

EYFS:	Baseline Checkpoint	End of Autumn Checkpoint	End of Spring Checkpoint	Early Learning Goal
Managing Self	<ul style="list-style-type: none"> <li>• Confident to access the environment/resources with minimal support and follows the rules as part of the new routine.</li> <li>• Reliably toilet trained and just needs some reminders to wash hands and help with fastenings.</li> </ul>	<ul style="list-style-type: none"> <li>• I can select and use activities and resources with help.</li> <li>• I enjoy the responsibility of carrying out small tasks.</li> <li>• I am confident to talk to other children when playing.</li> <li>• I can show confidence in asking adults for help.</li> <li>• I am outgoing with familiar people and beginning to grow in confidence in new situations.</li> <li>• I can go to the toilet and I am clean and dry throughout the day.</li> <li>• I can persevere with fastenings on coats and follow instructions to dress and undress.</li> <li>• I can wash my hands without reminders.</li> </ul>	<ul style="list-style-type: none"> <li>• I am outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• I welcome and value praise for what I have done.</li> <li>• I willingly participate in a wide range of activities.</li> <li>• I am confident to speak to others about own needs, wants, interests and opinions.</li> <li>• I can describe myself in positive terms and talk about my abilities.</li> <li>• I can see myself as a valuable individual.</li> <li>• I can show resilience and perseverance in the face of challenge.</li> <li>• I can manage my own needs.</li> <li>• I know some ways to keep healthy.</li> <li>• I can follow school and class rules and can talk about their importance.</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
Self-Regulation	<ul style="list-style-type: none"> <li>• Focus attention in a group situation for a short period of time and can follow a series of instructions.</li> <li>• Talk about feelings in simple terms, e.g. happy</li> </ul>	<ul style="list-style-type: none"> <li>• I am aware of my own feelings and know that some actions and words can hurt others' feelings.</li> <li>• I can accept the needs of others and I can take turns and share resources,</li> </ul>	<ul style="list-style-type: none"> <li>• I can usually adapt my behaviour to different events, social situations, and changes in routine.</li> <li>• I understand that my own actions affect other people, for example, I might become</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to</li> </ul>

	<p>and sad, and give reasons if upset.</p> <ul style="list-style-type: none"> <li>• Enjoy carrying out a small task</li> <li>• Will ask for help when needed.</li> </ul>	<p>sometimes with support from others.</p> <ul style="list-style-type: none"> <li>• I can tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.</li> <li>• I can focus attention in a whole class group for a teaching session.</li> <li>• I am beginning to show good manners (sitting on the carpet, raising hands, please and thank you, waiting turn).</li> <li>• I am willing to keep trying if something is difficult or challenging.</li> </ul>	<p>upset or try to comfort another child when I realise, I have upset them.</p> <ul style="list-style-type: none"> <li>• I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.</li> <li>• I am aware of the boundaries set and of behavioural expectations in the class.</li> <li>• I can express my feelings and consider the feelings of others.</li> </ul>	<p>wait for what they want and control their immediate impulses when appropriate;</p> <ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
<p><b>Building Relationships</b></p>	<ul style="list-style-type: none"> <li>• Can play with other children as part of a game or activity, without adult support.</li> <li>• Extend play with others e.g. building up role play and responding to what others are saying/doing.</li> <li>• Can take turns and share sometimes with adult support.</li> <li>• Makes new friends in the class, and talks to adults to share news or as part of an activity.</li> <li>• Talks to others freely about home and community.</li> <li>• Talk with others to solve conflicts with support from an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• I can initiate play, offering cues to my friends to join me.</li> <li>• I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</li> <li>• I can identify when another child is upset and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• I start conversations, attend to and take account of what others say.</li> <li>• I can take steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>• I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• I can build constructive and respectful relationships using words to solve conflicts.</li> <li>• I can identify how others feel and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• - Show sensitivity to their own and to others' needs.</li> </ul>

Core Theme 1 Health and Wellbeing		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> <li>• Explain ways of keeping clean.</li> <li>• Name the main parts of the body.</li> <li>• Explain that people grow from young to old and discuss other changes and loss.</li> <li>• Make simple choices about some aspects of their health and well-being and know what keeps them healthy.</li> <li>• Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</li> <li>• Talk about family networks and know people who are responsible for keeping us safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Make choices about how to develop healthy lifestyles.</li> <li>• Discuss their aspirations and goals.</li> <li>• Understand and talk about change, loss and grief.</li> <li>• Discuss rules for safety and how to get help.</li> <li>• Know about keeping physically and emotionally safe both on and offline.</li> <li>• List the commonly available substances and drugs that are legal and illegal, and describe some of the effects and risks of these.</li> <li>• Understand the main differences between male and female.</li> <li>• Name the main body parts and describe the main stages of the human life-cycle.</li> <li>• Explore different types of families.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some factors that affect emotional health and well-being.</li> <li>• Discuss a range of emotions, change, bereavement, loss, grief and transitions.</li> <li>• Identify and explain how to manage the risks in different familiar situations.</li> <li>• Discuss independence and their own responsibilities.</li> <li>• Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</li> <li>• Discuss body image.</li> <li>• Understand human reproduction and conception.</li> <li>• Make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</li> <li>• List the commonly available substances and drugs that are legal and illegal, and describe some of the effects and risks of these.</li> </ul>

Core Theme 2 Relationships		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> <li>• Identify and name some feelings and express some of their positive qualities.</li> <li>• Demonstrate that they can manage some feelings in a positive and effective way.</li> <li>• Begin to share their views and opinions.</li> <li>• Understand behaviour and how people's bodies and feelings can be hurt.</li> <li>• Set themselves simple goals.</li> <li>• Understand the difference between a secret and a surprise.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and manage different feelings.</li> <li>• Recognise their own worth and that of others.</li> <li>• Listen to and show respect for the views of others.</li> <li>• Know what a friend is and does and how to cope with some friendship problems.</li> <li>• Understand when they should keep secrets and promises, and when they should tell somebody about them.</li> <li>• Identify different types of relationship and show ways to maintain good relationships.</li> <li>• Understand physical boundaries within different relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify positive ways to face new challenges.</li> <li>• Recognise the feelings of themselves and others and respond to other's feelings.</li> <li>• Begin to understand conflict negotiation.</li> <li>• Understand what constitutes a healthy relationship and how actions and behaviour can affect relationships.</li> <li>• Understand what is meant by keeping something in confidence or a secret.</li> <li>• Recognise and manage dares.</li> </ul>

Core Theme 3 Living in the Wider World

Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> <li>• Explain different ways that family and friends should care for one another.</li> <li>• Understand how to contribute to life in the classroom, how to construct and follow rules and how to belong to a community or group.</li> <li>• Recognise that bullying is wrong and list some ways to get help in dealing with it.</li> <li>• Recognise the effect of their behaviour on other people, and cooperate with others.</li> <li>• Identify and respect differences and similarities between people.</li> <li>• Discuss improvements and harm to local environments.</li> <li>• Know some ways of looking after local environments.</li> <li>• Know some sources of money, uses of money and the role of money in their lives.</li> <li>• Discuss spending and saving, managing money and how to keep it safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how actions have consequences for themselves and others.</li> <li>• Describe the nature and consequences of bullying, and express ways of responding to it.</li> <li>• Understand the purpose of rules and law, human rights, different cultures, customs and traditions of people living in the UK.</li> <li>• Understand our responsibilities towards our environment. Show how they care for the environment.</li> <li>• Discuss different groups that support our communities and environment.</li> <li>• Know about the lives of other people around the world.</li> <li>• Understand the role that money plays in their lives. Discuss borrowing, debt and interest.</li> <li>• Begin to understand what is meant by 'enterprise'.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to, or challenge, negative behaviours such as stereotyping and aggression.</li> <li>• Discuss bullying, discrimination and prejudice.</li> <li>• Describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves.</li> <li>• Understand rules and laws and the precedence of human rights over other laws.</li> <li>• Understand different practices and traditions and the range of religious and ethnic identities in the UK.</li> <li>• Understand some of their own responsibilities towards and how people contribute to the community and the environment.</li> <li>• Talk about a range of jobs, and explain how they will develop skills to work in the future.</li> <li>• Demonstrate how to look after and save money.</li> <li>• Understand what is meant by enterprise and demonstrate how they can be enterprising.</li> </ul>

Year 7

- Relationships and friendships.
- How to maintain healthy friendships and relationships within a school and online, safely.
- Develop strategies and coping mechanisms for bullying, within school and online.
- Understand how to communicate with others respectfully and retain mutual respect.
- Learn the skills required to be critical and resilient.
- Know when to seek help and advice.
- Maintain good mental health and manage strong feelings.

Holly Primary PHSE Themes

Cycle A				Cycle B			
	Autumn	Spring	Summer		Autumn	Spring	Summer
KS1	Relationships	Living in the wider world	Health and wellbeing	KS1	Relationships	Living in the wider world	Health and wellbeing
	Relationships	Living in the wider world	Health and wellbeing			Relationships	Living in the wider world
LKS2				LKS2	Relationships	Living in the wider world	Health and wellbeing
	Relationships	Living in the wider world	Health and wellbeing				
UKS2	Relationships	Living in the wider world	Health and wellbeing incl. Growing and changing (sex ed)	UKS2	Relationships	Living in the wider world	Health and wellbeing incl. Growing and changing (sex ed)
						Healthy Lifestyles (DARE)	

Key Vocabulary

KS1	LKS2	UKS2
<p><b>Core Theme 1 Health and Wellbeing</b> healthy, unhealthy, diet, exercise, emergency, harmful, responsible, family network, body parts, penis, vagina, similar, different</p>	<p><b>Core Theme 1 Health and Wellbeing</b> healthy, unhealthy lifestyle, wellbeing, legal, illegal, aspirations, goal, substances, risk, effect, change, loss, grief, physically safe, emotionally safe, life-cycle, male, female, penis, vagina, testicles, stereotypes, consent</p>	<p><b>Core Theme 1 Health and Wellbeing</b> emotions, change, bereavement, loss, grief, transitions, risk, independence, responsibility, legal, illegal, substances, emotion, peer-pressure, influence, well-being, puberty, body image, reproduction, conception, menstruation, sperm, semen, erection, pubic hair, sexual feelings</p>
<p><b>Core Theme 2 Relationships</b> frustrated, fault, obstacles, determined, fair, unfair, calm, uncomfortable, comfortable, sad, happy, worried, nervous, goal, secret, surprise, teasing</p>	<p><b>Core Theme 2 Relationships</b> boredom, resentment, excitement, frightened, anxious, support, hopeful, nervous, scared, accepted, rejected, left out, gifts, talents, secret, promise, equality, diversity, boundaries, resolve conflict</p>	<p><b>Core Theme 2 Relationships</b> secure, insecure, humiliation, worried, reaction, gossip, rumour, empathy, teamwork, motivation, bravery, respect, equality, diversity, anxiety, petrified, terrified, in confidence, dare, secret, healthy relationship, conflict negotiation</p>
<p><b>Core Theme 3 Living in the Wider World</b> responsibility, respect, belong, rules, community, contribute, welcome, environment, harm, improve, managing money, spend, save, bullying</p>	<p><b>Core Theme 3 Living in the Wider World</b> respect, tolerance, consequences, bullying, community, responsibility, rules, law, human rights, culture, custom, tradition, environment, borrowing, debt, interest, enterprise</p>	<p><b>Core Theme 3 Living in the Wider World</b> respect, tolerance, duties, belief, values, rules, law, human rights, religious identity, ethnic identity, stereotype, bullying, aggression, discrimination, prejudice, contribution, responsibility, enterprise, decisions, choices, traditions, resolving differences, ethnic identity, media, resources, skills</p>