



	Year 3	Year 4	Year 5	Year 6
<b>Back to school</b>	<ul style="list-style-type: none"> <li>To contribute to making a class charter</li> <li>To understand different rights and responsibilities in school</li> <li>To understand why we need rules.</li> <li>I understand what helps our classroom run well</li> <li>To recognise how it feels to be happy, sad, scared or excited</li> <li>To know some ways to cope with different feelings</li> <li>I know how to make someone feel welcome and valued at school</li> <li>To know how to be a good listener</li> <li>To know how to see things from someone else's point of view</li> <li>To use peaceful problem solving to sort things out</li> <li>To understand what a 'win-win' situation is</li> <li>To understand why a school council is important</li> </ul>	<ul style="list-style-type: none"> <li>To contribute to making a class charter</li> <li>To understand different rights and responsibilities in school</li> <li>To understand why we need rules.</li> <li>To manage feelings and know some ways to calm down</li> <li>To understand how to join a group</li> <li>To predict how I might feel in a new situation</li> <li>To identify the qualities of a good friend and why these are important</li> <li>To co-operate well in a group</li> <li>To be able to discuss how well my group is working</li> <li>To understand why a school council is important</li> <li>To understand why democratic elections are important</li> </ul>	<ul style="list-style-type: none"> <li>To contribute to making a class charter</li> <li>To understand different rights and responsibilities in school</li> <li>To understand why we need rules.</li> <li>To explore feelings</li> <li>To build strategies to cope with uncomfortable feelings</li> <li>To know that we are all valued in school</li> <li>To understand how it feels to do something new</li> <li>To know that there are different types of relationships and friendships</li> <li>To accept and appreciate different friendships and not be too demanding</li> <li>To be able to make a difficult situation better</li> <li>To know what things might make a conflict situation worse</li> <li>To be able to use problem solving skills to resolve conflict.</li> <li>To understand why a school council is important</li> </ul>	<ul style="list-style-type: none"> <li>To contribute to making a class charter</li> <li>To understand different rights and responsibilities in school</li> <li>To understand why we need rules.</li> <li>To develop strategies to cope with uncomfortable feelings.</li> <li>To understand that sometimes differences can be a barrier to friendship</li> <li>To be able to recognise when I am pre-judging people and make an effort not to</li> <li>To know that in conflict situations it is better to talk about what has been done or said, not the person.</li> <li>To be able to see a situation from another person's perspective</li> <li>To understand why a school council is important</li> <li>To know what I can and cannot do to make a difference in school</li> </ul>



<p><b>Anti-Bullying and getting on with everyone</b></p>	<ul style="list-style-type: none"> <li>• To identify what bullying is</li> <li>• To know what it means to be a witness to bullying</li> <li>• To know how it might feel to be a witness to and target of bullying</li> <li>• To be able to tell you about my own and other people's strengths and abilities</li> <li>• To know how to disagree with someone in a safe way</li> <li>• To know the difference between a fact and an opinion</li> <li>• To know we are responsible for our own learning</li> <li>• To be able to make a choice about my actions based upon what the consequences might be</li> </ul>	<ul style="list-style-type: none"> <li>• To identify what bullying is</li> <li>• To understand the role of witnesses in bullying</li> <li>• To have empathy for people who are bullied</li> <li>• To know some ways we can all help to stop bullying behaviours</li> <li>• To know that friends (peers) can influence us</li> <li>• To know that it's ok to say no to a friend if I don't want to do something</li> <li>• To understand what cooperation means</li> <li>• To know that cooperating with others can make tasks easier</li> </ul>	<ul style="list-style-type: none"> <li>• To know what bullying is</li> <li>• To know why people might use bullying behaviours</li> <li>• To be able to share thoughts and feelings about bullying.</li> <li>• To know how to make people feel good about themselves</li> <li>• To be able to recognise when I am using a put down</li> <li>• To be able to disagree with someone without falling out</li> <li>• To be able to cope when someone disagrees with me</li> </ul>	<ul style="list-style-type: none"> <li>• To know what bullying is</li> <li>• To understand that there are different kinds of bullying</li> <li>• To know that name calling is a type of bullying behaviour</li> <li>• To know some ways to encourage those who bully to stop</li> <li>• To know that how we deal with bullying behaviours can have its own consequences</li> <li>• To be able to use a range of practical problem-solving skills</li> <li>• To understand when breaking friends might be the best thing to do</li> <li>• To be able to break friends with someone without hurting their feelings</li> <li>• To recognise stereotyping</li> <li>• To be able to challenge stereotypes</li> </ul>
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<p><b>Keeping Safe</b></p>	<ul style="list-style-type: none"> <li>• I know what clothing makes us more visible to traffic.</li> <li>• I know what it means to be visible.</li> <li>• I know what a lollipop person, police officer and traffic warden look like.</li> <li>• I know what is meant by an adult, a stranger and a pedestrian.</li> <li>• I know the meaning of traffic and types of vehicles including emergency vehicles.</li> <li>• I know the difference between busy roads and quiet roads.</li> <li>• I know the sounds different types of traffic make.</li> <li>• I can recognise speed humps, pinch points and traffic islands and what their purpose is.</li> <li>• I understand the concept of speed - fast and slow moving traffic.</li> <li>• I know where the pavement and the kerb are.</li> <li>• I know why children should always hold an adult's hand.</li> <li>• I know how to be safe on the pavement.</li> <li>• I know where your feet should be to be safe before crossing the road.</li> <li>• I understand where safer crossing places are on the road.</li> <li>• I recognise and understand how to use zebra, pelican and puffin crossings and traffic islands accompanied by an adult.</li> <li>• I know how to cross the road safely including at junctions and near parked cars if there is no safer alternative.</li> <li>• I know what a junction is including T-junctions, cross roads and roundabouts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss some things which help keep us safe from fire</li> <li>• I know ways to keep myself safe</li> <li>• I know ways to give first aid in different situations;</li> <li>• I know when I need to get help</li> <li>• I can tell you what I need to do in an emergency.</li> <li>• I know ways to keep myself safe</li> <li>• I know ways to give first aid in different situations;</li> <li>• I know when I need to get help</li> <li>• I can tell you what I need to do in an emergency.</li> <li>• I know ways to keep myself safe</li> <li>• I know ways to give first aid in different situations;</li> <li>• I know when I need to get help</li> <li>• I can tell you what I need to do in an emergency.</li> <li>• I know what sunburn is</li> <li>• I can tell you different ways to stay safe in the sun</li> <li>• I can tell you about some of the hidden dangers under the water of canals and rivers</li> <li>• I can tell you how to stay safe around water</li> <li>• I know how to behave around water</li> <li>• I can explain some of the dangers to be found near canals and rivers</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to behave sensibly with fireworks</li> <li>• I know that bonfires can have negative effects on our surroundings</li> <li>• I know what to do in an emergency</li> <li>• I know how to help someone who is in difficulty in water</li> <li>• I know some basic rules when searching for information on the internet</li> <li>• I can tell you about some of the dangers that electricity and gas can pose</li> <li>• I know how to stay safe around railways</li> <li>• I can tell you what a level crossing is</li> <li>• I can tell you how peer pressure can influence behaviour</li> <li>• I know how to stay safe around railways</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why fireworks can be dangerous</li> <li>• I understand how peer pressure can affect people's decision making</li> <li>• I know ways to keep myself safe</li> <li>• I know ways to give first aid in different situations;</li> <li>• I know when I need to get help</li> <li>• I can tell you what I need to do in an emergency.</li> <li>• I know ways to keep myself safe</li> <li>• I know ways to give first aid in different situations;</li> <li>• I know when I need to get help</li> <li>• I can tell you what I need to do in an emergency.</li> <li>• I can tell you about some dangers I might face when I am out</li> <li>• I know different ways of staying safe when I am out</li> <li>• I can describe some things we can do to feel safe and be safe</li> <li>• I understand how to stay safe on-line</li> <li>• I can tell you what cyber-bullying is and ways to deal with it</li> </ul>
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	<ul style="list-style-type: none"> <li>• I know how to tell if a parked vehicle is about to move.</li> <li>• I know that drivers in parked vehicles cannot always see pedestrians.</li> <li>• I can use what I have learned to cross the road safely.</li> </ul>			
<p><b>Dealing with feelings</b></p>	<ul style="list-style-type: none"> <li>• To be able to tell you about some different feelings</li> <li>• To know different ways to show how I feel</li> <li>• To know:</li> <li>• what my triggers are for getting angry</li> <li>• ways to calm down when angry</li> <li>• To be able to understand when to share a worry</li> <li>• To understand everyone has worries.</li> <li>• To be able to tell you things that hurt mine and others feelings</li> <li>• To know how to try to make others feel better if I have hurt their feelings</li> <li>• I know ways to relax</li> <li>• I can relax when I want to</li> <li>• To know how to act assertively</li> <li>• To set success criteria</li> <li>• To break down goals into a number of steps.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise and describe different feelings in different situations</li> <li>• I can tell you who and what can help me with my feelings</li> <li>• I can tell you ways I can help to calm angry situations or conflict</li> <li>• I know how to consider everyone's needs to help resolve issues</li> <li>• I know what jealousy is and the feelings it can cause for people</li> <li>• I can tell you about ways that I can overcome feelings of jealousy</li> <li>• I can tell you things I am good at</li> <li>• I know how to ask for things that I want in a positive way</li> <li>• I know that I am responsible for my own learning</li> <li>• I can think about ways to overcome barriers</li> <li>• I know when to keep trying and when to try something else</li> <li>• I can tell you how I keep going even when something is difficult</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to identify and name a range of feelings</li> <li>• To be able to identify feelings and say whether they are positive or negative</li> <li>• To be able to explain the intensity of different feelings</li> <li>• To know when, who and how to ask for help with my feelings</li> <li>• To know I am responsible for the choices I make, even if I am angry</li> <li>• TO know what can cause stress, and ways of helping to cope with it</li> <li>• To identify the difference between being proud and boasting To know boasting can make others feel inadequate.</li> <li>• TO understand what acting on impulse means</li> <li>• TO know that there are risks and consequences of acting on impulse</li> <li>• To know the skills of an effective learner.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise when feelings are being overwhelmed and find strategies to calm down</li> <li>• To recognise when we are worried</li> <li>• To know how do something about worries.</li> <li>• To accept ourselves for who and what we are.</li> <li>• To behave in an assertive way using body language and tone of voice</li> <li>• To know if at first we don't succeed, try again.</li> <li>• To know to try again if we have been unsuccessful.</li> <li>• To recognise when we use excuses instead of finding solutions to problems</li> <li>• To know it is up to the individual in taking first steps to getting things done.</li> <li>• To make a long term plan and break it down into smaller, achievable goals.</li> </ul>



<p><b>Healthy Eating</b></p>	<ul style="list-style-type: none"> <li>• To understand what is meant by the term 'balanced diet'.</li> <li>• To be able to sort foods into food groups</li> <li>• To plan a healthy meal.</li> <li>• To identify how fruit and vegetables are prepared by peeling, chopping, grating etc.</li> <li>• To know what unfamiliar fruit and vegetables taste like.</li> <li>• To plan and make a healthy snack.</li> <li>• To evaluate a product.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what is meant by the term 'balanced diet'.</li> <li>• To be able to sort foods into food groups</li> <li>• To plan a healthy meal.</li> <li>• To identify how fruit and vegetables are prepared by peeling, chopping, grating etc.</li> <li>• To know what unfamiliar fruit and vegetables taste like.</li> <li>• To plan and make a healthy pasta meal.</li> <li>• To evaluate a product.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what is meant by the term 'balanced diet'.</li> <li>• To be able to sort foods into food groups</li> <li>• To plan a healthy meal.</li> <li>• To identify how fruit and vegetables are prepared by peeling, chopping, grating etc.</li> <li>• To know what unfamiliar fruit and vegetables taste like.</li> <li>• To plan and make a pizza.</li> <li>• To evaluate a product.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what is meant by the term 'balanced diet'.</li> <li>• To be able to sort foods into food groups</li> <li>• To plan a healthy meal.</li> <li>• To identify how fruit and vegetables are prepared by peeling, chopping, grating etc.</li> <li>• To know what unfamiliar fruit and vegetables taste like.</li> <li>• To plan and make a healthy soup.</li> <li>• To evaluate a product.</li> </ul>
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<p><b>Money and me</b></p>	<ul style="list-style-type: none"> <li>To know a range of money related vocabulary</li> <li>To have explored what they already know about money.</li> <li>To have an understanding of the difference between wants and needs.</li> <li>To have developed their skills in preparing and presenting a persuasive argument.</li> <li>To understand that individuals/families may need/want to spend their money in different ways.</li> <li>To consider the principles of saving, spending and budgeting.</li> <li>To know about different ways to gain money including earning it at work.</li> <li>To be aware of the differences in people's lifestyle.</li> <li>To know how money can make a difference to people.</li> <li>To understand how the choices we make can impact upon others.</li> <li>To understand that there is an ethical dilemma in relation to financial decisions.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what money is and how it works.</li> <li>To understand that money has many forms and has done through history.</li> <li>To know why currency was designed and produced.</li> <li>To understand why currency must have an agreed worth and must be trusted.</li> <li>To understand why the GBP currency came about.</li> <li>To understand the uses of currency.</li> <li>To introduce other types of 'money'</li> <li>To have an understanding of the ways in which people are employed and paid.</li> <li>To understand that the income people receive is paid in different ways.</li> <li>To understand the difference between spending on essential and non-essential items.</li> <li>To understand the importance of household budgeting.</li> <li>To understand that individuals/families may need to spend their money in different ways.</li> <li>To understand what it means to have a job.</li> <li>To understand some of the reasons why people are paid different amounts of money for different jobs.</li> </ul>	<ul style="list-style-type: none"> <li>To know that banks are businesses that provide a service</li> <li>To understand why banks are an important business</li> <li>To understand the functions of a bank e.g. lending and borrowing</li> <li>To understand the key functions of a bank</li> <li>To have developed their research skills and practised using the internet</li> <li>To understand the advantages and disadvantages of spending and saving</li> <li>To know that that they have a choice about what they do with their money and that saving can help with things they want to do in the future</li> <li>To consider the benefits of setting up a savings account.</li> <li>To understand what interest means in relation to savings.</li> <li>To know that you can plan for future spending.</li> <li>To know that there are a number of different ways to pay for goods and services.</li> <li>To understand some of the advantages and disadvantages of different payment methods.</li> <li>To understand the differences between debit cards and credit cards.</li> <li>To know when it is most appropriate to use the different cards.</li> </ul>	<ul style="list-style-type: none"> <li>To know that there is a range of salaries for different job.</li> <li>To know what is deducted from earnings and understand why.</li> <li>To understand that a large number of services are provided by the government and paid for through taxation.</li> <li>To understand some of the reasons why services are provided by the government instead of businesses.</li> <li>To understand 'value for money'.</li> <li>To understand the concept of value for money, and be able to assess it.</li> <li>To have practised skills in planning, undertaking and recording a fair test.</li> <li>To have developed skills in accurately recording data.</li> <li>To understand how changes in demand and supply affect prices.</li> <li>To know the definition of inflation.</li> <li>To understand the roles of the Bank of England including how it controls interest rates.</li> <li>To understand how and why that affects spending across the country.</li> <li>To understand how this can be used to control inflation.</li> <li>To have the skills to plan and manage the use of money.</li> <li>To understand that people have different values and feelings about money.</li> </ul>
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PSHE Skills progression



Uplands Junior School

<p><b>Drugs</b></p>	<ul style="list-style-type: none"><li>• To understand some ways smoking can affect people</li><li>• To know some reasons why I should not smoke</li><li>• To know some ways to look and act more grown up <u>positively</u>.</li></ul>	<ul style="list-style-type: none"><li>• To know that if household products are not used properly they can be very dangerous.</li><li>• To understand what alcohol is and some of its effects and risks</li><li>• To know some skills to get out of a difficult or dodgy situation.</li></ul>	<ul style="list-style-type: none"><li>• To know reasons why people choose to smoke or not smoke.</li><li>• To find out facts about smoking and some of the dangers</li><li>• To practise ways of being assertive</li></ul>	<ul style="list-style-type: none"><li>• Why do people take drugs and what are the effects and risks?</li><li>• To learn ways to cope and get out of a risky situation.</li><li>• To decide what risks there are in taking drugs and pass this information on to others</li><li>• To identify reasons why young people may drink alcohol</li><li>• To identify potential dangers and consequences of drinking alcohol</li></ul>
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<p><b>Growing up and relationships</b></p>	<ul style="list-style-type: none"> <li>To recognise their worth as individuals by identifying positive things about themselves and their achievements.</li> <li>To see oneself as special and unique.</li> <li>To recognise strengths, abilities and personal characteristics.</li> <li>To have begun to build self-esteem and confidence by looking at their skills and achievements.</li> <li>To explore different types of families and people who are special to them.</li> <li>To understand that all families are different and have different family members.</li> <li>To understand that people sometimes have stereotypes (fixed ideas) about families</li> <li>To identify people who are special to them.</li> <li>To understand relationships beyond the family and why these are also important.</li> <li>To be able to identify qualities of a good friend.</li> <li>To understand why we need friends.</li> <li>To explore different feelings associated with friendship.</li> <li>To explore the similarities and differences between males and females.</li> <li>To consider factors that contribute to their own identity</li> <li>To consider similarities and differences between sexes (males and females).</li> <li>To name male and female body parts.</li> <li>To understand that good personal hygiene is an essential part of growing up.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss how we have changed since we were a baby and how we will change in the future.</li> <li>To consider the changes that can take place in our lives and those of others.</li> <li>To discuss the feelings associated with change and how these are different for different people.</li> <li>To appreciate that as we change we are able to do different things and develop different interests.</li> <li>To explore the human lifecycle and how we grow and change as we get older.</li> <li>To describe the main stages of the human lifecycle.</li> <li>To describe the physical and social changes that happen when as we grow and move through this cycle.</li> <li>To understand how we become more independent as we get older.</li> <li>To explore the changes that will happen to boys and girls during puberty.</li> <li>To begin to understand the changes that happen to girls and boys during puberty.</li> <li>To recognise how we and others may feel about these changes.</li> <li>To identify ways of managing these feelings associated with puberty.</li> <li>To learn about how to maintain personal hygiene during puberty.</li> <li>To know about the physical and emotional changes that happen during puberty.</li> <li>To understand the importance of keeping clean during puberty.</li> <li>To know how to keep clean during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to explore the changes that happen during puberty and growing up.</li> <li>To understand that bodies grow and change as they get older and puberty is a natural part of growing up.</li> <li>To understand the physical and emotional changes that happen during puberty.</li> <li>To have the confidence to ask questions about puberty.</li> <li>To increase understanding about puberty and periods for girls.</li> <li>Understand how puberty affects the reproductive organs</li> <li>To understand the changes that happen to girls during puberty.</li> <li>Describe how to manage physical and emotional changes</li> <li>Know how to manage hygiene during a period</li> <li>To increase understanding about puberty for boys.</li> <li>To understand the changes that happen to boys during puberty</li> <li>Understand how puberty affects the reproductive organs</li> <li>Describe how to manage physical and emotional changes.</li> <li>To recap on the importance of maintaining personal hygiene as our bodies grow and change.</li> <li>To understand why it is important to keep themselves clean during puberty.</li> <li>To know about products and routines that can help them to do so.</li> <li>To understand the feelings and emotions associated with personal hygiene.</li> <li>To consider the social changes that happen during puberty</li> </ul>	<ul style="list-style-type: none"> <li>To increase confidence with, and understanding of changes during puberty.</li> <li>To know and understand the basic facts about the processes of conception and birth.</li> <li>To understand that teenage pregnancy limits life chances.</li> <li>To recognise their changing emotions with friends and family and be able to express their feelings.</li> <li>Know the many relationships in which they are involved.</li> </ul>
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**PSHE Skills progression**



Uplands Junior School

	<ul style="list-style-type: none"> <li>• To know and understand that you have to take extra care with personal hygiene during puberty(when you grow up)</li> <li>• To be able to use basic techniques to resist pressure.</li> <li>• To be able to identify potential dangers in different environments.</li> <li>• To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know.</li> <li>• To demonstrate basic techniques to resist pressure.</li> <li>• To know who they can go to for support and help.</li> </ul>	<ul style="list-style-type: none"> <li>• To consider appropriate touch and to know that a person has the right to say what they like and dislike.</li> <li>• To identify different types of touch that people like and do not like.</li> <li>• To understand personal space.</li> <li>• To talk about ways of dealing with unwanted touch.</li> <li>• To introduce girls to periods and discuss how to manage them.</li> <li>• To be aware that periods happen to girls as part of the changes during puberty.</li> <li>• To understand that periods start at different times for different girls.</li> <li>• To begin to understand how to manage periods.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that puberty can bring social changes as well as physical and emotional changes.</li> <li>• To recognise that with changes come new responsibilities and interests.</li> <li>• To explore ways to manage changes of puberty.</li> <li>• To consider how relationships will change as they grow up, the qualities in a friend and discuss qualities in a future boyfriend/girlfriend.</li> <li>• To look at how relationships will change as they grow up.</li> <li>• To recognise that they all have different types of relationships.</li> <li>• To be aware of the qualities that make a good friend.</li> <li>• To begin to consider personal qualities that are important in a loving relationship between partners.</li> <li>• To understand why and how to keep safe online and the importance of safe communication.</li> <li>• To become aware of the personal safety issues of giving away personal information online and how it is possible to get into difficulty.</li> <li>• To be aware of the some of the difficulties associated with communicating with people on line</li> <li>• To have talked about a range of strategies to deal with difficult situations.</li> </ul>	
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