

**Hexham Middle School**  
**Progression of Age-Related Expectations**

PSHE	Year 5	Year 6	Year 7	Year 8
<p><b>Living in the wider world</b></p>	<p>To be able to face new challenges positively and know how to set personal goals.</p> <p>To be able to identify what I value most about my new school and can identify my hopes for this school year.</p> <p>To understand my rights and responsibilities as a British citizen.</p> <p>To understand that actions affect other people locally and globally.</p> <p>To understand my own wants and needs and able to compare these with children in different communities.</p> <p>To understand that my actions affect myself and others.</p> <p>To make choices about my own behaviour because I understand rewards and consequences.</p> <p>To be able to identify what I would like my life to be like when I am grown up.</p> <p>To be able to understand that I will need money to achieve some of my dreams.</p> <p>To be able to know about a range of jobs carried out by people I know.</p> <p>To be able to explore how much money people earn in different jobs.</p> <p>To appreciate the contributions made by people in different jobs.</p> <p>To be able to identify a job you want to do when you grow up.</p> <p>To understand what motivates you to achieve.</p> <p>To understand what you need to do to achieve your goal of getting your dream job.</p>	<p>To understand what enterprise means.</p> <p>To understand what an entrepreneur is and that anyone can become one.</p> <p>To understand the importance of building and developing individual skills.</p> <p>To understand the aims of the enterprise project.</p> <p>To understand the importance of teamwork.</p> <p>To understand the skills that are necessary within an effective team.</p> <p>To understand what they can bring to the team.</p> <p>To come up with enterprising business ideas.</p> <p>To talk through and share enterprising ideas.</p> <p>To understand the importance of creativity in business.</p>	<p>To know about financial choices you can make in terms of including saving, spending and budgeting.</p> <p>To understand different attitudes and values in relation to finance, including debt and pay-day loans.</p> <p>To understand how to manage influences over financial decisions.</p> <p>To know how to manage emotions in relation to finance.</p> <p>To recognise risk and financial exploitation and access help and advice.</p> <p>To know more about careers and future options.</p> <p>To understand the key transition points in life.</p> <p>To explore my personal qualities.</p> <p>To know how to find out more information about different careers.</p> <p>To understand that career aspirations need to be managed.</p> <p>To explore what character traits and skills are valued in the work place.</p> <p>To have developed some key action points regarding my next steps in life.</p>	<p>To know how to identify their life and career aspirations.</p> <p>To know how to identify personal strengths and skills for employment.</p> <p>To know how to challenge stereotypes and expectations that limit aspirations about routes into different careers.</p> <p>To know how to evaluate progression routes.</p> <p>To know about how a person's online presence can affect employability.</p> <p>To know how to manage online presence including on social networking sites.</p> <p>To know how to manage emotions in relation to future employment.</p> <p>To be able to assess and manage risk in relation to financial decisions that young people might make.</p> <p>To know about values and attitudes relating to finance, including debt.</p> <p>To know how to manage emotions in relation to money.</p> <p>To be able to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.</p> <p>To know that features of the internet can amplify risks and opportunities.</p>
<p><b>Relationships</b></p>	<p>To be aware of what is meant by culture.</p> <p>To be aware of my own culture.</p> <p>To understand that cultural differences can cause conflict.</p>	<p>To know what life is like in the developing world.</p> <p>To appreciate the value of happiness regardless of material wealth.</p>	<p>To know about different types of relationships and the qualities and behaviours associated with positive relationships.</p>	<p>To understand indicators of positive, healthy relationships and unhealthy relationships, including online</p>

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<p>To know what is meant by racism.</p> <p>To be aware of my attitude towards people of different races.</p> <p>To know how rumour-spreading and name-calling can be bullying behaviours.</p> <p>To know a range of strategies for managing my feelings in bullying situations.</p> <p>To know a range of problem solving strategies in case I'm ever involved in a bullying situation.</p> <p>To know what is meant by direct and indirect types of bullying.</p> <p>To know the difference between direct and indirect types of bullying.</p> <p>To know ways to encourage people who use bullying behaviours to make other choices and to support children who are being bullied.</p> <p>To know what life is like in the developing world.</p> <p>To appreciate the value of happiness regardless of material wealth.</p> <p>To enjoy the experience of a culture other than my own.</p> <p>To recognise my own and other cultures.</p> <p>To know how to respect my own and other people's cultures.</p> <p>To be able to have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>To be able to know how to keep building my own self-esteem.</p> <p>To be able to recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>To know how to stand up for myself and how to negotiate and compromise.</p>	<p>To enjoy the experience of a culture other than my own.</p> <p>To recognise my own and other cultures.</p> <p>To know how to respect my own and other people's cultures.</p> <p>To be able to have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>To be able to know how to keep building my own self-esteem.</p> <p>To be able to recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>To know how to stand up for myself and how to negotiate and compromise.</p>	<p>To know about media stereotypes and their effect on relationship expectations</p> <p>To know how to manage expectations for romantic relationships.</p> <p>To know how to manage strong feelings in relationships.</p> <p>To know how to identify unhealthy relationships and seek support when Necessary.</p> <p>To understand about the concept of consent.</p> <p>To know how to seek and give/not give consent in a variety of contexts.</p> <p>To know how to develop self-worth and confidence to support decision making.</p> <p>To be able to manage influences on beliefs and decisions.</p> <p>To understand strategies for managing group-think and persuasion.</p> <p>To know about gender identity, transphobia and gender-based discrimination; homophobia and biphobia; racism and religious discrimination; and disability discrimination</p> <p>To understand the strategies to challenge prejudice-based bullying and discrimination.</p> <p>To know how to access support services in relation to inclusion or discrimination.</p>	<p>To know about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation.</p> <p>To understand the difference between biological sex, gender identity and sexual orientation.</p> <p>To be able to recognise that sexual attraction and sexuality are diverse.</p> <p>To be able to clarify and develop personal values in friendships, love and sexual relationships.</p> <p>To know the importance of trust in relationships and the behaviours that can undermine or build trust.</p> <p>To be able to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships.</p> <p>To know how to safely and responsibly form, maintain and manage positive relationships, including online.</p> <p>To understand the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>To know how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships.</p> <p>To know the services available to support healthy relationships and manage unhealthy relationships, and how to access them.</p> <p>The understand that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.</p>
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<p><b>Health and Wellbeing</b></p>	<p>Know the health risks of smoking and can tell you how tobacco affects the lungs.          Know some of the risks with misusing alcohol, including anti-social behaviour.          To know how to put into practice basic emergency procedures.          To understand how the media and celebrity culture promotes certain body types.          To reflect on my own body image and know how important it is that this is positive and to accept and respect myself for who I am.          To be aware of my own self-image and know how to develop my self-esteem.          To describe the different roles food can play in people's lives and explain how people can develop eating disorders relating to body image pressures.          To respect and value my body.          To know what makes a healthy lifestyle including healthy eating and the choices I need to make me be healthy and happy.</p>	<p>To know the impact of food on the body.          To be motivated to give my body the best combination of food for my physical and emotional health.          To know about different types of drugs and their uses.          To evaluate when alcohol is being used responsibly, anti-socially or being misused,          Know how to keep myself safe to avoid emergencies.          To understand what it means to be emotionally well and explore people's attitudes towards mental health/illness.          Explain what is meant by the term 'mental health'.          Identify everyday behaviours that can help to support mental (and physical) health.          Recognise that we can take care of our mental health (as well as our physical health)          Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected.          Recognise conflicting emotions and when these might be experienced.          Explain how feelings and emotions change over time.          Identify positive actions to support mental health during difficult times, including identifying our personal networks.          Identify how loss and bereavement might affect someone.          Recognise grieving takes time and can include many different feelings.          Describe self-help strategies for managing change, loss or bereavement.          Identify ways to support someone who is grieving.          Describe different sources of support and information available to help someone who is grieving.</p>	<p>To know the characteristics of mental and emotional health and strategies for managing these.          To understand a range of healthy coping strategies to promote wellbeing and boost mood.          To know how to get help in an emergency and perform basic first aid, including CPR and use of defibrillators.          To know how to maintain healthy sleep habits.          To know how to balance time between school work, leisure, exercise and time spent outdoors and online.          To know how to manage influences on, and maintain, good oral hygiene and dental health.          To know more about the strategies to manage stress, puberty and the physical and mental changes that are a part of growing up.          To know how to access health services, substance use and misuse, including laws relating to this, about the effects of alcohol, tobacco, nicotine and e-cigarettes, about attitudes and social norms regarding substances, about dependence, including the over-consumption of caffeine- based energy drinks , how to safely use over the counter and prescription medications, and how to manage peer influence in relation to substance use.</p>	<p>To be able to recognize and manage internal and external influences on decisions which affect health and wellbeing.          To know a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support.          To understand the importance of and strategies for, maintaining a balance between school, work, leisure, exercise and online activities          To know the benefits of physical activity and exercise for physical and mental health and wellbeing.          To understand the importance of sleep and strategies to maintain good quality sleep.          To be able to recognize and manage what influences their choices about physical activity.          To understand the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices.          To understand what might influence decisions about eating a balanced diet and strategies to manage eating choices.          To understand the importance of taking increased responsibility for their own health.          To know the different strategies for maintaining personal hygiene, including oral health and prevention of infection.          To know how to access health services when appropriate.          To understand the positive and negative use of drugs in society including the safe use of prescribed over the counter medicines and responsible use of antibiotics.          To be able to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use.</p>
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		<p>Identify feelings people might experience when starting a new school/moving to Y7 (KS3)</p> <p>Recognise common causes of worry, challenges and opportunities that may be part of this transition.</p> <p>Identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them.</p> <p>Identify ways to positively manage the move to Y7 (KS3)</p>		<p>To understand strategies to manage a range of influences on drug, alcohol and tobacco use, including peers.</p> <p>To be aware of information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</p> <p>To understand the personal and social risks and consequences of substance use and misuse including occasional use.</p> <p>To understand the law relating to the supply, use and misuse of legal and illegal substances.</p> <p>To know about the concepts of dependence and addiction including awareness of help to overcome addictions.</p> <p>To how to identify risk and manage personal safety in increasingly independent situations, including online.</p> <p>To know ways of assessing and reducing risk in relation to health, wellbeing and personal safety.</p> <p>To further develop the skills of active listening, clear communication, negotiation and compromise.</p> <p>To be able to manage the influence of drugs and alcohol on decision-making within relationships and social situations.</p>
<p><b>Citizenship</b></p>			<p>To know what parliament is.</p> <p>To understand why government does.</p> <p>To have an awareness of the election process.</p> <p>To understand the key role of the Police in British Society.</p> <p>To understand the fundamental aspects of British Law.</p>	<p>To understand the difference between a dictatorship v Democracy.</p> <p>To know what MPs and Lords actually do.</p> <p>To understand how parliament functions.</p> <p>To know how people become Young Offender.</p> <p>To understand how the British Justice System.</p> <p>To understand how British Values can influence the effective running of society.</p>