Progression of Skills in PSHE (KS2)

	Content	WALT and suggested activity	Knowledge and Skills
Year 3	*Being Me in My World*	understand what is involved when getting to know each other *to write up personal goals*	to recognise self- worth and identify positive things about self and achievements; to set personal goals; to value own self; to know how to make someone else feel welcome and valued.
		identify features of a nightmare school *to record a flipchart of group ideas*	to face new challenges positively; to make responsible choices; to ask for help when needed; to recognise how it feels to be happy, sad or scared and be able to identify if other people are feeling these emotions
		identify features of a dream school *to create a class learning charter*	to understand why rules are needed and how they relate to rights and responsibilities; know how to make others feel valued.
		appreciate how choices result in rewards and consequences *by matching outcomes to different behaviours*	understand that actions affect self and others; to care about other people's feelings; demonstrate an understanding that behaviour brings rewards and consequences
		understand how co-operation develops decision – making *through designing welcome cards*	to make responsible choices and take action; to work co-operatively in a group
		understand how a shared vision is important for the running of a school *and complete group welcome cards*	to show an understanding of how actions affect others; try to see things from others' points of view; choose to follow the Learning Charter
	Celebrating Differences	understand what a family is *and draw an annotated picture of own family*	to understand that everybody's family is different and important to them; to appreciate our families and people who care for us
		identify family conflicts and recognise ways to solve them *by using the "Solve it Together" process*	to understand that differences and conflicts sometimes happen among family members; know how to come oneself down and use the "Solve it Together" technique
		understand what bullying is *and create a display of ideas to help those bullied*	know what it means to be a witness to bullying; know some ways of helping to make someone who is bullied feel better

		understand the role of bystanders *through participating in role play scenarios*	know that witnesses can make the situation better or worse by what they do; can problem-solve a bullying situation with others
		understand how hurtful words can be *and write out a consequence story*	recognise that some words are used in hurtful ways; try hard not to use hurtful words (e.g. "gay," "fat")
		understand what a compliment is *and complete a story kite template*	can tell about a time when own words affected someone's feelings and what the consequences were; give and receive compliments and know how this feels
	Dreams and Goals	examine the different types of challenge people face *to write a short back story*	tell about a person who has faced difficult challenges and achieved success; respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)
		understand that dreams and goals can come true and become real *and record a flower template of own dreams and goals*	identify a dream/ambition that is important to me; imagine how I will feel when I achieve my dream/ambition
		consider the steps needed to achieve a goal *and begin to plan ideas/delegation of roles*	enjoy facing new learning challenges and working out the best ways to achieve them; break down a goal into a number of steps and know how others could help to achieve it
		work as part of a team *to design a garden for particular needs*	be motivated and enthusiastic about achieving a new challenge; know responsibility for own learning and use own strengths as a learner to achieve the challenge
		find solutions to obstacles that arise *when completing a group garden design*	recognise obstacles which might hinder achievement and take steps to overcome them; manage the feelings of frustration that may arise when obstacles occur
		evaluate own performance in the group task *to complete a self-review template*	evaluate own learning process and identify how it can be better next time; be confident in sharing own success with others and can store feelings in an internal treasure chest
	Healthy Me	understand what the body does and needs *and make up own fitness challenge*	understand how exercise affects the body and know why the heart and lungs are such important organs; can set oneself a fitness challenge
		identify the calorific, fat and sugar content of foods *to match content with different food items*	know that the amount of calories, fat and sugar put it into the body will affect one's health; know what it feels like to make a healthy choice
		identify own feelings about drugs *and complete a "feelings word template"*	can tell one's knowledge and attitude towards drugs; identify how one feels about drugs

		recognise some emergency situations and hazards *to create a list of strategies that can help keep us safe*	identify, things, places and people one needs to keep safe from; know some strategies for keeping oneself safe, who to go to for help and how to call emergency services; can express how being anxious or scared feels
		identify when a situation begins to feel unsafe *and offer advice on how to deal with it*	identify when something feels safe or unsafe; can take responsibility for keeping oneself and others safe
		understand why it is important to keep our bodies safe and healthy *and design and create own infographic*	understand how complex one's body is and how important it is to take care of it; to respect one's body and appreciate what it does
	Relationships	compare ideas about the roles and responsibilities of men and women *to record an annotated drawing of family members' jobs*	identify the roles and responsibilities of each member of own family and reflect on the expectations of males and females; can describe how taking some responsibility in own family makes one feel
		identify steps needed to reach a win-win solution *and work through a "Mending Friendships" scenario*	can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener; know how to negotiate in conflict situations to try to find a win-win solution
		understand the difficulties of using the internet *and rank the "top tips" for keeping ourselves safe online*	know and can use some strategies for keeping oneself safe online; know who to ask for help if worried or concerned about anything online
		develop awareness of the impact of our choices *by discussing the lives of those around the world whose products we buy*	can explain how some of the actions and work of people around the world help and influence one's life; can show an awareness of how this could affect one's choices
		understand some of the key rights from UNCRC *and create a poster of one of them*	understand how one's needs and rights are shared by children around the world and can identify how our lives may be different; can empathise with children whose lives are different to own and appreciate what may be learned from them
		recognise people who have a positive influence on our lives *and make a streamer explaining why they are special*	know how to express appreciation to one's friends and family; enjoy being part of a family and friendship groups
	Changing Me	understand the important role of parents *and sequence pictures of the changes from birth to full growth*	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby; can express own feelings when one sees babies or baby animals

		understand that a baby grows inside a mother's womb *and draw an annotated picture of what it needs to survive, live and grow*	understand how babies grow and develop in the mother's uterus; understand what a baby needs to live and grow; can express how one may feel if there was a new baby in the family
		recognise puberty as a natural part of growing up *and sort the changes that can be controlled from those that cannot*	understand that boys' and girls' bodies need to change so that when they grow up, their bodies can make babies; can identify how boys' and girls' bodies change on the outside during this growing up process; recognise how one feels about these changes happening to oneself and know how to cope with these feelings.
		identify changes on the inside of the body during puberty *and complete "The Great Growing Up Adventure" sheet*	can identify how boys' and girls' bodies change on the inside during the growing up process and can tell why these changes are necessary so their bodies can make babies when they grow up; recognise how one feels about these changes happening to oneself and know how to cope with these feelings.
		understand what stereotypical means *and design a duvet cover for a boy or a girl*	start to recognise some stereotypical ideas one might have about parenting and family roles; can express how one feels when own ideas are challenged and might be willing to change own ideas sometimes.
		identify what we are looking forward to during next year *and complete a ribbon mobile*	identify what one is looking forward to when moving to their next class; start to think about what changes one will make next year and know how to go about this.
Year 4	*Being Me In my World*	develop social skills *when identifying our similarities and differences*	know one's attitudes and actions make a difference to the class team; know how good it feels to be included in a group and understand how it feels to be excluded; try to make people feel welcome and valued
		identify roles and responsibilities in the school community *and share our ideas*	understand who is in the school community, the roles they play and how self fits in; can take a role in a group and contribute to the overall outcome
		understand democracy as a part of the UNCRC *and suggest responsibilities for the classroom*	understand how democracy works through the school council; recognise one's contribution to making a learning charter for the whole school.
		recognise that every action has a consequence *and compile a class list of rewards and consequences*	understand that one's actions affect oneself and others; care about other people's feelings and try to empathise with them;

			understand how rewards and consequences motivate people's behaviour.
		understand how to be an effective team *and begin to make a poster*	understand how groups come together to make decisions; take on a role in a group and contribute to the overall outcome.
		identify the benefits of a learning charter *and complete the group poster*	understand how democracy and having a voice benefits the school community; understand why the school community benefits from a learning charter and can help others to follow it.
	Celebrating Difference	understand where assumptions come from *when describing people's appearances*	understand that, sometimes, we make assumptions based on what people look like; try to accept people for who they are.
		understand how our experiences influence our opinions *and describe our thoughts about pictures*	understand what influences me to make assumptions based on how people look; can question why I think what I do about other people.
		understand bullying *and create a flipchart of bystanders' feelings*	know that sometimes bullying is hard to spot and know what to do if one thinks it is going on but is unsure; know how it might feel to be a witness to and a target of bullying.
		problem-solve a bullying situation *and design a poster about internet safety*	can tell why witnesses sometimes join in with bullying and sometimes don't tell; can problem-solve a bullying situation with others.
		identify and value what is special and unique about us *and annotate a framed photo*	can identify what is special about self and value the ways in which one is unique; like and respect the unique features of one's physical appearance.
		recognise assumptions might be wrong *when considering first impressions*	can tell of a time when one's first impression of someone changed once getting to know them; can explain why it is good to accept people for who they are.
	Dreams and Goals	identify hopes and dreams *and record how they make us feel*	can tell about some of own hopes and dreams; know how it feels to have hopes and dreams.
		examine some broken dreams *and discuss responses to them*	understand that sometimes hopes and dreams do not come true and that this can hurt; know how disappointment feels and can identify when one has felt that way.
		understand resilience in overcoming disappointment *and role play some scenarios*	know that reflecting on positive and happy experiences can help one to counteract disappointment;

			know how to cope with disappointment and how to help others cope with theirs.
		create new goals *and write a short verse for the "For Me" song*	know how to make a new plan and set new goals even if one has been disappointed; know what it means to be resilient and to have a positive attitude.
		work as a team *in designing a Potato Person*	know how to work out the steps to take to achieve a goal and can do this successfully as part of a group; can enjoy being part of a group challenge.
		respond positively to people's contributions *when evaluating each other's work*	can identify the contributions made by self and others to the group's achievement; know how to share in the success of a group and how to store this success experience appropriately.
	Healthy Me	identify different friendship groups *and complete own friendship chart*	recognise how different friendship groups are formed, how we fit into them and the friends we value the most; can identify feelings we have about our friends and our different friendship groups.
		examine characteristics and roles *and discuss scenarios*	understand there are people who take on the role of leaders or followers in a group and know the role we take on in different situations; am aware of how different people and groups impact on self and can recognise the people we most want to be friends with.
		understand peer pressure *and identify how this relates to smoking*	understand the facts about smoking and its effects on health and also some of the reasons people start to smoke; can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from self and others.
		understand the effect of alcohol *and make an extra verse for "Make a Good Decision"*	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol; can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from self and others.
		recognise the features of positive relationships *and create a flipchart of comparisons*	can recognise when people are putting self under pressure and can explain ways to resist this when one wants; can identify feelings of anxiety and fear associated with peer pressure;

		understand that opinions and beliefs may change over time *and define what assertiveness means*	know self well enough to have a clear picture of what we believe is right or wrong; can tap into inner strength and know how to be assertive.
	Relationships	examine situations that cause jealousy *and create a list of problem-solving strategies*	can recognise situations which can cause jealousy in relationships; can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.
		identify feelings associated with loss *and put those feelings in order*	can identify someone we love and can express why they are special to us; know how most people feel when they lose someone or something they love.
		identify reasons for not seeing someone we once knew *and create something for a memory box*	can tell about someone we know that we no longer see; understand that we can remember people even if we no longer see them.
		understand ways in which friendships can change *and investigate resolutions*	can recognise how friendships change, know how to make new friends and how to manage when we fall out with our friends; know how to stand up for ourselves and how to negotiate and compromise.
		understand what having a boyfriend/girlfriend means *and match statements to opinion*	understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when we are older; understand that boyfriend/girlfriend relationships are personal and special and there is no need to feel pressurised into having a boyfriend/girlfriend.
		identify who is special to us *and create a mini-collage to represent them*	know how to show love and appreciation to the people and animals who are special to us; can love and be loved.
	Changing Me	understand that some characteristics are inherited *and complete a puzzle template*	understand that some personal characteristics have come from birth parents and that this happens because we are made from the joining of their egg and sperm; appreciate that we are each a truly unique human being
		understand how babies are made *and prepare a simple fact file*	can correctly label the internal and external parts of male and female bodies that are necessary for making a baby; understand that having a baby is a personal choice and can express how we feel about having children when we are adults.
		understand menstruation *and match pictures to statements*	can describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of that; have strategies to help us cope with the physical and emotional changes experienced during puberty.

		understand that some changes can be controlled and some cannot, *making own Circle of Change*	know how the circle of change works and can apply it to changes we want to make in our lives; are confident enough to try to make changes when we think they will benefit us.
		identify how to cope with changes we cannot control *and record how we feel about them*	can identify changes that have been and may continue to be outside of my control that one learned to accept; can express our fears and concerns about changes that are outside of our control and know how to manage these feelings positively.
		identify changes likely to happen next year *and record how they will be managed*	can identify what we are looking forward to when moving to a new class; can reflect on the changes we would like to make next year and can describe how to go about this.
Year 5	*Being Me In my World*	identify what is needed for a school vision *and create a personal goals wall*	can face new challenges positively and know how to set personal goals; know what we value most about our school and can identify our hopes for this school year.
		understand the rights of the UNCRC *and determine associated responsibilities*	understand our rights and responsibilities as a citizen of our country; can empathise with people in this country whose lives are different from our own.
		identify what our rights are to help us learn *and match to appropriate responsibilities*	understand our rights and responsibilities as a member of our school; can empathise with people in this country whose lives are different from our own.
		recognise that rules are necessary *and match to rewards and consequences*	make choices about own behaviour because of understanding how rewards and consequences feel; understand that my actions affect self and others.
		identify how group work can be helpful *and agree on a set of class rules*	understand how an individual's behaviour can impact on a group; can contribute to the group and understand how we can function best as a whole.
		identify how sharing advice can be helpful *and relate to democracy in school*	understand democracy and having a voice benefits the school community and know how to participate in this; understand why our school community benefits from a learning charter and can help others to follow it.
	Celebrating Difference	consider situations where differences have led to conflicts *and identify how this can be avoided*	understand that cultural differences sometimes cause conflict; am aware of own culture.
		understand what racism is *and design a ribbon with anti-racism message*	understand what racism is; am aware of own attitude towards people from different races.

		identify a focus for bullying *and create a board game for outcomes*	understand how rumour-spreading and name-calling can be bullying behaviours; can tell a range of strategies for managing own feelings in bullying situations and for problem-solving when part of one.
		understand the difference between direct and indirect types of bullying *and add more options to the board game*	can explain the difference between direct and indirect types of bullying; know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.
		consider different perspectives on happiness *and summarise thoughts*	can compare own life with people in the developing world; can appreciate the value of happiness regardless of material wealth.
		understand different cultures *and create a culture wheel*	can understand a different culture than own; respect own and other people's cultures.
	Dreams and Goals	examine own interests and hobbies *to help plan own dream cloud*	understand that money will be needed to achieve some of own dreams; can identify what we would like own life to be like when we grow up.
		investigate different types of job *and rank them in order of importance and salary*	know about a range of jobs carried out by people we know and have explored how much people earn in different jobs; appreciate the contributions made by people in different jobs.
		research own ideal job *and identify steps needed to achieve it*	can identify a job we would like to do when we grow up and understands what motivates us and understand what we need to do to achieve it; appreciate the opportunities that learning and education gives and understand how this will help self to build own future.
		examine the goals of children from other cultures *and create a spiral of dreams*	can describe the dreams and goals of young people in a culture different to own; can reflect on how these relate to own.
		identify what we share with other countries *and devise a fundraising activity*	understand that communicating from someone in a different culture means we can learn from each other and can identify a range of ways we could support each other; appreciate the similarities and difference in aspirations between self and young people in a different culture.

		develop skills of teamwork *and complete project plans*	can encourage peers to support young people here and abroad to meet their aspirations and suggest ways we might do this e.g. through sponsorship; understand why we are motivated to make a positive contribution to supporting others.
	Healthy Me	understand the effects of smoking on the body *and research how smoking is portrayed in the media*	know the health risks of smoking and can tell how tobacco affects the lungs, liver and heart; can make an informed decision about whether or not we choose to smoke and know how to resist pressure.
		understand the effects of misusing alcohol *and write an alternative story ending*	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart; can make an informed decision about whether or not we choose to drink alcohol and know how to resist pressure.
		know and practise the recovery position *and sequence a set of events*	know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations; know how to keep self calm in emergency situations.
		understand how some images are altered by the media *and explore ways of maintaining a positive self-image*	understand how the media, social media and celebrity culture promotes certain body types; can reflect on own body image and know how important it is that this is positive and accept and respect self for who we are.
		examine the impact of food advert messages *and write a recipe for a healthy body image*	can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures; respect and value own body.
		develop debating skills *and examine the media's role in maintaining good health*	know what makes a healthy lifestyle including healthy eating and the choices we need to make to be healthy and happy; am motivated to keep self healthy and happy.
	Relationships	understand what self-esteem means *and draw an annotated representation*	have an accurate picture of who I am as a person in terms of my characteristics and personal qualities; know how to keep building my own self-esteem.
		identify reasons for age limits and responsibilities *and discuss related questions*	understand that belonging to an online community can have positive and negative consequences; can recognise when an online community feels unsafe or uncomfortable.
		understand rights and responsibilities when online *and identify associated risks*	understand there are rights and responsibilities in an online community or social network; can recognise when an online community is helpful or

			unhelpful to me.
		consider advantages and disadvantages of online gaming *and devise a set of game instructions*	know there are rights and responsibilities when playing a game online; can recognise when an online game is becoming unhelpful or unsafe.
		examine our relationships with technology *and suggest solutions to overusing devices*	can recognise when I am spending too much time using devices (screen time); can identify things I can do to reduce screen time, so my health isn't affected.
		understand text messages can be deceptive *and design a poster of SMARRT rules*	can explain how to stay safe when using technology to communicate with friends; can recognise and resist pressures to use technology in ways that may be risky or may cause harm to self or others.
	Changing Me	develop awareness of own self-image *and turn negative perceptions into positive affirmations*	am aware of own self-image and how my body image fits into that; know how to develop own self-esteem.
		understand how the female body prepares to have a baby *and complete a carousel of activities*	can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally; understand that puberty is a natural process that happens to everybody and that it will be ok for me.
		understand the male reproductive system *and make a puberty information leaflet*	can describe how boys' and girls' bodies change during puberty; can express how I feel about the changes that will happen to me during puberty.
		understand what conception means *and sort the card statements*	understand that sexual intercourse can lead to conception and that is how babies are usually made; understand that sometimes people need IVF to help them have a baby; appreciate how amazing it is that human bodies can reproduce in these ways.
		consider life as a teenager *and design a birthday card of advice*	can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent); am confident that I can cope with the changes that growing up will bring.
		identify changes that will happen next year *and make a spinning top to show ways of managing them*	can identify what I am looking forward to when I move to my next class; can start to think about changes I will make next year and know how to go about this.

Year 6	*Being Me In my World*	understand the importance of resilience *and create a spiral of future dreams and worries*	can identify own goals for this year, understand own fears and worries about the future and know how to express them; feel welcome and valued and know how to make others feel the same.
		know about different lifestyles of children from other countries *and make comparisons*	know that there are universal rights for all children but for many children these rights are not met; understand my own wants and needs and can compare these with children in different communities.
		understand the difference between wants and needs *and identify how unmet needs may affect one's ability to learn*	understand that own actions affect other people locally and globally; understand my own wants and needs and can compare these with children in different communities.
		identify features of a good learning environment *and draft out a learning charter*	can make choices about own behaviour, understanding how rewards and consequences feel and how these relate to my rights and responsibilities; understand that own actions affect self and others; care about other people's feelings and try to empathise with them.
		identify rights and responsibilities *and participate in role play*	understand how an individual's behaviour can impact on a group; can contribute to the group and understand how we can function best as a whole.
		make decisions about behaviour and consequences *and complete own learning charter*	understand how democracy and having a voice benefits the school community; understand why our school community benefits from a Learning Charter and how we can help others to follow it by modelling ourselves.
	Celebrating Difference	understand what prejudice and discrimination mean *and use discussion to interpret what "normal" is*	understand there are different perceptions about what normal means; can empathise with people who are different.
		compare people and communities *and record the rights and responsibilities of a welcoming community*	understand how being different could affect someone's life; am aware of my attitude towards people who are different.
		understand ways in which people gain power over others *and create a class list of suggestions*	can explain some of the ways in which one person or a group can have power over another; know how it can feel to be excluded or treated badly by being different in some way.
		understand what bullying is *and collate a list of strategies for managing feelings and dealing with bullying situations*	know some of the reasons why people use bullying behaviours; can tell you a range of strategies for managing my

			feelings in bullying situations and for problem-solving when part of one.
		consider the feelings of people with disabilities *and design an admiration accolade for one*	can give examples of people with disabilities who lead amazing lives; appreciate people for who they are.
		understand that difference can be a source of conflict and a cause for celebration *and create a representative storyline as a frieze frame*	can explain ways in which difference can be a source of conflict and a cause for celebration; can show empathy with people in either situation.
	Dreams and Goals	understand what aspiration and ambition mean *and identify personal goals*	know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal); understand why it is important to stretch the boundaries of my current learning.
		know how to plan how to reach our goals *and complete a totem-pole goal-setting task*	can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these; can set success criteria so that I will know whether I have reached my goal.
		examine some types of difficulties around the world *and make a flag to represent own dream for the world*	can identify problems in the world that concern me and talk to other people about them; recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.
		identify some charity works around the world *and plan a project to raise money for one*	can work with other people to help make the world a better place; can empathise with people who are suffering or who are living in difficult situations.
		evaluate our project *and design a presentation to advertise the charity or event*	can describe some ways in which I can work with other people to help make the world a better place; can identify why I am motivated to do this.
		reflect on personal contribution *and complete an achievement card*	know what some people in my class like or admire about me and can accept their praise; can give praise and compliments to other people when I recognise their contributions and achievements.
	Healthy Me	identify what we need to take personal responsibility for to stay healthy and safe *and suggest advice for "Agony Aunt" scenarios*	can take responsibility for my health and make choices that benefit my health and well-being; am motivated to care for my physical and emotional health.
		identify different groups of drugs *and discuss reasons why people take them*	know about different types of drugs and their uses and their effects on the body, particularly the liver and heart; am motivated to find ways to be happy and cope with life's situations without using drugs.

		understand that some people exploit children *and highlight "danger points" in a story*	understand that some people can be exploited and made to do things that are against the law; can suggest ways that someone who is being exploited can help themselves.
		understand there are different types of gang *and match up card statements to help identify risks*	know why some people join gangs and the risks this involves; can suggest strategies someone could use to avoid being pressurised.
		understand what mental and emotional health means *and complete own emotional well*	understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness; know how to help myself feel emotionally healthy and can recognise when I need help with this.
		understand feelings of stress and pressure *and identify physical and mental coping strategies*	can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse; can use different strategies to manage stress and pressure.
	Relationships	consolidate definition of mental health *and identify situations that are either a challenge or a support*	know that it is important to take care of own mental health; understand that people can get problems with their mental health and that it is nothing to be ashamed of.
		know the cycle of thoughts, feelings and actions in challenging situations *and identify signposts for support*	know how to take care of own mental health; can help self and others when worried about a mental health problem.
		understand that grief and loss can be a big challenge *and draw annotated stages of grief*	understand that there are different stages of grief and that there are different types of loss that cause people to grieve; can recognise when feeling those emotions and have strategies to manage them.
		understand that sometimes people try to gain power and control over others *and explore reasons through a conscience alley*	can recognise when people are trying to gain power or control; can demonstrate ways of standing up for self and friends in situations where others are trying to gain power or control.
		use the SMARRT rules to help judge online safety *and apply to given scenarios*	can judge whether something online is safe and helpful for self; can resist pressure to do something online that might hurt self or others.
		understand how technology has developed *and create a safer technology presentation*	can use technology positively and safely to communicate with own friends and family; can take responsibility for own safety and well-being.

	Changing Me	examine how comparing self to others can impact self-esteem *and practise talking positively*	am aware of own self-image and how own body image fits into that; know how to develop own self-esteem.
		understand terms associated with puberty *and participate in Q & A session*	can explain how girls' and boys' bodies change during puberty and understand the importance of looking after self physically and emotionally; can express how one feels about the changes that will happen to one during puberty.
		understand the progression from conception to birth *and produce a card sorting game*	can describe how a baby develops from conception through the nine months of pregnancy and how it is born; can recognise how one feels when reflecting on the development and birth of a baby.
		understand the decisions involved before entering a relationship *and bullet point the learning*	understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend; understand that respect for one another is essential in a boyfriend/girlfriend relationship and that one should not feel pressured into doing something one doesn't want to.
		compare real and ideal self *and identify ways of closing the gap*	am aware of the importance of a positive self-esteem and what one can do to develop it; can express how one feels about own self-image and know how to challenge negative 'body-talk'.
		consider solutions to worries *and decorate a T-shirt with best memories*	can identify what one is looking forward to and what worries self about the transition to secondary school /or moving to the next class; know how to prepare self emotionally for the changes next year..