




PSHE Curriculum End Points



Charnock Hall Primary Academy
A L.E.A.D. Academy

Health and Wellbeing		Relationships		Living in the Wider World	
<ul style="list-style-type: none"> - Health Lifestyles - Mental Health - Ourselves, growing and changing - Keeping safe - Drugs, alcohol and tobacco 		<ul style="list-style-type: none"> - Families and close positive relationships. - Friendships - Managing hurtful behaviour and bullying - Safe relationships - Respecting self and others 		<ul style="list-style-type: none"> - Shared responsibilities - Communities - Media literacy and digital resilience - Economic wellbeing: Money - Economic wellbeing: aspirations, work and career 	
	Autumn Term		Spring Term		Summer Term
EYFS	<p>Through CL – listening, attention and understanding, PSED – self-regulation, PSED – managing self, PSED, Building relationships, UtW – people, culture and communities.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <ul style="list-style-type: none"> • Being read to during whole-class discussions and small-group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversations when engaged back-and-forth exchanges with their teachers and peers. • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simply goals, being able to wait for what they want and control their immediate impulses when appropriate • 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. • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge • Explain the reasons of rules, know right from wrong and try to behave accordingly, • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. • Work and play cooperatively and take turns with others • Form positive relationships to adults and friendships with peers • Show sensitivity to their own needs and those of others. • Know some differences and similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some difference and similarities between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate- maps. 				

<p>Year 1</p>	<p>What is the same and different about us?</p> <p>I can say what I like/dislike and what I'm good at</p> <p>I can say what makes me special and how everyone has different strengths</p> <p>I can share how my personal features or qualities are unique to me</p> <p>I understand how I am similar or different to others, and what we have in common</p> <p>I can use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p>	<p>Who is special to us?</p> <p>I can recognise that family is one of the groups I belong to.</p> <p>I can talk about the different people in my family.</p> <p>I can discuss what makes my family and/or special people do to make me feel loved.</p> <p>I can talk about how all families are different but share common features.</p> <p>I can talk about different features of family life.</p> <p>I understand that I must tell someone if my family makes me unhappy or worried.</p>	<p>What helps us stay healthy?</p> <p>I can explain what being healthy means.</p> <p>I can identify who helps me to stay healthy.</p> <p>I can recognise why we use medicines.</p> <p>I understand why hygiene is important to stop germs being passed on.</p> <p>I can recognise what I can do to take care of myself on a daily basis.</p>	<p>What can we do with money?</p> <p>I understand what money is.</p> <p>I know how money is obtained.</p> <p>I can understand how people make choices about what to do with money.</p> <p>I can recognise the difference between needs and wants.</p> <p>I can identify how to keep money safe.</p>	<p>Who helps to keep us safe?</p> <p>I can identify that people have different roles in the community to help them keep safe.</p> <p>I can recognise who can help me in different places and situations.</p> <p>I know how to respond safely to adults I do not know.</p> <p>I know what to do if I feel unsafe or worried.</p> <p>I know how to get help if there is an accident and someone is hurt including how to dial 999.</p>	<p>How can we look after each other and the world?</p> <p>I can recognise how kind and unkind behaviour can affect others.</p> <p>I can show how to be polite and courteous.</p> <p>I can identify how people and animals need to be looked after and cared for.</p> <p>I can recognise what can harm the local and global environment and how we can help care for it.</p> <p>I can manage change when moving to a new class.</p> <p>I can recognise how people grow and change, as they grow old.</p>
<p>Year 2</p>	<p>What makes a good friend?</p> <p>I can recognise how to make friends with others.</p> <p>I can recognise when I feel lonely and what I could do about it.</p> <p>I can understand how people behave when they are being friendly.</p> <p>I can recognise what makes a good friend.</p>	<p>What is bullying?</p> <p>I can identify how words and actions can affect how people feel.</p> <p>I know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes me uncomfortable or unsafe.</p> <p>I know why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable and how to respond to this if it happens.</p>	<p>What jobs do people do?</p> <p>I understand how jobs help people earn money to pay for things they need and want.</p> <p>I know about a range of different jobs, including those done by people they know or people who work in their community.</p> <p>I recognise how people have different strengths and interests that enable them to do different jobs.</p> <p>I understand how people use the internet and digital</p>	<p>What helps us to stay safe?</p> <p>I understand that rules and restrictions help me to keep safe.</p> <p>I can identify risky and potentially unsafe situations and take steps to avoid or remove myself from them.</p> <p>I know how to resist pressure to do something that makes me feel unsafe or uncomfortable.</p> <p>I know that not everything I see online may be trustworthy and that some</p>	<p>What helps us grow and stay healthy?</p> <p>I know that different things help my body to be healthy.</p> <p>I can recognise that eating and drinking too much sugar can affect their health.</p> <p>I know how to be physically active and how much rest and sleep I need every day.</p> <p>I know there are different ways to learn and play.</p>	<p>How do we recognise our feelings?</p> <p>I know how to recognise, name and describe a range of feelings.</p> <p>I know what helps me to feel good or better if I am not feeling good.</p> <p>I can recognise how different things/times/experiences can bring about different feelings for different people.</p> <p>I can recognise how feelings can affect people in their bodies and their behaviour.</p>

	<p>I know how to resolve arguments that can occur in friendships.</p> <p>I can recognise when I need to ask for help if a friendship is making me unhappy.</p>	<p>I understand how to report bullying or hurtful behaviour including online, to a trusted adult and the importance of doing so.</p>	<p>devices in their jobs and everyday life.</p>	<p>people can pretend to be someone they are not.</p> <p>I know how to tell a trusted adult if I am worried for others or myself.</p>	<p>I know how sunshine helps bodies to grow and how to keep safe and well in the sun.</p>	<p>I can recognise ways to manage big feelings and the importance of sharing their feelings with someone they trust.</p> <p>I can recognise when I need help with feelings.</p>
Year 3	<p>How can we be a good friend?</p> <p>I can recognise how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.</p> <p>I can recognise if others are feeling lonely and excluded and strategies to include them.</p> <p>I can recognise how to build good friendships, including identifying qualities that contribute to positive relationships.</p> <p>I can recognise that friendships sometimes have difficulties and how to manage when there is a problem or an argument between friends.</p>	<p>What keeps us safe?</p> <p>I can recognise hazards that may cause harm or injury.</p> <p>I can recognise how to keep my body protected and safe.</p> <p>I can recognise that my body belongs to me and should not be hurt or touched by someone without my permission.</p> <p>I can recognise how to respond to pressure to do something that makes me feel unsafe.</p> <p>I can recognise how everyday health and hygiene rules and routines help people stay safe and healthy.</p> <p>I can recognise how to react and respond if there is an accident and how to deal with minor injuries.</p> <p>I understand what to do in an emergency.</p>	<p>What are families like?</p> <p>I can recognise how families differ from each other.</p> <p>I can recognise how common features of positive family life often include shared experiences.</p> <p>I can recognise people within families should care for each other and the different ways they demonstrate this.</p> <p>I can recognise how to ask for help or advice if family relationships are making me feel unhappy.</p>	<p>What makes a community?</p> <p>I can recognise how I belong to different groups and communities.</p> <p>I can understand what a diverse community means.</p> <p>I can recognise how the community helps everyone to feel included and values the different contributions that people make.</p> <p>I can show how to be respectful towards people who may live differently to me.</p>	<p>Why should we eat well and look after our teeth?</p> <p>I can understand how to eat a healthy diet and benefits of nutritionally rich foods.</p> <p>I can recognise how to maintain good oral hygiene and the importance of regular visits to the dentist.</p> <p>I can understand how not eating a balanced diet can affect health, including the impact of too much sugar.</p> <p>I can recognise how people make choices about what to eat and drink.</p> <p>I know how, when and where to ask for advice and help about healthy eating and dental care.</p>	<p>Why should we keep active and sleep well?</p> <p>I can recognise how regular physical activity benefits bodies and feelings.</p> <p>I can understand how to be active on a daily basis and how to balance time online with other activities.</p> <p>I understand how to make choices about physical activity.</p> <p>I can recognise the lack of physical activity can affect health and wellbeing.</p> <p>I can recognise how lack of sleep can affect the body and mood.</p> <p>I can recognise how to seek support in relation to physical activity, sleep and rest.</p>

Year 4	<p>What strengths, skills and interests do we have?</p> <p>I can recognise personal qualities and individuality.</p> <p>I can develop self-worth by identifying positive things about myself and my achievements.</p> <p>I can recognise how my personal attributes, strengths, skills and interests contribute to my self-esteem.</p> <p>I can understand how to set goals for myself.</p> <p>I can understand how to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking.</p>	<p>How do we treat each other with respect?</p> <p>I can recognise how people's behaviour affects themselves and others, including online.</p> <p>I can model being polite and courteous in different situations and recognise the respectful behaviour I should receive in return.</p> <p>I can understand the relationship between rights and responsibilities.</p> <p>I can recognise the right to privacy and how to recognise when a confidence or secret should be kept.</p> <p>I can understand that everyone should feel included, respected and not discriminated against.</p> <p>I can show how to respond to aggressive or inappropriate behaviour.</p>	<p>How can we manage our feelings?</p> <p>I can recognise how everyday things can affect feelings.</p> <p>I can recognise how feelings change over time and can be experienced at different levels of intensity.</p> <p>I can understand the importance of expressing feelings and how they can be expressed in different ways.</p> <p>I can show ways of managing feelings at times of loss, grief and change.</p> <p>I can identify ways to access advice and support to help manage my own or others' feelings.</p>	<p>How will we grow and change?</p> <p>I can understand puberty and how bodies change during puberty, including menstruation.</p> <p>I can recognise how puberty can affect emotions and feelings.</p> <p>I can recognise that personal hygiene routines are important during puberty.</p> <p>I can identify ways to access advice and support about growing and changing and puberty.</p>	<p>How can our choices make a difference to others and the environment?</p> <p>I can recognise how people have a shared responsibility to help protect the world around them.</p> <p>I can recognise how everyday choices can affect the environment.</p> <p>I can understand how what people choose to buy or spend money on can affect others or the environment.</p> <p>I can recognise the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues.</p> <p>I can show care and concern for others.</p> <p>I know how to carry out personal responsibilities in a caring and compassionate way.</p>	<p>How can we manage risk in different places?</p> <p>I can recognise, predict, assess and manage risks in different situations.</p> <p>I can recognise how to keep safe in the local environment and less familiar locations.</p> <p>I can recognise how people can be influenced by their peers' behaviour and by a desire for peer approval.</p> <p>I can recognise how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.</p> <p>I know how to report concerns, including about inappropriate online content and contact.</p> <p>I can recognise that rules, restrictions and laws exist to help people keep safe.</p>
Year 5	<p>What makes up a person's identity?</p> <p>I can recognise and respect similarities and differences.</p> <p>I can recognise that there are ranges of factors that contribute to a person's identity.</p>	<p>What decisions can people make with money?</p> <p>I can recognise how people make decisions about spending and saving money and what influences them.</p> <p>I can recognise how people make choices about ways of paying for things they want and need.</p>	<p>How can we help in an accident or emergency?</p> <p>I know how to carry out basic first aid including burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</p> <p>I know that if someone has experienced a head injury, they should not be moved.</p>	<p>How can friends communicate safely?</p> <p>I can recognise the different types of relationships people have in their lives.</p> <p>I can recognise how friends and family communicate together.</p>	<p>How can drugs common to everyday life affect health?</p> <p>I can recognise how drugs common to everyday life.</p> <p>I can recognise that some drugs are legal and other drugs are illegal.</p>	<p>What jobs would we like?</p> <p>I can recognise that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime.</p> <p>I can recognise that some jobs are paid more than others and some may be voluntary.</p>

	<p>I can recognise how individuality and personal qualities make up someone's identity.</p> <p>I understand stereotypes and how they are not always accurate, and can negatively influence behaviour and attitudes towards others.</p> <p>I know how to challenge stereotypes and assumptions about others.</p>	<p>I know how to recognise what makes something "value for money" and what this means.</p> <p>I can recognise the risks associated with money and how money can affect people's feelings and emotions.</p>	<p>I can recognise when it is appropriate to use first aid and the importance of seeking adult help.</p> <p>I know to remain calm in an emergency and not to panic.</p>	<p>I can recognise how knowing someone online differs from knowing someone face-to-face</p> <p>I can recognise risks in relation to friendships and keeping safe.</p> <p>I know the types of content that is safe to share online, ways of seeking and giving consent before images or personal information is shared with friends or family.</p> <p>I can recognise how to respond if a friendship is making me feel worried, unsafe or uncomfortable.</p> <p>I can recognise how to ask for help or advice and response to pressure, inappropriate contact or concerns about personal safety.</p>	<p>I can recognise how laws surrounding the use of drugs exist to protect me and others.</p> <p>I can understand why people choose to use or not use different drugs.</p> <p>I can recognise how people can prevent or reduce the risks associated with them.</p> <p>I know that for some people, drug use can become a habit which is difficult to break.</p> <p>I know how organisations to help people to stop smoking and that support is available to help people if they have concerns.</p> <p>I know how to ask for help from a trusted adult if they have any worries or concerns about drugs.</p>	<p>I recognise the skills, attributes, qualifications and training is needed for different jobs.</p> <p>I recognise that there are different ways into jobs and careers.</p> <p>I know how people choose a career/job and what influences their decision.</p> <p>I know how to question and challenge stereotypes about the types of jobs people do.</p> <p>I know that I might choose a job for myself when I am older.</p>
Year 6	<p>How can we keep healthy as we grow?</p> <p>I can recognise how mental and physical health are linked.</p> <p>I can recognise how positive friendships and being involved in activities such as clubs and community groups.</p> <p>I can recognise how to make choices that support a healthy balanced lifestyle including:</p> <ul style="list-style-type: none"> - How to plan a healthy meal - How to stay physically active 	<p>How can the media influence people?</p> <p>I can recognise how the media can affect people's wellbeing.</p> <p>I can recognise that not everything should be shared online or social media.</p> <p>I can recognise that mixed messages exist in the media and that these can influence opinions and decisions.</p> <p>I can recognise how text and images can be manipulated or invented.</p>	<p>What will change as we become more independent? How do friendships change as we grow?</p> <p>I can recognise that people have different kinds of relationships in their lives, including romantic or intimate relationships.</p> <p>I can recognise that people who are attracted to and love each other can be of any gender, ethnicity or faith, the way couples care for one another.</p>			

	<ul style="list-style-type: none"> - How to maintain good dental health - How to benefit from and stay safe in the sun - How and why to balance time spent online with other activities. - How sleep contributes to a healthy lifestyles. <p>I can recognise that habits can be healthy and unhealthy.</p> <p>I can recognise how legal and illegal drugs can affect health and how to manage situations involving them.</p> <p>I can recognise that health problems, including mental health problems, can build up if they are not recognise and managed.</p> <p>I can recognise that anyone can experience mental ill health.</p> <p>I can recognise mental health difficulties can usually be resolved or managed.</p>	<p>I can evaluate how reliable different types of online content and media are.</p> <p>I can recognise unsafe or suspicious content online and what to do about it.</p> <p>I can recognise how information is ranked, selected, targeted to meet the interests of individuals and groups.</p> <p>I can understand how to make decisions about the content they view online or in the media and know if it is appropriate for my age range.</p> <p>I can recognise the risks involved in gambling related activities and what might influence somebody to gamble and the impact it might have.</p> <p>I can discuss and debate what influences people's decisions taking into consideration different view points.</p>	<p>I can explain what domestic abuse is and that it can be physical, mental or financial abuse.</p> <p>I can identify traits that are healthy/unhealthy in relationships and recognise coercive and controlling behaviour.</p> <p>I can build resilience against abusive behaviour.</p> <p>I can recognise that adults can choose to be part of a committed relationship or not, including marriage.</p> <p>I can recognise that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.</p> <p>I understand how puberty relations to growing from childhood to adulthood.</p> <p>I understand the reproductive organs and processes – how babies are conceived and how they need to be cared for and that there are ways to prevent a baby being made.</p> <p>I can recognise how growing up and becoming more independent comes with increased opportunities and responsibilities.</p> <p>I can recognise how friendships may change as they grow and how to manage this.</p> <p>I understand how to manage change, including moving to secondary school and how to ask for support.</p>
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