

**Mapping of curriculum subjects to National Curriculum**

**PSHE**

**Blossom tree Nursery**

<b>Health and self-care</b>
<ul style="list-style-type: none"> <li>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>
<b>Making Relationships</b>
<ul style="list-style-type: none"> <li>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul>
<b>Managing Feelings and Behaviour</b>
<ul style="list-style-type: none"> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>

**Nursery**

<b>Health and self-care</b>
<ul style="list-style-type: none"> <li>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>
<b>Making Relationships</b>
<ul style="list-style-type: none"> <li>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul>
<b>Managing Feelings and Behaviour</b>
<ul style="list-style-type: none"> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>

**Reception**

Knowledge	Skills
<b>Being me in the world</b>	
<ul style="list-style-type: none"> <li>Know special things about themselves</li> <li>Know that some people are different from themselves</li> <li>Know how happiness and sadness can be expressed</li> <li>Know that hands can be used kindly and unkindly Know that being kind is good Know they have a right to learn and play, safely and happily</li> </ul>	<ul style="list-style-type: none"> <li>Identify feelings associated with belonging Identify feelings of happiness and sadness Skills to play cooperatively with others</li> <li>Be able to consider others' feelings Be responsible in the setting</li> </ul>
<b>Celebrating Difference</b>	
<ul style="list-style-type: none"> <li>Know what being proud means and that people can be proud of different things</li> <li>Know that people can be good at different things Know what being unique means Know that families can be different</li> </ul>	<ul style="list-style-type: none"> <li>Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes</li> </ul>

<ul style="list-style-type: none"> <li>• Know that people have different homes and why they are important to them</li> <li>• Know different ways of making friends</li> <li>• Know different ways to stand up for myself Know the names of some emotions such as happy, sad, frightened, angry Know that they don't have to be 'the same as' to be a friend</li> <li>• Know why having friends is important Know some qualities of a positive friendship</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some ways they can be different and the same as others</li> <li>• Recognise similarities and differences between their family and other families</li> <li>• Identify and use skills to make a friend</li> <li>• Identify and use skills to stand up for themselves</li> <li>• Recognise emotions when they or someone else is upset, frightened or angry</li> </ul>
<b>Dreams and Goals</b>	
<ul style="list-style-type: none"> <li>• Know what a challenge is</li> <li>• Know that it is important to keep trying</li> <li>• Know what a goal is Know how to set goals and work towards them</li> <li>• Know which words are kind Know some jobs that they might like to do when they are older</li> <li>• Know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>• Know when they have achieved a goal</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that challenges can be difficult</li> <li>• Recognise some of the feelings linked to perseverance</li> <li>• Talk about a time that they kept on trying and achieved a goal</li> <li>• Be ambitious</li> <li>• Recognise how kind words can encourage people Feel proud Celebrate success</li> </ul>
<b>Healthy Me</b>	
<ul style="list-style-type: none"> <li>• Know the names for some parts of their body</li> <li>• Know what the word 'healthy' means</li> <li>• Know some things that they need to do to keep healthy</li> <li>• Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them</li> <li>• Know when and how to wash their hands properly</li> <li>• Know what to do if they get lost</li> <li>• Know how to say No to stranger</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how exercise makes them feel</li> <li>• Recognise how different foods can make them feel</li> <li>• Can explain what they need to do to stay healthy</li> <li>• Can give examples of healthy food</li> <li>• Can explain how they might feel if they don't get enough sleep</li> <li>• Can explain what to do if a stranger approaches them</li> </ul>
<b>Family and Friends</b>	
<ul style="list-style-type: none"> <li>• Know what a family is</li> <li>• Know that different people in a family have different responsibilities (jobs)</li> <li>• Know some of the characteristics of healthy and safe friendship</li> <li>• Know that friends sometimes fall out</li> <li>• Know some ways to mend a friendship</li> <li>• Know that unkind words can never be taken back and they can hurt</li> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify what jobs they do in their family and those carried out by parents and siblings</li> <li>• Can suggest ways to make a friend or help someone who is lonely</li> <li>• Can use different ways to mend a friendship</li> <li>• Can recognise what being angry feels like</li> <li>• Can use Calm Me when angry or upset</li> </ul>
<b>Changing</b>	
<ul style="list-style-type: none"> <li>• Know the names and functions of some parts of the body</li> <li>• Know that we grow from baby to adult Know who to talk to if they are feeling worried</li> <li>• Know that sharing how they feel can help solve a worry</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify how they have changed from a baby</li> <li>• Can say what might change for them they get older</li> <li>• Recognise that changing class can illicit happy and/or sad emotions</li> </ul>

<ul style="list-style-type: none"> <li>• Know that remembering happy times can help us move on</li> </ul>	<ul style="list-style-type: none"> <li>• Can say how they feel about changing class/growing up</li> <li>• Can identify positive memories from the past year in school/ home</li> </ul>
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<b>Early Learning Goal</b>	
<b>Self regulation</b>	
<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	
<b>Managing Self</b>	
<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>	
<b>Building relationships</b>	
<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	

Y1

Knowledge	Skills
<b>Being Me in the World</b>	
<ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of a member of a class</li> <li>• Understand that their views are important</li> <li>• Understand that their choices have consequences</li> <li>• Understand their own rights and responsibilities with their classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that they are special</li> <li>• Understand that they are safe in their class</li> <li>• Identifying helpful behaviours to make the class a safe place</li> <li>• Identify what it's like to feel proud of an achievement</li> <li>• Recognise feelings associated with positive and negative consequences</li> <li>• Understand that they have choices</li> </ul>
<b>Celebrating difference</b>	
<ul style="list-style-type: none"> <li>• Know that people have differences and similarities</li> <li>• Know what bullying means</li> <li>• Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>• Know skills to make friendships</li> <li>• Know that people are unique and that it is OK to be different</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise ways in which they are the same as their friends and ways they are different</li> <li>• Identify what is bullying and what isn't</li> <li>• Understand how being bullied might feel</li> <li>• Know ways to help a person who is being bullied</li> <li>• Identify emotions associated with making a new friend</li> <li>• Verbalise some of the attributes that make them unique and special</li> </ul>
<b>Dreams and Goals</b>	
<ul style="list-style-type: none"> <li>• Know how to set simple goals</li> <li>• Know how to achieve a goal</li> <li>• Know how to work well with a partner</li> <li>• Know that tackling a challenge can stretch their learning</li> <li>• Know how to identify obstacles which make achieving their goals difficult and</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise things that they do well</li> <li>• Explain how they learn best</li> <li>• Celebrate an achievement with a friend</li> <li>• Recognise their own feelings when faced with a challenge</li> <li>• Recognise their own feelings when they are faced with an obstacle</li> </ul>

work out how to overcome them Know when a goal has been achieved	<ul style="list-style-type: none"> <li>Recognise how they feel when they overcome an obstacle</li> <li>Can store feelings of success so that they can be used in the future</li> </ul>
<b>Onwards and Upwards</b>	
<ul style="list-style-type: none"> <li>Know the difference between being healthy and unhealthy</li> <li>Know some ways to keep healthy</li> <li>Know how to make healthy lifestyle choices</li> <li>Know how to keep themselves clean and healthy</li> <li>Know that germs cause disease / illness Know that all household products, including medicines, can be harmful if not used properly</li> <li>Know that medicines can help them if they feel poorly</li> <li>Know how to keep safe when crossing the road Know about people who can keep them safe</li> </ul>	<ul style="list-style-type: none"> <li>Feel good about themselves when they make healthy choices</li> <li>Realise that they are special Keep themselves safe</li> <li>Recognise ways to look after themselves if they feel poorly</li> <li>Recognise when they feel frightened and know how to ask for help</li> <li>Recognise how being healthy helps them to feel happy</li> </ul>
<b>Money Matters</b>	
<ul style="list-style-type: none"> <li>discuss things they can buy in the shops.</li> <li>talk about different sources that money can come from.</li> <li>identify things they want.</li> <li>identify things they need.</li> <li>talk about ways we can keep track of what we spend.</li> <li>discuss ways they can keep money safe.</li> <li>discuss some methods of payment.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Changing me</b>	
<ul style="list-style-type: none"> <li>Know that animals including humans have a life cycle</li> <li>Know that changes happen when we grow up</li> <li>Know that people grow up at different rates and that is normal</li> <li>Can name private body parts in our child's own terminology</li> <li>Know which parts of the body are private</li> <li>Know that learning brings about change</li> <li>Know that changes happen in life</li> </ul>	<ul style="list-style-type: none"> <li>Understand and accepts that change is a natural part of getting older</li> <li>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>Can express why they enjoy learning</li> <li>Can suggest ways to manage change</li> </ul>

Y2

Knowledge	Skills
<b>Being Me in the World</b>	
<ul style="list-style-type: none"> <li>Identifying hopes and fears for the year ahead</li> <li>Understand the rights and responsibilities of class members.</li> <li>Know that it is important to listen to other people</li> </ul>	<ul style="list-style-type: none"> <li>Recognise own feelings and know when and where to get help</li> <li>Know how to make their class a safe and fair place</li> <li>Show good listening skills</li> <li>Recognise the feeling of being worried Be able to work cooperatively</li> </ul>

<ul style="list-style-type: none"> <li>• Understand that their own views are valuable</li> <li>• Know about rewards and consequences and that these stem from choices</li> <li>• Know that positive choices impact positively on self-learning and the learning of others</li> </ul>	
<b>Celebrating difference</b>	
<ul style="list-style-type: none"> <li>• Know there are stereotypes about boys and girls</li> <li>• Know that it is OK not to conform to gender stereotypes</li> <li>• Know it is good to be yourself Know that sometimes people get bullied because of difference</li> <li>• Know the difference between right and wrong and the role that choice has to play in this</li> <li>• Know that friends can be different and still be friends</li> <li>• Know where to get help if being bullied Know the difference between a one-off incident and bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>• Understand that boys and girls can be different in lots of ways and that is OK</li> <li>• Explain how being bullied can make someone feel</li> <li>• Can choose to be kind to someone who is being bullied</li> <li>• Know how to stand up for themselves when they need to</li> <li>• Recognise that they shouldn't judge people because they are different</li> <li>• Understand that everyone's differences make them special and unique</li> </ul>
<b>Dreams and Goals</b>	
<ul style="list-style-type: none"> <li>• How to choose a realistic goal and think about how to achieve it</li> <li>• Know that it is important to persevere</li> <li>• Know how to recognise what working together well looks like Know what good group working looks like Know how to share success with other people</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to describe their own achievements and the feelings linked to this</li> <li>• Recognise their own strengths as a learner</li> <li>• Recognise how working with others can be helpful</li> <li>• Be able to work effectively with a partner</li> <li>• Be able to choose a partner with whom they work well</li> <li>• Be able to work as part of a group</li> <li>• Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>
<b>Healthy Me</b>	
<ul style="list-style-type: none"> <li>• Know what their body needs to stay healthy</li> <li>• Know what relaxed means</li> <li>• Know what makes them feel relaxed / stressed</li> <li>• Know how medicines work in their bodies</li> <li>• Know that it is important to use medicines safely Know how to make some healthy snacks</li> <li>• Know why healthy snacks are good for their bodies</li> <li>• Know which foods given their bodies energy</li> </ul>	<ul style="list-style-type: none"> <li>• Desire to make healthy lifestyle choices</li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Have a healthy relationship with food</li> <li>• Express how it feels to share healthy food with their friends</li> </ul>
<b>Relationships</b>	
<ul style="list-style-type: none"> <li>• Know that everyone's family is different</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the different roles and responsibilities in their family</li> </ul>

<ul style="list-style-type: none"> <li>• Know that families function well when there is trust, respect, care, love and co-operation</li> <li>• Know that there are lots of forms of physical contact within a family</li> <li>• Know how to say stop if someone is hurting them</li> <li>• Know some reasons why friends have conflicts</li> <li>• Know that friendships have ups and downs and sometimes change with time</li> <li>• Know how to use the ending Friendships or Solve-it-together problem-solving methods</li> <li>• Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>• Know what trust</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognise the value that families can bring</li> <li>• Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>• Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</li> <li>• Can identify the negative feelings associated with keeping a worry secret</li> <li>• Can identify the feelings associated with trust</li> <li>• Can identify who they trust in their own relationships</li> <li>• Can give and receive compliments</li> <li>• Can say who they would go to for help if they were worried or scared</li> </ul>
<b>Changing me</b>	
<ul style="list-style-type: none"> <li>• Know that life cycles exist in nature</li> <li>• Know that aging is a natural process and that some changes are out of an individual's control</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> <li>• Know the physical differences between male and female bodies</li> <li>• Know the correct names for private body parts</li> <li>• Understand that there are things they like and dislike and express their likes and dislikes confidently</li> <li>• Know who to ask for help if they are worried or frightened</li> </ul>	<ul style="list-style-type: none"> <li>• Can appreciate that changes will happen and that some can be controlled and others not</li> <li>• Show appreciation for people who are older</li> <li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>• Can say what greater responsibilities and freedoms they may have in the future</li> <li>• Can say who they would go to for help if worried or scared</li> <li>• Be able to confidently ask someone to stop if they are being hurt or frightened</li> <li>• Can say what they are looking forward to in the next year</li> </ul>

Y3

Knowledge	Skills
<b>Money Matters</b>	
<ul style="list-style-type: none"> <li>• discuss where money comes from;</li> <li>• talk about reasons people go to work;</li> <li>• discuss payment resources we can use to spend money;</li> <li>• consider why and how people might borrow money;</li> <li>• discuss the choices we have about how to spend our money;</li> <li>• explain ways we can keep track of what we spend</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Celebrating difference</b>	
<ul style="list-style-type: none"> <li>• Know why families are important Know that everybody's family is different</li> <li>• Know that sometimes family members don't get along and some reasons for this</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to show appreciation for their families, parents and carers</li> <li>• Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> </ul>

<ul style="list-style-type: none"> <li>• Know that conflict is a normal part of relationships</li> <li>• Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</li> <li>• Know that some words are used in hurtful ways and that this can have consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Empathise with people who are bullied</li> <li>• Employ skills to support someone who is bullied</li> <li>• Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</li> <li>• Be able to recognise, accept and give compliments</li> <li>• Recognise feelings associated with receiving a compliment</li> </ul>
<b>Dreams and Goals</b>	
<ul style="list-style-type: none"> <li>• Know about specific people who have overcome difficult challenges to achieve success</li> <li>• Know what dreams and ambitions are important to them</li> <li>• Know how they can best overcome learning challenges</li> <li>• Know that they are responsible for their own learning</li> <li>• Know what their own strengths are as a learner</li> <li>• Know what an obstacle is and how they can hinder achievement</li> <li>• Know how to take steps to overcome obstacles</li> <li>• Know how to evaluate their own learning progress and identify how it can be better next time</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise other people's achievements in overcoming difficulties</li> <li>• Imagine how it will feel when they achieve their dream / ambition</li> <li>• Can break down a goal into small steps</li> <li>• Recognise how other people can help them to achieve their goals</li> <li>• Can manage feelings of frustration linked to facing obstacles</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>
<b>Healthy me</b>	
<ul style="list-style-type: none"> <li>• Know how exercise affects their bodies</li> <li>• Know why their hearts and lungs are such important organs</li> <li>• Know that the amount of calories, fat and sugar that they put into their bodies will affect their health Know that there are different types of drugs</li> <li>• Know that there are things, places and people that can be dangerous</li> <li>• Know a range of strategies to keep themselves safe Know when something feels safe or unsafe Know that their bodies are complex and need taking care of</li> </ul>	<ul style="list-style-type: none"> <li>• Able to set themselves a fitness challenge</li> <li>• Recognise what it feels like to make a healthy choice Identify how they feel about drugs</li> <li>• Can express how being anxious or scared feels</li> <li>• Can take responsibility for keeping themselves and others safe Respect their own bodies and appreciate what they do</li> </ul>
<b>Relationships</b>	
<ul style="list-style-type: none"> <li>• Know that different family members carry out different roles or have different responsibilities within the family</li> <li>• Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc.</li> <li>• Know some of the skills of friendship, e.g. Taking turns, being a good listener</li> <li>• Know some strategies for keeping themselves safe online</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the responsibilities they have within their family</li> <li>• Can use Solve-it-together in a conflict scenario and find a win-win outcome</li> <li>• Know how to access help if they are concerned about anything on social media or the internet</li> <li>• Can empathise with people from other countries who may not have a fair job/ less fortunate</li> </ul>

<ul style="list-style-type: none"> <li>• Know how some of the actions and work of people around the world help and influence my life</li> <li>• Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that they are connected to the global community in many different ways</li> <li>• Can identify similarities in children's rights around the world</li> <li>• Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</li> </ul>
<b>Changing me</b>	
<ul style="list-style-type: none"> <li>• Know that in animals and humans lots of changes happen between conception and growing up</li> <li>• Know that in nature it is usually the female that carries the baby</li> <li>• Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li> <li>• Know that babies need love and care from their parents/carers</li> <li>• Know some of the changes that happen between being a baby and a child Understand that boys' and girls' bodies change during the growing up process</li> </ul>	<ul style="list-style-type: none"> <li>• Can express how they feel about babies</li> <li>• Can describe the emotions that a new baby can bring to a family</li> <li>• Can express how they feel about puberty</li> <li>• Can say who they can talk to about puberty if they have any worries</li> <li>• Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</li> <li>• Can identify changes they are looking forward to in the next year</li> <li>• Can suggest ways to help them manage feelings during changes they are more anxious about</li> </ul>

Y4

Knowledge	Skills
<b>Being Me in the World</b>	
<ul style="list-style-type: none"> <li>• Know how individual attitudes and actions make a difference to a class</li> <li>• Know about the different roles in the school community</li> <li>• Know their place in the school community</li> <li>• Know what democracy is (applied to pupil voice in school)</li> <li>• Know that their own actions affect themselves and others Know how groups work together to reach a consensus</li> <li>• Know that having a voice and democracy benefits the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the feelings associated with being included or excluded</li> <li>• Can make others feel valued and included Be able to take on a role in a group discussion/ task and contribute to the overall outcome</li> <li>• Can make others feel cared for and welcomed</li> <li>• Recognise the feelings of being motivated or unmotivated</li> <li>• Understand why the school community benefits from a Learning Charter</li> <li>• Be able to help friends make positive choices Know how to regulate my emotions</li> </ul>
<b>Celebrating difference</b>	
<ul style="list-style-type: none"> <li>• Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>• Know there are influences that can affect how we judge a person or situation</li> <li>• Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>• Know what to do if they think bullying is, or might be taking place</li> </ul>	<ul style="list-style-type: none"> <li>• Try to accept people for who they are</li> <li>• Identify influences that have made them think or feel positively/negatively about a situation</li> <li>• Identify feelings that a bystander might feel in a bullying situation Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios Identify their own uniqueness</li> </ul>

<ul style="list-style-type: none"> <li>• Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>• Know that first impressions can change</li> </ul>	<ul style="list-style-type: none"> <li>• Be comfortable with the way they look</li> <li>• Identify when a first impression they had was right or wrong</li> <li>• Be non-judgemental about others who are different</li> </ul>
<b>Dreams and Goals</b>	
<ul style="list-style-type: none"> <li>• Know what their own hopes and dreams are</li> <li>• Know that hopes and dreams don't always come true</li> <li>• Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>• Know how to make a new plan and set new goals even if they have been disappointed</li> <li>• Know how to work out the steps they need to take to achieve a goal</li> <li>• Know how to work as part of a successful group</li> <li>• Know how to share in the success of a group</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about their hopes and dreams and the feelings associated with these</li> <li>• Can identify the feeling of disappointment</li> <li>• Can identify a time when they have felt disappointed</li> <li>• Be able to cope with disappointment</li> <li>• Help others to cope with disappointment</li> <li>• Can identify what resilience is</li> <li>• Have a positive attitude</li> <li>• Enjoy being part of a group challenge</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>
<b>Onwards and Upwards</b>	
<ul style="list-style-type: none"> <li>• Know how different friendship groups are formed and how they fit into them</li> <li>• Know which friends they value most</li> <li>• Know that there are leaders and followers in groups</li> <li>• Know that they can take on different roles according to the situation</li> <li>• Know the facts about smoking and its effects on health</li> <li>• Know some of the reasons some people start to smoke</li> <li>• Know the facts about alcohol and its effects on health, particularly the liver</li> <li>• Know some of the reasons some people drink alcohol</li> <li>• Know ways to resist when people are putting pressure on them</li> <li>• Know what they think is right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the feelings that they have about their friends and different friendship groups</li> <li>• Recognise how different people and groups they interact with impact on them</li> <li>• Identify which people they most want to be friends with</li> <li>• Recognise negative feelings in peer pressure situations</li> <li>• Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>• Can tap into their inner strength and know how to be assertive</li> </ul>
<b>Relationships</b>	
<ul style="list-style-type: none"> <li>• Know some reasons why people feel jealousy</li> <li>• Know that jealousy can be damaging to relationships</li> <li>• Know that loss is a normal part of relationships</li> <li>• Know that negative feelings are a normal part of loss</li> <li>• Know that memories can support us when we lose a special person or animal</li> <li>• Know that change is a natural part of relationships/ friendship</li> <li>• Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify feelings and emotions that accompany jealousy</li> <li>• Can suggest positive strategies for managing jealousy</li> <li>• Can identify people who are special to them and express why</li> <li>• Can identify the feelings and emotions that accompany loss</li> <li>• Can suggest strategies for managing loss</li> <li>• Can tell you about someone they no longer see</li> <li>• Can suggest ways to manage relationship changes including how to negotiate</li> </ul>

Changing me	
<ul style="list-style-type: none"> <li>• Know that personal characteristics are inherited from birth parents</li> <li>• Aware of people having their own self-image and how their body image fits into that.</li> <li>• Aware of importance of positive self-esteem and that they can develop it</li> <li>• Aware of how the circle of change works and can begin to apply it to changes they want to make in their life</li> <li>• Aware of and accept that changes are not always in their control</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that they are truly unique human being know how to develop my own self esteem</li> <li>• Express how they feel about their self-image</li> <li>• Express fears and concerns about changes that are outside of their control and know how to manage these feelings positively</li> <li>• Reflect on the changes they would like to make next year and can describe how to go about this</li> </ul>

Y5

Knowledge	Skills
<b>Being Me in the World</b>	
<ul style="list-style-type: none"> <li>• Know how to face new challenges positively</li> <li>• Understand how to set personal goals</li> <li>• Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>• Know how an individual's behaviour can affect a group and the consequences of this</li> <li>• Understand how democracy and having a voice benefits the school community</li> <li>• Understand how to contribute towards the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify what they value most about school Identify hopes for the school year</li> <li>• Empathy for people whose lives are different from their own</li> <li>• Consider their own actions and the effect they have on themselves and others</li> <li>• Be able to work as part of a group, listening and contributing effectively</li> <li>• Understand why the school community benefits from a Learning Charter</li> <li>• Be able to help friends make positive choices Know how to regulate my emotions</li> </ul>
<b>Celebrating difference</b>	
<ul style="list-style-type: none"> <li>• Know what culture means</li> <li>• Know that differences in culture can sometimes be a source of conflict</li> <li>• Know what racism is and why it is unacceptable</li> <li>• Know that rumour spreading is a form of bullying on and offline</li> <li>• Know external forms of support in regard to bullying e.g. Childline</li> <li>• Know that bullying can be direct and indirect</li> <li>• Know how their life is different from the lives of children in the developing world</li> </ul>	<ul style="list-style-type: none"> <li>• Identify their own culture and different cultures within their class community</li> <li>• Identify their own attitudes about people from different faith and cultural backgrounds Identify a range of strategies for managing their own feelings in bullying situations</li> <li>• Identify some strategies to encourage children who use bullying behaviours to make other choices</li> <li>• Be able to support children who are being bullied</li> <li>• Appreciate the value of happiness regardless of material wealth Develop respect for cultures different from their own</li> </ul>
<b>Dreams and Goals Money Matters</b>	
<ul style="list-style-type: none"> <li>• talk about what financial risk is.</li> <li>• discuss the ways advertisers try to influence consumers.</li> <li>• identify what it means to be a 'critical consumer'.</li> <li>• describe what 'value for money' means.</li> <li>• talk about what it means to budget.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbalise what they would like their life to be like when they are grown up</li> <li>• Appreciate the contributions made by people in different jobs</li> <li>• Appreciate the opportunities learning and education can give them</li> </ul>

<ul style="list-style-type: none"> <li>• discuss how money can affect people's emotions.</li> <li>• talk about ethical spending.</li> <li>• talk about what tax is</li> <li>• Know that they will need money to help them to achieve some of their dreams</li> <li>• Know about a range of jobs that are carried out by people I know</li> <li>• Know that different jobs pay more money than others</li> <li>• Know the types of job they might like to do when they are older</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why they are motivated to make a positive contribution to supporting others</li> </ul>
<p><b>Healthy me</b></p>	
<ul style="list-style-type: none"> <li>• Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart</li> <li>• Know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>• Know basic emergency procedures including the recovery position Know how to get help in emergency situations</li> <li>• Know that the media, social media and celebrity culture promotes certain body types</li> <li>• Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure Know what makes a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Can make informed decisions about whether or not they choose to smoke when they are older</li> <li>• Can make informed decisions about whether they choose to drink alcohol when they are older</li> <li>• Recognise strategies for resisting pressure</li> <li>• Can identify ways to keep themselves calm in an emergency</li> <li>• Can reflect on their own body image and know how important it is that this is positive</li> <li>• Accept and respect themselves for who they are</li> <li>• Respect and value their own bodies</li> <li>• Be motivated to keep themselves healthy and happy</li> </ul>
<p><b>Relationships</b></p>	
<ul style="list-style-type: none"> <li>• Know that a personality is made up of many different characteristics, qualities and attributes</li> <li>• Know that belonging to an online community can have positive and negative consequences</li> <li>• Know that there are rights and responsibilities in an online community or social network</li> <li>• Know that there are rights and responsibilities when playing a game online</li> <li>• Know that too much screen time isn't healthy</li> <li>• Know how to stay safe when using technology to communicate with friends</li> </ul>	<ul style="list-style-type: none"> <li>• Can suggest strategies for building self-esteem of themselves and others</li> <li>• Can identify when an online community /social media group feels risky, uncomfortable, or unsafe</li> <li>• Can suggest strategies for staying safe online/ social media</li> <li>• Can say how to report unsafe online / social network activity</li> <li>• Can identify when an online game is safe or unsafe</li> <li>• Can suggest ways to monitor and reduce screen time</li> <li>• Can suggest strategies for managing unhelpful pressures online or in social networks</li> </ul>
<p><b>Changing me</b></p>	
<ul style="list-style-type: none"> <li>• Know people have their own selfimage and understand how their body image fits into that.</li> <li>• Know the importance of positive self-esteem and aware it can be developed know how the circle of change works</li> </ul>	<ul style="list-style-type: none"> <li>• know how to develop their own self esteem</li> <li>• Express how they feel about their self-image and know how to challenge negative 'body-talk</li> <li>• Express fears and concerns about changes that are outside of their control</li> </ul>

<p>and can apply it to changes they want to make in their life</p> <ul style="list-style-type: none"> <li>• Know and accept that changes are not always in their control</li> <li>• Know and identify how boys' and girls' bodies change during their growing up process</li> <li>• 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 (having periods) is a natural part of this identify how boys' and girls' bodies change during the growing up process</li> <li>• 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</li> </ul>	<p>and know how to manage these feelings positively</p> <ul style="list-style-type: none"> <li>• Know strategies to help them cope with the physical and emotional changes they will experience during puberty</li> <li>• They are confident that they can cope with the changes that growing up will bring</li> <li>• Will start to think about changes they will make next year and know how to go about this.</li> </ul>
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Y6

Knowledge	Skills
<b>Being Me in the World</b>	
<ul style="list-style-type: none"> <li>• Know how to set goals for the year ahead</li> <li>• Understand what fears and worries are Know about children's universal rights (United Nations Convention on the Rights of the Child)</li> <li>• Know about the lives of children in other parts of the world</li> <li>• Know that personal choices can affect others locally and globally</li> <li>• Understand that their own choices result in different consequences and rewards</li> <li>• Understand how democracy and having a voice benefits the school community</li> <li>• Understand how to contribute towards the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to make others feel welcomed and valued</li> <li>• Know own wants and needs</li> <li>• Be able to compare their life with the lives of those less fortunate</li> <li>• Demonstrate empathy and understanding towards others</li> <li>• Can demonstrate attributes of a positive role model</li> <li>• Can take positive action to help others</li> <li>• Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions</li> </ul>
<b>Celebrating difference</b>	
<ul style="list-style-type: none"> <li>• Know that there are different perceptions of 'being normal' and where these might come from</li> <li>• Know that being different could affect someone's life</li> <li>• Know that power can play a part in a bullying or conflict situation</li> <li>• Know that people can hold power over others individually or in a group</li> <li>• Know why some people choose to bully others</li> <li>• Know that people with disabilities can lead amazing lives</li> <li>• Know that difference can be a source of celebration as well as conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded</li> <li>• Be able to recognise when someone is exerting power negatively in a relationship</li> <li>• Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>• Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>• Appreciate people for who they are Show empathy</li> </ul>
<b>Dreams and Goals</b>	

<ul style="list-style-type: none"> <li>• Know their own learning strengths</li> <li>• Know how to set realistic and challenging goals</li> <li>• Know what the learning steps are they need to take to achieve their goal</li> <li>• Know a variety of problems that the world is facing</li> <li>• Know how to work with other people to make the world a better place</li> <li>• Know some ways in which they could work with others to make the world a better place</li> <li>• Know what their classmates like and admire about them</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why it is important to stretch the boundaries of their current learning</li> <li>• Set success criteria so that they know when they have achieved their goal</li> <li>• Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> <li>• Empathise with people who are suffering or living in difficult situations</li> <li>• Be able to give praise and compliments to other people when they recognise that person's achievements</li> </ul>
<b>Healthy Me</b>	
<ul style="list-style-type: none"> <li>• Know how to take responsibility for their own health</li> <li>• Know how to make choices that benefit their own health and wellbeing</li> <li>• Know about different types of drugs and their uses</li> <li>• Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>• Know that some people can be exploited and made to do things that are against the law</li> <li>• Know why some people join gangs and the risk that this can involve</li> <li>• Know what it means to be emotionally well</li> <li>• Know that stress can be triggered by a range of things Know that being stressed can cause drug and alcohol misuse</li> </ul>	<ul style="list-style-type: none"> <li>• Are motivated to care for their own physical and emotional health</li> <li>• Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>• Identify ways that someone who is being exploited could help themselves</li> <li>• Suggest strategies someone could use to avoid being pressured</li> <li>• Recognise that people have different attitudes towards mental health / illness</li> <li>• Can use different strategies to manage stress and pressure</li> </ul>
<b>Relationships</b>	
<ul style="list-style-type: none"> <li>• Know that it is important to take care of their own mental health</li> <li>• Know ways that they can take care of their own mental health</li> <li>• Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>• Know that sometimes people can try to gain power or control them</li> <li>• Know some of the dangers of being 'online'</li> <li>• Know how to use technology safely and positively to communicate with their friends and family</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>• Can help themselves and others when worried about a mental health problem</li> <li>• Recognise when they are feeling grief and have strategies to manage them</li> <li>• Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>• Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being</li> </ul>
<b>Changing me</b>	
<ul style="list-style-type: none"> <li>• Know of own self-image and how their body image fits into that</li> <li>• Know of the importance of a positive self-esteem and how they can do to develop it</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to develop my own self esteem Express how</li> <li>• I feel about my selfimage and know how to challenge negative 'body-talk</li> </ul>

<ul style="list-style-type: none"> <li>• Explain how girls' and boys' bodies change during puberty</li> <li>• Understand the importance of looking after themselves physically and emotionally</li> <li>• Understand how babies are usually made</li> <li>• Understand that sometimes people need IVF to help them have a baby</li> <li>• Understand that sometimes people are not able to have babies</li> <li>• Describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>• Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</li> <li>• Identify what they look forward to and what worries them about the transition to secondary school /or moving to my next class.</li> </ul>	<ul style="list-style-type: none"> <li>• Express how they feel about the changes that will happen to me during puberty</li> <li>• Appreciate how amazing it is that human bodies can reproduce in these ways</li> <li>• Recognise there are different ways to be a parent (e.g. adoption)</li> <li>• Recognise how they feel when they reflect on the development and birth of a baby</li> <li>• Understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that they should not feel pressured into doing something they don't want to</li> <li>• Know how to prepare themselves emotionally for the changes next year.</li> </ul>
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#### Families and People who Care for Me

##### Relationships, Health and Sex Education

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

##### Caring Friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

##### Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

#### Caring relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

#### Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources