



Small School. Big Hearts. Big Ambitions

Progression of skills and knowledge in PSHE

I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philipians 1:9

Reception

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

ELG:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

	Year 1/2	Year 3/4	Year 5/6
Anti-bullying	<ul style="list-style-type: none"> • Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying. • Be starting to understand that sometimes people are bullied because they may be different in some way from others. • Be able to describe how it feels to be bullied or see someone else being bullied. Be starting to demonstrate simple ways of responding to bullying including the need to be assertive. • Be able to demonstrate how to be kind to bullied children. • Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur. 	<ul style="list-style-type: none"> • Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying. • Understand that sometimes people are bullied because of issues relating to their identity e.g. Ethnicity, religion, culture or family life. • Be able to describe the feelings of those involved in bullying including those who bully others. • Be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation. • Be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place where bullying is less likely to occur. 	<ul style="list-style-type: none"> • Be able to describe the key characteristics and forms of bullying. • Be able to talk about personal reasons why someone may engage in bullying. • Be beginning to identify and describe specific types of prejudice driven bullying. • Be able to describe the different roles of those involved in a bullying situation. • Be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied. • Be able to describe confidently and demonstrate a number of assertiveness techniques. • Be beginning to identify places where bullying may take place in the community.
Beginning and belonging	<ul style="list-style-type: none"> • Be able to take part in discussions about behaviour that helps make the classroom a safe and happy place to learn. • Understand the agreed ground rules. 	<ul style="list-style-type: none"> • Be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class. 	<ul style="list-style-type: none"> • Be able to collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn.

	<ul style="list-style-type: none"> • Be able to name the other children in their class and to take part in relationship building activities. • Be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome. Be able to identify people in their safety circle who can help them if they are worried or need support, and know how to ask for help. • Be able to show some simple strategies for helping other people who need support. 	<ul style="list-style-type: none"> • Be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school. • Be able to identify people at home, at school and in other contexts of their lives to include in their support networks. • Know how they can access support and some ways they can help other people. 	<ul style="list-style-type: none"> • Know the names of everyone in their class and be able to build new relationships. • Know how it feels to be in a new situation in different contexts, and have strategies for managing those emotions. • Be able to identify a range of people in their support networks, and know how to access help and support. • Have ideas for making new people feel welcome, and be able to offer support to others who need help.
Diversity and community	<ul style="list-style-type: none"> • Be able to describe aspects of their identity, and recognise some similarities and differences between themselves and others. • Know about some similarities and differences in people's lifestyles, including different groups they and other people belong to. • Be able to describe places in their community, how they and others might use them, and who is available to help them. • Understand how they can help look after the school environment, and make a contribution to doing so. • Know what animals and plants need to survive, and how they can help look after them. 	<ul style="list-style-type: none"> • Be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others. • Recognise difference and respect diversity, including the importance of recognising and challenging stereotypes. • Know about groups and communities that exist locally, and the roles some people play in the community. • Understand some different forms the media can take and some of what it does. • Understand some of the needs of and how to care for the local environment. • Know about the needs of animals, including pets, and the responsibilities of humans towards them. 	<ul style="list-style-type: none"> • Be able to recognise aspects of their identity and understand how other people can influence their perception of themselves. • Be able to describe the ethnic make-up of their community and different groups that live in Britain. • Recognise the negative effects of stereotyping and prejudice. • Know about how they and others, including volunteers, contribute to the community. • Understand about the role of the media and its possible influences. • Understand some ways of caring for the environment and the contribution they can make.
Drug education	<ul style="list-style-type: none"> • Have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful. 	<ul style="list-style-type: none"> • Be able to name some medical and legal recreational drugs. 	<ul style="list-style-type: none"> • Be able to categorise drugs as medical, non-medical, legal and illegal. • Understand the possible physical and psychological effects of drugs

	<ul style="list-style-type: none"> • Be aware of safety rules concerning medicines and be able to name people who could help them take them safely. • Understand that there can be alternatives to medicine use to feel better. • Be able to recognise simple risks and suggest ways of managing given scenarios. 	<ul style="list-style-type: none"> • Have a basic understanding of how a drug can enter the body and the bloodstream. • Be able to explain some ways in which medicines are used and describe some of the professionals who work with them. • Have clear ideas about medicine safety and have some ideas for keeping safe and asking for help. • Know that nicotine and alcohol are drugs and describe some of their effects. • Have begun to consider why some people choose to use nicotine and alcohol. • Have thought about influence and persuasion and will demonstrate some skills to counter these. 	<ul style="list-style-type: none"> • Be able to distinguish between the reality of drug use and media representations. • Understand some of the laws relating to drugs. • Be able to identify risk and risk management strategies and know where they can get support. • Have begun to recognise influence and pressure and have related this to peers and the media. • Have found sources of reliable and accurate information
E safety	<ul style="list-style-type: none"> • Be able to say what it means to stay safe online and why it is important. • Be able to review their online identity, image and nickname. • Be able to publish their online identity. • Begin to know what to do if they see something inappropriate online. 	<ul style="list-style-type: none"> • Describe some risky situations they might face and say what they can do to feel as safe as possible. • Describe their current online activity and identify the risks involved in their own use of technology. • Recognise when they feel uncomfortable when they see or hear something online, and know how to access help. • Know, understand and be able to apply the smart rules for keeping safe online. • Communicate rules and strategies for keeping safe online to others. 	<ul style="list-style-type: none"> • State some reasons why it is important to be careful about what they share online and give some examples of the risks involved. • Explain some ways of ensuring an online profile is as safe as possible, and review their own online profiles. • Know how to create and maintain a safe password. • Be able to explain the difference between personal and private information, giving examples, and know that private information should not be shared. • Suggest some strategies which they can use if they see or hear something online which makes them feel uncomfortable

<p>Financial capability</p>	<ul style="list-style-type: none"> • Understand that we can receive and spend money in many ways. • Know how to save and look after their money and why we might do so. • Begin to understand the difference between wants and needs and the need for informed choices. • Begin to understand family spending and the impact of choices. • Begin to understand and manage some of the changing feelings associated with money. • Have a simple understanding of what charities might do and why we have them. 	<ul style="list-style-type: none"> • Know that we receive money through a variety of means, including paid work. • Know ways to keep money safe, including saving it. • Understand that some of the ways we use money can make it grow or involve risk. • Understand that we make choices about spending for many different reasons. • Begin to understand that the choices we make affect us, our communities and the wider world. • Begin to understand and manage the sometimes uncomfortable and changing feelings we have about money. • Begin to understand that money may have different value and meaning to different people at different times and in different cultures. • Know about the work of a charity and why we might need it. • Be able to manage money effectively in real life situations. 	<ul style="list-style-type: none"> • Have a broad view of what money is, including history, trade and currencies. • Understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community. • Know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture. • Understand how our choices can have an impact on the local and wider communities. • Understand that managing money is complex and may involve risk but there are people who can help. • Have a broad view of what we mean by poverty and know something of its links with trade and charities. • Understand that feelings around money can be complex, difficult and changeable. • Be able to manage money effectively in real life situations, making informed choices, tracking their spending and keeping within a budget.
<p>Family and friends</p>	<ul style="list-style-type: none"> • Be able to describe some of the qualities of friendship and to demonstrate skills in making friends. • Have developed some strategies for coping when they have friendship problems. • Understand that friendships change. • Recognise some similarities and differences between them and other children, and understand that difference is positive. 	<ul style="list-style-type: none"> • Be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends. • Understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships. • Be able to identify similarities and differences between themselves and their peers, and be able to recognise 	<ul style="list-style-type: none"> • Be able to identify the special people in their networks and to recognise how their networks have changed and developed. • Have developed ways of beginning new friendships and of maintaining existing ones during times of change. • Recognise and value differences between people and how that can be a positive aspect of their friendships. • Have strategies for managing some of the pressures in relationships.

	<ul style="list-style-type: none"> • Understand that there are different family patterns. • Be able to describe what is special about their own family and its members, and about other people they know. • Know who they can talk to if they need help and how to ask for it. 	<p>there are sometimes different points of view in a situation.</p> <ul style="list-style-type: none"> • Be able to identify special people in their support networks, and know from whom and how to access support. • Be able to recognise that people live in different family patterns. 	<ul style="list-style-type: none"> • Understand the importance of groups within friendships and recognise some of the pressures which can occur in group situations. • Know how to get support from people they trust and how they can support other people.
Healthy lifestyles	<ul style="list-style-type: none"> • Be able to give examples of how to be healthy and to reflect on their own lifestyles and choices. • Be able to explain why healthy eating and physical activity are both important. • Know the difference between being active and inactive and know how to maintain health. • Be able to say what changes physical and emotionally when they are active. • Be able to talk about food likes and dislikes and give reasons. • Understand that food can be divided into different groups and know that for good health we need a balanced diet. 	<ul style="list-style-type: none"> • Know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle. • Know that eating healthily, being active and sleeping all contribute to a healthy lifestyle. • Understand some of the reasons people sometimes make unhealthy choices. • Be able to talk about some of the physical and mental benefits of exercise. • Know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others. • Be able to state some of the influences on food choices and some of the persuasive methods used in advertising. • Understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals. • Be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks. 	<ul style="list-style-type: none"> • Understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity. • Be able to state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important. • Be able to explain that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves. • Understand the benefits of physical activity for promoting health. • Understand that behaviour, routines and a variety of influences affect their lifestyle choices. • Explain that a healthy lifestyle includes physical, social and emotional health and how they can take responsibility for their own health.

		<ul style="list-style-type: none"> • Know why dental hygiene is important and how they can look after their teeth. 	
Lost and found (year 1/2 only)	<ul style="list-style-type: none"> • Recognise feelings in others and know how they might respond to a friend who is experiencing certain emotions. • Know why friendship is important, what makes it special and describe some of their friendships. • Know that friendships can become stronger and suggest some ways of strengthening their friendships. • Explain what it means to feel lonely and suggest things they could do to help themselves. • Know what being lost or losing something feels like and what they could do if they lose a friend. • Be able to solve a problem collaboratively. • Know how it helps to be with a friend in a new or risky situation. 		
Managing change	<ul style="list-style-type: none"> • Be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements. • Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't. • Identify changes that they or other children might experience in their lives. • Name some emotions they or others might feel at particular times of change. • Suggest some strategies they might use to cope with times of change, including approaching others for help. • Know that change can be positive and something to look forward to. 	<ul style="list-style-type: none"> • Be able to identify changes that they and other children may experience in their lives. • Be able to name emotions that may be involved in loss and change situations, and have some strategies for coping with them. • Know what helps or hinders when they are experiencing difficult emotions. • Understand how someone who experiences bereavement might feel. • Know who they can talk to if they are experiencing difficult emotions, and how to ask for help. • Be able to plan to make a chosen change happen. 	<ul style="list-style-type: none"> • Be able to identify a range of situations which involve loss and change. • Recognise emotions associated with loss and change, and understand how these feelings can change. • Be able to identify what might help when experiencing difficult emotions. • Know how they can access support and how they can support other people. • Be able to reflect on their own experiences of change and describe some ways they have affected them. • Have developed strategies for coping with future changes, including transition to secondary school.

<p>My emotions</p>	<ul style="list-style-type: none"> • Be able to describe how they are feeling, including how strong that feeling is. • Be able to recognise feelings in others. • Have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves. • Know that there is a link between thoughts, feelings and behaviour. • Begin to understand that how they feel can affect how they approach and tackle tasks, including learning, and have some strategies for regaining a positive frame of mind. • Have developed some understanding of the difference between behaviour which is impulsive and that which is thought through. • Be able, with support, to use a simple problem solving process and have some strategies to calm themselves down to be ready to solve a problem. • Know what it feels and looks like to be assertive. 	<ul style="list-style-type: none"> • Be able to recognise and communicate how they are feeling. • Be able to recognise and describe feelings in others, using non-verbal as well as spoken cues. • Have developed some strategies to deal with their own strong emotions and with feeling overwhelmed. • Know that there is a link between thoughts, feelings and behaviour. • Understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive. • Have developed some understanding of the 'fight or flight' response and how this can affect behaviour. • Begin to use a simple problem solving process, sometimes independently, and have some strategies to solve a problem. • Know what it feels and looks like to be assertive and when it might be appropriate. 	<ul style="list-style-type: none"> • Be able to recognise and describe feelings in themselves and others, including mixed emotions and moods. • Be able to communicate effectively how they are feeling, including reasons for that feeling. • Regularly use some strategies to manage their feelings, including calming and relaxing themselves. • Begin to develop strategies for understanding and responding sensitively to others' emotions. • Use some strategies to regain a more positive outlook if necessary, understanding why and when this might be helpful. • Understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help. • Be able to use a simple problem solving process and sometimes support others to do so too. • Know what it feels and looks like to be assertive and understand some situations where being assertive might be important.
<p>Managing risk</p>	<ul style="list-style-type: none"> • Be able to name a risky situation and suggest ways of reducing risk. • Be able to name some emotions people might feel in a risky situation. • Be able to say their full name and address and know when this might be useful. • Be able to suggest some people who might help them in a risky situation. 	<ul style="list-style-type: none"> • Be able to give an example of a physical, a social and an emotional risk. • Be able to give an example of how their friends might affect their decisions about risky situations. • Be able to name some emotions they might feel in a risky situation and how these might affect their body. 	<ul style="list-style-type: none"> • Be able to describe a positive and negative consequence of taking a risk. • Be able to give an example of a physical, social and emotional risk. • Be able to evaluate how risky something is and explain their reasoning. • Be able to describe a situation where they are responsible for their own safety and talk about the influence of others.

	<ul style="list-style-type: none"> Understand what is meant by an emergency and know ways they and others might help in one. 	<ul style="list-style-type: none"> Be able to explain a strategy they could use for decision making in risky situations. Be able to suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents. Be able to name some people they could ask for help in a risky situation. Be able to recognise an emergency and suggest suitable action. 	<ul style="list-style-type: none"> Understand and use the ‘stop, decide, do’ strategy. Be able to name some people in their network they would approach for help and describe how they might do this. Be able to name some organisations where people can get help and support. Know how to respond supportively when someone shares a problem with them. Know how to put someone in the recovery position and make an emergency call.
Personal safety	<ul style="list-style-type: none"> Be able to contribute to discussions about personal safety and take an active part in class activities. Be able to identify people at home, at school and in other contexts of their lives to include in their safety circle and who they can go to if they have a worry, or a ‘no’ or ‘I’m not sure’ feeling. Be able to identify safer places to work and play and know what to do if they get lost. Be able to identify the difference between good and bad secrets as well as ‘yes’ and ‘no’ touches, understanding that they are able to say ‘no’ and tell someone on their Safety Circle. 	<ul style="list-style-type: none"> Be able to contribute to discussions and listen to other view point’s about personal safety and take an active part in class activities including using assertive voice and body language Be able to identify trusted adults to include in their network of support, and who they can go to if they have a worry or a ‘no’ or ‘I’m not sure’ feeling. Be able to explain what their ‘sixth sense’ is and how this contributes to assessing different levels of risk. Be able to identify the difference between good and bad secrets and tricks as well as ‘yes’ and ‘no’ touches, understanding that they are able to say ‘no’ and tell someone on their network of support Be able to identify and name body parts, including the sexual parts. 	<ul style="list-style-type: none"> Be able to contribute to discussions about personal safety by listening to other view points and looking beneath the surface. Be able to review trusted adults on their network of support. Be able to define honesty and take part in exploring dilemmas involving honesty and dishonesty. Be able to define what risk and peer group pressure are and how to respond to them using safety planning. Be able to contribute to discussions around problem solving. Be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies.
Safety contexts	<ul style="list-style-type: none"> Recognise dangers that traffic poses to them as car passengers and pedestrians. Be able to identify safe places to cross in the local area. 	<ul style="list-style-type: none"> Know the 5 elements of the Green Cross Code and describe the types of clothing which make them easily visible to traffic. Understand the dangers of fire, including smoke inhalation and be able 	<ul style="list-style-type: none"> Be able to explain basic road safety rules, e.g. Green cross code. Know some hazards associated with cycling and describe precautions they can take.

	<ul style="list-style-type: none"> • Know that wearing suitable clothing, a hat and sun cream are ways to stay safer in the sun. • Be able to explain a simple strategy for action if they are lost. • Be able to explain simple precautions to take when using playgrounds. • Understand ways of preventing common accidents in school or on the school playground. 	<p>to suggest some simple courses of action they can take.</p> <ul style="list-style-type: none"> • Know some safety rules for beaches and inland waterways. • Be able to suggest some general rules for safety and ways they can contribute to their own safety on a school trip. • Be able to describe preventable and unintentional accidents. 	<ul style="list-style-type: none"> • Understand that sunburn is bad for you and suggest ways to reduce the risk of sunburn. • Recognise that exposure to electricity can be dangerous and describe a range of risks in the home and how to avoid these. • Know some of the reasons that trains can be dangerous and describe how to behave safely around trains. • Be able to describe rules for maintaining safety at school and suggest ways in which the possibilities of accidents can be reduced.
<p>Relationships and sex education</p>	<ul style="list-style-type: none"> • Be able to recognise names for the main external parts of the body. • Be able to name the sexual parts using colloquial and occasionally scientific words. • Be able to describe what their bodies can do and understand how amazing their body is. • Show some understanding that their body belongs to them. • Be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease. • Be able to recognise babies, children and adults of different ages and put them into age order. • Understand that human babies grow inside their mothers. • Be able to describe the main physical developments which take place in early childhood. • Be able to describe some of the changes in responsibilities and expectations during early childhood. 	<ul style="list-style-type: none"> • Be able to give a list of the main external parts of male and female bodies and may use some scientific names for these. • Be able to use the scientific terms <i>penis</i>, <i>testicles</i>, <i>breast</i> and <i>vagina</i> and explain which parts are male and which are female. • Be able to give several examples of the capabilities of their own body's. • Be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things. • Be able to look forward to new areas of responsibility for their personal hygiene. • Be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness. • Be able to identify the main stages of the human lifecycle and identify the 	<ul style="list-style-type: none"> • Know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions. • Understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently. • Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others. • Understand the importance of washing regularly and of maintaining other hygiene routines during puberty. • Understand ways they can prevent the spread of common diseases, and have a rudimentary understanding of HIV. • Be able to describe the main stages of how a baby is made, using some scientific vocabulary. • Be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively.

	<ul style="list-style-type: none"> • Understand the basic needs of babies. • Understand how dependent a baby is on parents to provide its basic needs. 	<p>stage of an individual with reasonable accuracy.</p> <ul style="list-style-type: none"> • Be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood. • Be able to identify an area for which they can take more responsibility. • Be able to explain some ways that parents/carers are responsible for babies and understand that these. • Responsibilities are based on the fact that a baby cannot look after itself. 	<ul style="list-style-type: none"> • Understand that puberty affects people in different ways both physically and emotionally. • Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly. • Describe some characteristics of a loving trusting relationship. • Understand some basic reasons why a couple might choose to have children. • Show awareness of some family arrangements which are different from theirs.
<p>Working together</p>	<ul style="list-style-type: none"> • Be able to name some of their own strengths and skills. • Be able to identify a new skill to develop. • Understand and practise listening skills, take turns and make clear explanations. • Understand and practise group work skills, including discussion, negotiation and co-operation. • Be aware of how their strengths and skills can be useful in a group. • Be able to evaluate a group work task. 	<ul style="list-style-type: none"> • Be able to identify their own strengths and skills and those of others. • Be able to identify skills they would like to develop. • Take part in a class learning challenge. • Know how to show they are listening using their body, express opinions confidently and ask open questions. • Be able to work as a group to make decisions and solve a problem. • Know how different people can contribute to a group task. • Be able to persevere at a task. • Be able to evaluate a group task, including giving and receiving feedback. 	<ul style="list-style-type: none"> • Be able to identify their own strengths and skills, those of others and know how these can complement each other. • Be able to talk about skills they would like to develop and hopes for the future. • Understand that the ability to learn is a valuable skill. • Know some skills which might be useful in a range of jobs. • Communicate effectively, using listening, negotiation, debating and chairing skills. • Recognise influences on their decision making, including the media. • Know how to persevere. • Use evaluation and feedback to inform future work.
<p>Body Image (year 5/6 only)</p>			<ul style="list-style-type: none"> • Know that the idea of attractiveness is subjective, i.e. People will view it differently. • Suggest some ways in which their school supports and could support children to feel good about themselves.

		<ul style="list-style-type: none">• Know some influences on their views of themselves, including decisions about what to wear.• Be able to state some of the messages given by 'makeover' programmes and articles, and how these are sometimes different for boys and girls.• Say what they admire in other people, whether famous or known to them.• Know that it is possible for people to represent themselves in a number of ways, both visually and in writing.• Say what it means to have a positive body image, what might influence this and reflect on their feelings about their own body.• Understand that there are links between puberty and body image.• Know what is possible and desirable to change about themselves.
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