



Cliftonville PSHE Curriculum Endpoints

By the end of Y1:

- recognise what is fair and unfair, kind and unkind, what is right and wrong
- recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- know simple ways to help prevent diseases spreading
- know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- identify the 3 emergency services and how they help us
- know to dial 999 in an emergency.

By the end of Y2:

- recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
- judge what kind of physical contact is acceptable and comfortable; and know how to respond if it isn't (including who to tell and how to tell them)
- identify and respect the differences and similarities between people
- describe some ways of keeping safe in the environment and online
- recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
- identify aspects of a healthy lifestyle: physical activity, rest, healthy eating and dental health
- know that household products, including medicines, can be harmful if not used properly.

By the end of Y3:

- recognise different types of relationship, including those between acquaintances, friends, relatives and families
- give some examples of strategies to resolve disputes and conflict through negotiation and compromise
- identify differences and similarities between people based on a range of factors, including family, cultural, ethnic, racial and religious diversity, age, sex and disability
- identify 'dares' and suggest ways to manage them
- recognise, predict and assess risks in different situations and suggest ways how to manage them responsibly
- make informed choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
- know that some commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety
- identify the different kinds of responsibilities, rights and duties they have at home, at school, in the community and towards the environment.

By the end of Y4:

- identify the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- explain the meaning of, and identify, stereotypes
- recognise how their increasing independence brings increased responsibility and describe ways to keep themselves and others safe
- know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

- describe basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or that they think is wrong
- know which commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety
- describe simple routines that can reduce the spread of bacteria and viruses
- know why and how rules and laws are made and enforced; and how to take part in making and changing rules.

By the end of Y5:

- describe features of a positive, healthy relationship
- show some understanding of when they should agree to 'keeping something confidential or secret' and when it is right to 'break a confidence' or 'share a secret'
- know school rules about health and safety; basic emergency aid procedures; and where and how to get help
- know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety
- know how their body will, and their emotions may, change as they approach and move through puberty
- know about human reproduction in simple terms
- know that they have the right to protect their body from inappropriate and unwanted contact; and identify ways to get support if they have fears for themselves or their peers
- know that everyone has basic human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

By the end of Y6:

- know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- understand that marriage should be a commitment freely entered into by both people
- know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- know the terms associated with gender identity and sexual orientation: see school agreed definitions
- recognise prejudice-based bullying linked to sexual orientation and gender and identify ways to respond to, and report, it
- describe how to manage requests for images of themselves or others (including knowing who to talk to), understanding what is and is not appropriate to ask for or share
- describe how to use a mobile phone responsibly: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
- recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- identify some ways in which they can manage their money and be a critical consumer.