

LIFE LEARNING



## End of EYFS Expectations

Learning within Life Learning begins in the Early Years through 'Personal, Social and Emotional Development'. Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life (Statutory Framework for the EYFS, 2021).

### Personal, Social and Emotional Development – EARLY LEARNING GOALS

#### Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- 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

#### Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

Relationships Education – By the end of primary school, children should:

Health Education – By the end of primary school, children should:

### Families and people who care for me

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. 21
- 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

Pupils should know:

- 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

Pupils should know:

### Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 33
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

- 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.

### Online relationships

Pupils should know:

- 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

Pupils should know:

- 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.

### Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

- 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 e.g. family, school and/or other sources.

- the facts and science relating to allergies, immunisation and vaccination.

#### Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

#### Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

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## CURRICULUM COVERAGE

	AUTUMN		SPRING		SUMMER	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	Feeling special and safe	Similarities and differences Understanding bullying	Setting goals Identifying successes and achievements	Keeping myself healthy Healthier lifestyle choices	Belonging to a family Making friends/being a good friend	Life cycles – animal and human Changes in me



	<p>Being part of a class</p> <p>Rights and responsibilities</p> <p>Rewards and feeling proud</p> <p>Consequences</p> <p>Owning the Learning Charter</p>	<p>and knowing how to deal with it</p> <p>Making new friends</p> <p>Celebrating the differences in everyone</p>	<p>Learning styles</p> <p>Working well and celebrating achievement with a partner</p> <p>Tackling new challenges</p> <p>Identifying and overcoming obstacles</p> <p>Feelings of success</p>	<p>Keeping clean</p> <p>Being safe</p> <p>Medicine safety/safety with household items</p> <p>Road safety</p> <p>Linking health and happiness</p>	<p>Physical contact preferences</p> <p>People who help us</p> <p>Qualities as a friend and person</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationships</p>	<p>Changes since being a baby</p> <p>Differences between female and male bodies (correct terminology)</p> <p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition</p>
Year 2	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feeling</p>	<p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating difference and remaining friends</p>	<p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group co-operation</p> <p>Contributing to and sharing success</p>	<p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p>
Year 3	<p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Families and their differences</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Exercise Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and off line scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>

Year 4	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>Being unique Having a baby Outside body changes Inside body changes Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>
Year 5	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>
Year 6	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting</p>

	Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling		achievements Compliments			Positive self-esteem Transition
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<b>Jigsaw</b>	Jigsaw is a mindful approach to PSHE/Health and Well-being which fulfils all the requirements for the statutory Relationships and Health Education curriculum (as announced by the Department for Education in England in 2019, as implemented from September 2020). It provides a spiral and progressive comprehensive Programme in which the statutory elements sit and are embraced. Jigsaw, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Jigsaw holds children at its heart and aims to equip them for happy, healthy lives and to be effective learners.
<b>Features of our St. Martin's school life</b>	<p><b>SIP:</b> Class teachers ensure <b>all</b> pupils take on a leadership role and a record is kept by class teachers. Best practice will reference a child's leadership roles taken on during the year in their end of year report to parents. Leadership roles may include: Kindness Leader, Pupil Leader, Eco Leader, Play Leader, Prayer Leader, Book Leader, Cloakroom Leader, Book corner Leader. Leadership roles are acknowledged in a variety of ways: badge, classroom display, newsletter, etc. The length of time a child will be a leader for will depend on the specific role and/or is at the discretion of the class teacher.</p> <p>Charity days run by PLT including Children in Need, Red Nose Day and Christmas Jumper Day.</p> <p>In school visits;</p> <p>Road Safety workshops EYFS, Year 2 and Year 3 (Feet First)</p> <p>Fire Brigade in EYFS and Year 2</p> <p>Bikeability and Learn to Ride for Years 4 and 6</p> <p>Year 4 Water and beach safety talk at Rainbow Leisure Centre during swimming course (including lifesaving skills)</p> <p>RNLI – Water Safety – whole school</p> <p>Rail Safety – whole school</p> <p>Citizenship and Anti Bully Workshop (through YMCA) in Year 6</p> <p>Funding for PP and disadvantaged children in order to participate in any paid visits.</p> <p>Awareness days including Anti-Bully Week (Kindness Week), Children's Mental Health Week and Healthy Eating Week are covered within our curriculum rather than stand alone days/weeks.</p>
<b>Pupil Leader</b>	<p>Pupil Leaders at St. Martin's will lead learning for other pupils and teach them to:</p> <ul style="list-style-type: none"> <li>• Understand the importance of leading their peers</li> <li>• Think of others and express themselves in a mature and concise way</li> <li>• Model taking action to make a difference</li> <li>• Attending whole school meetings to monitor impact</li> <li>• Drive forward initiatives within the class and wider school community</li> <li>• Discuss, debate and present ideas, developing speaking and listening skills</li> <li>• Work together as a team over a period of time, as they collaborate on fundraising projects</li> </ul>

EYFS	
<b>Vocabulary</b>	<i>Similar, Different, Unique, Problem, Solution, Sad, Upset, Rules, Responsibility, Special, Family, Same, Different, Friendship, Goal, Challenge, Kind, Unkind, Exercise, Use all the correct terms for the bodies including the less familiar ones (wrists, ankles, elbows), Healthy food, Sleep, Dream, Germs, Stranger, Argument, Angry, Calm, Worries, Memories</i>
<b>Being Me in My World (Friendship Autumn 1)</b>	<p>Understand how it feels to belong and that we are similar and different</p> <p>Start to recognise and manage my feelings</p> <p>Enjoy working with others to make school a good place to be</p> <p>Understand why it is good to be kind and use gentle hands</p> <p>Starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>Learning what being responsible means</p>
<b>Celebrating Differences (Love Autumn 2)</b>	<p>Identify something I am good at and understand everyone is good at different things</p> <p>Understand that being different makes us all special</p> <p>Know we are all different but the same in some ways</p> <p>Tell you why I think my home is special to me</p> <p>Tell you how to be a kind friend</p> <p>Know which words to use to stand up for myself when someone says or does something unkind</p>
<b>Dreams and Goals (Responsibility Spring 1)</b>	<p>Understand that if I persevere I can tackle challenges</p> <p>Tell you about a time I didn't give up until I achieved my goal</p> <p>Set a goal and work towards it</p> <p>Use kind words to encourage people</p> <p>Understand the link between what I learn now and the job I might like to do when I'm older</p> <p>Say how I feel when I achieve a goal and know what it means to feel proud</p>
<b>Healthy Me (Courage Spring 2)</b>	<p>Understand that I need to exercise to keep my body healthy</p> <p>Understand how moving and resting are good for my body</p> <p>Know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>Know how to help myself go to sleep and understand why sleep is good for me</p> <p>Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>Know what a stranger is and how to stay safe if a stranger approaches me</p>
<b>Relationships (Honesty Summer 1)</b>	<p>Identify some of the jobs I do in my family and how I feel like I belong</p> <p>Know how to make friends to stop myself from feeling lonely</p> <p>Think of ways to solve problems and stay friends</p> <p>Start to understand the impact of unkind words</p> <p>Use Calm Me time to manage my feelings</p> <p>Know how to be a good friend</p>
<b>Changing Me (Respect)</b>	<p>Name parts of the body</p> <p>Tell you some things I can do and foods I can eat to be healthy</p> <p>Understand that we all grow from babies to adults</p>

	<p>Express how I feel about moving to Year 1          Talk about my worries and/or the things I am looking forward to about being in Year 1          Share my memories of the best bits of this year in Reception</p>
	<p><b>Meerkat</b></p>
<p><b>Vocabulary</b></p>	<p><i>Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration, Similarity/similar, Same as, Different from, Difference, Bullying, Behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Different from, Same as, Included, Celebration, Difference, Special, Unique, Germs, Disease, Medicine, Health, Families, Penis, Testicles, Vagina, Vulva, Anus</i></p>
<p><b>Being Me in My World (Friendship Autumn 1)</b></p>	<p>Know how to use my Jigsaw Journal  <i>I feel special and safe in my class</i></p> <p>Understand the rights and responsibilities as a member of my class  <i>I know that I belong to my class</i></p> <p>Understand the rights and responsibilities for being a member of my class  <i>I know how to make my class a safe place for everybody to learn</i></p> <p>Know my views are valued and can contribute to the Learning Charter  <i>I recognise how it feels to be proud of an achievement</i></p> <p>Recognise the choices I make and understand the consequences  <i>I recognise the range of feelings when I face certain consequences</i></p> <p>Understand my rights and responsibilities within our Learning Charter  <i>I understand my choices in following the Learning Charter</i></p>
<p><b>Celebrating Differences (Love Autumn 2)</b></p>	<p>Identify similarities between people in my class  <i>I can tell you some ways in which I am the same as my friends</i></p> <p>Identify differences between people in my class  <i>I can tell you some ways I am different from my friends</i></p> <p>Tell you what bullying is  <i>I understand how being bullied might feel</i></p> <p>Know some people who I could talk to if I was feeling unhappy or being bullied</p>

	<p><i>I can be kind to children who are bullied</i></p> <p>Know how to make new friends <i>I know how it feels to make a new friend</i></p> <p>Tell you some ways I am different from my friends <i>I understand these differences make us all special and unique</i></p>
<p><b>Dreams and Goals (Responsibility Spring 1)</b></p>	<p>Set simple goals <i>I can tell you about a thing I do well</i></p> <p>Set a goal and work out how to achieve it <i>I can tell you how I learn best</i></p> <p>Understand how to work well with a partner <i>I can celebrate achievement with my partner</i></p> <p>Tackle a new challenge and understand this might stretch my learning <i>I can identify how I feel when I am faced with a new challenge</i></p> <p>Identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them <i>I know how I feel when I see obstacles and how I feel when I overcome them</i></p> <p>Tell you how I felt when I succeeded in a new challenge and how I celebrated it <i>I know how to store the feelings of success in my internal treasure chest</i></p>
<p><b>Healthy Me (Courage Spring 2)</b></p>	<p>Identify the members of my family and understand that there are lots of different types of families <i>I know how it feels to belong to a family and care about the people who are important to me</i></p> <p>Identify what being a good friend means to me <i>I know how to make a new friend</i></p> <p>Know appropriate ways of physical contact to greet my friends and know which ways I prefer <i>I can recognise which forms of physical contact are acceptable and unacceptable to me</i></p> <p>Know who can help me in my school community</p>

*I know when I need help and know how to ask for it*

Recognise my qualities as person and a friend

*I know ways to praise myself*

Tell you why I appreciate someone who is special to me

*I can express how I feel about them*

Identify the members of my family and understand that there are lots of different types of families

*I know how it feels to belong to a family and care about the people who are important to me*

Identify what being a good friend means to me

*I know how to make a new friend*

Know appropriate ways of physical contact to greet my friends and know which ways I prefer

*I can recognise which forms of physical contact are acceptable and unacceptable to me*

Know who can help me in my school community

*I know when I need help and know how to ask for it*

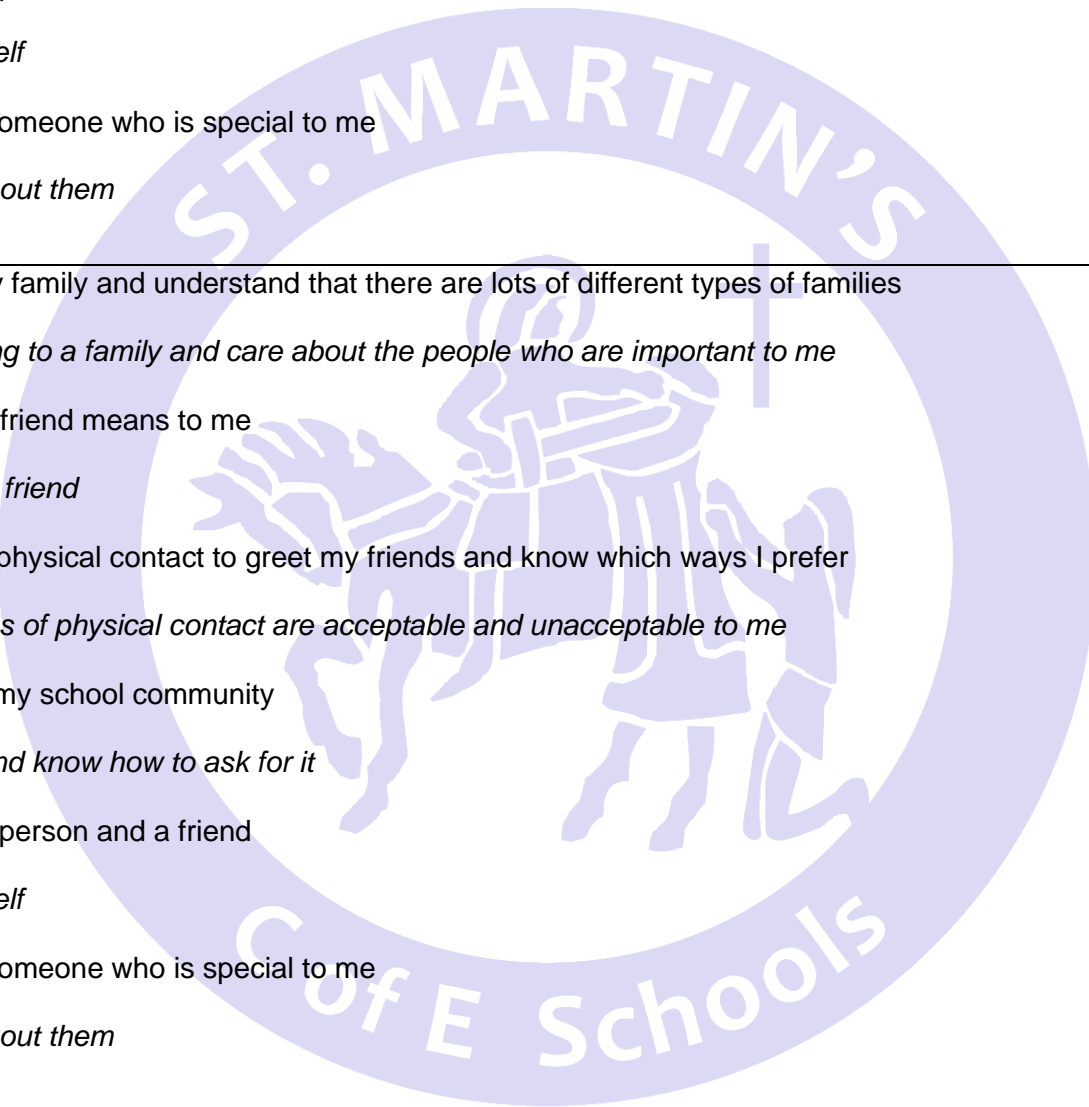
Recognise my qualities as person and a friend

*I know ways to praise myself*

Tell you why I appreciate someone who is special to me

*I can express how I feel about them*

Relationships (Honesty Summer 1)



Changing Me (Respect Summer 2)

Start to understand the life cycles of animals and humans

*I understand that changes happen as we grow and that this is OK*

Tell you some things about me that have changed and some things about me that have stayed the same

*I know that changes are OK and that sometimes they will happen whether I want them to or not*

Tell you how my body has changed since I was a baby

*I understand that growing up is natural and that everybody grows at different rates*

Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus

*I respect my body and understand which parts are private*

Understand that every time I learn something new I change a little bit

*I enjoy learning new things*

Tell you about changes that have happened in my life

*I know some ways to cope with changes*

**(Y4, Y5 and Y6 children will need to join their respective classes for Statutory RSE teaching.)**

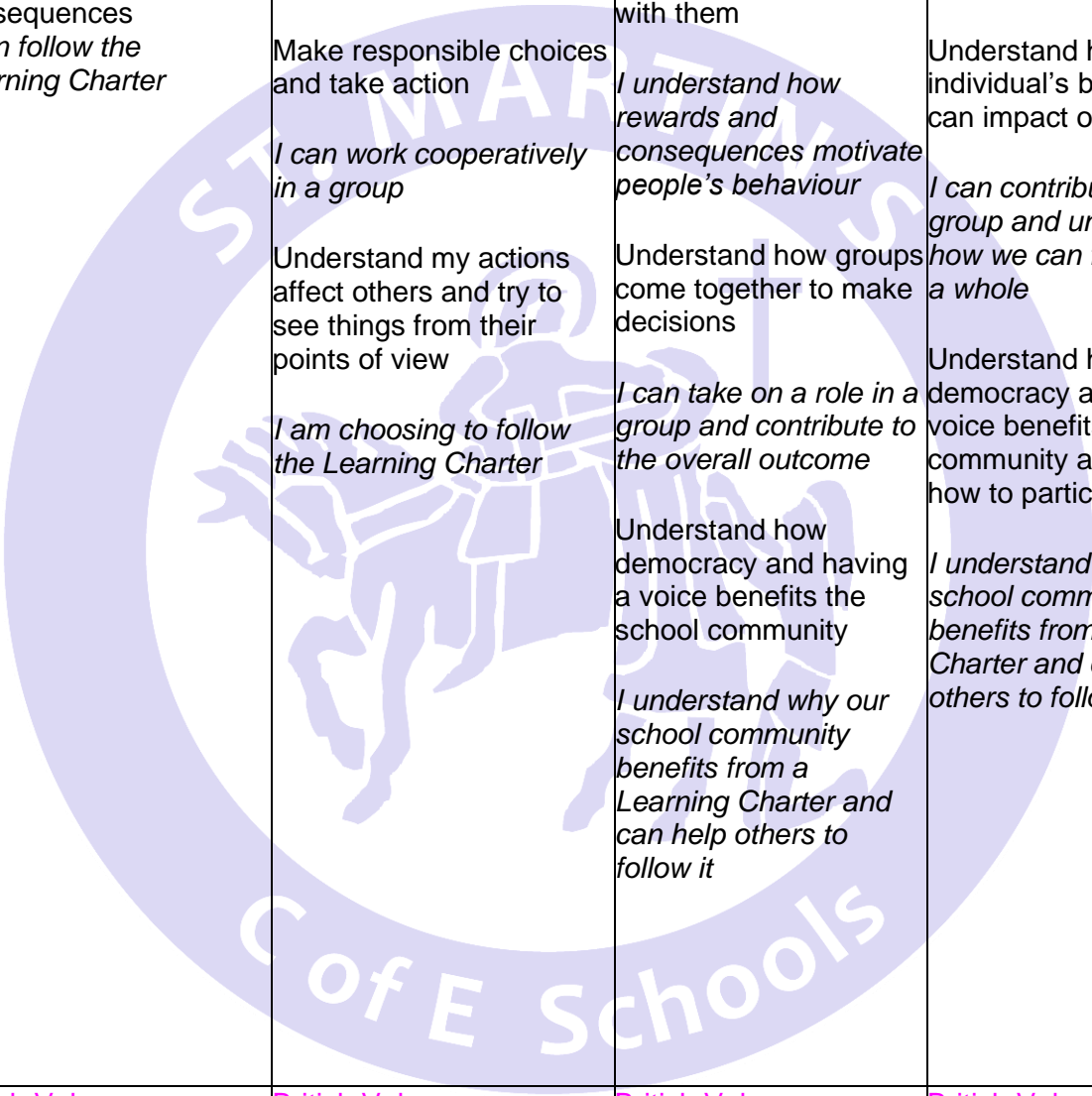
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Vocabulary	Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration, Similarity/similar Same as, Different from	Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-operate, Learning Charter, Problem-solving Similarities, Assumptions	Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Nightmare, Dream,	Included, Excluded, Welcome, Valued, Team Charter, Role, Job description, School Community, Responsibility, Rights, Responsibilities, Democracy, Reward, Consequence,	Education, Appreciation, Opportunities, Goals, Motivation, Vision, Hopes, Challenge, Rights, Responsibilities, Citizen, Denied, Empathise, Refugee, Persecution, Conflict, Asylum, Migrant, Wealth, Poverty, Prejudice, Citizen, Privilege,	Goals, Worries, Fears, Value, Welcome, Choice Ghana, West Africa, Cocoa plantation, Cocoa pods, Rights, Community Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Choices, Behaviour, Responsibilities,



<p>Difference, Bullying Bullying, behaviour Deliberate, On purpose, Unfair, Included Bully, Bullied, Different from, Same as, Included, Celebration, Difference, Special, Unique, Germs, Disease, Medicine, Health, Families, Penis, Testicles, Vagina, Vulva, Anus</p>	<p>Shield, Stereotypes, Boys, Girls, Differences, Special, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Help, Male, Female, Diversity, Fairness, Kindness, Friends, Special, Unique, Different, Value, Healthy, Medicine, Penis, Families, Conflict, Testicles, Vagina, Vulva, Anus</p>	<p>Behaviour, Rewards, Consequences, Actions, Feelings, Fairness, Choices, Co- operate, Choices, Challenge, Group dynamics, Team work, Actions, View point, Ideal school, Belong, Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve it together Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Solve it together, Compliment, Special, Unique, Difference, Similarity, Healthy, Drugs, Global Citizen, Babies, Uterus, Womb Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/ Ova, Womb/ Uterus, Vagina</p>	<p>Democratic, Decisions, Voting, Authority, Learning Charter, Role, Contribution, Observer, Decisions, Choices, UN Convention on Rights of the Child, Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Appearance, Opinion, Attitude, Judgement, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bystander, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Different, Characteristics, Physical features, Impression, Changed, Judgement, Assumption, Influence, Special, Accept, Alcohol, Boyfriend, Girlfriend, Sperm, Baby, Menstruation (periods), Puberty,</p>	<p>Deprive, Rewards, Consequences, Choices, Learning Charter, Cooperation, Collaboration, Participation, Motivation, Racism, Cultures, Careers, Jobs, Smoking, Tobacco, Alcohol, Anti- social behaviour, Body image, Online community, Social Network, Self image, Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Ovary/ Ovaries, Vagina, Oestrogen, Vulva, Womb/Uterus, Sexual intercourse, Conception, IVF, Reproduction, Relationships, Making love, Fallopian tube, Fertilisation, Pregnancy, Embryo, Umbilical cord, Fertility treatment (IVF), Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones</p>	<p>Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud, Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non- binary, Courage, Fairness, Rights, Physical and Emotional Health, Drugs, Exploitation, Gangs, Emotional and Mental Health, Stress, Grief, Self Image, Body Image, Puberty, Conception, Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife, Boyfriend, Girlfriend, Self-esteem, Transition to Secondary School</p>
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Being Me in My World (Friendship Autumn 1)

<p>Know how to use my Jigsaw Journal <i>I feel special and safe in my class</i></p> <p>Understand the rights and responsibilities as a member of my class <i>I know that I belong to my class</i></p> <p>Understand the rights and responsibilities for being a member of my class <i>I know how to make my class a safe place for everybody to learn</i></p> <p>Know my views are valued and can contribute to the Learning Charter <i>I recognise how it feels to be proud of an achievement</i></p> <p>Recognise the choices I make and understand the consequences <i>I recognise the range of feelings when I face certain consequences</i></p> <p>Understand my rights and responsibilities within our Learning Charter</p>	<p>Identify some of my hopes and fears for this year</p> <p>Know how to use my Jigsaw Journal <i>I can recognise when I feel worried and know who to ask for help</i></p> <p>Understand the rights and responsibilities for being a member of my class and school <i>I recognise when I feel worried and know who to ask for help</i></p> <p>Listen to other people and contribute my own ideas about rewards and consequences <i>I help make my class a safe and fair place</i></p> <p>Listen to other people and contribute my own ideas about rewards and consequences <i>I can help make my class a safe and fair place</i></p> <p>Understand how following the Learning Charter will help me and others learn <i>I work cooperatively</i></p>	<p>Recognise my worth and can identify positive things about myself and my achievements.</p> <p>Set personal goals</p> <p>Know how to use my Jigsaw Journal</p> <p><i>I value myself and know how to make someone else feel welcome and valued</i></p> <p>Face new challenges positively, make responsible choices and ask for help when I need it</p> <p><i>I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</i></p> <p>Understand why rules are needed and how they relate to rights and responsibilities</p> <p><i>I know how to make others feel valued</i></p> <p>Understand that my actions affect myself and others and I care about other people's feelings/</p>	<p>Know my attitudes and actions make a difference to the class team</p> <p>Know how to use my Jigsaw Journal</p> <p><i>I know how good it feels to be included in a group and understand how it feels to be excluded</i></p> <p><i>I try to make people feel welcome and valued</i></p> <p>Understand who is in my school community, the roles they play and how I fit in</p> <p><i>I can take on a role in a group and contribute to the overall outcome</i></p> <p>Understand how democracy works through the School Council</p> <p><i>I can recognise my contribution to making a Learning Charter for the whole school</i></p> <p>Understand that my actions affect myself</p>	<p>Face new challenges positively and know how to set personal goals</p> <p>Know how to use my Jigsaw Journal</p> <p><i>I know what I value most about my school and can identify my hopes for this school year</i></p> <p>Understand my rights and responsibilities as a citizen of my country</p> <p><i>I can empathise with people in this country whose lives are different to my own</i></p> <p>Understand my rights and responsibilities as a citizen of my country and as a member of my school</p> <p><i>I can empathise with people in this country whose lives are different to my own</i></p> <p>Make choices about my own behaviour because I understand how rewards and consequences feel</p>	<p>Identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>Know how to use my Jigsaw Journal</p> <p><i>I feel welcome and valued and know how to make others feel the same</i></p> <p>Know that there are universal rights for all children but for many children these rights are not met</p> <p><i>I understand my own wants and needs and can compare these with children in different communities</i></p> <p>Understand that my actions affect other people locally and globally</p> <p><i>I understand my own wants and needs and can compare these with children in different communities</i></p>
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	<p><i>I understand my choices in following the Learning Charter</i></p>	<p>Recognise the choices I make and understand the consequences <i>I can follow the Learning Charter</i></p>	<p><i>understand that my behaviour brings rewards/consequence</i></p> <p>Make responsible choices and take action</p> <p><i>I can work cooperatively in a group</i></p> <p>Understand my actions affect others and try to see things from their points of view</p> <p><i>I am choosing to follow the Learning Charter</i></p>	<p>and others; I care about other people's feelings and try to empathise with them</p> <p><i>I understand how rewards and consequences motivate people's behaviour</i></p> <p>Understand how groups come together to make decisions</p> <p><i>I can take on a role in a group and contribute to the overall outcome</i></p> <p>Understand how democracy and having a voice benefits the school community</p> <p><i>I understand why our school community benefits from a Learning Charter and can help others to follow it</i></p>	<p><i>I understand that my actions affect me and others</i></p> <p>Understand how an individual's behaviour can impact on a group</p> <p><i>I can contribute to the group and understand how we can function as a whole</i></p> <p>Understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p><i>I understand why our school community benefits from a Learning Charter and can help others to follow it</i></p>	<p>Make choices about my own behaviour because I understand how rewards and consequences feel and</p> <p>I understand how these relate to my rights and responsibilities</p> <p><i>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</i></p> <p>Understand how an individual's behaviour can impact on a group</p> <p><i>I can contribute to the group and understand how we can function best as a whole</i></p> <p>Understand how democracy and having a voice benefits the school community</p> <p><i>I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself</i></p>
ACC	British Values	British Values	British Values	British Values	British Values	British Values

Celebrating Differences (Love Autumn 2)

<p>Identify similarities between people in my class <i>I can tell you some ways in which I am the same as my friends</i></p>	<p>Starting to understand that sometimes people make assumptions about boys and girls (stereotypes) <i>I understand some ways in which boys and girls are similar and feel good about this</i></p>	<p>Understand that everybody's family is different and important to them <i>I appreciate my family/the people who care for me</i></p>	<p>Understand that, sometimes, we make assumptions based on what people look like <i>I try to accept people for who they are</i></p>	<p>Understand that cultural differences sometimes cause conflict <i>I am aware of my own culture</i></p>	<p>Understand there are different perceptions about what normal means <i>I can empathise with people who are different</i></p>
<p>Identify differences between people in my class <i>I can tell you some ways I am different from my friends</i></p>	<p>Starting to understand that sometimes people make assumptions about boys and girls (stereotypes) <i>I understand some ways in which boys and girls are different and accept that this is OK</i></p>	<p>Understand that differences and conflicts sometimes happen among family members <i>I know how to calm myself down and can use the 'Solve it together' technique</i></p>	<p>Understand what influences me to make assumptions based on how people look <i>I can question why I think what I do about other people</i></p>	<p>Understand what racism is <i>I am aware of my attitude towards people from different races</i></p>	<p>Understand how being different could affect someone's life <i>I am aware of my attitude towards people who are different</i></p>
<p>Tell you what bullying is <i>I understand how being bullied might feel</i></p>	<p>Understand that bullying is sometimes about difference <i>I can tell you how someone who is bullied feels I can be kind to children who are bullied</i></p>	<p>Know what it means to be a witness to bullying <i>I know some ways of helping to make someone who is bullied feel better</i></p>	<p>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>I know how it might feel to be a witness to and all target of bullying</i></p>	<p>Understand how rumour-spreading and name-calling can be bullying behaviours <i>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></p>	<p>Explain some of the ways in which one person or a group can have power over another <i>I know how it can feel to be excluded or treated badly by being different in some way</i></p>
<p>Know some people who could talk to if I was feeling unhappy or being bullied <i>I can be kind to children who are bullied</i></p>	<p>Understand that bullying is sometimes about difference <i>I can tell you how someone who is bullied feels I can be kind to children who are bullied</i></p>	<p>Know that witnesses can make the situation better or worse by what they do <i>I can problem-solve a bullying situation with others</i></p>	<p>Tell you why witnesses sometimes join in with bullying and sometimes don't tell <i>I can problem-solve a bullying situation with others</i></p>	<p>Explain the difference between direct and indirect types of bullying <i>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></p>	<p>Know some of the reasons why people use bullying behaviours <i>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></p>
<p>Know how to make new friends <i>I know how it feels to make a new friend</i></p>	<p>Recognise what is right and wrong and know how to look after myself <i>I know when and how to stand up for myself and others</i></p>	<p>I recognise that some words are used in hurtful ways <i>I try hard not to use hurtful words (e.g. gay, fat)</i></p>	<p>Identify what is special about me and value the</p>		
<p>Tell you some ways I am different from my friends <i>I understand these differences make us all special and unique</i></p>	<p><i>I know how to get help if I am being bullied</i></p>				

		<p>Understand that it is OK to be different from other people and to be friends with them</p> <p><i>I understand we shouldn't judge people if they are different.</i></p> <p><i>I know how it feels to be a friend and have a friend</i></p> <p>Tell you some ways I am different from my friends</p> <p><i>I understand these differences make us all special and unique</i></p>	<p>Tell you about a time when my words affected someone's feelings and what the consequences were</p> <p><i>I can give and receive compliments and know how this feels</i></p>	<p>ways in which I am unique</p> <p><i>I like and respect the unique features of my physical appearance</i></p> <p>Tell you a time when my first impression of someone changed when I got to know them</p> <p><i>I can explain why it is good to accept people for who they are</i></p>	<p>Compare my life with people in the developing world</p> <p><i>I can appreciate the value of happiness regardless of material wealth</i></p> <p>Understand a different culture from my own</p> <p><i>I respect my own and other people's cultures</i></p>	<p>Give examples of people with disabilities who lead amazing lives</p> <p><i>I appreciate people for who they are</i></p> <p>Explain ways in which difference can be a source of conflict and a cause for celebration</p> <p><i>I can show empathy with people in either situation</i></p>
ACC						

Dreams and Goals (Responsibility Spring 1)

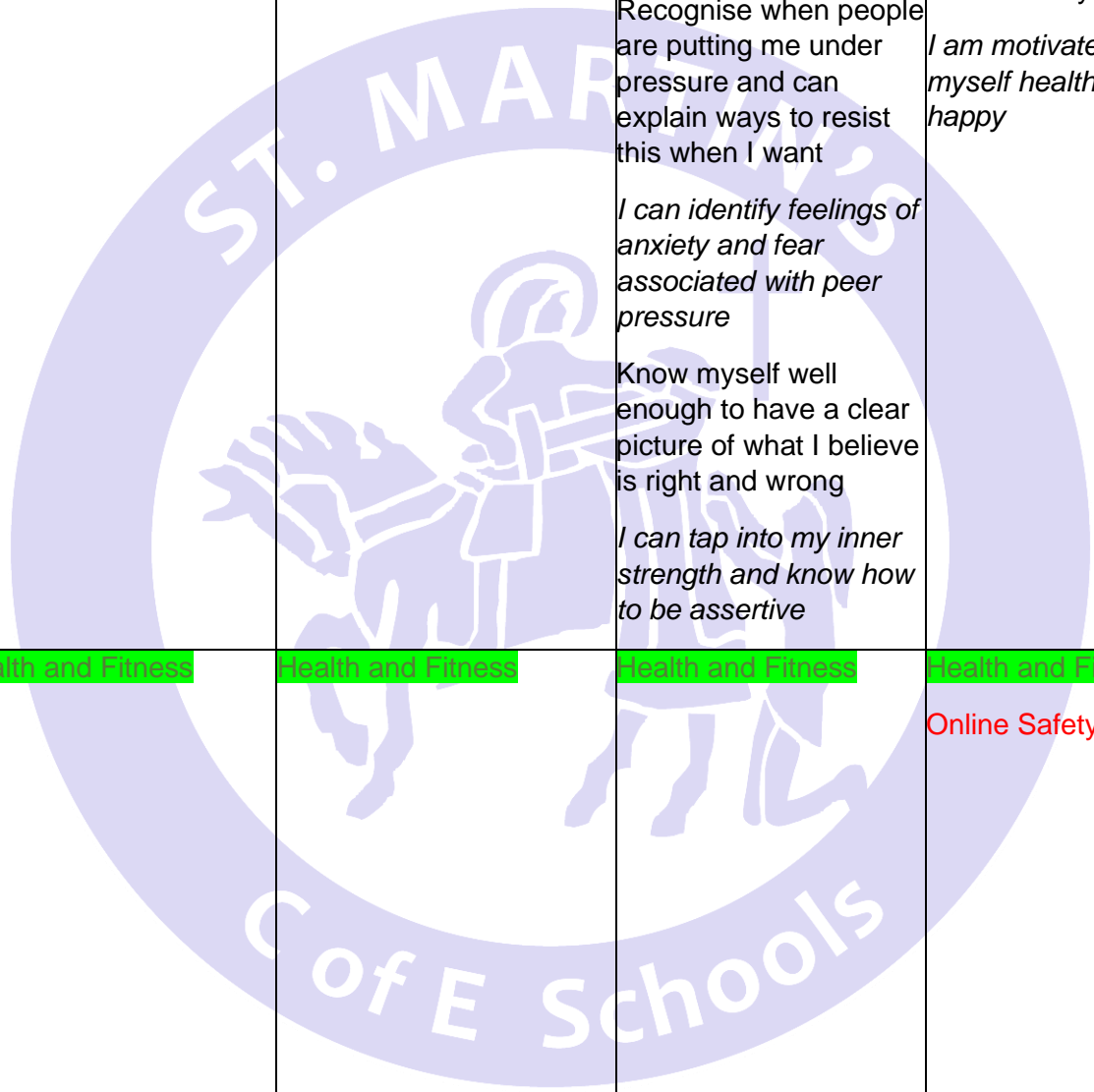
<p>Set simple goals <i>I can tell you about a thing I do well</i></p> <p>Set a goal and work out how to achieve it <i>I can tell you how I learn best</i></p> <p>Understand how to work well with a partner <i>I can celebrate achievement with my partner</i></p> <p>Tackle a new challenge and understand this might stretch my learning <i>I can identify how I feel when I am faced with a new challenge</i></p> <p>Identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them <i>I know how I feel when I see obstacles and how I feel when I overcome them</i></p> <p>Tell you how I felt when I succeeded in a new challenge and how I celebrated it</p>	<p>Choose a realistic goal and think about how to achieve it <i>I can tell you things I have achieved and say how that makes me feel</i></p> <p>Carry on trying (persevering) even when I find things difficult <i>I can tell you some of my strengths as a learner</i></p> <p>Recognise who I work well with and who it is more difficult for me to work with <i>I can tell you how working with other people helps me learn</i></p> <p>Work well in a group <i>I can work with others in a group to solve problems</i></p> <p>Tell you some ways I worked well with my group <i>I can tell you how I felt about working in my group</i></p> <p>Know how to share success with other people <i>I can tell you how being part of a successful</i></p>	<p>Tell you about a person who has faced difficult challenges and achieved success <i>I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</i></p> <p>Identify a dream/ambition that is important to me <i>I can imagine how I will feel when I achieve my dream/ambition</i></p> <p>Enjoy facing new learning challenges and working out the best ways for me to achieve them <i>I can break down a goal into a number of steps and know how others could help me to achieve it</i></p> <p>Motivated and enthusiastic about achieving our new challenge <i>I know that I am responsible for my own learning and can use my</i></p>	<p>Tell you about some of my hopes and dreams <i>I know how it feels to have hopes and dreams</i></p> <p>Understand that sometimes hopes and dreams do not come true and that this can hurt <i>I know how disappointment feels and can identify when I have felt that way</i></p> <p>Know that reflecting on positive and happy experiences can help me to counteract disappointment <i>I know how to cope with disappointment and how to help others cope with theirs</i></p> <p>Know how to make a new plan and set new goals even if I have been disappointed <i>I know what it means to be resilient and to have a positive attitude</i></p>	<p>Understand that I will need money to help me achieve some of my dreams <i>I can identify what I would like my life to be like when I am grown up</i></p> <p>Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs <i>I appreciate the contributions made by people in different jobs</i></p> <p>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>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</i></p> <p>Describe the dreams and goals of young people in a culture different to mine</p>	<p>Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal) <i>I understand why it is important to stretch the boundaries of my current learning</i></p> <p>Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these <i>I can set success criteria so that I will know whether I have reached my goal</i></p> <p>Identify problems in the world that concern me and talk to other people about them <i>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</i></p>
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	<p><i>I know how to store the feelings of success in my internal treasure chest</i></p>	<p><i>group feels and I can store these feelings in my internal treasure chest</i></p>	<p><i>strengths as a learner to achieve the challenge</i></p> <p>Recognise obstacles which might hinder my achievement and can take steps to overcome them</p> <p><i>I can manage the feelings of frustration that may arise when obstacles occur</i></p> <p>Evaluate my own learning process and identify how it can be better next time</p> <p><i>I am confident in sharing my success with others and can store my feelings in my internal treasure chest</i></p>	<p>Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p> <p><i>I can enjoy being part of a group challenge</i></p> <p>Identify the contributions made by myself and others to the group's achievement</p> <p><i>I know how to share in the success of a group and how to store this success experience in my internal treasure chest</i></p>	<p><i>I can reflect on how these relate to my own</i></p> <p>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> <p><i>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</i></p> <p>Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p> <p><i>I understand why I am motivated to make a positive contribution to supporting others</i></p>	<p>Work with other people to help make the world a better place</p> <p><i>I can empathise with people who are suffering or who are living in difficult situations</i></p> <p>Describe some ways in which I can work with other people to help make the world a better place</p> <p><i>I can identify why I am motivated to do this</i></p> <p>Know what some people in my class like or admire about me and can accept their praise</p> <p><i>I can give praise and compliments to other people when I recognise their contributions and achievements</i></p>
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ACC					Maths - money	
Healthy Me (Courage Spring 2)	<p>Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <p><i>I feel good about myself when I make healthy choices</i></p> <p>Know how to make healthy lifestyle choices</p> <p><i>I feel good about myself when I make healthy choices</i></p> <p>Know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>Know that all household products including medicines can be</p>	<p>Know what I need to keep my body healthy</p> <p><i>I am motivated to make healthy lifestyle choices</i></p> <p>Show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p><i>I can tell you when a feeling is weak and when a feeling is strong</i></p> <p>Understand how medicines work in my body and how important it is to use them safely</p> <p><i>I feel positive about caring for my body and keeping it healthy</i></p>	<p>Understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p><i>I can set myself a fitness challenge</i></p> <p>Know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p><i>I know what it feels like to make a healthy choice</i></p> <p>Tell you my knowledge and attitude towards drugs</p> <p><i>I can identify how I feel towards drugs</i></p>	<p>Recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p><i>I can identify the feelings I have about my friends and my different friendship groups</i></p> <p>Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situation</p> <p><i>I am aware of how different people and groups impact on me and can recognise the</i></p>	<p>Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p><i>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</i></p> <p>Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p><i>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</i></p>	<p>Take responsibility for my health and make choices that benefit my health and well-being</p> <p><i>I am motivated to care for my physical and emotional health</i></p> <p>Know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p><i>I am motivated to find ways to be happy and cope with life's situations without using drugs</i></p> <p>Understand that some people can be exploited and made to do things that are against the law</p>



<p>harmful if not used properly</p> <p><i>I am special so I keep myself safe</i></p> <p>Understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p><i>I know some ways to help myself when I feel poorly</i></p> <p>Know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p><i>I can recognise when I feel frightened and know who to ask for help</i></p> <p>Tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p><i>I can recognise how being healthy helps me to feel happy</i></p>	<p>Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p><i>I have a healthy relationship with food and know which foods I enjoy the most</i></p> <p>Make some healthy snacks and explain why they are good for my body</p> <p><i>I can express how it feels to share healthy food with my friends</i></p> <p>Decide which foods to eat to give my body energy</p> <p><i>I have a healthy relationship with food and I know which foods are most nutritious for my body</i></p>	<p>Identify things, people and places that I need to keep safe from</p> <p>Know some strategies for keeping myself safe, who to go to for help and how to call emergency services</p> <p><i>I can express how being anxious or scared feels</i></p> <p>Identify when something feels safe or unsafe</p> <p><i>I can take responsibility for keeping myself and others safe</i></p> <p>Understand how complex my body is and how important it is to take care of it</p> <p><i>I respect my body and appreciate what it does for me</i></p>	<p><i>people I most want to be friends with</i></p> <p>Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p><i>I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</i></p> <p>Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p><i>I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist</i></p>	<p>Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p><i>I know how to keep myself calm in emergencies</i></p> <p>Understand how the media, social media and celebrity culture promotes certain body types</p> <p><i>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></p> <p>Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p><i>I respect and value my body</i></p> <p>Know what makes a healthy lifestyle including</p>	<p><i>I can suggest ways that someone who is being exploited can help themselves</i></p> <p>Know why some people join gangs and the risks this involves</p> <p><i>I can suggest strategies someone could use to avoid being pressurised</i></p> <p>Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p><i>I know how to help myself feel emotionally healthy and can recognise when I need help with this</i></p> <p>Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p> <p><i>I can use different strategies to manage stress and pressure</i></p>
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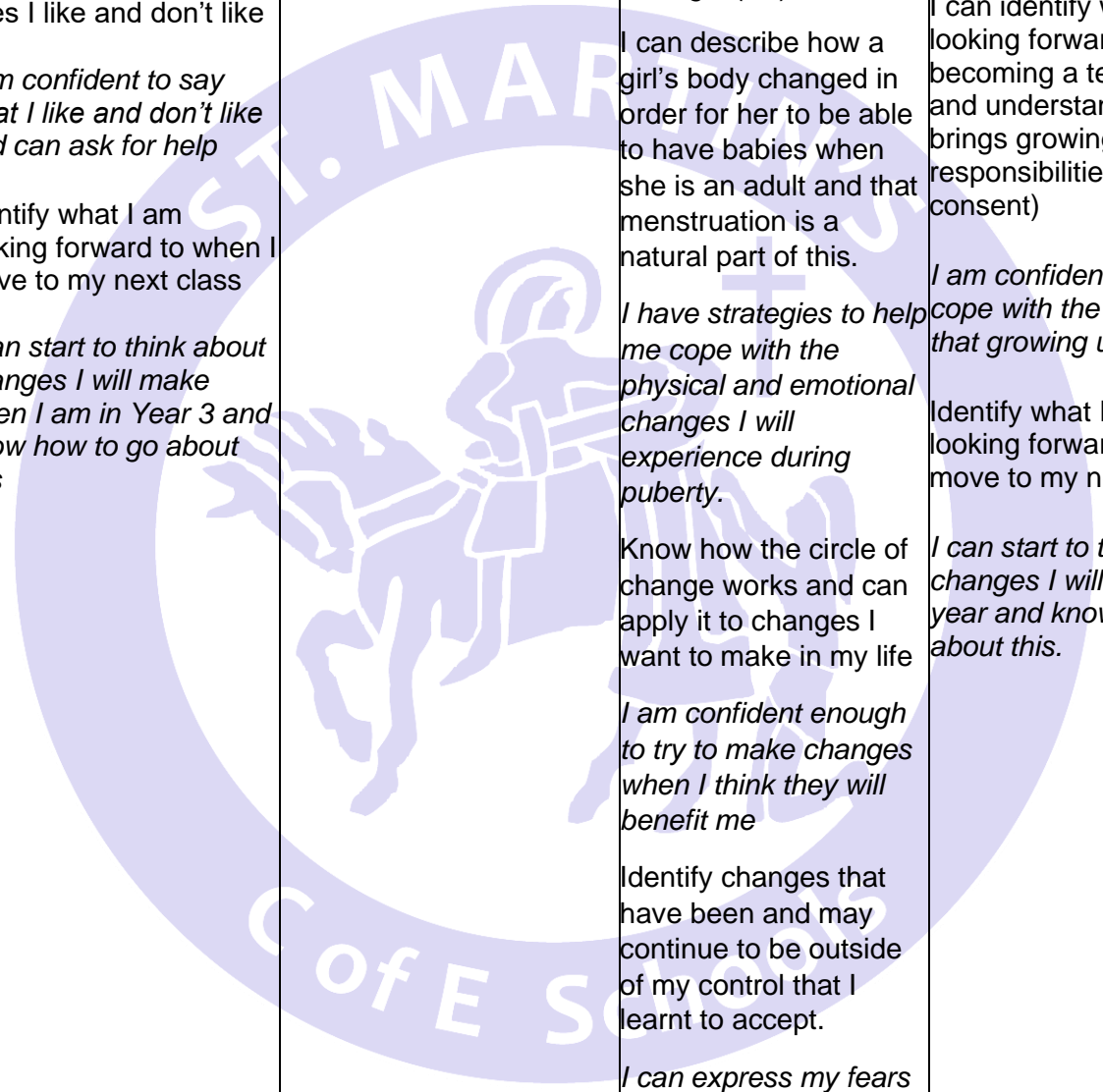


Relationships (Honesty Summer 1)

<p>Identify the members of my family and understand that there are lots of different types of families</p> <p><i>I know how it feels to belong to a family and care about the people who are important to me</i></p>	<p>Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p><i>I accept that everyone's family is different and understand that most people value their family</i></p>	<p>Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p><i>I can describe how taking some responsibility in my family makes me feel</i></p>	<p>Recognise situations which can cause jealousy in relationships</p> <p><i>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</i></p>	<p>Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p><i>I know how to keep building my own self-esteem</i></p>	<p>Know that it is important to take care of my mental health</p> <p><i>I understand that people can get problems with their mental health and that it is nothing to be ashamed of</i></p>
<p>Identify what being a good friend means to me</p> <p><i>I know how to make a new friend</i></p>	<p>Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p>	<p>Identify and put into practice some of the skills of friendship eg. taking turns, being a good listener</p> <p><i>I know how to negotiate in conflict situations to try to find a win-win solution</i></p>	<p>Identify someone I love and can express why they are special to me</p> <p><i>I know how most people feel when they lose someone or something they love</i></p>	<p>Understand that belonging to an online community can have positive and negative consequences</p> <p><i>I can recognise when an online community feels unsafe or uncomfortable</i></p>	<p>Know how to take care of my mental health</p> <p><i>I can help myself and others when worried about a mental health problem</i></p>
<p>Know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p><i>I can recognise which forms of physical contact are acceptable and unacceptable to me</i></p>	<p><i>I know which types of physical contact I like and don't like and can talk about this</i></p>	<p>Know and can use some strategies for keeping myself safe online</p> <p><i>I know who to ask for help if I am worried or concerned about anything online</i></p>	<p>Tell you about someone I know that I no longer see</p> <p><i>I understand that we can remember people even if we no longer see them</i></p>	<p>Understand there are rights and responsibilities in an online community or social network</p> <p><i>I can recognise when an online community is helpful or unhelpful to me</i></p>	<p>Understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p><i>I can recognise when I am feeling those emotions and have strategies to manage them</i></p>
<p>Know who can help me in my school community</p> <p><i>I know when I need help and know how to ask for it</i></p>	<p>Identify some of the things that cause conflict with my friends</p> <p><i>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</i></p>	<p>Explain how some of the actions and work of people around the world help and influence my life</p> <p><i>I can show an awareness of how this could affect my choices</i></p>	<p>Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p><i>I know how to stand up for myself and how to</i></p>	<p>Know there are rights and responsibilities when playing a game online</p> <p><i>I can recognise when an online game is becoming unhelpful or unsafe</i></p>	<p>Recognise when people are trying to gain power or control</p> <p><i>I can demonstrate ways I could stand up for myself and my friends in situations where others</i></p>
<p>Recognise my qualities as person and a friend</p> <p><i>I know ways to praise myself</i></p>	<p>Understand that sometimes it is good to keep a secret and</p>				

	<p>Tell you why I appreciate someone who is special to me</p> <p><i>I can express how I feel about them</i></p>	<p>sometimes it is not good to keep a secret</p> <p><i>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</i></p> <p>Recognise and appreciate people who can help me in my family, my school and my community</p> <p><i>I understand how it feels to trust someone</i></p> <p>Express my appreciation for the people in my special relationships</p> <p><i>I am comfortable accepting appreciation from others</i></p>	<p>Understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p><i>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</i></p> <p>Know how to express my appreciation to my friends and family</p> <p><i>I enjoy being part of a family and friendship groups</i></p>	<p><i>negotiate and compromise</i></p> <p>Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p> <p><i>I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</i></p> <p>Know how to show love and appreciation to the people and animals who are special to me</p> <p><i>I can love and be loved</i></p>	<p>Recognise when I am spending too much time using devices (screen time)</p> <p><i>I can identify things I can do to reduce screen time, so my health isn't affected</i></p> <p>Explain how to stay safe when using technology to communicate with my friends</p> <p><i>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</i></p>	<p><i>are trying to gain power or control</i></p> <p>Judge whether something online is safe and helpful for me</p> <p><i>I can resist pressure to do something online that might hurt myself or others</i></p> <p>Use technology positively and safely to communicate with my friends and family</p> <p><i>I can take responsibility for my own safety and well-being</i></p>
ACC			Online Safety		Online Safety	<p>Health and Fitness</p> <p>Online Safety</p>
Changing Me (Respect Summer 2)	<p>Start to understand the life cycles of animals and humans</p>	<p>Recognise cycles of life in nature</p> <p><i>I understand there are some changes that are</i></p>	<p>Understand that in animals and humans lots of changes happen from birth to fully grown, and</p>	<p>Understand that some of my personal characteristics have come from my birth parents and that this</p>	<p>Aware of my own self-image and how my body image fits into that</p>	<p>Aware of my own self-image and how my body image fits into that</p>

	<p><i>I understand that changes happen as we grow and that this is OK</i></p> <p>Tell you some things about me that have changed and some things about me that have stayed the same</p> <p><i>I know that changes are OK and that sometimes they will happen whether I want them to or not</i></p> <p>Tell you how my body has changed since I was a baby</p> <p><i>I understand that growing up is natural and that everybody grows at different rates</i></p> <p>Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p> <p><i>I respect my body and understand which parts are private</i></p> <p>Understand that every time I learn something new I change a little bit</p>	<p><i>outside my control and can recognise how I feel about this</i></p> <p>Tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p><i>I can identify people I respect who are older than me</i></p> <p>Recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p><i>I feel proud about becoming more independent</i></p> <p>Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private</p> <p><i>I can tell you what I like/don't like about being a boy/girl</i></p>	<p>that usually it is the female who has the baby</p> <p><i>I can express how I feel when I see babies or baby animals</i></p> <p>Understand how babies grow and develop in the mother's uterus</p> <p><i>I understand what a baby needs to live and grow</i></p> <p>Express how I might feel if I had a new baby in my family</p> <p>Start to recognise stereotypical ideas I might have about parenting and family roles</p> <p><i>I can express how I feel when my ideas are challenged and might be I am willing to change my ideas sometimes</i></p> <p>Identify what I am looking forward to when I move to my next class</p> <p><i>I will start to think about changes I will make next year and know how to go about this</i></p>	<p>happens because I am made from the joining of their egg and sperm</p> <p><i>I appreciate that I am a truly unique human being</i></p> <p>I understand what responsibilities there are in parenthood and the joy it can bring.</p> <p><i>I understand that having a baby is a personal choice and can express how I feel about having children when I'm an adult.</i></p> <p>Identify how boys' and girls' bodies change on the outside during this growing up process (Y3)</p> <p><i>I recognise how I feel about these changes happening to me and know how to cope with those feelings (Y3)</i></p> <p>Identify how boy's and girl's bodies change on the inside during growing up (Y3)</p> <p><i>I recognise how I feel about these changing</i></p>	<p><i>I know how to develop my own self esteem</i></p> <p>Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p><i>I understand that puberty is a natural process that happens to everybody and that it will be ok for me</i></p> <p>Describe how boys' and girls' bodies change during puberty</p> <p><i>I can express how I feel about the changes that will happen to me during puberty</i></p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.</p> <p><i>I appreciate how amazing it is that human</i></p>	<p><i>I know how to develop my own self esteem</i></p> <p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p><i>I can express how I feel about the changes that will happen to me during puberty</i></p> <p>I can describe how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p><i>I can recognise how I feel when I reflect on the development and birth of a baby.</i></p> <p>Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend</p>
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	<p><i>I enjoy learning new things</i></p> <p>Tell you about changes that have happened in my life</p> <p><i>I know some ways to cope with changes</i></p>	<p>Understand there are different types of touch and can tell you which ones I like and don't like</p> <p><i>I am confident to say what I like and don't like and can ask for help</i></p> <p>Identify what I am looking forward to when I move to my next class</p> <p><i>I can start to think about changes I will make when I am in Year 3 and know how to go about this</i></p>		<p><i>happening and how to cope with these feelings. (Y3)</i></p> <p>I can describe how a girl's body changed in order for her to be able to have babies when she is an adult and that menstruation is a natural part of this.</p> <p><i>I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</i></p> <p>Know how the circle of change works and can apply it to changes I want to make in my life</p> <p><i>I am confident enough to try to make changes when I think they will benefit me</i></p> <p>Identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p><i>I can express my fears and concerns about changes that are</i></p>	<p><i>bodies can reproduce in these ways.</i></p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p><i>I am confident that I can cope with the changes that growing up will bring</i></p> <p>Identify what I am looking forward to when I move to my next class.</p> <p><i>I can start to think about changes I will make next year and know how to go about this.</i></p>	<p><i>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</i></p> <p>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity.</p> <p><i>I can be assertive when appropriate.</i></p> <p>Aware of the importance of a positive self-esteem and what I can do to develop it</p> <p><i>I can express how I feel about my self-image and know how to challenge negative 'body-talk'</i></p> <p>Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p><i>I know how to prepare myself emotionally for the changes next year.</i></p>
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