

## Key Skills Assessment Criteria 2023-24



### PHSE

Year group	Me My body, My Health	Emotional wellbeing	Life cycles	Personal Relationships	Keeping safe	Living in the Wider World
EYFS	<p><b>Children can express that:</b></p> <p>They are unique They have similarities and differences That their bodies are good and made by God</p> <p>The names of the parts of the body (not genitalia)</p> <p>That we need to look after our body What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p>	<p><b>Children can express that:</b></p> <p>We all have different 'tastes' (likes and dislikes), but also similar needs.</p> <p>That it is natural for us to relate to and trust one another</p> <p>Describe their feelings An understanding that everyone experiences feelings, both good and bad. Simple strategies for managing feelings Simple strategies for managing emotions and behaviour</p>	<p><b>Children can express that:</b></p> <p>That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult</p>	<p><b>Children are able to describe:</b></p> <p>Special people and what make them special The importance of the nuclear family and of the wider family The importance of being close to and trusting 'special people'</p> <p>How their behaviour affects other people and that there is appropriate and inappropriate behaviour</p> <p>The characteristics of positive and negative relationships</p>	<p><b>Children can explain:</b></p> <p>About safe and unsafe situations indoors and outdoors, including online and road safety.</p> <p>That they can ask for help from their special people</p> <p>That they are entitled to bodily privacy</p> <p>That they can and should be open with 'special people' they trust if anything troubles them</p> <p>That there are different people we</p>	<p><b>Children can express</b></p> <p>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</p> <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling, etc)</p>

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		<p>That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus</p>		<p>Different types of teasing and that all bullying is wrong and unacceptable When they have been unkind to others and say sorry That when we are unkind, we hurt God and should say sorry When people are being unkind to them and others and how to respond That we should forgive like Jesus forgive</p>	<p>can trust for help, especially those closest to us who care for us, including our teachers and our parish priest  That medicines should only be taken when a parent or doctor gives them to us That medicines are not sweets  That we should always try to look after our bodies because God created them and gifted them to us  That there are lots of jobs designed to help us</p>	<p>About what harms and what improves the world in which they live  About what rules are, why they are needed, and why different rules are needed for different situations  How people and other living things have different needs; about the responsibilities of caring for them  About the different roles and responsibilities people have in their community</p>

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					<p>That paramedics help us in a medical emergency</p> <p>That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p>	
Year 1	<p><b>Children can explain:</b></p> <p>That we are unique, with individual gifts, talents and skills</p> <p>That our bodies are good</p> <p>The names of the parts of our bodies</p>	<p><b>Children can explain:</b></p> <p>That it is natural for us to relate to and trust one another</p> <p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</p>	<p><b>Children can describe:</b></p> <p>That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult</p>	<p><b>Children are able to describe</b></p> <p>'Special people' (their parents, carers, friends, parish priest) and what makes them special.</p> <p>The importance of nuclear and wider family.</p> <p>The importance of being close to and</p>	<p><b>Children can explain:</b></p> <p>Some safe and unsafe situations, including online and road safety.</p> <p>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if</p>	<p><b>Children can explain:</b></p> <p>That they belong to various communities such as home, school, parish, the wider local community, nation and global community</p> <p>That they should help at home with practical tasks such as keeping</p>

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	<p>That girls and boys have been created by God to be both similar and different and together make up the richness of the human family</p> <p>Our bodies are good and we need to look after them</p> <p>What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</p> <p>The importance of sleep, rest and recreation for our health;</p>	<p>A language to describe our feelings</p> <p>In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</p> <p>Simple strategies for managing feelings and for good behaviour</p> <p>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</p> <p>That Jesus died on the cross so that we would be forgiven</p>		<p>trusting special people and telling them if something is troubling them</p> <p>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</p> <p>The characteristics of positive and negative relationships</p> <p>Different types of teasing and that all bullying is wrong and unacceptable</p> <p>When they have been unkind and say sorry.</p> <p>When people are being unkind to them and</p>	<p>anything troubles them</p> <p>How to resist pressure when feeling unsafe</p> <p>That they are entitled to bodily privacy That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest</p> <p>That medicines are drugs, but not all drugs are good for us</p> <p>That alcohol and tobacco are harmful substances</p>	<p>their room tidy, helping in the kitchen etc.</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</p> <p>What harms and what improves the world in which we live in simple terms</p> <p>What money is; forms that money comes in; and that money comes from different sources</p> <p>That people make different choices about how to save and spend money</p>

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	How to maintain personal hygiene			<p>others and how to respond</p> <p>When we are unkind to others, we hurt God also and should say sorry to him as well.</p> <p>That we should forgive like Jesus forgives</p>	<p>That our bodies are created by God, so we should take care of them and be careful about what we consume</p> <p>That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade</p> <p>That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999</p> <p>Some basic principles of First Aid</p>	<p>About what rules are, why they are needed, and why different rules are needed for different situations</p> <p>How people and other living things have different needs; about the responsibilities of caring for them</p> <p>About the different roles and responsibilities people have in their community</p>

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Year 2	<p><b>Children can explain:</b></p> <p>That we are unique, with individual gifts, talents and skills</p> <p>That our bodies are good</p> <p>The names of the parts of our bodies</p> <p>That girls and boys have been created by God to be both similar and different and together make up the richness of the human family</p> <p>Our bodies are good and we need to look after them</p>	<p><b>Children can explain:</b></p> <p>That it is natural for us to relate to and trust one another</p> <p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</p> <p>A language to describe our feelings</p> <p>In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</p>	<p><b>Children can describe:</b></p> <p>That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult</p>	<p><b>Children are able to describe</b></p> <p>'Special people' (their parents, carers, friends, parish priest) and what makes them special.</p> <p>The importance of nuclear and wider family.</p> <p>The importance of being close to and trusting special people and telling them if something is troubling them</p> <p>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</p>	<p><b>Children can explain:</b></p> <p>Some safe and unsafe situations, including online and road safety.</p> <p>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</p> <p>How to resist pressure when feeling unsafe</p> <p>That they are entitled to bodily privacy.</p> <p>That there are different people we</p>	<p><b>Children can explain:</b></p> <p>That they belong to various communities such as home, school, parish, the wider local community, nation and global community</p> <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</p> <p>What harms and what improves the world in which we live in simple terms</p>

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	<p>What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</p> <p>The importance of sleep, rest and recreation for our health;</p> <p>How to maintain personal hygiene</p>	<p>Simple strategies for managing feelings and for good behaviour That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</p> <p>That Jesus died on the cross so that we would be forgiven</p>		<p>The characteristics of positive and negative relationships Different types of teasing and that all bullying is wrong and unacceptable</p> <p>When they have been unkind and say sorry.</p> <p>When people are being unkind to them and others and how to respond</p> <p>When we are unkind to others, we hurt God also and should say sorry to him as well.</p> <p>That we should forgive like Jesus forgives</p>	<p>can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest</p> <p>That medicines are drugs, but not all drugs are good for us</p> <p>That alcohol and tobacco are harmful substances</p> <p>That our bodies are created by God, so we should take care of them and be careful about what we consume</p>	<p>About the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>That money needs to be looked after; different ways of doing this</p> <p>About what rules are, why they are needed, and why different rules are needed for different situations</p> <p>How people and other living things have different needs; about the responsibilities of caring for them</p>

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					<p>That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade</p> <p>That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999</p> <p>Some basic principles of First Aid</p>	<p>About the different roles and responsibilities people have in their community</p> <p>About the role of the internet in everyday life</p> <p>That not all information seen online is true</p>
Year 3	<p><b>Children can explain:</b></p> <p>Similarities and differences between people arise as they grow and make choices, and that by living and working</p>	<p><b>Children can explain:</b></p> <p>That emotions change as they grow up (including hormonal effects)</p> <p>A deeper understanding of the range and intensity</p>	<p><b>Children can explain :</b></p> <p>That they were handmade by God with the help of their parents</p>	<p><b>Children can describe:</b></p> <p>Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong</p>	<p><b>Children can explain :</b></p> <p>That their increasing independence brings increased responsibility to keep themselves and others</p>	<p><b>Children can explain:</b></p> <p>That God wants His Church to love and care for others</p> <p>Practical ways of loving and caring for others</p>



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	<p>together ('teamwork') we create community</p> <p>Self-confidence arises from being loved by God (not status, etc)</p>	<p>of their feelings; that 'feelings' alone are not good guides for action</p> <p>What emotional well-being means;</p> <p>That positive actions help emotional well-being (beauty, art, etc. lift the spirit)</p> <p>That talking to trusted people helps emotional well-being (e.g. parents/carer/teacher/parish priest)</p> <p>That images in the media do not always reflect reality and can affect how people feel about themselves</p>	<p>How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</p> <p>How conception and life in the womb fits into the cycle of life</p>	<p>That there are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>That good friendship is when both persons enjoy each other's company and also want what is truly best for the other</p> <p>The difference between a group of friends and a 'clique'</p> <p>Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</p>	<p>safe including road safety.</p> <p>How to use technology safely</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <p>How to report and get help if they encounter inappropriate materials or messages</p> <p>That bad language and bad behaviour are inappropriate</p> <p>To judge well what kind of physical</p>	<p>About the different ways to pay for things and the choices people have about this</p> <p>To recognise that people, have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>

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		<p>That some behaviour is wrong, unacceptable, unhealthy and risky</p> <p>That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</p>		<p>Harassment and exploitation in relationships, including physical and emotional abuse and how to respond</p>	<p>contact is acceptable or unacceptable and how to respond</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest</p> <p>That medicines are drugs, but not all drugs are good for us</p> <p>That alcohol and tobacco are harmful substances</p> <p>That our bodies are created by God, so we should take care of</p>	<p>To recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>

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					<p>them and be careful about what we consume</p> <p>That in an emergency, it is important to remain calm</p> <p>That quick reactions in an emergency can save a life</p> <p>How to help in an emergency using their First Aid knowledge</p> <p>To know road safety rules / how to stay safe on and near roads</p>	
Year 4	<p><b>Children can explain:</b></p> <p>Similarities and differences between</p>	<p><b>Children can explain:</b></p>	<p><b>Children can explain</b></p> <p>:</p> <p>That they were handmade by God</p>	<p><b>Children can describe:</b></p> <p>Ways to maintain and develop good, positive,</p>	<p><b>Children can explain</b></p> <p>:</p> <p>That their increasing independence brings</p>	<p><b>Children can explain:</b></p>

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	<p>people arise as they grow and make choices, and that by living and working together ('teamwork') we create community</p> <p>Self-confidence arises from being loved by God (not status, etc)</p> <p>They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do Year 4 onwards</p> <p>What the term puberty means When they can expect puberty to take place</p>	<p>That emotions change as they grow up (including hormonal effects)</p> <p>A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action</p> <p>What emotional well-being means; That positive actions help emotional well-being (beauty, art, etc. lift the spirit)</p> <p>That talking to trusted people helps emotional well-being (e.g. parents/carers/teacher/parish priest)</p> <p>That images in the media do not always reflect</p>	<p>with the help of their parents</p> <p>How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</p> <p>How conception and life in the womb fits into the cycle of life</p>	<p>trusting relationships; strategies to use when relationships go wrong</p> <p>That there are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>That good friendship is when both persons enjoy each other's company and also want what is truly best for the other</p> <p>The difference between a group of friends and a 'clique'</p> <p>Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and</p>	<p>increased responsibility to keep themselves and others safe including road safety.</p> <p>How to use technology safely</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <p>How to report and get help if they encounter inappropriate materials or messages</p> <p>How to use technology safely</p>	<p>That God wants His Church to love and care for others</p> <p>Practical ways of loving and caring for others</p> <p>To recognise that people, have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>

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	<p>That puberty is part of God's plan for our bodies</p> <p>Correct naming of genitalia</p> <p>What changes will happen to boys during puberty</p> <p>What changes will happen to girls during puberty</p>	<p>reality and can affect how people feel about themselves</p> <p>That some behaviour is wrong, unacceptable, unhealthy and risky</p> <p>That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</p>		<p>how to respond to bullying</p> <p>Harassment and exploitation in relationships, including physical and emotional abuse and how to respond</p>	<p>That bad language and bad behaviour are inappropriate</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>That there are different people we can trust for help, especially those closest to us who care</p>	<p>About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>About stereotypes; how they can negatively influence behaviours and influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p>

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					<p>for us, including our teachers and parish priest</p> <p>That medicines are drugs, but not all drugs are good for us</p> <p>That alcohol and tobacco are harmful substances</p> <p>That our bodies are created by God, so we should take care of them and be careful about what we consume</p> <p>That in an emergency, it is important to remain calm</p>	

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					<p>That quick reactions in an emergency can save a life</p> <p>How to help in an emergency using their First Aid knowledge</p> <p>To know road safety rules / how to stay safe on and near roads</p>	
Year 5	<p><b>Children can explain:</b></p> <p>Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community</p>	<p><b>Children can explain:</b></p> <p>That images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p>	<p><b>Children can explain</b></p> <p>How a baby grows and develops in its mother's womb</p> <p>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</p>	<p><b>Children can describe:</b></p> <p>That pressure comes in different forms, and what those different forms are</p> <p>That there are strategies that they can adopt to resist pressure</p> <p>What consent and bodily autonomy means</p>	<p><b>Children can explain</b></p> <p>:</p> <p>That their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>How to use technology safely</p> <p>That just as what we eat can make us</p>	<p><b>Children can explain:</b></p> <p>How to apply the principles of Catholic Social Teaching to current issues</p> <p>Ways in which they can spread God's love in their community</p> <p>money; what influences people's decisions; what</p>

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	<p>Self-confidence arises from being loved by God (not status, etc)</p> <p>They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do Year 4 onwards</p> <p>What the term puberty means When they can expect puberty to take place That puberty is part of God's plan for our bodies</p> <p>Correct naming of genitalia</p>	<p>A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action</p> <p>That some behaviour is wrong, unacceptable, unhealthy or risky</p> <p>That emotions change as they grow up (including hormonal effects)</p> <p>About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being</p>	<p>Some practical help on how to manage the onset of menstruation</p>	<p>Different scenarios in which it is right to say 'no'</p> <p>How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships</p>	<p>healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <p>How to report and get help if they encounter inappropriate materials or messages</p> <p>How to use technology safely</p> <p>That bad language and bad behaviour are inappropriate</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be</p>	<p>makes something 'good value for money'</p> <p>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>



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	<p>What changes will happen to boys during puberty</p> <p>What changes will happen to girls during puberty</p>	<p>The difference between harmful and harmless videos and images.</p> <p>The impact that harmful videos and images can have on young minds</p> <p>Ways to combat and deal with viewing harmful videos and images</p>			<p>good or bad for us and others.</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest</p> <p>That medicines are drugs, but not all drugs are good for us</p>	<p>About some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>

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					<p>That alcohol and tobacco are harmful substances</p> <p>That our bodies are created by God, so we should take care of them and be careful about what we consume</p> <p>That in an emergency, it is important to remain calm</p> <p>That quick reactions in an emergency can save a life</p> <p>How to help in an emergency using their First Aid knowledge</p>	

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					To know road safety rules / how to stay safe on and near roads	
Year 6	<p><b>Children can explain:</b></p> <p>Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community</p> <p>Self-confidence arises from being loved by God (not status, etc)</p> <p>They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they</p>	<p><b>Children can explain:</b></p> <p>That images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p> <p>A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action</p>	<p><b>Children can explain</b></p> <p>How a baby grows and develops in its mother's womb</p> <p>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life</p> <p>Some practical help on how to manage the onset of menstruation</p>	<p><b>Children can describe:</b></p> <p>That pressure comes in different forms, and what those different forms are</p> <p>That there are strategies that they can adopt to resist pressure</p> <p>What consent and bodily autonomy means</p> <p>Different scenarios in which it is right to say 'no'</p> <p>How thoughts and feelings impact actions, and develop strategies</p>	<p><b>Children can explain</b></p> <p>:</p> <p>That their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>How to use technology safely</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</p> <p>How to report and get help if they encounter</p>	<p><b>Children can explain:</b></p> <p>How to apply the principles of Catholic Social Teaching to current issues</p> <p>Ways in which they can spread God's love in their community</p> <p>money; what influences people's decisions; what makes something 'good value for money'</p> <p>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use</p>

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	<p>physically do Year 4 onwards</p> <p>What the term puberty means When they can expect puberty to take place That puberty is part of God's plan for our bodies</p> <p>Correct naming of genitalia What changes will happen to boys during puberty What changes will happen to girls during puberty</p>	<p>That some behaviour is wrong, unacceptable, unhealthy or risky</p> <p>That emotions change as they grow up (including hormonal effects)</p> <p>About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being</p> <p>The difference between harmful and harmless videos and images. The impact that harmful videos and images can have on young minds</p>		<p>that will positively impact their actions and apply this in their relationships</p>	<p>inappropriate materials or messages</p> <p>How to use technology safely</p> <p>That bad language and bad behaviour are inappropriate</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>plastics, or giving to charity)</p> <p>That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>About stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or</p>

## Key Skills Assessment Criteria 2023-24



### PHSE

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		<p>Ways to combat and deal with viewing harmful videos and images</p> <p>,</p>			<p>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest</p> <p>That medicines are drugs, but not all drugs are good for us</p> <p>That alcohol and tobacco are harmful substances</p> <p>That our bodies are created by God, so we should take care of them and be careful about what we consume</p>	<p>businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>How to assess the reliability of sources of</p>

## Key Skills Assessment Criteria 2023-24



### PHSE

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					<p>That in an emergency, it is important to remain calm</p> <p>That quick reactions in an emergency can save a life</p> <p>How to help in an emergency using their First Aid knowledge</p> <p>To know road safety rules / how to stay safe on and near roads</p>	<p>information online; and how to make safe, reliable choices from search results</p> <p>About some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>About how text and images in the media and on social media can be manipulated or</p>

# Key Skills Assessment Criteria 2023-24



## PHSE

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						<p>invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>