



Subject PSHE - Curriculum End Points

Concepts	End of Y4 pupils will know and demonstrate	End of Y6 pupils will know and demonstrate
<p>Being Me in My World</p>	<p>Name some of the responsible choices I make in school.</p> <p>Evaluate different choices that I, or others might make in school and explain what the consequences might be.</p> <p>I can link these choices to the need for rules, rights and responsibilities.</p> <p>I can tell you who I can go to for help if I need it.</p> <p>Explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>
<p>Celebrating Differences</p>	<p>Tell you about a conflict that I have witnessed or been involved with.</p> <p>Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p>



	<p>Explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.</p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>
<p>Dreams and Goals</p>	<p>Tell you something I did well in a learning challenge and something I want to get better at.</p> <p>Explain the different ways that help me learn and what I need to do to improve.</p> <p>Analyse my learning strengths and use this to design clear steps to help me improve.</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>
<p>Healthy Me</p>	<p>Name some things I need to keep myself safe from and ways to stay healthy.</p>	<p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems</p>



	<p>I can tell you who I can go to for help if I feel unsafe/unwell.</p> <p>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>Judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>(disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p> <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>
<p>Relationships</p>	<p>Give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries.</p> <p>Explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>Explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can compare different types of friendships and the feelings associated with them.</p> <p>I can explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p>



		<p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>
<p>Changing Me</p>	<p>Tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies.</p> <p>Explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Describe fully the changes that take place inside/ outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p> <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>I can summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>