**PSHE Relationships Education**

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| Year 3 End Points | Year 4 End Points | Year 5 End Points | Year 6 End Points |
| **Know that the school has a shared set of values**  **Know why rules are needed and how these relate to choices and consequences**    **Know that actions can affect others’ feelings**    **Know that others may hold different views**  **Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do**  **Know that conflict is a normal part of relationships**  **Know that they are responsible for their own learning**    **Know what an obstacle is and how they can hinder achievement**    **Know how to take steps to overcome obstacles**    **Know what dreams and ambitions are important to them**  **Know how exercise affects their bodies**  **Know that there are different types of drugs**    **Know that there are things, places and people that can be dangerous**    **Know when something feels safe or unsafe**  **Know that different family members carry out different roles or have different responsibilities within the family**    **Know some of the skills of friendship, e.g. taking turns, being a good listener**    **Know some strategies for keeping themselves safe online**    **Know that they and all children have rights (UNCRC)**  **Know how to access help if they are concerned about anything on social media or the internet**  **Can identify their own wants and needs and how these may be similar or different from other children in school and the global community**  **To recognize personal qualities and individuality**    **To recognise personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.**    **Know how to manage set-backs** | **Know their place in the school community**    **Know what democracy is (applied to pupil voice in school)**    **Know how groups work together to reach a consensus**    **Know that having a voice and democracy benefits the school community**  **Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying**  **Know the reasons why witnesses sometimes join in with bullying and don’t tell anyone**  **Know that sometimes people make assumptions about a person because of the way they look or act**  **Know that some words are used in hurtful ways and that this can have consequences**  **Know how to make a new plan and set new goals even if they have been disappointed**    **Know how to work as part of a successful group**    **Know how to share in the success of a group**  **Know that hopes and dreams don’t always come true**  **Know that there are leaders and followers in groups**    **Know the facts about smoking and its effects on health**    **Know the facts about alcohol and its effects on health, particularly the liver**    **Know ways to resist when people are putting pressure on them**    **Know what they think is right and wrong**  **Why people feel jealousy**    **Know that loss is a normal part of relationships**    **Know that negative feelings are a normal part of loss**    **Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe**  **Can identify the feelings and emotions that accompany loss**    **Can suggest strategies for managing loss**  **Can suggest ways to manage relationship changes including how to negotiate**  **Know the names of the different internal and external body parts of the male and female body in relation to puberty and the menstrual cycle**    **Know how the female and male body change at puberty**    **Know that change can bring about a range of different emotions** | **Understand how democracy and having a voice benefits the school community**    **Understand how to contribute towards the democratic process**    **Understand the rights and responsibilities associated with being a citizen in the wider community and their country**  **Know external forms of support in regard to bullying e.g. Childline**  **Know that bullying can be direct and indirect**  **Know what racism is and why it is unacceptable**  **Know what culture means**  **Know about a range of jobs that are carried out by people I know**    **Know the types of job they might like to do when they are older**    **Know that young people from different cultures may have different dreams and goals**  **Know basic emergency procedures, including the recovery position**  **Know how to get help in emergency situations**    **Know that the media, social media and celebrity culture promotes certain body types**    **Know the different roles food can play in people’s lives and know that people can develop eating problems/disorders related to body image pressure**  **and responsibilities in an online community or social network**    **Know that there are rights and responsibilities when playing a game online**    **Know that too much screen time isn’t healthy**    **Know how to stay safe when using technology to communicate with friends**  **Can identify when an online community/social media group feels risky, uncomfortable, or unsafe**  **Can say how to report unsafe online/social network activity**    **Can identify when an online game is safe or unsafe**  **Can suggest strategies for managing unhelpful pressures online or in social networks**    **Know that becoming a teenager involves various changes and also brings growing responsibility** | **Know about children’s universal rights**    **Know about the lives of children in other parts of the world**    **Know that personal choices can affect others locally and globally**  **Know that people can hold power over others**  **individually or in a group**  **Know that power can play a part in a bullying or conflict situation**  **Know that there are different perceptions of ‘being normal’ and where these might come from**  **Know that difference can be a source of celebration as well as conflict**  **Know their own learning strengths**    **Know what their classmates like and admire about them**    **Know a variety of problems that the world is facing**    **Know some ways in which they could work with others to make the world a better place**  **Know how to take responsibility for their own health**    **Know what it means to be emotionally well**    **Know how to make choices that benefit their own health and well-being**  **Know that some people can be exploited and made to do things that are against the law**  **Know that it is important to take care of their own mental health**    **Know ways that they can take care of their own mental health**    **Know the stages of grief and that there are different types of loss that cause people to grieve**  **Recognise that people can get problems with their mental health and that it is nothing to be ashamed of**  **Can resist pressure to do something online that might hurt themselves or others**    **Can take responsibility for their own safety and well-being**  **Know the importance of self-esteem and what they can do to develop it** |

**Physical Health and Mental Health**

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| Year 3 End Points | Year 4 End Points | Year 5 End Points | Year 6 End Points |
| **Make other people feel valued**    **Develop compassion and empathy for others**    **Be able to work collaboratively**  **Use the ‘Solve it together’ technique to calm and resolve conflicts with friends and family**    **Be able to ‘problem-solve’ a bullying situation accessing appropriate support if necessary**    **Be able to show appreciation for their families, parents and carers**  **Can break down a goal into small steps**    **Can manage feelings of frustration linked to facing obstacles**    **Imagine how it will feel when they achieve their dream/ambition**  **Respect their own bodies and appreciate what they do**    **Can take responsibility for keeping themselves and others safe**    **Identify how they feel about drugs**    **Can express how being anxious or scared feels**  **Can appreciate their own uniqueness and that of others** | **Identify the feelings associated with being included or excluded**    **Be able to take on a role in a group discussion / task and contribute to the overall outcome**    **Know how to regulate my emotions**  **Be comfortable with the way they look**    **Try to accept people for who they are**    **Be non-judgemental about others who are different**  **Have a positive attitude**    **Can identify the feeling of disappointment**    **Be able to cope with disappointment**    **Can identify what resilience is**  **An identify the feelings that they have about their friends and different friendship groups**    **Recognise negative feelings in peer pressure situations**    **Can identify the feelings of anxiety and fear associated with peer pressure**    **Can tap into their inner strength and know-how to be assertive**  **Can say who they can talk to about puberty if they have any worries**  **Can express any concerns they have about puberty**    **Have strategies for managing the emotions relating to change**    **Recognise that puberty is a natural process that happens to everybody and that it will be OK for them** | **Empathy for people whose lives are different from their own**    **Consider their own actions and the effect they have on themselves and others**    **Be able to work as part of a group, listening and contributing effectively**  **Appreciate the value of happiness regardless of material wealth**    **Identify their own culture and different cultures within their class community**    **Identify their own attitudes about people from different faith and cultural backgrounds**    **Develop respect for cultures different from their own**  **Verbalise what they would like their life to be like when they are grown up**    **Appreciate the contributions made by people in different jobs**    **Reflect on the differences between their own learning goals and those of someone from a different culture**    **Appreciate the differences between themselves and someone from a different culture**  **Respect and value their own bodies**    **Can reflect on their own body image and know how important it is that this is positive**    **Recognise strategies for resisting pressure**    **Can identify ways to keep themselves calm in an emergency**  **Can celebrate what they like about their own and others’ self-image and body image**    **Can suggest ways to boost self-esteem of self and others** | **Know own wants and needs**    **Be able to compare their life with the lives of those less fortunate**    **Demonstrate empathy and understanding towards others**    **Can demonstrate attributes of a positive role-model**  **Empathise with people who are different and be aware of my own feelings towards them**    **Identify feelings associated with being excluded**    **Be able to recognise when someone is exerting power negatively in a relationship**    **Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens**  **Understand why it is important to stretch the boundaries of their current learning**    **Be able to give praise and compliments to other people when they recognise that person’s achievements**    **Empathise with people who are suffering or living in difficult situations**  **Are motivated to care for their own physical and emotional health**    **Suggest strategies someone could use to avoid being pressured**    **Can use different strategies to manage stress and pressure**  **Recognise ways they can develop their own self-esteem**    **Understand that mutual respect is essential in all relationship and that they shouldn’t feel pressured into doing something that they don’t want to** |