

# PSHE e plan- ning tool upper prima- ry

## Year 4

Me and my relationships  
I feel good about myself and my body  
I understand the language used to describe changes and feelings  
I understand that my body and emotions will change as I grow older  
I can recognise what love is  
I know that there are different kinds of families and partnerships  
I can respond appropriately to other people's feelings  
I can acknowledge that others have different points of view  
I can recognise the worth of other people  
I can recognise my worth as an individual  
I can identify positive things about myself and recognise my mistakes  
I can set personal goals

### Keeping myself safe

I can describe what 'risk' means to me

I can take responsibility for my own behaviour and safety and realise that actions have consequences

I have some strategies to cope with peer influence and peer pressure

I know that not everything on the internet is true and know what to do if I access something inappropriate  
I can use a range of online communication tools safely to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones

I understand the need to keep some information private in order to protect myself when communicating online

I begin to recognise how electronic communications may be used for manipulation or persuasion

I can recognise and respond to issues of safety, relating myself and others and how to get help (includes risks in the home, road, water, electricity and personal safety)

### My healthy lifestyle

I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media

I can make informed choices about healthy eating and exercising

I know the importance of taking care of my own body, whilst respecting cultural differences

I have a range of strategies for managing and controlling strong feelings and emotions

### Me and My future

I can demonstrate how to look after and save money

I can begin to develop an understanding that people have different financial circumstances

I can begin to understand the different values and attitudes that people have with regard to money

I recognise the range of jobs carried out by people they know

I can explain how I will develop skills for work in the future

I understand and use larger sums of money in calculations

I know a range of different ways to pay for things, some may involve debt or credit ('borrowing')

I know that if you 'borrow' you have to pay back more (Muslim Sharia tradition is different)

I am able to keep track of spending, keeping accurate records

I am able to make informed choices about how to pay for something

I can understand that I can pay for things without having enough money and that this has consequences (credit)

I know that feelings about money can change

I am able to take account of other peoples' feelings when making decisions

I can make informed choices about charities, through prioritising, and in relation to my own values

I am aware that the learning choices I make will affect my future options.

I can talk positively about what I like to do and what I would like to do in the future

### Becoming an active citizen

I can recognise aggressive and anti-social behaviours and their effects on individuals and communities

I can make informed choices about their environment

I understand that there is great diversity locally and across the world

which affects peoples' choices

I can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression

I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves

### Moving on

I can identify positive achievements during my time in Year 4

I can explain what I am worried about and what I am looking forward to in Year 5

I know what to expect when I start Year 5

I can tell you about the changes I can make happen

I can make some changes quickly and easily, and some changes are hard and can take a long time

## Year 5

Me and my relationships  
I understand simple, safe routines to prevent the spread of bacteria and viruses  
I can name and explain male and female body parts, relating to Sex and Relationship Education  
I know the ways in which boys and girls grow and develop in puberty – physically  
I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way  
I know where individuals, families and groups can get help and support  
I can deal positively with my feelings and recognise a range of emotions in others

### Keeping myself safe

I can identify a range of risks connected to alcohol, tobacco, medicines and illegal drugs

I know which commonly available substances and drugs are legal and illegal, and their effects and risks

I know the dangers from handling discarded syringes and needles

I recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website

I can use online tools safely to exchange information and collaborate with others within and beyond school

I understand the potential risks of providing personal information in an increasing range of online technologies both within and outside school

I understand that the person that I think I am communicating with on-line may not be who they say they are.

I know how to present myself safely online eg social media sites

### My healthy lifestyle

I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image.

I know where individuals, families and groups can get help and support

I can express my views confidently and listen to and show respect for the views of others

I can resolve differences, looking at alternatives, making decisions and explaining choices

### Me and My future

I know about the range of jobs carried out by people

I know and understand how I can develop skills to make a contribution in the future

I know that there are a range of earnings for different jobs

I am able to plan for future spending

I understand how and why people save

I can differentiate between essentials and desires – needs and wants

I understand 'value for money' and can make informed choices to get 'value for money'

I am able to assess 'best buys' in a range of circumstances

I am able to understand and manage feelings about money, my own and others

I can discuss wider issues such as 'does money make you happy?'

I can describe the main types of employment in my area now and in the past

I know that I have the same rights and opportunities in learning and work the same as other people.

I recognise and use the qualities and skills to be enterprising

### Becoming an active citizen

I know how to access local and national support groups

I can talk and write about my opinions

I know that circumstances in other countries and cultures may be different from our own

I know about Fair Trade and what it means

I know that individual and community rights and responsibilities need to be taken into account when making decisions

I understand that choices we make as individuals, a community and a nation impact internationally

I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances

I can recognise and challenge stereotypes

I know where to find impartial advice to inform my decision making

I can express my views confidently and listen to and show respect for the views of others

I can resolve differences, looking at alternatives, making decisions and explaining choices

### Moving on

I can identify positive achievements during my time in Year 5

I can explain what I am worried about and what I am looking forward to in Year 6

I know what to expect when I start Year 6

I can understand why other people are behaving as they are when they are finding change difficult.

I know some of the ways of dealing with the feelings that sometimes arise from changes

## Year 6

### Me and my relationships

I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities

I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, gender and disability)

I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable

I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences, including bullying behaviours

I can name and explain male and female body parts, relating to Sex and Relationship Education

I know the ways in which boys and girls grow and develop in puberty

I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way

I can recognise the difference between aggressive and assertive Behaviour

I know that relationships change over time and that new relationships and friendships develop

### Keeping myself safe

I can take responsibility for my own safety and know basic emergency first aid procedures and where to get help

I can respond to challenges including recognising, managing and taking risks

I know how to make informed decisions relating to medicines, alcohol, tobacco, drugs and other substances

I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school

I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online

I understand that the person that I think I am communicating with on-line may not be who they say they are

I understand the need to use respectful language and know the legal consequences for sending offensive e-communications

I understand how the media (advertising and internet) may influence my opinions and choices

### My healthy lifestyle

I can manage my time to include regular exercise

I understand that the media can have an effect on Emotional Health and Wellbeing, e.g. body image, managing finances etc

I can plan, prepare and cook a healthy meal

I understand the impact of growth and adolescence on my hygiene, physical activity and nutrition needs

I can look after my body as I go through puberty

### Me and My future

I know what is deducted from earnings and why

I can differentiate between manageable and unmanageable debt

I am able to use cheques, credit and debit cards etc

I am beginning to understand pensions and insurance

I understand that money we earn also supports the community

I understand different ways of keeping track of my money

I understand simple risk and return

I am able to 'read' and check pay slips, bank statements etc

I can use effective record-keeping systems

I can manage a more complex budget over time

I understand that managing money is complex but there are people who can help

### Becoming an active citizen

I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself

I can take part more fully in school and community activities

I can demonstrate a sense of social justice and moral responsibility

I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment

I can research, discuss and debate topical issues, problems and events

I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

I am aware of how the media present information and that the media can be both a positive and negative influence

I know about the basic institutions that support democracy locally and nationally

I can make informed choices about my environment

### Moving on

I can identify positive achievements during my time in Primary School

I can explain what I am worried about and what I am looking forward to in Year 7

I know what to expect when I start Year 7

I can take part and reflect on a planned programme of transition to KS3

I know how change can interfere with our feelings of belonging