



PSHE End Points



Reception End Points	Year 1 & 2 End Points	Year 3 & 4 End Points	Year 5 & 6 End Points
Being Me In My World – Autumn 1			
<ul style="list-style-type: none"> • Know they have a right to learn and play, safely and happily • Know that some people are different from themselves • Know that hands can be used kindly and unkindly • Know special things about themselves • Know how happiness and sadness can be expressed • Know that being kind is good • Skills to play co-operatively with others • Be able to consider others' feelings 	<ul style="list-style-type: none"> • Know about rewards and consequences and that these stem from choices • Understand that their own views are valuable • Know that positive choices impact positively on self-learning and the learning of others • Be able to work co-operatively • Recognise own feelings and know when and where to get help • Recognise the feeling of being worried 	<ul style="list-style-type: none"> • Know how individual attitudes and actions make a difference to a class • Identify the feelings associated with being included or excluded • Know how to regulate my emotions • Recognise the feelings of being motivated or unmotivated • Be able to help friends make positive choices 	<ul style="list-style-type: none"> • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know that personal choices can affect others locally and globally • Understand how to contribute towards the democratic process • Know own wants and needs • Demonstrate empathy and understanding towards others
Celebrating Difference Autumn 2			
<ul style="list-style-type: none"> • Know what being unique means 	<ul style="list-style-type: none"> • Know the difference between a one-off incident and bullying 	<ul style="list-style-type: none"> • Know that some forms of bullying are harder 	<ul style="list-style-type: none"> • Know that there are different perceptions of 'being normal' and



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<ul style="list-style-type: none"> • Know the names of some emotions such as happy, sad, frightened, angry • Know some qualities of a positive friendship • Know what being proud means and that people can be proud of different things • Know that families can be different • Know that people have different homes and why they are important to them • Identify things they are good at • Be able to vocalise success for themselves and about others successes 	<ul style="list-style-type: none"> • Know that friends can be different and still be friends • Know there are stereotypes about boys and girls • Know where to get help if being bullied • Know that it is OK not to conform to gender stereotypes • Know the difference between right and wrong and the role that choice has to play in this • Understand that everyone's differences make them special and unique • Understand that boys and girls can be similar and different in lots of ways and that is OK • Recognise that they shouldn't judge people because they are different 	<p>to identify e.g. tactical ignoring, cyber-bullying</p> <ul style="list-style-type: none"> • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that sometimes people make assumptions • Know there are influences that can affect how we judge a person or situation • Be non-judgemental about others who are different • Identify influences that have made them think or feel positively/negatively about a situation 	<p>where these might come from</p> <ul style="list-style-type: none"> • Know that difference can be a source of celebration as well as conflict • Know why some people choose to bully others • 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
Dreams and Goals Spring 1			



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<ul style="list-style-type: none">• Know what a challenge is• Know that it is important to keep trying• Know what a goal is• Know some jobs that they might like to do when they are older• Know that they must work hard now in order to be able to achieve the job they want when they are older• Know when they have achieved a goal• Understand that challenges can be difficult• Recognise how kind words can encourage people• Talk about a time that they kept on trying and achieved a goal	<ul style="list-style-type: none">• Know how to choose a realistic goal and think about how to achieve it• Know that it is important to persevere• Know how to share success with other people• Recognise how working with others can be helpful• Be able to describe their own achievements and the feelings linked to this• Recognise their own strengths as a learner• Recognise how it feels to be part of a group that succeeds and store this feeling	<ul style="list-style-type: none">• Know how to make a new plan and set new goals even if they have been disappointed• Know how to share in the success of a group• Know that hopes and dreams don't always come true• Know that reflecting on positive and happy experiences can help them to counteract disappointment• Can identify the feeling of disappointment• Be able to cope with disappointment• Can identify what resilience is• Can talk about their hopes and dreams and the feelings associated with these• Help others to cope with disappointment	<ul style="list-style-type: none">• 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 set realistic and challenging goals• Understand why it is important to stretch the boundaries of their current learning• Empathise with people who are suffering or living in difficult situations• Set success criteria so that they know when they have achieved their goal• Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
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<ul style="list-style-type: none">• Know what the word 'healthy' means• Know the names for some parts of their body• Know when and how to wash their hands properly• Know that they need to exercise to keep healthy• Know how to help themselves go to sleep and that sleep is good for them• Know what to do if they get lost• Can explain what they need to do to stay healthy• Can give examples of healthy food• Can explain what to do if a stranger approaches them• Can explain how they might feel if they don't get enough sleep	<ul style="list-style-type: none">• Know what their body needs to stay healthy• Know what relaxed means• Know why healthy snacks are good for their bodies• Know which foods given their bodies energy• Know that it is important to use medicines safely• Know what makes them feel relaxed/stressed• Feel positive about caring for their bodies and keeping it healthy• Desire to make healthy lifestyle choices	<ul style="list-style-type: none">• 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 how different friendship groups are formed and how they fit into them• Know some of the reasons some people drink alcohol and smoke• Can tap into their inner strength and know-how to be assertive	<ul style="list-style-type: none">• 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 about different types of drugs and their uses• Know that stress can be triggered by a range of things• Know that some people can be exploited and made to do things that are against the law• Know why some people join gangs and the risk that this can involve• Are motivated to care for their own physical and emotional health• Suggest strategies someone could use to avoid being pressured
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Relationships–Summer 1

- Know what a family is
- Know that different people in a family have different responsibilities (jobs)
- Know some of the characteristics of healthy and safe friendships
- Know that friends sometimes fall out
- Know that unkind words can never be taken back and they can hurt
- Can identify what jobs they do in their family and those carried out by parents/carers and siblings
- Can suggest ways to make a friend or help someone who is lonely
- Can use different ways to mend a friendship

- Know how to stay stop if someone is hurting them
- Know there are good secrets and worry secrets and why it is important to share worry secrets
- Know what trust is
- Know that everyone's family is different
- Know that families function well when there is trust, respect, care, love and co-operation
- Know that friendships have ups and downs and sometimes change with time
- Can recognise and talk about the types of physical contact that is acceptable or unacceptable
- Can identify the negative feelings

- Know some reasons why people feel jealousy
- Know that loss is a normal part of relationships
- Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe
- Know that memories can support us when we lose a special person or animal
- Can suggest positive strategies for managing jealousy
- Can suggest strategies for managing loss

- Know that it is important to 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
- Know some of the dangers of being 'online'
- Recognise that people can get problems with their mental health and that it is nothing to be ashamed of
- Can help themselves and others when worried about a mental health problem
- Recognise when they are feeling grief and have strategies to manage them
- Demonstrate ways they could stand up for themselves and their



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	<p>associated with keeping a worry secret</p> <ul style="list-style-type: none"> • Can identify who they trust in their own relationships • Can say who they would go to for help if they were worried or scared 		<p>friends in situations where others are trying to gain power or control</p>
Changing Me – Summer 2			
<ul style="list-style-type: none"> • Know the names and functions of some parts of the body • Know that we grow from baby to adult • Know that remembering happy times can help us move on • Recognise that changing class can elicit happy and/or sad emotions • Can identify how they have changed from a baby • Can identify positive memories from the past year in school/home 	<ul style="list-style-type: none"> • Know that private body parts are special and that no one has the right to hurt these • Know there are different types of touch and that some are acceptable and some are unacceptable • Know that life cycles exist in nature • Know that aging is a natural process including old age • Know that some changes are out of an individual's control • Know how their bodies have changed from 	<ul style="list-style-type: none"> • Know some of the body changes that happen during puberty • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted 	<ul style="list-style-type: none"> • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves • Know the importance of self-esteem and what



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	<p>when they were a baby and that they will continue to change as they age</p> <ul style="list-style-type: none">• Be able to confidently ask someone to stop if they are being hurt or frightened• Be able to express how they feel about changes	<ul style="list-style-type: none">• Can say who they can talk to about puberty if they have any worries• Have strategies for managing the emotions relating to change	<p>they can do to develop it</p> <ul style="list-style-type: none">• Understand that mutual respect is essential in a relationship and that they shouldn't feel pressured into doing something that they don't want to• Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
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