



### Progression in PSHE

Phase	Cycle	Strand:	Key Knowledge	Key Vocabulary	Key skills
EYFS		Being me in my world	How to form relationships with others and make a class community/family. Know they belong to the class/ school	special, safe, belong, proud, choices, consequences.	A sense of feeling safe. Understanding how to make my class a safe place. Recognising what it feels like to be proud. Understanding learning choices.
KS1	A	Being me in my world (1)	How to help others feel welcome, how to make the school community a better place, everyone's right to learn, caring about others feelings, working well with others, following a learning charter. Know they belong	Special, safe, belong, responsibilities, views, valued, proud, achievement, learning charter, choices, consequences.	A sense of feeling safe. Understanding how to make my class a safe place. Recognising what it feels like to be proud. Recognising feelings when I face consequences. Understanding learning choices.
	B	Being me in my world (2)	To be able to talk about hopes and fears for the year. To understand the rights and responsibilities of being part of the class and school. Know about rewards and consequences. Recognise the choices made and understand the consequences.	Hopes, fears, worries, rights, responsibilities, rewards, consequences, choices	To know who or where to ask for help when worried. To recognise how to make the environment safe and fair. To be able to work cooperatively with others.
LKS2	A	Being me in my world (3)	Recognise positive things about myself and my achievements. Set goals. I can face new challenges in a positive way, making responsible choices. I understand how why rules are needed and how they relate to rights and responsibilities. I understand that my actions affect myself and others and I care about other people's feelings. I am trying to see things from other peoples points of view.	positive achievements, personal goals, responsible choices, rules, rights and responsibilities, point of view, emotions, valued, rewards/consequences, cooperatively.	To value myself and others. To recognise own and others emotions. To work cooperatively in a group.
	B	Being me in my world (4)	I know my attitudes and actions make a difference to the class team. I understand who is in my school community. I understand how democracy works through the school council. I care about people's feelings and try to empathise with them. I understand how groups come together to make decisions. I understand how democracy and having a voice benefits the school community.	citizen, community, democracy, empathise, voice	I can take a role in a group and contribute to overall outcomes. I understand and can ensure people feel welcome and valued. I can understand how rewards and consequences motivate people's behaviour
UKS2	A	Being me in my world (5)	I can face new challenges positively and know how to set personal goals. I understand my rights and responsibilities as a British citizen. I can make choices about my own behaviour and know how rewards and consequences feel. I understand that an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community and I know how to participate in this.	British citizen, personal goals, challenges, choices, rewards, consequences, impact, democracy, community, empathise	I can appreciate my school community. I can identify hopes and goals. I can empathise with others. I understand how my actions can affect others. I know how to contribute to a team.
	B	Being me in my world (6)	I can identify my goals for the year, understand my fears and worries about the future and know how to express them. I know there are universal rights for all children but for some children these rights are not met. I understand that my actions affect other people locally and globally. I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community.	Express, hopes, fears, future, universal rights, locally, globally, consequences, rights, responsibilities, impact, democracy, voice	I can make others feel valued. I can compare my wants and needs to that of children in other communities. I can empathise with others. I care about others. I can contribute to the group and understand how we function best as a whole.



Phase	Cycle	Strand:	Key Knowledge	Key Vocabulary	Key skills
EYFS		Celebrating difference	Understanding that everyone is different and unique. Realising that uniqueness is something to celebrate. To use kind words and hands.	same, different, unique, special, kind	Identifying similarities between myself and my friends. Being kind and supportive of other class members and the school community.
KS1	A	Celebrating difference (1)	Accepting that everyone is different. Including others when working and playing, knowing how to help if someone is being bullied. To try and solve problems. To use kind words. to know how to give and receive compliments.	Similarities, differences, bullying, named adults.	Identifying similarities between myself and my friends. Understand how being bullied might make me feel. Being kind to children who are being bullied. Knowing how it feels to make a new friend. Understanding that differences make us special and unique.
	B	Celebrating difference (2)	I am starting to understand that sometimes people make assumptions about boys and girls. I understand that bullying is sometimes about difference. I can recognise what is right and wrong and know how to look after myself. I know some ways how to make new friends. I can tell you ways that i am different from my friends.	stereotypes, similarities, differences, bullying, right, wrong, special, unique.	I understand how boys and girls are similar. I can accept that boys and girls can be different. I can recognise if someone is being bullied and how to get help for them. I know how to get help if I am being bullied. I have the confidence to stand up for myself. I understand that differences make us unique.
LKS2	A	Celebrating difference (3)	I understand that sometimes we make assumptions based on how people look. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. I understand that, sometimes, we make assumptions based on what people look like. I understand what influences me to make assumptions based on how people look. I know that bullying is sometimes hard to spot and I know what to do if I think it is going on but I'm not sure.	conflicts, differences, witness, bullying, hurtful, consequences	I can appreciate people who are close to me. I can use techniques to help calm myself, I can problem solve a bullying situation, I can give and receive compliments.
	B	Celebrating difference (4)	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can identify what is special about me and value the ways in which I am unique. I can discuss a time when my first impression of someone changed when I got to know them.	assumptions, bullying, witnesses, unique, first impression, accept	I can accept people for who they are. I can question myself why I think what I do about other people. I can recognise the signs of bullying. I can problem solve a bullying situation with others. I can like and accept myself. I can explain why it is good to accept people for who they are.
UKS2	A	Celebrating difference (5)	I understand that cultural differences sometimes cause conflict. I understand what racism is. I understand how rumour-spreading and name calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can compare my life with people in the developing world. I enjoy the experience of a culture other than my own.	cultural differences, conflict, rumour, bullying behaviours, direct bullying, indirect bullying, compare, developing world, culture, racism.	I am aware of my own culture. I am aware of my attitude towards people from a different race. I have the skills to manage my feelings in bullying situations. I have the skills to encourage children who use bullying behaviours to make other choices. I have the skills to support children who are being bullied. I can appreciate the value of happiness regardless of material wealth. I respect my own and other peoples cultures.
	B	Celebrating difference (6)	I understand that there are different perceptions of what normal means. I understand that having a disability could affect someone's life. I can explain some of the ways in which one person or a group can have power over another. I know some reasons why some people use bullying behaviours. I can give examples of some people with disabilities who lead amazing lives. I can explain ways in which difference can be a source of conflict and a cause of celebration.	difference, perceptions, normal, disability, power, reasons, bullying behaviours, conflict, celebration, empathise, attitude, excluded, appreciate,	I can empathise with people. I am aware of how my attitude affects others. I have strategies for managing my feelings. I can appreciate people for who they are.



Phase	Cycle	Strand:	Key Knowledge	Key Vocabulary	Key skills
EYFS		Dreams and Goals	Having a positive attitude to learning, play and challenge. To understand that to learn we have to keep on trying even when things are tough.	challenge, try, have a go, succeed	I can keep on trying when things are difficult. I understand that I might feel cross or upset when I find things difficult. I can seek support when needed.
KS1	A	Dreams and Goals (1)	Stay motivated when doing something challenging. Keeping on trying even when things are difficult, work well with others, have a positive attitude, Help others to achieve their goals, Working hard to achieve own dreams and goals.	Simple Goals, achieve, tackle, challenges, obstacles, overcome, succeed, celebrate	Identify successes and achievements. I can tell people how I learn best, I can celebrate achievements, I can identify when I am faced with new challenges, I recognise my feelings when I see obstacles and when I overcome them, I know how to store feelings of success in my internal treasure chest.
	B	Dreams and Goals (2)	I can choose a realistic goal and think how to achieve it. I can persevere even when I find tasks difficult. I can recognise who it is easy for me to work with and who it is more difficult for me to work with. I can work cooperatively in a group. I know how to share success with other people.	realistic, proud, success, celebrate, achievement, goal, persevere, challenge, strengths, dream	I know when I feel proud. I can recognise some of my strengths as a learner, I understand that working together can help me learn, I can work with others to solve problems, I know how contributing to a group feels.
LKS2	A	Dreams and Goals (3)	I can discuss situations where people have faced challenges and achieved success. I can identify a dream or ambition that is important to me, I enjoy new challenges and working out how to achieve them, I can recognise that obstacles might hinder my achievement and I can take steps to overcome them. I can evaluate my learning process and how to be better next time.	challenges, success, achieved, ambition, dream, motivated, enthusiastic, obstacles, overcome, evaluate, responsible, frustration, confident, admire.	I can respect and admire others who have overcome obstacles to achieve their goals. I know that I am responsible for my own learning and use my strength as a learner to achieve the challenge. I am confident in sharing my success with others.
	B	Dreams and Goals (4)	I can tell you about my hopes and dreams. I understand that sometimes hopes and dreams do not come true and this can hurt. I know that that reflecting positive and happy experiences can help me to counteract disappointment. I know the steps that I need to take to achieve a goal, and can do this as part of a group. I can identify the contributions made by myself and others.	reflecting, experiences, counteract, disappointment, achieve, successful, contributions, achievement, resilient	I can recognise the feelings of having hopes and dreams. I can recognise the feeling of disappointment and identify when I felt that way. I can use my resilience. I can work successfully as part of a group.
UKS2	A	Dreams and Goals (5)	I understand that I will need money to help me achieve some of my dreams. I know about a range of jobs carried out by other people and have explored how much people earn in different jobs. I can identify a job that I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I can describe the dreams and goals of young people in a different culture to mine. I understand that communicating with someone in a different culture means that we can learn from each other. I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways they might do this.	achieve, dreams, jobs, explore, earn, motivates, culture, communicating, support, abroad, sponsorship, appreciate, contributions, reflect, positive contribution.	I can identify what I would like my life to be like when I grow up. I appreciate the contributions made by people in different jobs. I appreciate the opportunities that education and learning is giving me. I understand that education will help me build my future. I can appreciate similarities and differences between myself and people in a different culture. I can motivate myself to make a positive contribution to supporting others.
	B	Dreams and Goals (6)	I know my learning strengths and can set challenging but realistic goals. I can work out the learning steps I need to take to reach my goal and know how to motivate myself. I can identify problems in the world that concern me and talk and talk about them. I can work with other people to help make the world a better place. I know that some people in my class like or admire me and can accept their praise.	Learning strengths, challenging, realistic, motivate, problems, concern, admire, accept, emotions, suffering, empathise, compliments, contribution, achievements	I can stretch the boundaries of my learning. I know how to set myself challenges. I can recognise emotions. I can consider others. I can motivate myself. I can recognise the benefits of other people's achievements and contributions.



Phase	Cycle	Strand:	Key Knowledge	Key Vocabulary	Key skills
EYFS		Healthy me	I understand that exercise is good for my body and how my body responds to exercise. I am beginning to understand healthy food choices. I know when and why I need to keep my body clean.	Healthy, heart rate, breathless, germs	I know when to wash my hands and why. I can recognise what happens to my body during exercise and why this is good for me. I am beginning to make healthy food choices.
KS1	A	Healthy me (1)	To be able to make healthy choice, to be able to understand a healthy balanced diet, to be physically active and know why this is important, Knows how to keep themselves safe around medicine, know how to be a good friend and enjoy healthy friendships, Know how to keep calm and deal with difficult situations.	Healthy, unhealthy, lifestyle, clean, germs, disease, illness, ,medicines, harmful, road safety,	I feel good about myself when I make healthy choices, understand that I am special so I need to keep myself safe. I know some ways to help myself when I feel poorly. I can recognise when I feel frightened and know who to ask for help. I know how being healthy helps me to feel happy.
	B	Healthy me (2)	I know what I need to keep my body healthy. I can show or tell you what relaxed means and know things that make me feel relaxed or stressed. I understand how medicines work in my body and how important it is to use them safely. I can sort foods into correct food groups and know which foods my body needs to keep me healthy. I can decide which foods to eat to give my body energy. I can make some healthy snacks and explain why they are good for my body.	Healthy choices, lifestyle, motivation,relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, balanced diet, portion, nutritious, energy.	Healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, balanced diet, portion, nutritious, energy.
LKS2	A	Healthy me (3)	I know how exercise affects my body and why the heart and lungs are important organs. I know how complex my body is and how important it is to take care of it. I can tell you my knowledge and attitude towards drugs, I can identify people and places that I need to keep safe from. I can tell you some strategies for keeping safe and who to go to for help. I understand like medicine that some household substances can be harmful if not used correctly.	heart, lungs, exercise, organs, attitude, drugs, medicines, substances, harmful, complex.	I can set myself fitness challenges. I can identify how I feel towards drugs, I can identify my own feelings, I can take responsibility for keeping myself and others safe at home. I respect my body and appreciate what it does for me.
	B	Healthy me (4)	I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations. I understand the facts about smoking and effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I can recognise when people are putting me under pressure and can explain ways to resist this when I want. I know myself well enough to have a clear picture of what I believe is right or wrong.	changing dynamics, smoking, alcohol, liver, pressure	I can manage my emotions. I can act assertively to avoid to resist pressure from others. I can identify when I have feelings of anxiety due to peer pressure.
UKS2	A	Healthy me (5)	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I know and can put into practice emergency aid procedures (recovery position) and know how to get help in emergency situations. I understand how media and celebrity culture promotes certain body types. I can describe the different roles food can play in different people's lives and can explain how people can develop eating problems relating to body image pressures. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	health risks, smoking, tobacco, lungs, heart, liver, misusing, anti-social behaviour, emergency aid, recovery position, media, celebrity culture, body types, eating problems, disorders, pressure,	I can make informed decisions about whether or not I choose to smoke. I know how to resist pressure. I can make an informed decision about whether I choose to drink alcohol and know how to resist pressure. I can accept and respect myself for who I am. I am motivated to keep myself happy and healthy.
	B	Healthy me (6)	I know the impact of food on my body e.g. creating energy, giving comfort and altering mood. I know about the different types of drugs and their uses and their effects on the body particularly the liver and heart. I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I know that I can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in an emergency situation. I understand what it means to be emotionally well and can explore people's attitude towards mental health/illness. I can recognised when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse	energy, mood altering, comfort, drugs, liver, heart, alcohol misuse, responsibly, anti-socially, emergency procedures, emotionally well, mental health/illness, stress, pressure, triggers, misuse, motivated, cope, recovery position	I know how to look after my body both physically and emotionally. I can find ways to cope with problems rather than resorting to substance or alcohol misuse. I can deal with a basic emergency and know how to get help. I can recognise when I need help emotionally and how/who to ask for help. I have developed some strategies to manage stress and pressure.





Phase	Cycle	Strand:	Key Knowledge	Key Vocabulary	Key skills
EYFS		Relationships	Know how to make friends, try and solve friendship issues, help others to feel part of a group, show respect in how I treat others, I know how to seek support when needed.	family, friends, school, include, help	I know how it feels to belong to a family of class. I know some ways to help me make friends. I am able to seek support for myself and others when needed.
KS1	A	Relationships (1)	Know how to make friends, try and solve friendship issues, help others to feel part of a group, show respect in how I treat others, I know how to help myself and others when we feel upset or get hurt, Know and show what makes a good relationship.	Family, different families, friend, appropriate contact, school community, qualities, appreciate, touch	I know how it feels to belong to a family and care about the people that are important to me. I know how to make a new friend; I can recognise which forms of physical contact are acceptable/unacceptable to me. I know how to ask for help. I know how to praise myself. I can express my feelings about others.
	B	Relationships (2)	I can identify the different members of my family , understanding my relationship with each of them. I know why it is important to share and cooperate. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I can identify some of the things that cause conflict with my friends. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I can recognise and appreciate people who can help me in my family, my school and my community.	family, different, similarities, special, relationship, important, cooperate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, point of view, conflict, good secret, worry secret, telling, trust, frightened, compliments.	I understand that most people value their family. I know which physical contact I like and which I don't like and can talk about these. I can resolve conflicts with my friends, I understand the different types of secret.
LKS2	A	Relationships (3)	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can be a good listener. I can explain and use strategies to keep myself safe. I can explain how the actions and work of some people around the world help to influence my life. I understand how my needs and rights are shared by children around the world and can identify how our lives might be different . I can express appreciation to my friends and family.	responsibilities, reflect, expectations, males, females, strategies, influence, appreciation.	I can describe how taking responsibility in my family helps me to feel. I have the skills to negotiate conflict. I can empathise with children whose lives are different to mine and appreciate what I may learn from them.
	B	Relationships 4))	I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant. I can identify someone I love and can express why they are special to me. I can tell you about someone I know that I no longer see. I can explain different points of view on an animal rights issue. I understand how people feel when they have a special pet. I know how to show love and appreciation to the people and animals who are special to me.	relationships, closest, distant, points of view, animal rights, love, appreciation, contribute.	I understand how it feels to belong and can contribute to different relationships. I understand and can empathise with the feelings of loss.
UKS2	A	Relationships (5)	I have an accurate picture of myself in terms of my characteristics and personal qualities. I can recognise how friendships change, how to make new friends and how to manage a fall out with a friend. I understand how it feels to be attracted to someone and what having a boyfriend or girlfriend might mean. I understand how to stay safe when using technology to communicate with my friends.	self-esteem, personal qualities, characteristics, negotiate, compromise, trust, loyalty, empathy, betrayal, attraction, pressure, jealousy, resist	I know how to keep building my own self-esteem. I know how to negotiate and compromise. I understand that I shouldn't feel pressured into having a boyfriend or girlfriend. I understand when I feel jealous and how to manage it. I can resist pressure to use technology inappropriately.
	B	Relationships (6)	I can identify the most significant people in my life so far. I know some of the feelings we have when someone dies or leaves. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I recognise when people are trying to gain power or control. I understand when technology can be used to gain power or control. I use strategies to prevent this from happening. I can use technology positively and safely to communicate with my friends and family	significant people, feelings, death, stages of grief, loss, power and control, technology, safely, communicate, emotions, attraction	I have the skills to build self-esteem. I know how to stand up for myself and compromise. I know how to not feel pressured. I have the skills to manage jealousy. I have the skills to use technology safely. I have the skills to resist pressure.



Phase	Cycle	Strand:	Key Knowledge	Key Vocabulary	Key skills
EYFS		Changing me	I know that everyone is different and special. I can express how I feel about changes. I can ask for help if I am worried about change.	change, different, same, help	I understand that changes happen as we grow and this is okay. I know that changes will happen whether I want them to or not. I know who to ask for help if I am worried about change.
KS1	A	Changing Me (1)	Understand that everyone is unique and special. I can express how they feel when change happens, I understand and respect the changes that I see in myself and others. To know who to ask for help if they are worried about change, are looking forward to change.	changes, grow, natural, different rates, respect, private parts, girl, boy	I understand that changes happen as we grow and this is okay. I know that changes will happen whether I want them to or not, I understand that growing up is natural and everyone grows at different rates, I respect my body and know which parts are private, I know some ways to cope with changes.
	B	Changing Me (2)	I can recognise cycles of life in nature. I can tell you about the natural process of growing from young to old and understand this is not in my control. I can recognise how my body has changed since I was a baby. I recognise where I am on the continuum from young to old. I can recognise the physical difference between boys and girls. I can use the correct names for parts of the body. I know that some parts of the body are private. I understand that there are different types of touch and can tell you ones that I like and don't like.	change, grow, life cycle, control, baby, adult, fully grown, growing up, old, young, respect, appearance, physical, toddler, child, teenager, adult, timeline ,responsibilities, male, female, vagina, penis, testicles, public, private, touch, cuddle, acceptable, unacceptable	I have the knowledge to realise that some changes are out of my control. I can show respect to others. I recognise when I feel proud. I can express my feelings about my gender. I have the confidence to express my likes and dislikes. I can ask for help.
LKS2	A	Changing Me (3)	I understand that in animals and humans lots of changes happen between conception and growing up. I understand that usually it's the female who has the baby. I understand how babies grow and develop in their mother's uterus. I understand what a baby needs to live and grow. I understand that girl's and boy's bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing process. I can identify how boys' and girls' bodies change on the inside during this growing process. I can tell you why these changes are necessary so that their bodies can make babies when they are grown up. I can recognise stereotypical ideas people might have about parenting and family roles	humans, conception, uterus, process, stereotypical, respect.	I can express how I feel when I see babies or young animals. I can recognise how I feel about changes that are happening to me and how to cope with those feelings. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.
	B	Changing Me (4)	I understand that some of my personal characteristics have come from my birth parents and that this is happening because I am made from the joining of their egg and sperm. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I can explain how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I know how the cycle of change works and can apply it to changes I want to make in my life. I can identify changes that may be out of my control and can learn to accept this.	personal characteristics, egg, sperm, penis, testicles, vagina, uterus/womb, ovaries, making love, fertilise, reproduction, puberty, physical and emotional changes, confident, menstruation, periods,	I can recognise how I feel about changes that are happening to me and how to cope with those feelings. I understand that I can be responsible for making changes in my own life. I can acknowledge that some changes are out of my control and have strategies to manage this.
UKS2	A	Changing Me (5)	I am aware of my own self-image. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physical and emotionally. I can describe how boys' and girls' bodies change during puberty. I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby. I can identify what I am looking forward to about becoming a teenager and understand that this brings growing responsibilities (Age of consent)	self, self-image, body- image, self-esteem, perception, characteristics, aspects, affirmation, puberty, menstruation, periods, sanitary towels, tampons, ovary, vagina, womb/uterus, sperm, semen, testicles, erection, ejaculation, wet dream, larynx, hormones, larynx, sexual intercourse, fallopian tube, fertilisation, embryo, umbilical cord, contraception, fertility treatment.	I know how to build my own self esteem. I understand that puberty is a natural process and it will be okay for me. I can express how I feel about the changes that will happen to me during puberty. I understand how amazing the human body is to reproduce in these ways. I am confident enough to cope with the changes that growing up will bring.
	B	Changing Me (6)	I am aware of my own self-image. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physical and emotionally. I can ask the questions that I need to during puberty. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I understand how being physically attracted to someone it changes the nature of the relationship. I can identify what I am looking forward to and what worries me about the transition to secondary school.	self-image, body-image, puberty, physically, emotionally, conception, trust, respect, pubic hair, menstruation, semen, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, penis, moody, vagina, womb, fallopian tube	I know how to develop my own self esteem. I can express how I feel about puberty. I can reflect. I can recognise how I feel about the development and birth of a baby. I can express how I feel. I can prepare myself emotionally for changes in my life.

