

PSHE Progression at Emerson Valley School

National Curriculum

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupil's education. All schools should teach PSHE, drawing on good practice. From 2020, relationship education in primary schools will become compulsory in applicable schools in England. This subject will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.

In Emerson Valley School, we follow the JIGSAW Scheme of work.

The scheme is made up of 6 sequential strands (puzzles) which embody the PSHE Association three core themes: **Health & Wellbeing, Relationships and Living in the Wider World.**

Our 6 strands are as follows:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product'.

Each Piece has two Learning Intentions: one based on specific PSHE learning (**purple**) and one based on emotional literacy and social skills development (**green**).

Year 3

Year 4

Year 5

Year 6

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<p>Autumn1 - Being Me in My World</p>	<ul style="list-style-type: none"> • Setting personal goals. • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from other's perspectives <p>I can identify my worth and can identify positive things about myself and my achievements. I can set personal goals.</p> <p>I value myself and know how to make someone else feel welcome and valued.</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>I recognise how it feels to be happy, sad or scared and I am able to identify if other people are feeling these emotions.</p> <p>I understand why rules are needed and how they relate to rights and responsibilities.</p> <p>I know how to make others feel valued.</p> <p>I understand that my actions affect myself and others and I care about other people's feelings.</p> <p>I understand that my behaviour brings rewards/consequences.</p> <p>I can make responsible choices and take action.</p> <p>I can work cooperatively in a group.</p> <p>I understand my actions affect others and try to see things from their points of view.</p> <p>I am choosing to follow the Learning Charter.</p> <p>By the end of this puzzle, pupils should be able to: I can explain how my behaviour can affect how others feel and behave.</p>	<ul style="list-style-type: none"> • Being part of a class team/community. • Being a school citizen • Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour <p>I know my attitudes and actions makes a difference to my class community.</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded.</p> <p>I understand who is in my school the community, the roles they play and how I fit in.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p> <p>I understand how democracy works through the school council.</p> <p>I can recognise my contribution to making a Learning Charter for the whole school.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how rewards and consequences motivate people's behaviour.</p> <p>I understand how groups come together to make decisions.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p>I understand why our school community benefits from having a Learning Charter and can help others to follow it.</p> <p>By the end of this puzzle, pupils should be able to: I can explain why being listened to and listening to others is important in my school community.</p>	<ul style="list-style-type: none"> • Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating <p>I can face new challenges positively and know how to set personal goals.</p> <p>I know what I value most about my school and can identify my hopes for this school year.</p> <p>I understand my rights and responsibilities as a citizen of my country.</p> <p>I can empathise with people in this country whose lives are different to my own.</p> <p>I understand my rights and responsibilities as a citizen of my country and as a member of my school.</p> <p>I can empathise with people in this country whose lives are different to my own.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>I understand that my actions affect me and others.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I can contribute to the group and understand how we can function best as a whole.</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p>I understand why our school community benefits from having a Learning Charter and can help others to follow it.</p> <p>By the end of this puzzle, pupils should be able to: I can compare my life with other people in my country and explain why we have rules, rights and responsibilities</p>	<ul style="list-style-type: none"> • Identifying goals for the year • Global citizenship • Children's universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I feel welcomed and valued and know how to make others feel the same.</p> <p>I know that there are universal rights for all children but for many children these rights are not met.</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p> <p>I understand that my actions affect other people locally and globally.</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>I understand that my actions affect me and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I can contribute to the group and understand how we can function best as a whole.</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p>I understand why our school community benefits from having a Learning Charter and can help others to follow it by modelling it myself.</p> <p>By the end of this puzzle, pupils should be able to: I can explain how my choices can have an impact on people in my immediate community and globally.</p>
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	<p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>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 empathise with others in my community and globally and explain how this can influence the choices I make.</p>
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<p>Autumn 2 - Celebrating Difference</p>	<ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (child-centered) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments. <p>*Anti-bullying week celebrated</p> <p>I understand that everyone's family is different and important to them. I appreciate my family/the people who care for me.</p> <p>I understand that difference and conflicts sometimes happen among family members. I know how to calm myself down and use the 'Solve it Together' technique.</p> <p>I know what it means to be a witness to bullying. I know some ways of helping someone who is bullied feel better.</p> <p>I know that witnesses can make the situation better or worse by what they do. I can problem-solve a bullying situation with others.</p> <p>I recognise that some words as used in hurtful ways. I try hard not to use hurtful words.</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels.</p> <p>By the end of this puzzle, pupils should be able to: I can 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>	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions <p>*Anti-bullying week celebrated</p> <p>I understand that, sometimes, we make assumptions based on what people look like. I try to accept people for who they are.</p> <p>I understand what influences me to make assumptions based on how people look. I can question why I think what I do about other people.</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure. I know how it might feel to be a witness to and a target of bullying.</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can problem-solve a bullying situation with others.</p> <p>I can identify what is special about me and value the ways in which I am unique. I like and respect the unique features of my physical appearance.</p> <p>I can tell you a time when my first impression of someone changed when I got to know them. I can explain why it is good to accept people for who they are.</p> <p>By the end of this puzzle, pupils should be able to: I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p>	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures <p>*Anti-bullying week celebrated</p> <p>I understand that cultural differences sometimes cause conflict. I am aware of my own culture.</p> <p>I understand what racism is. I am aware of my attitude towards people from different races.</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours. I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</p> <p>I can explain the difference between direct and indirect bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who have been bullied.</p> <p>I can compare my life with people in the developing world. I can appreciate the value of happiness regardless of material wealth.</p> <p>I can understand a different culture from my own. I respect my own and other people's cultures.</p> <p>By the end of this puzzle, pupils should be able to: 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>	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy <p>*Anti-bullying week celebrated</p> <p>I understand there are different perceptions about what normal means. I can empathise with people who are different.</p> <p>I understand how being different could affect someone's life. I am aware of my attitude towards people who are different.</p> <p>I can explain some of the ways in which one person or a group can have power over another. I know how it can feel to be excluded or treated badly by being different in some way.</p> <p>I know some of the reasons why people use bullying behaviours. I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I am part of one.</p> <p>I can give examples of people with disabilities who lead amazing lives. I appreciate people for who they are.</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration. I can show empathy with people in either situation.</p> <p>By the end of this puzzle, pupils should be able to: I can explain ways in which difference can be a source of conflict or a cause for celebration.</p>
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	<p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>I can explain why it is good to accept myself and others for who we are.</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 show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>
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<p>Spring 1 - Dreams and Goals</p>	<ul style="list-style-type: none"> • Difficult challenges and achieving success • Dreams and ambitions • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing Feelings • Simple budgeting <p>I can tell you about a person who has faced difficult challenges and achieved success. I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability).</p> <p>I can identify a dream/ambition that is important to me. I can imagine how I will feel when I achieve my dream/ambition.</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them. I can break down a goal into a number of steps and know how others could help me achieve it.</p> <p>I am motivated and enthusiastic about achieving our new challenge. I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.</p> <p>I can recognise obstacles which might hinder my achievement and can take steps to overcome. I can manage the feelings of frustration that may arise when obstacles occur.</p> <p>I can evaluate my own learning progress and identify how it can be better next time. I am confident in sharing my success with others and can store my feelings in my internal treasure chest.</p> <p>By the end of this puzzle, pupils should be able to: I can explain the different ways that help me learn and what I need to do to improve.</p>	<ul style="list-style-type: none"> • Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes <p>I can tell you about some of my hopes and dreams. I know how it feels to have hopes and dreams.</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt. I know how disappointment feels and can identify when I have felt that way.</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment. I know how to cope with disappointment and how to help others cope with theirs.</p> <p>I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. I can enjoy being part of a group challenge.</p> <p>I can identify the contributions made by myself and others to the group's achievements. I know how to share in the success of a group and how to store this success experience in my internal treasure chest.</p> <p>By the end of this puzzle, pupils should be able to: I can plan and set new goals even after a disappointment.</p>	<ul style="list-style-type: none"> • Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation <p>I understand that I will need money to help me achieve some of my dreams. I can identify what I would like my life to be like when I am grown up.</p> <p>I know about a range of jobs carried out by people I know have explored how much people earn in different jobs. I appreciate the contributions made by people in different jobs.</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.</p> <p>I can describe the dreams and goals of young people in a culture different to mine. I can reflect on how these relate to my own.</p> <p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. I appreciate the similarities and differences between myself and young people in a different culture.</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this e.g. through sponsorship. I understand why I am motivated to make a positive contribution to supporting others.</p> <p>By the end of this puzzle, pupils should be able to: I can compare my hopes and dreams with those of young people from different cultures.</p>	<ul style="list-style-type: none"> • Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments <p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal). I understand why it is important to stretch the boundaries of my current learning.</p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can set success criteria so that I will know whether I have reached my goal.</p> <p>I can identify problems in the world that concern me and talk to other people about them. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.</p> <p>I can work with other people to help make the world a better place. I can empathise with people who are suffering or who are living in difficult situations.</p> <p>I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.</p> <p>I know what some people in my class like or admire about me and can accept their praise. I can give praise and compliments to other people when I recognise their contributions and achievements.</p> <p>By the end of this puzzle, pupils should be able to: I can explain different ways to work with others to help make the world a better place.</p>
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	<p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can explain what it means to be resilient and to have a positive attitude.</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 what motivates me to make the world a better place.</p>
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<p>Spring 2 - Healthy ME</p>	<ul style="list-style-type: none"> • Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and offline scenarios • Respect for myself and others • Healthy and safe choices <p>I understand how exercise affects my body and know why my heart and lungs are such important organs. I can set myself a fitness challenge.</p> <p>I know that the amount of calories, fat and sugar I put into my body will affect my health. I know what it feels like to make a healthy choice.</p> <p>I can tell you my knowledge and attitude towards drugs. I can identify how I feel towards drugs.</p> <p>I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels.</p> <p>I can identify when something feels safe or unsafe. I can take responsibility for keeping myself and others safe.</p> <p>I understand how complex my body is and how important it is to take care of it. I respect my body and appreciate what it does for me.</p> <p>By the end of this puzzle, pupils should be able to: I can identify things, people and places that I need to keep safe from, and can tell you some strategies for</p>	<ul style="list-style-type: none"> • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength <p>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I can identify the feelings I have about my friends and my different friendship groups.</p> <p>I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want. I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong. I can tap into my inner strength and know how to be assertive.</p> <p>By the end of this puzzle, pupils should be able to: I can recognise when people are putting me under</p>	<ul style="list-style-type: none"> • Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. I know how to keep myself calm in emergencies.</p> <p>I understand how the media, social media and celebrity culture promotes certain body types. I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image Pressures. I respect and value my body.</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. I am motivated to keep myself healthy and happy.</p> <p>By the end of this puzzle, pupils should be able to: I can explain different roles that food and substances can play in people's lives. I can also explain how people can</p>	<ul style="list-style-type: none"> • Taking personal responsibility • How substances affect the body • Exploitation, including 'county lines' and gang culture • Emotional and mental health • Managing stress <p>I can take responsibility for my health and make choices that benefit my health and well-being. I am motivated to care for my physical and emotional health.</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I am motivated to find ways to be happy and cope with life's situations without using drugs.</p> <p>I understand that some people can be exploited and made to do things that are against the law. I can suggest ways that someone who is being exploited can help themselves.</p> <p>I know why some people join gangs and the risks this involves. I can suggest strategies someone could use to avoid being pressurised.</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. I know how to help myself feel emotionally healthy and can recognise when I need help with this.</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. I can use different strategies to manage stress and pressure.</p> <p>By the end of this puzzle, pupils should be able to: I can explain when substances including alcohol are</p>
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	<p>keeping myself safe and healthy including who to go to for help.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>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>develop eating problems (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>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>
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<p>Summer 1 - Relationships</p>	<ul style="list-style-type: none"> • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can describe how taking some responsibility in my family makes me feel.</p> <p>I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. I know how to negotiate in conflict situations to try to find a win-win solution.</p> <p>I know and can use some strategies for keeping myself safe online. I know who to ask for help if I am worried or concerned about anything online.</p> <p>I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices.</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them.</p> <p>I know how to express my appreciation to my friends and family. I enjoy being part of a family and friendship groups.</p> <p>By the end of this puzzle, pupils should be able to: I can explain how my life is influenced positively by people I know and also by people from other countries.</p>	<ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and Falling Out • Girlfriends and boyfriends • Showing appreciation to people and • Animals <p>I can recognise situations which can cause jealousy in relationships. I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.</p> <p>I can identify someone I love and can express why they are special to me. I know how most people feel when they lose someone or something they love.</p> <p>I can tell you about someone I know that I no longer see. I understand that we can remember people even if we no longer see them.</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise.</p> <p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend.</p> <p>I know how to show love and appreciation to the people and animals who are special to me. I can love and be loved.</p> <p>By the end of this puzzle, pupils should be able to: I can recognise how people are feeling when they miss a special person or animal.</p>	<ul style="list-style-type: none"> • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARTT internet safety rules <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self-esteem.</p> <p>I understand that belonging to an online community can have positive and negative consequences. I can recognise when an online community feels unsafe or uncomfortable.</p> <p>I understand there are rights and responsibilities in an online community or social network. I can recognise when an online community is helpful or unhelpful to me.</p> <p>I know there are rights and responsibilities when playing a game online. I can recognise when an online game is becoming unhelpful or unsafe.</p> <p>I can recognise when I am spending too much time using devices (screen time). I can identify things I can do to reduce screen time, so my health isn't affected.</p> <p>I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</p> <p>By the end of this puzzle, pupils should be able to: I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with</p>	<ul style="list-style-type: none"> • Mental health • Identifying mental health worries and sources of support • Love and loss Managing feelings • Power and control Assertiveness • Technology safety • Take responsibility with technology use <p>I know that it is important to take care of my mental health. I understand that people can get problems with their mental health and that it is nothing to be ashamed of.</p> <p>I know how to take care of my mental health. I can help myself and others when worried about a mental health problem.</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when I am feeling those emotions and have strategies to manage them.</p> <p>I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p>I can judge whether something online is safe and helpful for me. I can resist pressure to do something online that might hurt myself or others.</p> <p>I can use technology positively and safely to communicate with my friends and family. I can take responsibility for my own safety and well-being.</p> <p>By the end of this puzzle, pupils should be able to: 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>
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	<p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>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 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>
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<p>Summer 2 - Changing Me</p>	<ul style="list-style-type: none"> • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition <p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. I can express how I feel when I see babies or baby animals</p> <p>I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family.</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process. I recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p>I can identify how boys' and girls' bodies change on the inside 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. I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p> <p>I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this.</p>	<ul style="list-style-type: none"> • Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change <p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. I appreciate that I am a truly unique human being.</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me.</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p> <p>I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about this.</p>	<ul style="list-style-type: none"> • Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) • Growing responsibility • Coping with change • Preparing for transition <p>I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem.</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p> <p>I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty.</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby. I appreciate how amazing it is that human bodies can reproduce in these ways.</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). I am confident that I can cope with the changes that growing up will bring.</p> <p>I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this.</p>	<ul style="list-style-type: none"> • Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition <p>I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem.</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty.</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I can recognise how I feel when I reflect on the development and birth of a baby.</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative 'body-talk'.</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know how to prepare myself emotionally for the changes next year.</p>
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	<p>By the end of this puzzle, pupils should be able to: I can 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>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>By the end of this puzzle, pupils should be able to: 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>By the end of this puzzle, pupils should be able to: I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>	<p>By the end of this puzzle, pupils should be able to: 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>
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