

Inside Out/ PSHRE Child Tracking LKS2



Key	Area	Name																										
Look Inside	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> I can identify a network of people who I trust to help me. I can describe a range of emotions and relate them to my own experiences. I can use the weather as a way to describe different kinds of emotions in myself and others. I can explain how a self-care technique helps me calm down. I can describe what mental health is and what to say or do if I need help. I can describe how self-care strategies can help with basic emotions. 																											
Move Outside	<p>Physical Health and Fitness</p> <ul style="list-style-type: none"> I can give examples of different ways to be more active. I can compare the differences between an inactive lifestyle and an active lifestyle. I can create interesting ways to encourage others to be active. I can compare the mental and physical benefits of an active lifestyle. I can imagine how others feel when they are spending time outside. I can evaluate how being outside and exercising makes me feel. 																											

Red working below. Green working at. Blue working above.

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<p>Anti-Bullying Weeks</p>	<p>Respectful Relationships 1</p> <ul style="list-style-type: none"> I can recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. I understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour. I can name strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. I know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. I can talk about respecting the differences and similarities between people and recognising what they have in common with others. I can listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. I know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. 																		
<p>NSPCC week</p>	<p>Respectful Relationships 2</p> <ul style="list-style-type: none"> I can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or 																		

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(ICT link)	<p>(including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <ul style="list-style-type: none"> • I can talk about the importance of keeping personal information private and name some strategies for keeping safe online. • I know where to get advice and report concerns if worried about their own or someone else's personal safety online. • I can recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. • I can name ways in which the internet and social media can be used both positively and negatively • I am aware of some of the different ways information and data is shared and used online, including for commercial purposes and about how information on the internet targeted at specific individuals. • I can talk about things that are appropriate to share and things that should not be shared on social media. • I am aware that 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. 																											
Wider World	<p>Wider World</p> <ul style="list-style-type: none"> • I can talk about 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). 																											

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	<ul style="list-style-type: none">• I can talk about the different groups that make up my community; what living in a community means.• I value the different contributions that people and groups make to the community.• I can talk about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.• I can talk about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.• I can talk about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.• I understand 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 and that a person's career aspirations should not be limited by them.• I can say what money is, where it comes from, and how it can be looked after saved or spent.• I can describe how wanting something is different from needing something.																										
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