similarities and differences between their family and other families	Identify what is bullying and what isn't Understand how being bullied might feel Recognise ways in which they are the same as their friends and ways they are different Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special	Explain how being bullied can make someone feel Know how to stand up for themselves when they need to Understand that everyone's differences make them special and unique Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Can choose to be kind to someone who is being bullied Recognise that they shouldn't judge people because they are different	Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Be able to 'problemsolve' 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	Be comfortable with the way they look Try to accept people for who they are Be non-judgemental about others who are different Identify influences that have made them think or feel positively/negatively about a situation Identify feelings that a bystander might feel in a bullying situation Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios Identify their own uniqueness Identify when a first impression they had was right or wrong	Appreciate the value of happiness regardless of material wealth Identify their own culture and different cultures within their class community Develop respect for cultures different from their own Identify their own attitudes about people from different faith and cultural backgrounds Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied	Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict Identify different feelings of the bully, bullied and bystanders in a bullying scenario Appreciate people for who they are Show empathy
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Dreams and	Know what a	Know how to set	Know how to choose	Know that they are	Know how to make a	Know about a range	Know their own
Goals	challenge is	simple goals	a realistic goal and	responsible for their	new plan and set new	of jobs that are	learning strengths
Goals Taught Knowledge	Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they are older Know when they aoal	Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved Know how to achieve a goal Know how to work well with a partner Know that tackling a challenge can stretch their learning	think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group-working looks like Know how to share success with other people	own learning Know how to take steps to overcome obstacles Know what dreams and ambitions are important to them Know what an obstacle is and how they can hinder achievement Know about specific people who have overcome difficult challenges to achieve success Know how they can best overcome learning challenges Know what their own strengths are as a learner Know how to evaluate their own learning progress and identify how it can be better next time	goals even if they have been disappointed Know that hopes and dreams don't always come true Know how to work as part of a successful group Know how to share in the success of a group Know what their own hopes and dreams are Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to work out the steps they need to take to achieve a goal	carried out by people I know Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Know that they will need money to help them to achieve some of their dreams Know that different jobs pay more money than others Know that communicating with someone from a different culture means that they can learn from them and vice versa Know ways that they can support young people in their own culture and abroad	Know a variety of problems that the world is facing Know some ways in which they could work with others to make the world a better place Know what their classmates like and admire about them Know what the learning steps are they need to take to achieve their goal Know how to set realistic and challenging goals

Social and Emotional Skills	Understand that challenges can be difficult Recognise some of the feelings linked to perseverance Recognise how kind words can encourage people Talk about a time that they kept on trying and achieved a goal Be ambitious Feel proud Celebrate success	Recognise things that they do well Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle Recognise how they feel when they overcome a challenge/obstacle Celebrate an achievement with a friend Can store feelings of success so that they can be used in the future	Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how it feels to be part of a group that succeeds and store this feeling	Can break down a goal into small steps Can manage feelings of frustration linked to facing obstacles Imagine how it will feel when they achieve their dream/ambition Recognise other people's achievements in overcoming difficulties Recognise how other people can help them to achieve their goals Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Can identify the feeling of disappointment Be able to cope with disappointment Can identify what resilience is Have a positive attitude Can identify a time when they have felt disappointed Can talk about their hopes and dreams and the feelings associated with these Help others to cope with disappointment Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others Appreciate the opportunities learning and education can give them	Understand why it is important to stretch the boundaries of their current learning Be able to give praise and compliments to other people when they recognise that person's achievements Empathise with people who are suffering or living in difficult situations Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
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Healthy Me	Know some things that they need to do to keep healthy Know the names for some parts of their body Know when and how to wash their hands properly Know how to say no to strangers Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know what to do if they get lost	healthy lifestyle choices Know that all household products, including medicines, can be harmful if not used properly Know how to keep safe when crossing the road Know the difference between being healthy and unhealthy Know some ways to keep healthy Know that medicines can help them if they feel poorly Know how to keep themselves clean and healthy Know that germs cause disease/illness Know about people who can keep them safe	body needs to stay healthy Know what relaxed means Know which foods given their bodies energy Know why healthy snacks are good for their bodies Know that it is important to use medicines safely Know what makes them feel relaxed/stressed Know how medicines work in their bodies Know how to make some healthy snacks	Affects their bodies Know that there are different types of drugs Know that there are things, places and people that can be dangerous Know that the amount of calories, fat and sugar that they put into their bodies will affect their health Know when something feels safe or unsafe Know why their hearts and lungs are such important organs Know a range of strategies to keep themselves safe Know that their bodies are complex and need taking care of	smoking and its effects on health Know the facts about alcohol and its effects on health, particularly the liver Know ways to resist when people are putting pressure on them Know that there are leaders and followers in groups Know what they think is right and wrong Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that they can take on different roles according to the situation Know some of the reasons some people start to smoke Know some of the reasons some people drink alcohol	emergency procedures, including the recovery position Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart 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 Know some of the risks linked to misusing alcohol, including antisocial behaviour Know what makes a healthy lifestyle	responsibility for their own health Know what it means to be emotionally well Know how to make choices that benefit their own health and well-being Know about different types of drugs and their uses Know how these different types of drugs can affect people's bodies, especially their liver and heart Know that stress can be triggered by a range of things Know that being stressed can cause drug and alcohol misuse Know that some people can be exploited and made to do things that are against the law Know why some people join gangs and the risk that this can involve
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Social and Emotional Skills	Can explain how they might feel if they don't get enough sleep Recognise how different foods can	Recognise how being healthy helps them to feel happy Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Keep themselves safe Feel good about themselves when they make healthy choices Realise that they are special	Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong Express how it feels to share healthy food with their friends	Can take responsibility for keeping themselves and others safe Identify how they feel about drugs Can express how being anxious or scared feels Respect their own bodies and appreciate what they do Able to set themselves a fitness challenge Recognise what it feels like to make a healthy choice	Can identify the feelings that they have about their friends and different friendship groups Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and know-how to be assertive Recognise negative feelings in peer pressure situations Recognise how different people and groups they interact with impact on them Identify which people they most want to be friends with	Respect and value their own bodies Can reflect on their own body image and know how important it is that this is positive Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older Accept and respect themselves for who they are Be motivated to keep themselves healthy and happy	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
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Relationships	Know some of the characteristics of healthy and safe friendships Know that friends sometimes fall out Know that unkind words can never be taken back and they can hurt Know what a family is Know that different people in a family have different responsibilities (jobs) Know some ways to mend a friendship now how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry	Know that everyone's family is different Know how to make a friend Know who to ask for help in the school community Know that families are founded on belonging, love and care Know that physical contact can be used as a greeting Know that there are lots of different types of families Know the characteristics of healthy and safe friends Know about the	lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is Know that everyone's family is different Know that families function well when there is trust, respect, care, love and cooperation Know some reasons why friends have	Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know that they and all children have rights (UNCRC) Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc	Know some reasons why people feel jealousy Know that loss is a normal part of relationships Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe Know that negative feelings are a normal part of loss Know that jealousy can be damaging to relationships Know that memories can support us when we lose a special person or animal	Know that there are rights and responsibilities in an online community or social network Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends Know that there are rights and responsibilities when playing a game online Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging	Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and
Talloht Kn	Know some reasons	lots of different types of families Know the characteristics of healthy and safe friends	function well when there is trust, respect, care, love and co- operation Know some reasons	stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work	can be damaging to relationships Know that memories can support us when we lose a special	Know that a personality is made up of many different characteristics, qualities and attributes	dangers of being 'online' Know how to use technology safely and positively to communicate with

jobs they do in the family and those carried out by parents/carers and siblings Can suggest ways t make a friend or his someone who is lonely Can recognise what being angry feels lit. Can use different ways to mend a friendship Can use Calm Me when angry or upset.	family and to care for family members Can say what being a good friend means Can say no when they receive a touch they don't like Can identify forms of physical contact they prefer Can show skills of friendship	talk about the types of physical contact that is acceptable or unacceptable Can identify the negative feelings associated with keeping a worry secret Can identify who they trust in their own relationships Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict Can identify the feelings associated with trust Can give and receive compliments Can say who they would go to for help if they were worried or scared	own wants and needs and how these may be similar or different from other children in school and the global community Know how to access help if they are concerned about anything on social media or the internet Can identify the responsibilities they have within their family Can empathise with people from other countries who may not have a fair job or are less fortunate Understand that they are connected to the global community in many different ways Can use Solve it together in a conflict scenario and find a win-win outcome Can identify similarities in children's rights around the world	feelings and emotions that accompany loss Can suggest strategies for managing loss Can suggest ways to manage relationship changes including how to negotiate Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can tell you about someone they no longer see	online community/social media group feels risky, uncomfortable, or unsafe Can say how to report unsafe online/social network activity Can identify when an online game is safe or unsafe Can suggest strategies for building self- esteem of themselves and others Can suggest strategies for staying safe online/ social media Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks	people can get problems with their mental health and that it is nothing to be ashamed of Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control
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Changing Me		Know the names and	Know the names of	Know the physical	Know that the male	Know that babies are	Know how girls' and	Know how a baby
Changing ivie		functions of some	male and female	differences between	and female body	made by a sperm	boys' bodies change	develops from
		parts of the body (see	private body parts	male and female	needs to change at	joining with an ovum	during puberty and	conception through
		vocabulary list)	pilitate sour parts	bodies	puberty so their	John M. G. Carlon	understand the	the nine months of
			Know that there are	Doules	bodies can make	Know the names of	importance of	pregnancy and how it
		Know that we grow	correct names for	Know that private	babies when they are	the different internal	looking after	is born
		from baby to adult	private body parts	body parts are special	adults	and external body	themselves physically	15 50111
			and nicknames, and	and that no one has	dudits	parts that are needed	and emotionally	Know how being
		Know who to talk to if they are feeling	when to use them	the right to hurt	Know some of the	to make a baby	and emotionally	physically attracted
		worried		these	outside body changes	to make a baby	Know that sexual	to someone changes
		Worried	Know which parts of	these	that happen during	Know how the	intercourse can lead	the nature of the
		Know that sharing	the body are private	Know there are	puberty	female and male	to conception	relationship
		how they feel can	and that they belong	different types of	pass. 1)	body change at		
		help solve a worry	to that person and	touch and that some	Know some of the	puberty	Know that becoming	Know the importance
			that nobody has the	are acceptable and	changes on the inside	paserty	a teenager involves	of self-esteem and
		Know that	right to hurt these	some are	that happen during	Know that personal	various changes and	what they can do to
	4.	remembering happy	0	unacceptable	puberty	characteristics are	also brings growing	develop it
	ge	times can help us	Know who to ask for	unacceptable		inherited from birth	responsibility	action it
	þa	move on	help if they are	Know who to ask for	Know that in animals	parents and this is	,	Know how girls' and
	Ž		worried or frightened	help if they are	and humans lots of	brought about by an	Know that some	boys' bodies change
	6		· ·	worried or frightened	changes happen between conception	ovum joining with a	people need help to	during puberty and
	Ŝ		Know that animals		and growing up	sperm	conceive and might	understand the
	Ξ		including humans	Know the correct	and growing up		use IVF	importance of looking
	Taught Knowledge		have a life cycle	names for private	Know that in nature it	Know that change can		after themselves
	Ď			body parts	is usually the female	bring about a range of	Know what	physically and
	Ĕ		Know that changes	, ·	that carries the baby	different emotions	perception means and	emotionally
			happen when we	Know that life cycles	,		that perceptions	,
			grow up	exist in nature	Know that in humans	Know that personal	can be right or wrong	Know what they are
					a mother carries the	hygiene is important		looking forward to
			Know that people	Know that aging is a	baby in her uterus	during puberty and as		and what they are
			grow up at different	natural process	(womb) and this is	an adult		worried about when
			rates and that is	including old age	where it develops			thinking about
			normal		interest describes	Know that change is a		transition to
				Know that some	Know that babies	normal part of life		secondary
			Know that learning	changes are out of an	need love and care	and that some cannot		school/moving to their next class
			brings about change	individual's control	from their	be controlled and		their flext class
					parents/carers	have to be accepted		
				Know how their				
				bodies have changed	Know some of the			
				from when they were a baby and that they	changes that happen			
				will continue to	between being a baby			
				change as they age	and a child			
				change as they age				

	Recognise that	Understand and	Can say who they	Can express how they	Can appreciate their	Can celebrate what	Recognise ways they
	changing class can	accept that change is	would go to for help	feel about puberty	own uniqueness and	they like about their	can develop their
	elicit happy and/or	a natural part of	if worried or scared	,	that of others	own and others' self-	own self-esteem
	sad emotions	getting older		Can identify		image and body	
			Can say what types of	stereotypical family	Can express any	image	Can express how they
	Can say how they feel	Can suggest ways to	touch they find	roles and challenge	concerns they have	age	feel about the
	about changing class/	manage change, e.g.	comfortable/uncomf	these ideas, e.g. it	about puberty	Can suggest ways to	changes that will
	growing up	moving to a new class	ortable	may not always be	about puberty	boost self-esteem of	happen to them
			or table	Mum who does the	Have strategies for	self and others	during puberty
	Can identify how	Can identify some	Be able to confidently	laundry	managing the	sell allu otilers	
	they have changed from a baby	things that have changed and some	ask someone to stop	lauliuly	emotions relating to	Recognise that	Understand that
	II OIII a baby	things that have	if they are being hurt	Can suggest ways to	change	puberty is a natural	mutual respect is
	Can say what might	stayed the same	or frightened	help them manage	Change		essential in a
	change for them they	since being a baby	or ingriterieu	feelings during	Can express how they	process that happens	boyfriend/girlfriend
	get older	(including the body)	Can appreciate that	changes they are	feel about having	to everybody and	relationship and that
Social and Emotional Skills	3	,		more anxious about		that it will be OK for	they shouldn't feel
	Can identify positive	Can express why they	changes will happen and that some can be	more anxious about	children when they	them	pressured into doing
	memories from the	enjoy learning		Can say who thou can	are grown up	Can ack questions	something that they
	past year in		controlled and others	Can say who they can talk to about puberty	Can say who they can	Can ask questions	don't want to
.0	school/home		not	'	•	about puberty to seek	
			De able to average	if they have any	talk to about puberty	clarification	Recognise how they
			Be able to express	worries	if they are worried		feel when they reflect
<u> </u>			how they feel about	Can express how they	Can apply the circle of	Can express how they	on the development
			changes	feel about babies		feel about having a	and birth of a baby
			Chaananasiatian fan	reer about babies	change model to	romantic relationship	
 			Show appreciation for	Can describe the	themselves to have	when they are an	Can celebrate what
			people who are older	emotions that a new	strategies for	adult	they like about their
			Can manage tha	baby can bring to a	managing change		own and others' self-
			Can recognise the	family		Can express how they	image and body
			independence and			feel about having	image
			responsibilities they	Can identify changes		children when they	
			have now compared	they are looking		are an adult	Use strategies to
			to being a baby or	forward to in the next			prepare themselves
			toddler	year		Can express how they	emotionally for the
			Community to the			feel about becoming a	transition (changes)
			Can say what greater			teenager	to secondary school
			responsibilities and				
			freedoms they may			Can say who they can	
			have in the future			talk to if concerned	
						about puberty or	
			Can say what they are			becoming a	
			looking forward to in			teenager/adult	
			the next year				