



Progression of Skills and Knowledge for PSHCE

Ongoing Core Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>PSED ELG: Making Relationships</b> Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p><b>PSED ELG: Self-confidence and self-awareness</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk</p>	<p>Recognise their feelings Explain their ideas as responses to an issue Find a partner and sit with them and work with them Develop skills of speaking and listening Negotiate with a partner Recognise their likes and dislikes Demonstrate compassion Demonstrate making simple choices Understand the concept of risk To know who to tell</p> <p><b>Children at Greater Depth will:</b> Explain their choices and opinions in depth and draw comparisons with others</p>	<p>Recognise their feelings Explain their ideas, and responses to an issue Work with others Develop active listening skills and check for clarification Understand verbal and non-verbal communication Know that it is okay to make mistakes Demonstrate compassion and empathy To know that saying ‘No’ means No. Demonstrate making a simple choice To think and verbalise what is important to them when making a choice. Understand the concept of risk.</p>	<p>Recognise their own likes and dislikes, traits and individual preferences Demonstrate active listening skills Demonstrate compassion, empathy and tolerance Demonstrate they can work in a group or with others Understand that they have choices and points of choice Explore factors that explore choosing</p> <p><b>Children at Greater Depth will:</b> Describe the main issues of particular themes including some explanation.</p>	<p>Recognise simple body language Understand verbal and non-verbal communication Become more assertive in themselves and ask for time to think things through Recognise the influences over choice and decisions – both internal and external Demonstrate that they know the process for decision making</p> <p><b>Children at Greater Depth will:</b> Use prior knowledge to describe their thoughts and opinions with confidence. Be able to accept that other people may have different opinions from their own and</p>	<p>Recognise their own and other people’s personality traits, individual preferences and characteristics Consider how they respond to challenging circumstances e.g. conflict and violence Demonstrate respectful interactions with others Value themselves and others Demonstrate their knowledge of group dynamics Recognise the importance of skill and how different people bring this to tasks Demonstrate the use of the decision making process Recognise decision and choices they may</p>	<p>Recognise their own and other people’s personality traits, individual preferences and characteristics Consider how they respond to challenging circumstances e.g. conflict and violence Demonstrate respectful interactions with others Value themselves and others Demonstrate their knowledge of group dynamics Recognise the importance of skill and how different people bring this to tasks Demonstrate the use of the decision making process Recognise decisions</p>



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<p>about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>PSED ELG:</b> <b>Managing feelings and behaviour</b></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p>		<p>Know who and how to tell.</p> <p><b>Children at Greater Depth will:</b> Give valid explanations for their opinions and show detailed awareness of the themes covered across Key Stage One</p>		<p>be prepared to change own viewpoints</p>	<p>have to make in the future</p> <p>Know ways of coping in difficult situations</p> <p>Recognise risk in different situations and make judgements about how to respond in order to keep safe</p> <p>Recognise peer influence.</p> <p><b>Children at Greater Depth will:</b> Independently discuss motivations and see/understand multiple perspectives</p>	<p>and choices they may have to make in the future</p> <p>Know ways of coping in difficult situations</p> <p>Recognise risk in different situations and make judgments about how to respond in order to keep safe</p> <p>Recognise peer influence</p> <p><b>Children at Greater Depth will:</b> Show detailed awareness of the themes, covered across Key Stage Two topics.</p>
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	Health and Wellbeing					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To talk about medicines.</p> <p>To be able talk about everyday feelings.</p> <p>To begin to understand the need for personal hygiene.</p> <p>To have a basic understanding of germs.</p> <p>To name the different parts of the body.</p> <p>To be able to talk about active lifestyles.</p> <p>To know that everyone grows and changes.</p>	<p>With adult support make simple choices that improves their health and wellbeing.</p> <p>With adult prompts, begin to maintain personal hygiene.</p> <p>Begin to understand that certain actions spread disease through adult.</p> <p>Using adult guidance, begin to know and say simple phrases when something feels wrong.</p> <p>Identify safe adults in school and outside of school that they can talk to if they feel unwell or unhappy.</p> <p>Ask for help from adults when something is wrong.</p> <p>Discuss the role of doctors in prescribing medicines to make people feel better.</p> <p>Discuss the idea that everybody's body is</p>	<p>Independently make simple choices that improve their health and well-being.</p> <p>Independently maintain personal hygiene.</p> <p>To understand and explain that certain actions spread disease, independently demonstrating their knowledge of germs.</p> <p>Recognise and inform adults of potential physical risks to self and others when something is wrong, both in and outside of school.</p> <p>Understand rules for keeping safe in the environment through specific adult teaching of; road safety, stranger danger and fire safety.</p> <p>When presented with an adult derived choice, make a sensible decision regarding the best choice. Begin to be</p>	<p>Begin to make informed choices, explaining the underlying knowledge behind their choice.</p> <p>Follow simple and safe routines; food hygiene skills, coughs and colds and simple germs spread through first aid.</p> <p>Discuss the importance of managing personal hygiene and explore the adverse effects associated with this.</p> <p><b>Children at Greater Depth will:</b> give detailed responses as to why they have made choices and present the alternatives.</p>	<p>Know how to behave safely and responsibly in different situations and environments.</p> <p>Understand the importance of school rules regarding health and safety.</p> <p>To know basic emergency first aid procedures.</p> <p>Being aware of keeping yourself safe in a variety of situations, both in and outside of school, and recognising the risk of being in the situation that would make you feel unsafe.</p> <p>Introduce the idea of alcohol and the physical effects this can have on your body.</p> <p>Explore the dangers of excessive alcohol use.</p> <p><b>Children at Greater Depth will:</b> identify clearly the causes and effects of the themes explores. Be able to give an extended</p>	<p>Know that drugs can be legal and illegal and discussing the effects or risks of taking legal drugs that are not prescribed to you.</p> <p>Explore the effects of having/taking illegal drugs.</p> <p>Introduce the idea of smoking and the physical effects this can have on your body.</p> <p>Explore the dangers of smoking.</p> <p>Begin to make choices and discuss decisions about issues affecting their health and well-being.</p> <p>Decide how to behave responsibly.</p> <p>To develop sensible rules for road use.</p> <p>Understand how the body changes through puberty.</p> <p><b>Children at Greater Depth will:</b> explore the themes in detail and present reasoned</p>	<p>Use basic techniques to resist peer pressure to behave in unacceptable or risky ways.</p> <p>Follow simple safe routines to reduce the spread of bacteria and virus that affect health.</p> <p>Recognise the different risks in different situations and judge what kind of physical contact is acceptable and unacceptable.</p> <p><b>Children at Greater Depth will:</b> be able to give mature, realistic responses and give developed reasons for their choices.</p>



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	<p>different and that some people need to take medicine regularly to help their body move more easily. Explore the fact that medicines are prescribed to specific individuals.</p> <p><b>Children at Greater Depth will:</b> make choices around hygiene without adult prompts, be able to explain a variety of ways to keep healthy</p>	<p>aware of different physical needs within their community and how they can help people overcome difficulties</p> <p><b>Children at Greater Depth will:</b> explore the themes across KS1 in depth and talk about their own choices with confidence and clarity</p>		<p>response to a posed question</p>	<p>interpretations of risk taking</p>	
<p><b>Related Guidance taken from, "Relationships Education, Relationships and Sex Education (RSE) and Health Education" 2019</b></p>	<p><b>BY THE END OF PRIMARY SCHOOL</b></p> <p><b>Mental wellbeing:</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> <p><b>Internet safety and harms</b> Pupils should know</p>					



• that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

**Physical health and fitness**

*Pupils should know*

• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.

**Healthy eating**

*Pupils should know*

• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

**Drugs, alcohol and tobacco**

*Pupils should know*

• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

**Health and prevention**

*Pupils should know*

• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.

**Basic first aid**

*Pupils should know:*



• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

**Changing adolescent body**

*Pupils should know:*

• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle

	Relationships					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To understand our schools core values.</p> <p>To work in a group, taking turns.</p> <p>To include others.</p> <p>To understand everyone has choices.</p> <p>To talk about themselves using I.</p> <p>To know it is ok to like different things to our friends.</p> <p>Begin to understand the term loneliness.</p> <p>To begin to understand the term bullying.</p>	<p>Listen to other people and play and work cooperatively.</p> <p>Develop a caring attitude towards family, friends and each other.</p> <p>Greet and talk with adults.</p> <p>Develop positive relationships through work and play.</p> <p>Recognise worth in others and say why someone is special to them.</p> <p>Make new friends, cope with losing friends and how to repair friendships.</p> <p>Recognise that people with physical</p>	<p>To be aware of bullying (knowing the difference between a mistake and bullying) and understand where to go for support.</p> <p>Recognise how their behaviour affects others.</p> <p>Identify and respect the differences and similarities between people and families.</p> <p>Consider social and moral dilemmas that they come across every day.</p> <p>Voice difference of opinion sensitively (knowing to discuss rather than argue)</p> <p>Recognise own and</p>	<p>Understanding that their actions affect themselves and others and that actions result in consequences.</p> <p>Begin to empathise with other viewpoints.</p> <p>Continue to identify and respect differences and similarities between people.</p> <p>Recognise their own and other people’s feelings.</p> <p>Begin to understand what tolerance is and how to apply this to respect others.</p> <p>Recognise who to trust and who not to trust.</p>	<p>Empathise with the lives of people living in other places and times and people with different values and customs.</p> <p>Realise the nature and consequences of negative behaviour.</p> <p>Identify strategies to respond to negative behaviour constructively and ask for help.</p> <p>Develop skills needed for relationships.</p> <p>To understand the different strategies available in school and the wider community to</p>	<p>Begin to recognise and challenge stereotypes.</p> <p>Respond assertively to teasing and bullying and demonstrate tolerance and respect for others.</p> <p>Demonstrate tolerance and respect for others.</p> <p>To ask permission and understand the impact/consequences if broken.</p> <p><b>Children at Greater Depth will:</b> Recognise and manage peer influence and the need for peer approval, including evaluating perceived social norms</p>	<p>To recognise and challenge stereotypes and how they can be unfair, negative and destructive.</p> <p>Consolidate tolerance and respect for others.</p> <p>Consider social and moral dilemmas that they come across in life.</p> <p>Identify how to find information and advice through help lines and services in school.</p> <p>Identify ways to integrate people with a variety of needs and disabilities in our</p>



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<p>To know who is special to me. To celebrate our families and know they are special. To understand all families are different. To understand people, have different needs. To be able to make an apology.</p>	<p>disabilities may need support and knowing what/when is appropriate. Recognise own emotions and how to express them appropriately. Understanding the need to ask permission <b>Children at Greater Depth will:</b> express their emotions clearly, be able to talk about managing friendships in detail</p>	<p>other feelings and how to act appropriately. To begin to be courteous and use good manners. Understanding the need to ask permission (each time because it can be retracted). <b>Children at Greater Depth will:</b> show sensitivity towards the feelings of others, be able to clearly define fallouts and bullying (and the difference)</p>	<p>To be courteous and use good manners. To recognise the importance of self-respect and how this links to happiness. To understand the impact of bullying and the responsibility of by-standers. To continue to seek permission and understand the importance of compromise. Under the different types of bullying, including cyberbullying <b>Children at Greater Depth will:</b> articulate the different types of bullying in detail, be able to talk about different viewpoints with confidence</p>	<p>support people with physical disabilities. Show understanding of tolerance and respect for others. To show a willingness to compromise. Be aware of different types of relationships, including the characteristics of a healthy family life. To understand that marriage represents a formal and legal way of commitment of two people to each other, intended to be life-long. <b>Children at Greater Depth will:</b> clearly describe why compromise and tolerance are important and give real life examples</p>		<p>school community and support them where appropriate. To recognise the importance of self-respect and how this links to happiness To know the importance of permission seeking and giving in relationships with friends, peers and adults (consent). <b>Children at Greater Depth will:</b> recall and apply knowledge creatively and in new situations. Develop and maintain a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p>
<p><b>Related Guidance taken from, "Relationships Education, Relationships and Sex Education (RSE) and Health Education" 2019</b></p>	<p><b>BY THE END OF PRIMARY SCHOOL: Families and people who care for me</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul>					



- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

*Pupils should know:*

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful relationships**

*Pupils should know:*

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

*Pupils should know:*

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### **Being safe**

*Pupils should know:*





• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

	<b>Living in the Wider World</b>					
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>To know how to care for plants. To know how to care for pets. To include others. To know who looks after us. To know who I can trust. To know who to trust in the community. To be able to talk about medicines. Road safety. Staying safe in the community</p>	<p>Take and share responsibility in different situations including for their own behaviour. Show empathy for others through checking someone is ok when they’re hurt and noticing when somebody is upset. Recognise what they like and dislike, what is fair and unfair and what is right and wrong. Recognise what they are good at from what others say (understanding compliments) Express positive qualities about themselves through discussion.</p>	<p>Understand the difference of impulsive and thinking behaviour. Share their opinions on things that matter to them. Recognise, name and deal with their feelings in a positive way Reflect on and evaluate their own experiences to set simple goals and respond with increasing confidence to new people and situations. Listen and respond in group discussions. Participate in a simple debate about school issues. Identify different</p>	<p>Ask questions and be able to talk about their views, thoughts and feelings on issues that affect themselves and their class Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements. Be able to face new challenges positively and know when and how to seek help. Be able to identify the range of jobs carried out by people they know. Value contributions of others in discussion and know how to respond</p>	<p>Be able to explain their views on issues that affect the school environment. Able to reflect on their mistakes and amend them. Make responsible choices and consider consequences. To continue to develop skills to take part in small discussions about community issues. Continue to develop negotiating strategies and know when to compromise. Use different ways to communicate and express personal and group views about an issue.</p>	<p>Talk about rights (of humans and animals) and explain their views on issues that affect the wider environment. Reflect on and evaluate their own experiences and set personal goals. Identify the skills they need to develop to make their contribution in the future. Identify needs of the local and wider community and their roles and responsibilities as members and the impact they can have. Recognise and respond to a variety of emotions in themselves and others and know how to respond to these. Transfer a skill learnt in one situation to another context.</p>	<p>Explain their views on issues that affect the global environment. Continue to reflect and evaluate their own experiences and set personal goals. Take action based on responsible choices. Recognise as they approach puberty how people’s emotions change. Look after their money and realise the importance of saving. Prepare for and manage the change to secondary school. Realise the consequence of antisocial and aggressive behaviour. Understand what</p>



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	<p>Make, agree and follow rules for the classroom. Know how to apologise and seek guidance where appropriate when making amends. Realise that people and others have needs Develop understanding of groups they belong to. Contribute to the life of the class and the school and ask questions to a range of adults. To begin to understand that adults have jobs/responsibilities. <b>Children at Greater Depth will:</b> participate well in a variety of discussions showing active listening skills and formulating interesting questions</p>	<p>choices they can make. Able to make 'I' statements. Begin to understand that they have more responsibilities to meet the needs of living things. Begin to understand what harms their local natural and built environment, make suggestions to improve them. <b>Children at Greater Depth will:</b> discuss themes across KS1 with confidence. Articulate own opinions and beliefs well</p>	<p>appropriately (debating) Begin to develop negotiating strategies. Participate in making and changing rules within the classroom/school <b>Children at Greater Depth will:</b> Formulate questions (as part of an enquiring approach to learning and to assess the value of information) and confidently make decisions.</p>	<p><b>Children at Greater Depth will:</b> Identify links between values and beliefs, decisions and actions Clarify own opinions (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</p>	<p>Be able to lead discussions and debates about wider issues. Understand why and how laws are made and enforced. Understand there are consequences when rules and laws are broken. Resolve differences by looking at alternatives/compromise. Participate in school's decision-making process. Identify the bias in media reporting. Develop skills to inform choices which have an effect of the sustainability of the environment. Make informed decisions about how to allocate fund raising money <b>Children at Greater Depth will:</b> show discernment in evaluating the arguments and opinions of others (including challenging 'group think') have strong negotiation skills (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</p>	<p>democracy is and the basic institutions that support it locally and nationally. Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK. Understand that there are responsibilities as well as rights. Talk about rights (of humans and animals) and explain their views on issues that affect the wider environment. Understand why rules are needed and that there are consequences when rules are broken.</p>
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### Progression of Skills and Knowledge for Relationships and Sex Education

2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Physical Development: <b>ELG: Health and selfcare</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. <b>PSED ELG: Self-confidence and self-awareness</b> Children are confident to try new activities, and say why they like</p>	<p><b>My Special People</b> To know what a special person is To identify people special to them To know what makes people special To know about friendship. To understand that special people care for each other. To know how special people care for each other. Thank you is an important thing to say to special people <b>Children at Greater Depth will:</b> discuss their special people in depth and describe how to be a good friend</p>	<p><b>We are Growing – Human Life Cycle</b> To know things change as they grow To know about the Life Cycle To know how babies change To know people need different things compared to babies To know about responsibilities now and in the future <b>Everybody’s Body</b> I know boys and girls’ bodies have similarities and differences. I know and can label male and female body parts. I know animals can be male or</p>	<p><b>What makes a good friend?</b> To know different types of friendship To understand why friendship is important Know the qualities of a good friend To know how to maintain a good friendship Describe the qualities of a good friend <b>Falling out with friends</b> To understand that sometimes friends fall out To know how to prevent an argument To know how to mend a friendship</p>	<p><b>Time to Change</b> To label male and female body parts To know that puberty is about changes. To know about changes in boys during puberty. To know about changes in girls during puberty <b>Personal Hygiene</b> To know that hygiene is important. To know that during puberty certain parts of the body need to be kept clean I know which products to buy to keep clean.</p>	<p><b>Menstruation and body parts</b> To label male and female body parts. To know about the menstrual cycle.  <b>Emotions</b> To know about different feelings and emotions during puberty. To understand feelings will include highs and lows. To know about crushes. To develop strategies to manage feelings with support <b>Children at Greater Depth will:</b> Describe and discuss changes accurately with a growing</p>	<p><b>Puberty</b> Change and becoming independent Positive and Healthy Relationships To know about physical and emotional changes in puberty To know about different types relationships To know what makes a positive, healthy relationship To know that respect is important in all relationships <b>How a baby is made</b> To recognise and know about the male and female reproduction organs. To use key words</p>



# Elvington Church of England Primary School



<p>some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>		<p>female <b>Children at Greater Depth will:</b> Show detailed understanding of the themes covered across Key Stage One Topics</p>	<p><b>Children at Greater Depth will:</b> Describe their friendships and recognise that friendships can take different forms. Be confident in resolving friendship issues. Can discuss ways of seeking help with friendships clearly and accurately</p>	<p><b>Children at Greater Depth will:</b></p>	<p>confidence. Manage own feelings well.</p>	<p>linked to reproduction. To know the process involved in fertilisation To know what needs to be considered before a couple decide to have a baby  <b>Children at Greater Depth will:</b> Show detailed awareness of the themes covered across Key Stage Two topics. Discuss these themes with confidence and maturity</p>
<p><b>Related Guidance:</b></p>	<p><i>It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born</i></p>					