

Key Concepts		Identity	Relationships	Lifestyle	Diversity & Equality	Rights & Responsibilities	Changes	Careers					
		Nursery			Reception			Year 1					
Autumn 1 - Being Me in My World	Unit 1: Being Me in My World	<ol style="list-style-type: none"> 1. Who... Me?! 2. How am I feeling today? 3. Being at Nursery/Pre-School 4. Gentle Hands 5. Our Rights (Nursery/Pre-school Charter) 6. Our Responsibilities <p>Learning Intention:</p> <ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different • I understand how feeling happy and sad can be expressed • I can work together and consider other people's feelings • I can use gentle hands and understand that it is good to be kind to people • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means 			<ol style="list-style-type: none"> 1. Who... Me?! 2. How am I feeling today? 3. Being at School 4. Gentle Hands 5. Our Rights 6. Our Responsibilities <p>Learning Intention:</p> <ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different • I can start to recognise and manage my feelings • I enjoy working with other to make school a good place to be • I understand why it is good to be kind and use gentle hands • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means 			<ol style="list-style-type: none"> 7. Special and Safe 8. My Class 9. Rights and Responsibilities 10. Rewards and Feeling Proud 11. Consequences 12. Owning Our Learning Charter <p>PSHE Learning:</p> <ul style="list-style-type: none"> • I know how to use my Jigsaw Journal • I understand the rights and responsibilities as a member of my class • I understand the rights and responsibilities for being a member of my class • I know my views are valued and can contribute to the Learning Charter • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter 					
	ID	RE	LI	DE	RR	CH	CA	ID	RE	LI	DE	RR	CH
Autumn 2 - Celebrating Difference	Unit 2: Celebrating Difference	<ol style="list-style-type: none"> 1. What am I good at? 2. I'm Special, I'm Me! 3. Families 4. Houses and Homes 5. Making Friends 6. Standing Up for Yourself <p>Learning Intention:</p> <ul style="list-style-type: none"> • I know how it feels to be proud of something I am good at • I can tell you one way I am special and unique • I know that all families are different • I know there are lots of different houses and homes • I can tell you how I could make new friends • I can use my words to stand up for myself 			<ol style="list-style-type: none"> 1. What am I good at? 2. I'm Special, I'm Me! 3. Families 4. Houses and Homes 5. Making Friends 6. Standing Up for Yourself <p>Learning Intention:</p> <ul style="list-style-type: none"> • I can identify something I am good at and understand everyone is good at different things • I understand that being different makes us all special • I know we are all different but the same in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend • I know which words to use to stand up for myself when someone says or does something unkind 			<ol style="list-style-type: none"> 7. The same as... 8. Different from... 9. What is 'bullying'? 10. What do I do about bullying? 11. Making new friends 12. Celebrating difference; celebrating me <p>PSHE Learning:</p> <ul style="list-style-type: none"> • I can identify similarities between people in my class • I can identify differences between people in my class • I can tell you what bullying is • I know some people who I could talk to if I was feeling unhappy or being bullied • I know how to make new friends • I can tell you some ways I am different from my friends 					
	ID	RE	LI	DE	RR	CH	CA	ID	RE	LI	DE	RR	CH
Spring 1 - Dreams & Goals	Unit 3: Dreams & Goals	<ol style="list-style-type: none"> 1. Challenge 2. Never Giving Up 3. Setting a goal 4. Obstacles and Support 5. Flight to the Future 6. Footprint Awards <p>Learning Intention:</p> <ul style="list-style-type: none"> • I understand what a challenge means • I can keep trying until I can do something • I can set a goal and work towards it • I know some kind words to encourage people with • I can start to think about the jobs I might like to do when I'm older • I can feel proud when I achieve a goal 			<ol style="list-style-type: none"> 1. Challenge 2. Never Giving Up 3. Setting a goal 4. Obstacles and Support 5. Flight to the Future 6. Footprint Awards <p>Learning Intention:</p> <ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you about a time I didn't give up until I achieved my goal • I can set a goal and work towards it • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I'm older • I can say how I feel when I achieve a goal and know what it means to feel proud 			<ol style="list-style-type: none"> 1. My Treasure Chest of Success 2. Steps to Goals 3. Achieving Together 4. Stretchy Learning 5. Overcoming Obstacles 6. Celebrating My Success <p>PSHE Learning:</p> <ul style="list-style-type: none"> • I can set simple goals • I can set a goal and work out how to achieve it • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated 					
	ID	RE	LI	DE	RR	CH	CA	ID	RE	LI	DE	RR	CH

Every child deserves to be the best they can be

Key Concepts	Identity	Relationships	Lifestyle	Diversity & Equality	Rights & Responsibilities	Changes	Careers
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	Nursery							Reception							Year 1						
Spring 2 - Healthy Me	Unit 4: Healthy Me 1. Everybody's Body 2. We like to move it, move it! 3. Food, Glorious Food 4. Sweet Dreams 5. Keeping Clean 6. Stranger Danger Learning Intention: <ul style="list-style-type: none"> I know the names for some parts of my body and am starting to understand that I need to be active to be healthy I can tell you some of the things I need to do to be healthy I know what the word 'healthy' means and that some foods are healthier than others I know how to help myself go to sleep and that sleep is good for me I can wash my hands and know it is important to do this before I eat and after I go to the toilet I know what to do if I get lost and how to say NO to strangers 							Unit 4: Healthy Me 1. Everybody's Body 2. We like to move it, move it! 3. Food, Glorious Food 4. Sweet Dreams 5. Keeping Clean 6. Stranger Danger Learning Intention: <ul style="list-style-type: none"> I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet I know what a stranger is and how to stay safe if a stranger approaches me 							Unit 4: Healthy Me 1. Being Healthy 2. Healthy Choices 3. Clean and Healthy 4. Medicine Safety 5. Road Safety 6. Happy, Healthy Me PSHE Learning: <ul style="list-style-type: none"> I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I know how to make healthy lifestyle choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I understand that medicines can help me if I feel poorly and I know how to use them safely I know how to keep safe when crossing the road, and about people who can help me to stay safe I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy 						
	ID	RE	LI	DE	RR	CH	CA	ID	RE	LI	DE	RR	CH	CA	ID	RE	LI	DE	RR	CH	CA
Summer 1 - Relationships	Unit 5: Relationships 1. My Family and Me! 2. Make friends, make friends, never ever break friends Part 1 3. Make friends, make friends, never ever break friends Part 2 4. Falling Out and Bullying Part 1 5. Falling Out and Bullying Part 2 6. Being the best friends we can be Learning Intention: <ul style="list-style-type: none"> I can tell you about my family I understand how to make friends if I feel lonely I can tell you some of the things I like about my friends I know what to say and do if somebody is mean to me I can use Calm Me time to manage my feelings I can work together and enjoy being with my friends 							Unit 5: Relationships 1. My Family and Me! 2. Make friends, make friends, never ever break friends Part 1 3. Make friends, make friends, never ever break friends Part 2 4. Falling Out and Bullying Part 1 5. Falling Out and Bullying Part 2 6. Being the best friends we can be Learning Intention: <ul style="list-style-type: none"> I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend 							Unit 5: Relationships 1. Families 2. Making Friends 3. Greetings 4. People Who Help Us 5. Being My Own Best Friend 6. Celebrating My Special Relationships PSHE Learning: <ul style="list-style-type: none"> I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend means to me I know appropriate ways of physical contact to greet my friends and know which ways I prefer I know who can help me in my school community I can recognise my qualities as a person and a friend I can tell you why I appreciate someone who is special to me 						
	ID	RE	LI	DE	RR	CH	CA	ID	RE	LI	DE	RR	CH	CA	ID	RE	LI	DE	RR	CH	CA
Summer 2 - Changing Me	Unit 6: Changing Me 1. My Body 2. Respecting My Body 3. Growing Up 4. Growth and Change 5. Fun and Fears 6. Celebration Learning Intention: <ul style="list-style-type: none"> I can name parts of my body and show respect for myself I can tell you some things I can do and some food I can eat to be healthy I understand that we all start as babies and grow into children and then adults I know that I grow and change I can talk about how I feel moving to School from Nursery I can remember some fun things about Nursery this year 							Unit 6: Changing Me 1. My Body 2. Respecting My Body 3. Growing Up 4. Fun and Fears Part 1 5. Fun and Fears Part 2 6. Celebration Learning Intention: <ul style="list-style-type: none"> I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception 							Unit 6: Changing Me 7. Life Cycles 8. Changing Me 9. My Changing Body 10. Boys' and Girls' Bodies 11. Learning and Growing 12. Coping with Changes PHSE Learning: <ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that makes boys different to girls and can use the correct names for these: penis, testicles, vagina I understand that every time I learn something new I change a little bit I can tell you about changes that have happened in my life 						
	ID	RE	LI	DE	RR	CH	CA	ID	RE	LI	DE	RR	CH	CA	ID	RE	LI	DE	RR	CH	CA

Key Concepts	Identity	Relationships	Lifestyle	Diversity & Equality	Rights & Responsibilities	Changes	Careers
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 - Being Me in My World	<p>Unit 1: Being Me in My World</p> <ol style="list-style-type: none"> Special and Safe My Class Rights and Responsibilities Rewards and Feeling Proud Consequences Owning Our Learning Charter <p>PSHE Learning:</p> <ul style="list-style-type: none"> I know how to use my Jigsaw Journal I understand the rights and responsibilities as a member of my class I understand the rights and responsibilities for being a member of my class I know my views are valued and can contribute to the Learning Charter I can recognise the choices I make and understand the consequences I understand my rights and responsibilities within our Learning Charter <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I feel special and safe in my class I know that I belong to my class I know how to make my class a safe place for everybody to learn I recognise how it feels to be proud of an achievement I recognise the range of feelings when I face certain consequences I understand my choices in following the Learning Charter 	<p>Unit 1: Being Me in My World</p> <ol style="list-style-type: none"> Hopes and Fears for the Year Rights and Responsibilities Rewards and Consequences Rewards and Consequences Our Learning Charter Owning our Learning Charter <p>PSHE Learning:</p> <ul style="list-style-type: none"> I can identify some of my hopes and fears for the year I know how to use my Jigsaw Journal I understand the rights and responsibilities for being a member of my class and school I understand the rights and responsibilities for being a member of my class I can listen to other people and contribute my own ideas about rewards and consequences I understand how following the Learning Charter will help me and others learn I can recognise the choices I make and understand the consequences <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I recognise when I feel worried and know who to ask for help I recognise when I feel worried and know who to ask for help I can help to make my class a safe and fair place I can help to make my class a safe and fair place I can work cooperatively I am choosing to follow the Learning Charter 	<p>Unit 1: Being Me in My World</p> <ol style="list-style-type: none"> Getting to Know Each other Our Nightmare School Our Dream School Rewards and Consequences Our Learning Charter Owning our Learning Charter <p>PSHE Learning:</p> <ul style="list-style-type: none"> I can recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I can face new challenges positively, make responsible choices and ask for help when I need it. I understand why rules are needed and how they relate to rights and responsibilities. I can make responsible choices and take action. I understand my actions affect others and try to see things from their point of view. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I value myself and know how to make someone feel welcome and valued. I recognise how it feels to be happy, sad, or scared and am able to identify if other people are feeling these emotions. I know how to make others feel valued. I understand that my behaviour brings rewards/consequences. I can work cooperatively in a group. I am choosing to follow the Learning Charter. 	<p>Unit 1: Being Me in My World</p> <ol style="list-style-type: none"> Becoming a Class 'Team' Being a School Citizen Rights, Responsibilities and Democracy Rewards and Consequences Our Learning Charter Owning our Learning Charter <p>PSHE Learning:</p> <ul style="list-style-type: none"> I know my attitudes and actions make a difference to the class team. I understand who is in my school community, the role they play and how I fit in. I understand how democracy works through the School Council. I understand that my actions affect myself and others; I care about other 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. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued. I can take on a role in a group and contribute to the overall outcome. I can recognise my contribution to making a learning charter for the whole school. I understand how rewards and consequences motivate people's behaviour. I can take on a role in a group and contribute to the overall outcome. I understand why our school community benefits from a Learning Charter and can help. 	<p>Unit 1: Being Me in My World</p> <ol style="list-style-type: none"> My Year Ahead Being a Citizen of My Country Year 5 responsibilities Rewards and Consequences Our Learning Charter Owning our Learning Charter <p>PSHE Learning:</p> <ul style="list-style-type: none"> I can face new challenges positively and know how to set personal goals. I understand my rights and responsibilities as a citizen of my country. I understand my rights and responsibilities as a citizen of my country and as a member of my school. I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community and know how to participate in this. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I know what I value most about my school and can identify my hopes for this school year. I can empathise with people in this country whose lives are different to my own. I understand that my actions affect me and others. I can contribute to the group and understand how we can function best as a whole. I understand why out school benefits from a Learning Charter and can help others to follow it. 	<p>Unit 1: Being me in My World</p> <ol style="list-style-type: none"> My Year Ahead Being a Global Citizen 1 Being a Global Citizen 2 The Learning Charter Our Learning Charter Owning our Learning Charter <p>PSHE Learning:</p> <ul style="list-style-type: none"> I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know that there are universal rights for all children but for many 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. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I understand my own wants and needs and can compare these with children in different communities. I understand that my actions affect myself and others. I care about other people's feelings and try to empathise with them. I can contribute to the group and understand how we can function best as a whole. I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.
	Autumn 2 - Celebrating Difference	<p>Unit 2: Celebrating Difference</p> <ol style="list-style-type: none"> The same as... Different from... What is 'bullying'? What do I do about bullying? Making new friends Celebrating difference; celebrating me <p>PSHE Learning:</p> <ul style="list-style-type: none"> I can identify similarities between people in my class I can identify differences between people in my class I can tell you what bullying is I know some people who I could talk to if I was feeling unhappy or being bullied I know how to make new friends I can tell you some ways I am different from my friends <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I can tell you some ways in which I am the same as my friends I can tell you some ways I am different from my friends I understand how being bullied might feel I can be kind to children who are bullied I know how it feels to make a new friend I understand these differences make us all special and unique 	<p>Unit 2: Celebrating Difference</p> <ol style="list-style-type: none"> Boys and girls Boys and girls Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference and still being friends <p>PSHE Learning:</p> <ul style="list-style-type: none"> I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) 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 to make new friends I know some ways I am different from friends <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I understand some ways in which boys and girls are similar and feel good about this I understand some ways in which boys and girls are different and accept that this is ok I can tell you how someone who is bullied feels I can be kind to children who are bullied I know when and how to stand up for myself and others I know how to get help if I am being bullied 	<p>Unit 2: Celebrating Difference</p> <ol style="list-style-type: none"> Families Family Conflict Witness and feelings Witness and solutions Words that harm Celebrating difference: compliments <p>PSHE Learning:</p> <ul style="list-style-type: none"> I understand that everybody's family is different and important to them. I understand that differences and conflicts sometimes happen among family members. I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I recognise that some words are used in hurtful ways. I can tell you about a time a when my words affected someone's feelings and what the consequences were. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I appreciate my family/the people who care for me. I know how to calm myself down and can use the solve it together technique. I know some ways of helping to make someone who is bullied feel better. I can problem solve a bullying situation with others I try hard not to use hurtful words. (e.g. gay, fat etc.) I can give and receive compliments and know how this feels. 	<p>Unit 2: Celebrating Differences</p> <ol style="list-style-type: none"> Judging by Appearances Understanding influences Understanding Bullying Problem-solving Special me Celebrating Difference: how we look <p>PSHE Learning:</p> <ul style="list-style-type: none"> 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 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 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 tell you a time when my first impression of someone changed when I got to know them. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I try to accept people for who they are. I can question why I think what I do about other people. I know how it might feel to be a witness to and target of bullying. I like and respect the unique features of my physical appearance. I can explain why it is good to accept people for who they are. 	<p>Unit 2: Celebrating Difference</p> <ol style="list-style-type: none"> Different cultures Racism Rumours and Name-calling Types of Bullying Does Money Matter? Celebrating Difference across the world. <p>PSHE Learning:</p> <ul style="list-style-type: none"> 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 can understand a different culture from my own. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I am aware of my own culture. I am aware of my attitude towards people from different races. I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. I can appreciate the value of happiness regardless of material wealth.

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1 - Dreams & Goals	<p>Unit 3: Dreams & Goals</p> <ol style="list-style-type: none"> 7. My Treasure Chest of Success 8. Steps to Goals 9. Achieving Together 10. Stretchy Learning 11. Overcoming Obstacles 12. Celebrating My Success <p>PSHE Learning:</p> <ul style="list-style-type: none"> • I can set simple goals • I can set a goal and work out how to achieve it • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> • I can identify my successes and achievements • I can tell you how I learn best • I can celebrate achievement with my partner • I can identify how I feel when I am faced with a new challenge • I know how I feel when I see obstacles and how I feel when I overcome them 	<p>Unit 3: Dreams & Goals</p> <ol style="list-style-type: none"> 1. Goals to Success 2. My Learning Strengths 3. Learning with Others 4. A Group Challenge 5. Continuing Our Group Challenge 6. Celebrating Our Achievement <p>PSHE Learning:</p> <ul style="list-style-type: none"> • I can choose a realistic goal and think about 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 to create an end product • I know how to share success with other people <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> • I can identify my successes and achievements and know how this makes me feel proud • I can tell you some of my strengths as a learner • I understand how working with other people can help me learn • I can work with other people to solve problems • I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud) 	<p>Unit 3: Dreams & Goals</p> <ol style="list-style-type: none"> 1. Dreams and Goals 2. My Dreams and Ambitions 3. A new Challenge 4. Our New Challenge 5. Our New Challenge – Overcoming Obstacles 6. Celebrating My Learning <p>PSHE Learning:</p> <ul style="list-style-type: none"> • I can tell you about a person who has faced difficult challenges and achieved successes. • I can identify a dream/ambition that is important to me • I enjoy facing new learning challenges and working out the best ways for me to achieve them. • I am motivated and enthusiastic about achieving our new challenge, • I can recognise obstacles which might hinder my achievement and can take steps to overcome them. • I can evaluate my own learning process and identify how it can be better next time. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> • I respect and admire people who overcome obstacles and achieve their dreams and goals. • I can imagine how I will feel when I achieve my dream/ambition. • I can break down a goal into a number of steps and know how others could help me to achieve it. • I know that I am responsible for my own learning and can use my strengths to achieve the challenge, • I can manage the feelings of frustration that may arise when obstacles occur. • I am confident in sharing my success with others and can store my feelings in my internal treasure chest. 	<p>Unit 3: Dreams and Goals</p> <ol style="list-style-type: none"> 1. Hopes and Dreams 2. Broken Dreams 3. Overcoming Disappointment 4. Creating New Dreams 5. Achieving Goals 6. We Did It! <p>PSHE Learning:</p> <ul style="list-style-type: none"> • I can tell you about some of my hopes and dreams. • I understand that sometimes hopes and dreams do not come true and that this can hurt. • I know that reflecting on positive and happy experiences can help me to counteract disappointment. • I know how to make a new plan and set new goals even if I have been disappointed. • I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group. • I can identify the contributions made by myself and others to the group's achievement. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> • I know how it feels to have hopes and dreams. • I know how disappointment feels and can identify when I have felt this way. • I know how to cope with disappointment and how to help others cope with theirs. • I know what it means to be resilient and to have a positive attitude. • I can enjoy being part of a group challenge. • I know how to share the successes of a group and how to store this success experience in my internal treasure chest. 	<p>Unit 3: Dreams and Goals</p> <ol style="list-style-type: none"> 1. When I Grow Up 2. Investigate Jobs and Careers 3. My Dream Job 4. Dreams and Goals in Other Cultures. 5. How can we support each other? 6. Rallying Support <p>PSHE Learning:</p> <ul style="list-style-type: none"> • 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 people how much people earn in different jobs. • I can identify a job 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 culture different to mine. • I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> • I can identify what I would like life to be like when I am grown up. • I appreciate the contribution in different jobs. • I appreciate the opportunities that learning and education are giving me and understand that this will help me to build my future. • I appreciate the similarities and differences in aspirations between different culture. • I understand why I am motivated to make a positive contribution to supporting others. 	<p>Unit 3: Dreams and Goals</p> <ol style="list-style-type: none"> 1. Personal Learning Goals 2. Steps to Success 3. My Dreams for the World 4. Helping to Make a Difference 5. Helping to Make a Difference 6. Recognising our Achievements <p>PSHE Learning:</p> <ul style="list-style-type: none"> • I know my learning strengths and can set challenging but realistic goals for myself. • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. • I can identify problems in the world that concern me and talk to other people about them. • I can work with other people to help make the world a better place. • I can describe some ways in which I can work with other people to help make the world a better place. • I know what some people in my class like or admire about me and can accept their praise. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> • I understand why it is important to stretch the boundaries of my current learning. • I can set success criteria so that I will know whether I have reached my goal. • I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. • I can empathise with people who are suffering or who are living in difficult situations. • I can identify why I am motivated to do help other people from around the world.
	Spring 2 - Healthy Me	<p>Unit 4: Healthy Me</p> <ol style="list-style-type: none"> 7. Being Healthy 8. Healthy Choices 9. Clean and Healthy 10. Medicine Safety 11. Road Safety 12. Happy, Healthy Me <p>PSHE Learning:</p> <ul style="list-style-type: none"> • I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy • I know how to make healthy lifestyle choices • I know how to keep myself clean and healthy, and understand how germs cause disease/illness • I know that all household products including medicines can be harmful if not used properly • I understand that medicines can help me if I feel poorly and I know how to use them safely • I know how to keep safe when crossing the road, and about people who can help me to stay safe • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> • I feel good about myself when I make healthy choices • I am special so I 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 can recognise how being healthy helps me to feel happy 	<p>Unit 4: Healthy Me</p> <ol style="list-style-type: none"> 1. Being Healthy 2. Being Relaxed 3. Medicine Safety 4. Healthy Eating 5. Healthy Eating 6. The Healthy Me Cafe <p>PSHE Learning:</p> <ul style="list-style-type: none"> • I know what I need to keep my body healthy • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed • I understand how medicines work in my body and how important it is to use them safely • I can sort foods into the correct food groups and know which foods my body needs every day 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 <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> • I am motivated to make healthy lifestyle choices • I can tell you when a feeling is weak and when a feeling is strong • I feel positive about caring for my body and keeping it healthy • I have a healthy relationship with food and know which foods I enjoy the most • I have a healthy relationship with food and I know which foods are most nutritious for me • I can express how it feels to share healthy food with my friends 	<p>Unit 4: Healthy Me</p> <ol style="list-style-type: none"> 1. Being Fit and Healthy 2. Being Fit and Healthy 3. What do I know about drugs? 4. Being Safe 5. Safe or Unsafe 6. My Amazing Body <p>PSHE Learning:</p> <ul style="list-style-type: none"> • I understand how exercise affects my body and know why my heart and lungs are such important organs. • I know that the number of calories, fat and sugar I put into my body will affect my health. • I can tell you my knowledge and attitude towards drugs. • I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. • I can identify when something feels safe or unsafe. • I understand how complex my body is and how important it is to take care of it, <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> • I can set myself a fitness challenge. • I know what it feels like to make a healthy choice. • I can identify how I feel towards drugs. • I can express how being anxious or scared feels. • I can take responsibility for keeping myself and others safe. • I respect my body and appreciate what it does for me. 	<p>Unit 4: Healthy Me</p> <ol style="list-style-type: none"> 1. My Friends and Me 2. Group Dynamics 3. Smoking 4. Alcohol 5. Healthy Friendships 6. Celebrating my Assertiveness <p>PSHE Learning:</p> <ul style="list-style-type: none"> • I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. • I understand there are people who take on the roles of leaders or followers in a group. • I understand the facts about smoking and its effects on health and also some of the reasons some people start to smoke. • I understand the facts about alcohol and its effects on health, particularly the liver and also some of the reasons people drink alcohol. • I can recognise when people are putting me under pressure and can explain ways to resist this. • I know myself well enough to have a clear picture of what I believe is right and wrong. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> • I can identify the feelings I have about my friends and my different friendship groups. • I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with, • I can recognise negative feelings in peer pressure situations and know how to resist pressure from myself and others) • I can identify feelings of anxiety and fear associated with peer pressure. 	<p>Unit 4: Healthy Me</p> <ol style="list-style-type: none"> 1. Smoking 2. Alcohol 3. Emergency Aid 4. Body Image 5. My Relationship with Food 6. Healthy Me <p>PSHE Learning:</p> <ul style="list-style-type: none"> • 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 of misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. • I know and can put into practice basic emergency aid procedures (including recover position) and know how to get help in emergency situations. • I understand how the media, social media and celebrity culture promotes certain body types. • I can describe the different roles food can play in people's lives and can explain how people 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. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> • I can make an informed decision about whether or not I choose to smoke and how to resist pressure. • I can make an informed decision about whether or not to drink alcohol and how to resist pressure. • I know how to keep myself calm in emergencies. • I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am. • I respect and value my body.

	Key Concepts	Identity	Relationships	Lifestyle	Diversity & Equality	Rights & Responsibilities	Changes	Careers
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6	Year 6
Summer 1 - Relationships	<p>Unit 5: Relationships</p> <ol style="list-style-type: none"> Families Making Friends Greetings People Who Help Us Being My Own Best Friend Celebrating My Special Relationships <p>PSHE Learning:</p> <ul style="list-style-type: none"> I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend means to me I know appropriate ways of physical contact to greet my friends and know which ways I prefer I know who can help me in my school community I can recognise my qualities as a person and a friend I can tell you why I appreciate someone who is special to me <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I know how it feels to belong to a family and care about the people who are important to me I know how to make a new friend I can recognise which forms of physical contact are acceptable and unacceptable to me I know when I need help and know how to ask for it I know ways to praise myself I can express how I feel about them 	<p>Unit 5: Relationships</p> <ol style="list-style-type: none"> Families Keeping Safe – exploring physical contact Friends and Conflict Secrets Trust and Appreciation Celebrating My Special Relationships <p>PSHE Learning:</p> <ul style="list-style-type: none"> I can identify different members of my family, understand my relationships with each of them and 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 I recognise and appreciate people who can help me in my family, school and community I can express my appreciation for the people in my special relationships <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I accept that everyone's family is different and understand that most people value their family I know which types of physical contact I like and don't like and can talk about this I can demonstrate how to use the positive problem-solving technique to resolve conflicts I know how it feels to be asked to keep a secret I do not want to keep I understand how it feels to trust someone I am comfortable accepting appreciation 	<p>Unit 5: Relationships</p> <ol style="list-style-type: none"> Family roles and responsibilities Friendship Keeping myself safe online Being a Global Citizen 1 Being a Global Citizen 2 Celebrating my web of relationships <p>PSHE Learning:</p> <ul style="list-style-type: none"> 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 identify and put into practice some of the skills of friendship e.g. Taking turns, being a good listener. I know and can use some strategies for keeping myself safe online. I can explain how some of the actions and work of people around the world help and influence my life. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I know how to express my appreciation to my friends and family, <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I can describe how taking some responsibility in my family makes me feel. I know how to negotiate in conflict situations to try and find a win-win situation. I know who to ask for help if I am worried or concerned about anything online. I can show an awareness of how this could affect my choices. I can empathise with children whose lives are different to mine and appreciate what I can learn. 	<p>Unit 5: Relationships</p> <ol style="list-style-type: none"> Jealousy Love and Loss Memories Getting on and Falling Out Girl Friends and Boy Friends Celebrating my relationships <p>PSHE Learning:</p> <ul style="list-style-type: none"> I can recognise situations which can cause jealousy in relationships. 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 recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. I know how to show love and appreciation to the people and animals who are special to me. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I can identify feelings associated with jealousy and suggest strategies to problem solve. I know how most people feel when they lose someone or something they love. I understand that we can remember people even if we no longer see them. I know how to stand up for myself and how to negotiate and compromise. I understand that boyfriend/girlfriend relationships are personal and special and there is no need to feel pressurised into having a boyfriend/girlfriend. 	<p>Unit 5: Relationships</p> <ol style="list-style-type: none"> Recognising Me Safety with online communities Being in an online community Online Gaming My relationship with technology: Screen time Relationships and Technology <p>PSHE Learning:</p> <ul style="list-style-type: none"> I have an accurate picture of who I am in terms of my characteristics and personal qualities. I understand that belonging to an online community can have positive and negative consequences. I understand there are rights and responsibilities in an online community or social network. I know are rights and responsibilities when playing games online. I can recognise when I am spending too much time using devices (screen time) I can explain how to stay safe when using technology to communicate with my friends. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I know how to keep building my own self esteem. I can recognise when an online community feels unsafe or uncomfortable. I can recognise when an online community is helpful or unhelpful to me. I can recognise when an online game is becoming unhelpful or unsafe. I can identify things I can do to reduce screen time, so my health isn't affected. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself and others. 	<p>Unit 5: Relationships</p> <ol style="list-style-type: none"> What is Mental Health My Mental Health Love and Loss Power and Control Being Online: Real or fake? Safe or unsafe? Using Technology responsibly <p>PSHE Learning:</p> <ul style="list-style-type: none"> I know that it is important to take care of my mental health. I know how to take care of my mental health. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when people are trying to gain power or control. I can judge whether something online is safe and helpful for me. I can use technology positively and safely to communicate with my friends and family. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I understand that people can get problems with their mental health and that it is nothing to be ashamed of. I can help myself and others when worried about a mental health problem. I can recognise when I am feeling those emotions and have strategies to manage them. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. I can resist pressure to do something online that might hurt myself or others. I can take responsibility for my own safety. 		
	Summer 2 - Changing Me	<p>Unit 6: Changing Me</p> <ol style="list-style-type: none"> Life Cycles Changing Me My Changing Body Boys' and Girls' Bodies Learning and Growing Coping with Changes <p>PHSE Learning:</p> <ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that makes boys different to girls and can use the correct names for these: penis, testicles, vagina I understand that every time I learn something new I change a little bit I can tell you about changes that have happened in my life <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I understand that changes happen as we grow and that this is ok I know that changes are OK and that sometimes they will happen whether I want them to or not I understand that growing up is natural and that everybody grows at different rates I respect my body and understand which parts are private I enjoy learning new things I know some ways to cope with changes 	<p>Unit 6: Changing Me</p> <ol style="list-style-type: none"> Life Cycles in Nature Growing from Young to Old The Changing Me Boys' and Girls' Bodies Assertiveness Looking Ahead <p>PHSE Learning:</p> <ul style="list-style-type: none"> I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise how my body has changed since I was a baby and where I am now I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and know that some body parts are private I understand there are different types of touch and can tell you which ones I like and don't like I can identify what I am looking forward to when I am in Year 3 <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I understand there are changes that are outside my control and can recognise how I feel I can identify people I respect who are older I feel proud about becoming more independent I can tell you what I like/dislike about being a boy/girl I am confident to give my opinion and seek help 	<p>Unit 6: Changing Me</p> <ol style="list-style-type: none"> How Babies Grow Babies Outside Body Changes Inside Body Changes Family Stereotypes Looking Ahead <p>PHSE Learning:</p> <ul style="list-style-type: none"> I understand that in animals and humans lots of changes happen between conception and growing. I understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. I understand that boys' and girls' 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 up process. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I can start to recognise stereotypical ideas I might have about parenting and family roles. Identify what I am looking forward to next year. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I can express how I might feel if I had a new baby in my family. I recognise how I feel about these changes and know 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. Start to think about changes I will make next year. 	<p>Unit 6: Changing Me</p> <ol style="list-style-type: none"> Unique Me Having a baby Girls and Puberty Circles of Change Accepting Change Looking Ahead <p>PHSE Learning:</p> <ul style="list-style-type: none"> I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. I can correctly label the internal and external parts of the male and female bodies that are necessary for making a baby. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation is a natural part of life. I know how the circle of changes works and can apply it changes I want to make in my life. I can identify changes outside of my control that I learnt to accept. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I appreciate that I am a truly unique human being. I understand that having a baby is a personal choice and can express how I feel about having children. I have strategies to help me cope with the physical and emotional changes experienced during puberty. I am confident enough to try to make changes when I think they will benefit me. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. 	<p>Unit 6: Changing Me</p> <ol style="list-style-type: none"> Self and Body Image Puberty for Girls Puberty for Boys Conception Looking Ahead 1 Looking Ahead 2 <p>PHSE Learning:</p> <ul style="list-style-type: none"> I am aware of my own self-image and how my body image fits into that. I can explain how a girl's body changes during puberty and understand the importance of looking yourself physically and emotionally. I can describe how boys' and girls' bodies change during puberty. I understand that sexual intercourse can lead to conception. I understand that sometimes people need IVF. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities. (age of consent) I can identify what I am looking forward to when I move to my next class. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I know how to develop my own self esteem. I understand that puberty is a natural process that happens to everybody and it will be okay for me. I can express how I feel about the changes that will happen to me during puberty. I appreciate how amazing it is that human bodies can reproduce in the ways. I am confident that I can cope with the changes that growing up will bring. 	<p>Unit 6: Changing Me</p> <ol style="list-style-type: none"> My Self Image Puberty Babies: Conception to Birth Boysfriends and Girlfriends Real self and Ideal self The Year Ahead <p>PHSE Learning:</p> <ul style="list-style-type: none"> I am aware of my own body and self-image I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can describe how a baby develops from conception through the nine months of pregnancy. I understand how being physically attracted to someone changes the nature of the relationship and what it means having a girlfriend/boyfriend. I am aware of the importance of a positive self-esteem and what I can do to develop it. I can identify what I am looking forward to and what worries me about the transition to secondary school/or moving to my next class. <p>Social and Emotional Development Learning:</p> <ul style="list-style-type: none"> I know how to develop my own self esteem. I can express how I feel about the changes that will happen to me during puberty. I can recognise how I feel when I reflect on the development and birth of a baby. I understand that respect for one another is essential in a relationship, and that I should not feel pressured into doing something I don't want to. I can express how I feel about my self-image and know how to challenge negative body talk. 	