PSHE - Knowledge and Skills Progression Documents

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	RELATIONSHIPS EDUCATION						
	Families and people who care for me *Pupils should know…*						
F1	that families are important for children growing up because they can give love, security and stability.	✓	✓	✓	✓	✓	✓
F2	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	✓			✓	✓	
F3	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.		✓		✓		✓
F4	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	✓			✓	✓	
F5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						✓
F6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			✓		✓	
	Caring Friendships *Pupils should know…*						
CF1	how important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CF3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓	✓	✓	✓	✓	✓
CF4	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	✓	✓	✓	✓	✓	✓
CF5	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	✓		✓	✓	✓	✓
	Respectful Relationships *Pupils should know…*						
RR1	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	✓	✓		✓	✓	✓
RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓	✓	✓	✓	✓	✓
RR3	the conventions of courtesy and manners.		✓	✓	✓		
RR4	the importance of self-respect and how this links to their own happiness.	✓	✓	✓	✓	✓	✓
RR5	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.		✓	✓	✓	✓	✓
RR6	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	✓	✓		✓	✓	✓
RR7	what a stereotype is, and how stereotypes can be unfair, negative or destructive.			✓			
RR8	the importance of permission-seeking and giving in relationships with friends, peers and adults.				✓		

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Online Relationships *Pupils should know…*						
OR1	that people sometimes behave differently online, including by pretending to be someone they are not.			✓		✓	✓
OR2	that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.	✓	✓				
OR3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	✓	✓	✓			
OR4	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					✓	
OR5	how information and data is shared and used online.		✓	✓			
	Being Safe Pupils should know…						
BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				✓	✓	✓
BS2	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.						✓
BS3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓		✓			
BS4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	✓				✓	
BS5	how to recognise and report feelings of being unsafe or feeling bad about any adult.	✓		✓	✓	✓	✓

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BS6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓				✓	
BS7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓			✓	
BS8	where to get advice e.g. family, school and/or other sources.	✓	✓		✓	✓	

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	HEALTH EDUCATION						
	Mental Wellbeing *Pupils should know…*						
MW1	that mental wellbeing is a normal part of daily life, in the same way as physical health.	✓	✓	✓	✓	✓	✓
MW2	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	✓	✓	✓	✓	✓	✓
MW3	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	✓	✓	✓	✓	✓	✓
MW4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓
MW5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.				✓		
MW6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓	✓				✓
MW7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		✓	✓		✓	

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
MW8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	✓	✓		✓	✓	✓
MW9	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	✓	✓		✓		
MW10	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.				✓		
	Internet Safety and Harms *Pupils should know…*						
ISH1	that for most people the internet is an integral part of life and has many benefits.	✓			✓		
ISH2	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				✓	✓	✓
ISH3	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.					✓	✓
ISH4	why social media, some computer games and online gaming, for example, are age restricted.					✓	✓
ISH5	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.				✓		
ISH6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			✓		✓	✓
ISH7	where and how to report concerns and get support with issues online.		✓		✓		

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Physical Health and Fitness *Pupils should know…*						
PH1	the characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓			
PH2	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		✓				
PH3	the risks associated with an inactive lifestyle (including obesity).		✓	✓			
PH4	how and when to seek support including which adults to speak to in school if they are worried about their health.			✓			
	Healthy Eating *Pupils should know…*						
HE1	what constitutes a healthy diet (including understanding calories and other nutritional content).			✓			
HE2	the principles of planning and preparing a range of healthy meals.		✓	✓			✓
HE3	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		✓				
	Drugs, alcohol and tobacco Pupils should know…						

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
DAT1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				✓	✓	✓
	Health and prevention Pupils should know…						
HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						✓
HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		✓				
HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.					✓	
HP4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓					
HP5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓			✓		
HP6	the facts and science relating to allergies, immunisation and vaccination.			✓			✓
	Basic First Aid Pupils should know…						
BFA1	how to make a clear and efficient call to emergency services if necessary.			✓			
BFA2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.			✓			
	Changing adolescent body Pupils should know…						
CAB1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				✓	✓	✓
CAB2	about menstrual wellbeing including the key facts about the menstrual cycle.					✓	

Key Stage 1

Key Stage 2



Get HeartSmart

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• I am beginning to understand that my choices can help or hurt my own and others hearts. • I am beginning to understand that I am a source of power. • I am beginning to understand some different emotions I feel. • I am beginning to understand that I can look after my heart. • I can identify someone that I am grateful for and am beginning to think about a reason why. • I am beginning to understand what healthy choices for my mind and body look like.	• I understand that the choices I make can help or hurt my own and others hearts. • I can describe a way that I can use my power in a positive and negative way. • I am beginning to understand that the decisions I make can affect my reputation. • I am beginning to understand how my heart affects my actions, words and behaviours. • I can describe how different people's families may look. • I can describe a way my family shows me love. • I can list a food from each of the 5 food groups. • I can think of a choice I have made that has helped my heart. • I can think of a choice I have made that has helped someone else's heart.	• I can suggest a way that I can show love to myself. • I can suggest a way that I can show love to others. • I can list ways to be kind to one another. • I can describe some ways that others are 'meant to be treated'. • I can recall a memory and associate a feeling with it. • I am beginning to understand that my heart needs protecting. • I can list some things that my heart needs protecting from. • I can list some people that I am grateful for in my life and give some reasons for why I am grateful for them. • I can identify some benefits of a healthy lifestyle. • I can identify some risks of an unhealthy lifestyle. • I can suggest some ways that I can care for my heart. • I can suggest some ways that I can care for other people's hearts.	• I can suggest several ways that I can show love to myself. • I can suggest several ways that I can show love to others. • I am beginning to think about the consequences of the words we use. • I can describe some consequences of using kind and unkind words. • I can suggest some characteristics that I would like to see in my classroom. • I can suggest some ways I can cultivate some of those characteristics. • I can name someone that I trust and I can give one reason for why I trust them. • I can list some characteristics of a healthy family life. • I can explain what "mental wellbeing" means. • I can list something that positively affects my mental wellbeing. • I can list something that negatively affects my mental wellbeing. • I can suggest some ways that I can care for my heart. • I can suggest some ways that I can care for other people's hearts.	• I can suggest some ways that I can care for my heart. • I can suggest some ways that I can care for other people's hearts. • I understand that being bossy is about trying to control others. • I can describe some qualities of a good leader. • I can describe some qualities of the heart reputation I would like to have. • I can suggest some ways to know what I should and shouldn't watch. • I can list some things I should avoid watching. • I can explain how another person has supported or encouraged me and how that made me feel. • I can write a thank you letter and express gratitude to someone. • I can suggest some ways to help myself sleep well. • I can list some benefits of sleeping well. • I can explain somes ways that I can protect my own and other's hearts.	• I can reflect on the choices I make that can help my heart. • I can reflect on the choices I make that can hurt my heart. • I can explain how I feel differently when moving or posing in different ways. • I can create a powerful pose of my own. • I can suggest ways people can become 'hard-hearted'. • I can suggest ways to keep my heart soft and strong. • I can explain the benefits of a soft-strong heart over a hard heart. • I can explain when a secret should be kept and when it should be shared. • I can describe what a commitment is. • I can plan a healthy meal. • I can reflect on how I protect my own and other's hearts.



Don't Forget To Let Love In!

• I am starting to describe myself in a positive way. • I am starting to think about some great things about myself. • I can suggest touch that I like and touch that I don't like. • I am beginning to understand the difference between the truth and lies. • I am beginning to understand that not everything is true. • I am beginning to understand what truth sounds like. • I am beginning to make choices based on my preferences. • I am beginning to understand that I am unique. • I am beginning to understand that there is a difference between spending and saving. • I am beginning to understand that I can choose to 'save' or 'spend'. • I am beginning to understand that a reward comes from saving. • I can identify different ways that I can take care of myself and some of the objects I use for this eg toothbrush. • I am beginning to be able to recall a kind word or action from my week.	• I can recall a way someone has shown love to me through kind words or actions. • I can describe something I like about myself. • I can say some of my strengths. • I understand that I am unique. • I understand the difference between truths and lies. • I can suggest my own trash and truth statement. • I can use positive adjectives to describe myself. • I can describe a different range of emotions. • I understand that thankfulness changes my attitude. • I can find my pulse. • I can describe how I feel after physical activity. • I can recall a kind word or action from the week. • I can share the best thing about me.	• I can recall some ways that people have shown love to me through kind words or actions. • I am starting to describe myself in a positive way. • I can think of words to encourage others. • I can accept encouragement from others. • I can sort words into what love is and what love isn't. • I can list some things that I am grateful for. • I can explain why I am grateful for them. • I am beginning to understand that some choices I make will affect my physical health. • I can recall examples of kind words or actions from the week. • I can share some amazing things about myself.	• I can recall different ways someone shown me love through kind words or actions. • I can describe myself in a positive way. • I can identify some ways that I most feel love. • I can give an example of a time when I have been loved. • I can identify some of my strengths and achievements. • I can record and list some unique facts and figures about me. • I can highlight five things about my body that I am grateful for. • I can explain I am grateful. • I understand that love sometimes looks like stopping the spread of bacteria. • I can suggest some ways that bacteria spreads. • I can recall examples of kind words or actions from the week. • I can share several amazing things about myself.	• I reflect on ways that people show me love through kind words or actions. • I am starting to describe myself in a positive way consistently. • I understand that I have value and purpose. • I am aware of how the words I listen to about myself can make me feel. • I can identify some lies that I believe/listen to. • I can suggest opposing truths to those lies. • I can describe how listening to and believing lies makes me feel. • I can describe how listening to and believing truth makes me feel. • I am beginning to understand and demonstrate different ways I can respond to pressured scenarios. • I can recall a significant event and person in my life. • I can someone to go to when I need help. • I can recall a way I have 'Let Love in' this week.	• I reflect on ways that people show me love through kind words or actions. • I describe myself in a positive way consistently. • I understand that I am valued. • I can encourage others with kind and positive words. • I can accept the encouragement given to me. • I can recall significant events and people in their lives so far. • I can recognise that every person is unique. • I can list things that I am are grateful for. • I can suggest some early signs of illness. • I can recall a way that I have 'Let Love in' this week. • I can describe myself in a positive way.



Too Much Selfie Isn't Healthy!

• I am beginning to think about ways to show love for others. • I am beginning to demonstrate ways to love others. • I am beginning to notice the people around me. • I am beginning to think about ways that I can help others. • I am beginning to think about ways I have been helped by others. • I can think of someone who looks after me. • I am beginning to think about how being looked after makes me feel. • I can suggest ways to show appreciation for others. • I am beginning to understand how to work as a team. • I am beginning to think about some ways to keep safe online. • I can draw a picture to offer advice for keeping safe online. • I can suggest a way that I have shown love for others. • I am beginning to think about how loving others makes me feel.	• I can suggest a way to show love for others. • I can suggest a way to demonstrate love to others. • I am learning to suggest ways to 'look out' for other people's needs and the needs of the environment around me. • I am learning to spot and act on opportunities to do something kind for others. • I can list the people working in my local community that look after and protect me. • I am learning to appreciate the important work they do. • I can list ways that we are all different. • I can list ways that we are all the same. • I can suggest some ways to keep safe in real life. • I can suggest some online safety rules. • I understand that online safety rules are similar to safety rules in real life. • I can suggest ways they have shown love for others. • I can describe how loving others makes me feel.	• I can suggest ways to show love for others. • I can suggest ways to demonstrate loving others. • I can suggest something that I can do for another person. • I can describe how the person I helped felt. • I can describe how helping someone else made me feel. • I can explain how to respond in an emergency. • I can recognise and celebrate the impact kindness has on another person. • I can work together with others to complete a task. • I am learning how to listen well to one another and respect each other's views. • I can list some information that identifies me eg name, address. • I know why it is important to keep personal information private. • I can suggest ways I have shown love for others. • I can describe how caring for others makes me feel. • I can suggest ways I have shown love for others. • I can describe how caring for others makes me feel.	• I can suggest ways to show love for others. • I can demonstrate ways to love others. • I am becoming more aware of my surroundings and the people around me by noticing differences. • I can make the link about being observant and being aware of those around us. • I can suggest how a person is feeling from their expression and body language. • I can suggest some of the unseen heroes of my community are. • I can honour those heroes by writing a thank you note. • I can suggest times when I need help from others. • I can demonstrate good teamwork skills (clear communication, listening and negotiating). • I can suggest ways to use my technology devices responsibly. • I can suggest ways that I have shown love for others. • I can describe how caring for others makes people feel.	• I understand there are many different ways I can show love for others. • I can demonstrate ways to love others. • I can think of someone to go to if I feel lonely. • I can suggest things to do to avoid feeling lonely. • I can list some skills needed to listen to others well. • I can suggest ways I can demonstrate honour. • I am starting to understand the purpose and role of groups eg charities, raising awareness. • I know what I should and shouldn't share online. • I can suggest ways that I have shown love for others. • I can describe how caring for others makes people feel.	• I can reflect on the different ways to show love for others. • I consistently demonstrate ways to love others. • I know there are ways we are different and ways we are the same. • I understand that while there are some differences between us, there are more similarities. • I can listen carefully to my classmate and feedback what they have said. • I can suggest people who have benefitted from overcoming a challenge. • I can explain why I am grateful for those people. • I can suggest ways to be a good friend. • I can list 3 benefits of social media. • I can list 3 dangers of social media. • I can describe ways that I have shown love for others. • I can describe how caring for others makes people feel.



Don't Hold on to What's Wrong!

• I can identify when Boris is sad. • I am beginning to understand that what I do effects others. • I am beginning to understand when I need to say sorry. • I am beginning to understand that forgiveness helps my heart. • I am beginning to understand when I am feeling a negative emotion eg anger, sadness, disappointment. • I am beginning to understand that I can choose kind or unkind words. • I can suggest an example of a positive attribute of the kind of friend I would like to be. • I am beginning to understand something I can do if I feel sad or mad.	• I understand that letting the bad feelings out of my heart helps me feel happy again. • I understand that what I do affects others • I am beginning to understand when I need to say sorry. • I am beginning to understand that forgiveness helps my heart. • I can give an example of a person, place or activity that helps my heart when I am sad. • I am beginning to understand ways to help me let go of hurt or disapointment. • I can suggest a way I can protect myself and others from bullying. • I can suggest something I can do if I feel sad or mad.	• I am beginning to understand what 'forgiveness' means. • I can describe how saying sorry can help a situation. • I can describe the effects of choosing to forgive or not. • I can describe a way that holding on to hurt can make us sad. • I can list a ways to build trust between friends. • I can think of someone that I trust. • I can give an example of a stereotype. • I can suggest a couple of things I can do if I feel sad or mad.	• I can suggest a way to fix a broken friendship. • I can describe some benefits of forgiveness. • I can sort scenarios into positive and negative stress. • I can suggest ways to manage negative stress. • I can suggest some healthy boundaries I can use both in life and online. • I can recognise online abuse and know who to report it to. • I can suggest positive uses of the internet. • I can list several things I can do if I feel sad, or mad.	• I can describe forgiveness. • I can explain why forgiveness keeps my heart healthy. • I can describe some practical steps I could take to resolve conflict. • I can describe how different emotions feel. • I can explain why emotions are important. • I can describe some healthy ways to respond to my mistakes. • I can recognise bullying behaviours. • I can suggest ways to deal with bullying. • I can list different types of negative emotion. • I can identify when I am experiencing negative emotion. • I can suggest ways that will help me when I am experiencing negative emotion.	• I can demonstrate choosing forgiveness. • I can demonstrate choosing strategies to help resolve conflicts and disputes. • I can explain my point of view. • I can listen and take account of a response from another person. • I can model resolving a dispute. • I can explain some benefits of forgiveness. • I can suggest some barriers to forgiveness. • I understand that our tone and body language communicates more than our words. • I can give examples of how a trustworthy friend behaves. • I can explain when it is ok to break a confidence. • I can list some effects bullying can have. • I can explain how to get help if I or someone I know are being bullied. • I can identify when I am experiencing negative emotion. • I can suggest ways that will help me when I am experiencing negative emotion.



Fake Is A Mistake!

• I can suggest an amazing fact about myself. • I can explain why we don't need to lie about oursleves. • I am beginning to understand that I don't need to pretend to be anything I am not - I can be myself! • I can describe what being 'see-through' means. • I am beginning to understand some reasons why being 'see-through' in friendship is important. • I can suggest some ways to look after my teeth. • I can name a person I can talk to when I feel upset. • I am beginning to understand that small lies can have a big impact. • I can complete the phrase "I am..." with a positive characteristic.	• I can suggest a couple of amazing facts about myself. • I can explain why we don't need to lie about oursleves. • I can name something unique about myself. • I can can name an unkind thought that I have about myself. • I can name a kind thought I have about myself. • I can describe how an emotion feels. • I can describe times when I have felt different emotions. • I can suggest some ways to demonstrate good manners. • I can demonstrate different ways to greet another person. • I can describe some ways to stay safe in the sun. • I can use positive words to describe myself and complete the phrase 'I am...'	• I can suggest a couple of amazing facts about myself. • I can explain why we don't need to lie about oursleves. • I am beginning to know the real me is the best me. • I can give a simple explanation of what shame is. • I can suggest appropriate and inappropriate types of touch. • I can suggest safe people to talk to if I am concerned. • I can explain why telling the truth is important to build a friendship. • I can explain what an allergy is. • I can list what I have learned about why 'Fake is a Mistake'.	• I can explain why we don't need to lie about oursleves. • I can list 3 great things about myself. • I can explain that I am not what I 'do'. • I can identify some important voices in my life. • I can recognise the difference between kind and unkind voices in my life. • I am growing in courage to always tell the truth. • I can give examples of when I have been afraid to tell the truth. • I can explain when dares are no longer fun. • I can explain the consequences of dares. • I can list some of the risks associated with smoking. • I can list what I have learned about why 'Fake is a Mistake'.	• I can explain why we don't need to lie about oursleves. • I can list 5 great things about myself. • I can discuss how unrealistic images can make me feel. • I can explain some things I can do when I feel like I need to hide how I really feel. • I can give a simple description of what vulnerability is. • I can identify qualities that build trust for vulnerability. • I can explain why growing feedback is important. • I can identify the difference between 'No Entry' and 'Welcome' responses to feedback. • I can list some risks associated with alcohol use in young people. • I can give some advice against drinking alcohol. • I can list what I have learned about why 'Fake is a Mistake'.	• I can present different opinions respectfully. • I can explain how to communicate the truth lovingly. • I understand we are loved just as we are. • I understand how to replace negative self-talk with positive self-talk. • I can define what a boundary is. • I can explain how using boundaries means we can have respectful friendships. • I can find out facts about vaccinations from credible sources. • I can suggest ways to discern if information online is credible. • I can know some physical and mental health risks associated with taking drugs. • I can suggest some ways to avoid drug taking. • I can list what I have learned about why 'Fake is a Mistake'?



'No Way Through,' Isn't True!

• I am beginning to understand when I feel stuck. • I am beginning to choose to persevere in completing a challenge. • I am starting to explore how I can adapt my strategy and try other things when I feel stuck. • I am beginning to understand the value of having a friend's support when I feel stuck. • I can differentiate between secrets I should and shouldn't keep. • I know what to do if someone asks me to keep a secret that makes me feel uncomfortable. • I am beginning to understand that I have an impact on my class, family and community. • I can choose pictures of things I like (to create a dreamboard). • I can think of a person, pet or toy that I miss. • I can share a memory of that person, pet or toy. • I am starting to be able to recall times where I felt stuck but found a way through!	• I am beginning to understand when I feel stuck. • I am beginning to choose to persevere in completing a challenge. • I am beginning to be able to find alternative solutions to a problem. • I can design a map with alternative routes. • I am beginning to think about different ways I can look at situations. • I can suggest a different way I could try to overcome a challenging situation. • I can replace worry phrases with positive "what if" phrases. • I can identify signs of energy being used. • I can suggest some ways to conserve energy. • I can recall a time when I felt stuck but found a way through!	• I can identify when I feel stuck. • I can choose to persevere when I feel stuck or in completing a challenge. • I can identify an area of my life where I am doing well. • I can describe what a setback is. • I can give an example of a setback. • I can demonstrate basic first aid skills. • I can identify a dream I have. • I can list some attitudes I need to develop to achieve my dreams. • I can describe what 'change' is and give some examples in my life. • I can suggest something I can do that helps me to manage change. • I can recall a time when I felt stuck but found a way through!	• I can describe a situation where I felt stuck. • I can suggest some ways I can persevere when I feel stuck. • I can list some skills and attitudes needed to meet the challenges. • I can identify habits I need to develop or lose in order to achieve my goals. • I can think of someone who encourages me. • I can think of someone I can encourage. • I can choose pictures of things that inspire me. • I can create 'A Dream of my Heart is...' statement. • I can define what puberty is. • I can describe key physical changes that take place as puberty begins. • I can recall a time when I felt stuck but found a way through!	• I can describe situations where I feel stuck. • I can suggest ways to persevere when I feel stuck. • I can say when I find a situation difficult or challenging. • I can give some examples of internal success. • I can give an example of something I would like to grow in internally to meet a goal I have. • I can name some tools that help me to live with hope. • I can explain key facts about the menstrual cycle. • I can describe ways to look after my health and wellbeing as I grow up. • I can recall a time when I felt stuck but found a way through. • I can use strategies that demonstrate 'No Way Through' isn't True!	• I can describe situations where I get stuck. • I can suggest ways to persevere when I feel stuck. • I can describe the impact of changing my thinking from 'I can't do it' to 'I can't do it yet'. • I can explain the importance of practice. • I can answer the question "How am I feeling?" • I can answer the question "Why am I feeling that way?" • I can suggest ideas of needs for "What do I need?"" • I can explain the effects of having hope. • I demonstrate choosing hope. • I can describe some things that may try to keep me in my comfort zone. • I can suggest what could happen when I step outside my comfort zone, into 'Where the magic happens!'? • I can apply this learning to a real-life scenario. • I can describe the changes in my brain as I go through adolescence. • I can recall a time when I felt stuck but found a way through. • I can identify strategies used to demonstrate 'No Way Through' isn't True!