

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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Healthy eating

Pupils should know:

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- the principles of planning and preparing a range of healthy meals.

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Pupils should know:

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- 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.

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.

- 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.

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

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

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

	Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling		achievements Compliments	Managing stress	Take responsibility with technology use	Sexting Transition
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Jigsaw	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.
Features of our St. Martin's school life	SIP: Class teachers ensure all 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. Charity days run by PLT including Children in Need, Red Nose Day and Christmas Jumper Day. In school visits; Road Safety workshops EYFS, Year 2 and Year 3 (Feet First) Fire Brigade in EYFS and Year 2 Bikeability and Learn to Ride for Years 4 and 6 Year 4 Water and beach safety talk at Rainbow Leisure Centre during swimming course (including lifesaving skills) RNLI – Water Safety – whole school Rail Safety – whole school Citizenship and Anti Bully Workshop (through YMCA) in Year 6 Funding for PP and disadvantaged children to participate in any paid visits. 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.
Pupil Leader	Pupil Leaders at St. Martin's will lead learning for other pupils and teach them to: • Understand the importance of leading their peers • Think of others and express themselves in a mature and concise way • Model taking action to make a difference • Attending whole school meetings to monitor impact

	• Drive forward initiatives within the class and wider school community discuss, debate and present ideas, developing speaking and listening skills • Work together as a team over a period of time, as they collaborate on fundraising projects
	EYFS
Vocabulary	<i>angry, choice, different, excited, feelings, friend, gentle, happy, kind, learn, nervous, responsibilities, rights, sad, share, similar, taking turns, turn taking, unique, differences, different, friendship, frightened, family, friends, happy, home, kind, proud, sad, similar, similarities, special, unique, unkind, achieve, challenge, difficult, dreams, encourage, earn, frustrated, future, goal, job, keep trying, kind, persevere, proud, reward, skills, asleep, challenge, clean, exercise, germs, healthy, hygiene, less healthy, movement, rest, safe, scared, sleep, stranger, stretch, teeth, unexpected, unplanned, worried, angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset</i>
Being Me in My World (Friendship Autumn 1)	I belong in my class and am part of a group I understand that people are similar and different I am beginning to recognise and talk about different feelings I understand that my classroom is a place where we learn and play together I know that working together helps make school a good place to be I understand why kindness matters and how it affects others I know what using gentle hands looks like I know that everyone has the right to learn and play I understand what being responsible means I know how we look after our classroom and resources I can describe how they help everyone feel safe and able to learn Social and Emotional Skills <i>I can name my feelings</i> <i>I know how work and play with others</i> <i>I know why it is important to be kind and gentle</i> <i>I understand why it is important to care about others' feelings</i> <i>I can make good choices · I can follow our class rules</i>
Celebrating Differences (Love Autumn 2)	What being unique means The names of some emotions Why having friends is important Some qualities of a positive friendship That they don't have to be "the same as" someone to be a friend What being proud means, and that people can be proud of different things

	That people can be good at different things Families can be different People have different homes and why they are important to them Ways of making friends Social and Emotional Skills <i>Recognise emotions when they or someone else is upset, frightened or angry</i> <i>Identify and use skills to make a friend</i> <i>Identify some ways they can be different and the same as others</i> <i>Identify and use skills to stand up for themselves</i> <i>Identify feelings associated with being proud</i> <i>Identify things they are good at · Be able to vocalise success for themselves and about others successes</i> <i>Recognise similarities and differences between their family and other families</i> <i>Recognise emotions when they or someone else is</i>
Dreams and Goals (Responsibility Spring 1)	Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind · Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal Social and Emotional Skills <i>Understand that challenges can be difficult</i> <i>Resilience</i> <i>Recognise some of the feelings linked to perseverance</i> <i>Recognise how kind words can encourage people</i> <i>Talk about a time that they kept on trying and achieved a goal</i>

	<i>Be ambitious</i> <i>Feel proud</i> <i>Celebrate success</i>
Healthy Me (Courage Spring 2)	I can name some parts of my body and understand that being active helps keep me healthy I understand that moving my body and resting are both important for my health I can talk about things I need to do to stay healthy I know what “healthy” means and can begin to make healthy food choices I know how to help myself go to sleep and understand why sleep is important I can wash my hands and understand why this is important, especially before eating and after using the toilet I know who my safe adults are and how to stay safe if they are not close by <i>Social and Emotional Skills</i> <i>I can notice how my body feels when I am active and understand that moving helps keep me well</i> <i>I can recognise when my body needs movement or rest</i> <i>I can talk about some ways I can look after myself and keep my body healthy</i> <i>I can make simple healthy choices and notice how these help my body and feelings</i> <i>I can use strategies that help me feel calm and ready for sleep</i> <i>I can take responsibility for caring for my body by keeping myself clean and healthy</i> <i>I can identify trusted adults and ask for help when I feel unsafe or unsure</i>
Relationships (Honesty Summer 1)	Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendships Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw’s Calm Me to help when feeling angry Know some reasons why others get angry <i>Social and Emotional Skills</i> <i>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</i> <i>Can suggest ways to make a friend or help someone who is lonely</i> <i>Can use different ways to mend a friendship</i>

	Can recognise what being angry feels like Can use Calm Me when angry or upset					
Relationships (Honesty Summer 2)	Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on Social and Emotional Skills Recognise that changing class can elicit happy and/or sad emotions Can say how they feel about changing class/ growing up Can identify how they have changed from a baby Can say what might change for them they get older Can identify positive memories from the past year in school/home					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Vocabulary (consolidate the previous year)	Achievement, belong, belonging, calm, choice, choices, consequences, disappointed, feelings, learn, learning charter, proud, responsibilities, rewards, rights, safe, safe place, special, upset, valued, views, bully, bullied, bullying, bullying behaviour, celebration, courtesy, courage, deliberate, difference, different from, harmful, inclusive,	Actions, assertive, belong, belonging, boundaries, choices, consequence, consequences, controlling, contributions, fair, fears, hopes, learning charter, negative, positive, praise problem solving, responsible, responsibilities, reward, rewards, rights, safe, worried, worries, assumptions, belong,	Achievements, actions, acknowledge, affirm, assertive, behaviour, belong, challenge, choices, controlling, courtesy, consequences, dream, emotions, exclude, fairness, feelings fears, friendship, group, dynamics, ideal, school, include, kind, learning, learning charter, loneliness, lonely, manners, nightmare, personal, goal, pleased, praise, pride, proud, responsibilities, rewards,	Authority, charter, choices, community, conflict, consequence, contribution, courtesy, decisions, democracy, democratic, excluded, friend, friendship, healthy, help, included, job description, earning, charter, observer, proud responsibility, responsibilities, respect, rights, role, school, self-respect, solution, team, trusted adult, un	Appreciation, asylum, challenge, choices, citizen, collaboration, cooperation, conflict, consequences, courtesy, deprive, denied, education, empathise, goals, hopes, leadership, learning charter, manners, migrant, motivation, opportunities, participation, persecution, poverty, prejudice, privilege, refugee, responsibilities, rewards, rights, self-respect, vision, wealth,	Behaviour, choice, choices, collaboration, community, comparison, consequences, cooperation, cocoa plantation, cocoa pods, courtesy, decision, democracy, discernment, education, empathise, empathy, fears, Ghana, goals, hazard/risk, illegal, lawful, laws, learning charter, legal, manners, Maslow, motivation, needs, obstacles, opportunities, participation, proud,

included, lonely, manners, on purpose, safe, same as, similarity, similar, special, support, unique, unfair, achieve, achievement, active, celebrate, celebration, challenge, confidence, coins, dreams, feelings, garden, goal, goals, happiness, internal, learning obstacle, overcome, proud, process, rest, self-respect, special, stepping stones, stretchy, success, team work, treasure, treasure chest, working together, balanced, bacteria, body parts, choices, clean, crossing, ears, exercise, eyes, germs, healthy, hygienic, keeping clean, kerb, less healthy, listen, look, medicines, nervous, pavement, safe, scared, sleep, soap, traffic, traffic lights, trust, unhealthy, virus, wait, appreciate, belong, celebrate, community, confidence, different, dislike, family, feel, feelings, friendship, friends, greeting, help,	belonging, boundary, boys, bully, bystander, culture, courtesy, difference, different, disability, fairness, family feelings, female, friends, girls, help, identity, included, inclusive, kind, kindness, lonely, male, on purpose, purpose, respect, sad, self-respect, shield, similarities, special, stereotypes, stand up for, support, teasing, unkind, unique, value, achievement, calm, celebrate, challenge, community, courtesy, dream, feelings, goal, group, health, healthy choices, hobbies, interest, interests, learning together, lifestyle, manners, motivation, partner, product, proud, realistic, relax, relaxation, safety, self-care, self-esteem, stress, success, team work, tense, wellbeing, assess, balanced diet, barriers, body choices, crossing, dangerous, energy, hazard, healthy, medicines, nutritious, portion, react, risk, risks,	rights, self-respect, solutions, support team, work, valued, view point, welcome, wellbeing, worries, banter, bullying, bystander, caring, compliment, conflict, connected, consequences, difference, discrimination, family, feelings, gay, hurtful, include, incident, isolate, kindness, lonely, love, loving, protection, resolve, rights, safe, security, self-regulation, similarity, solve it, together, special, stability, stereotype, support, tell, unique, unkind, witness, ambitions, challenge, challenges, community, design, differences, dream, dreams, enthusiastic, evaluate, frustration, future, garden, goal, goals, healthy, identity, include, learning, motivated, obstacles, outdoors, responsible, respect, review, safe, choices, self-esteem, self-review, solution, strengths, success, team, work, teamwork, wellbeing, water safety, advice, ambulance, anxious, appreciate, attitude, body, calories/kilojoules, choice, coastguard, helicopter,	convention on rights of the child, valued, violence, voting, welcome, wellbeing, accept, appearance, assumption, bully, bullying, bystander, changed, character, characteristics, courtesy, deliberate, different, empathy, friend, hurtful, impression, influence, judgement, kindness, manners, on purpose, physical features, problem solve, protected characteristics, respect, secret, special, surprised, troll, unique, witness, agree/disagree, anxious, attitude, celebrate, cope, courtesy, courage, design, determination, determined, disappointed, disappointment, dream, dreams, follower, goal, goals, help, hope, hopeful, hopes, hurt, inspired, internal, treasure chest, leader, learning, manners, motivated, plans,	appearance, assumptions, banter, bullying, colour, community, continuum, culture, cyber bullying, difference, direct, developing world, disability, discrimination, fair, happiness, homophobic, indirect, included, name-calling, race, racist, racism, respected, respect, rumour, sexist, similarity, stereotype, texting, adult aspiration, attitudes, barrier, career, choice, community, participation, country, culture, digital spending, dream, environment, financial harm, goal, grown up, identity, influence, job, lifestyle, media, money, motivation, opportunity, rallying, reliable, rights, risk, salary, save, self-care, self-esteem, society, spend, spending decisions, sponsorship, support, teamwork, technology, values, addicted, alcohol, altered body image, calm, celebrity choices, comparison, debate, emergency, fact, healthy behaviour, healthy lifestyle, informed	report, resilience, responsibilities, rewards, rights, trusted adult,, value, welcome, wants, west Africa, worries, achievement, accolade, admiration, argument, assumption, banter, belonging, bullying, bullying behaviour, celebration, community, conflict, control, difference, direct, disability, discrimination, empathy, equality, equality act, harassment, imbalance, indirect, misunderstanding, norma,l paralympian, perception, perseverance, power, prejudice, protected characteristics, racism, recipient, respect, rights, sport, stamina, struggle, stereotype, achieve, achievement, admire, aspirations, awareness, collaborate, compliment, concern, contribution, cooperate, dream, feeling, feelings, global, goal, issue, leadership skills, learning, money, motivate, personal praise prevention, recognition, realistic, rescue, role, safety, strategy, strengths, stretch
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helpful, incredible, kind, like, praise, proud, qualities, relationships, same, skills, special, texture, touch, adult, adulthood, anus, anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, new, penis, proud, testicles, vulva, worried,	safe, scared, stop, drop, roll, unhealthy, unsafe, worry, acceptable, adult, appreciate, celebrate, communication, compliments, conflict, cooperate, different, dislike, diverse, family, frightened, friends, good, secret, happy, honesty, hugs, important, like, likes/dislikes, negative, not acceptable, physical contact, point of view, positive, problem solving, relationship, reliability, sad, secret, special, stereotype, surprise, touch, trust, trustworthy, worry, secret adult, anus, anxious, assertive, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, looking forward, male, nervous, old, older, penis, physical, private, public, respect, responsibilities, teenager, testicles, texture, timeline, toddler,	complex, dangerous, drugs, emergency, emergency services, energy, fat, feelings, fire engine, fitness, harmful, heartbeat, healthy, heart, labels, lungs, oxygen,, police car, responsibility, risk, safe, scared, strategy, sugar, saturated fat, unsafe, age, restriction, appreciation, careers, celebrating, conflict, culture, deprivation, differences, fairness, family, feelings/emotions, female, friendship, gaming/apps, global, happiness, influence, inequality, in-app purchases, internet, interconnected, job, location, settings, male, manners, media, messaging, needs, personal information, privacy, problem solving, relationships, respect, responsibilities, rights, risky, role, safe/unsafe, sex (male and female), social media, solution, stereotype, support, trade, trusted adult, trust, united nations, unisex, wants, wellbeing, win-win, animals, babies, birth, breasts, care, challenge, change, changes, control	positive, positive attitude, problem-solve, proud, resilience, review, risk, roles, safety, self-belief, self-esteem, self-respect, setback, success, wellbeing, advice, agree/disagree, alcohol, anxiety, assertive, believe, disease, emotions, embarrassment, fear, follower, friendship, groups, friendships, guilt, healthy, leader, liver, lonely, opinion, peers, pressure,, puberty, relationships, right, roles, smoking, trust, value, vaping, wrong, anger, appreciation, attraction, betrayal, boyfriend, care, close, comfortable, compromise, conflict, critical thinking, emotions, empathy, envy, friendships, girlfriend, jealousy, lonely / loneliness, loss, love, loyalty, manage, memories, memento, negotiate, negative, personal, positive, pressure, problem-	decision, influence, level-headed, media, motivation, nicotine, obesity, opinion, pressure, procedure, recovery position, self-respect, smoking, social media, tobacco, unhealthy behaviour, vaping, addiction, age restriction, appropriate, assertive, being responsible, bullying, characteristics, choices, community, controlling, data, data protection, devices, fake online, hoaxes gambling / betting grooming, harassed, hobbies, interests, location, settings, lonely, loot boxes, mental health, offline, online personal information, personal qualities, physical health, privacy, reliable, reporting, responsibility, responsibilities, rights, risk, risky, safe, screen time, self-esteem, self-perception, social, social network, targeting, troll, trustworthy, vulnerable, wellbeing, affirmation, anxious, aspects, authentic, body image, change, characteristics, cope, conception,	success, success criteria, suffering support unrealistic, anti-social behaviour, choice, crime, criminal, drugs, effects, emotional health, exploited, gangs, gang, illegal, immunisation, managing stress, mental health, mental illness, motivation, new, psychoactive substances over-the-counter, prevention, prescribed, pressure, reputation, responsibility, restricted, strategies, stress, synthetic highs, symptoms, triggers, unrestricted, volatile substances, vulnerable, age restrictions, ai (artificial intelligence), anxiety, ashamed, assertive, authority, bullying, communication, consent, control, courtesy, digital rights, early warning signs, emotions, feelings, grief, influences, isolation, loneliness, mental health, personal data, power, pressure, privacy, real / fake, respect, risks safety, self-care, self-control, signs, stigma, strategies, stress, support, targeting,
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		touch, uncomfortable, vagina, vulva, young	egg, family, female, genitals, growing up, looking forward, male, mother, ovaries, ovum / ova, penis, personal hygiene, puberty, pubic hair, roles, scrotum, ,sperm, stereotypes, task, testicles, vagina, womb / uterus, worries,	solve, reality, relationship, remember, souvenir, special, support, symbol, trust, vulnerable, acceptance anxious, belonging, care, characteristics, change, choices, circle, control, family, fallopian tube, hobbies, hormone, identity, inner circle, interests, love, looking forward, menstrual cup, menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, panty liner, period pants, period products, periods, personality, proud, proportionate, puberty, reliable, seasons, skills, support, tampons, trusted adult, trustworthy, unique, values, egg, family, female, genitals, growing up, looking forward, male, mother, ovaries, ovum / ova, penis, personal hygiene, puberty, pubic hair, roles, scrotum, ,sperm, stereotypes, task, testicles, vagina,	contraception, consent, erection, edited embryo, emotions, excitement, facial hair, fallopian tube, fear, fertilisation, fertility treatment (IVF), filter, growth spurt, hormone, hope, hormones, influences, larynx, making love, manage, media, media influencer ,menstrual cycle, menstrual pads, menstrual towels, menstruation, mental health/wellbeing, milestone, opportunities, oestrogen, ovary, ovaries, perception, perceptions, periods, pregnancy, puberty, relationships, reliable sources, responsibilities, scrotum, self, self-esteem, self-image, sexual intercourse, semen, sperm, teenager, testicles, testes, testosterone, vagina, vulva, wet dream, womb/uterus	technology, true / untrue warning, adolescent, assertive, attraction, baby, caesarean, celebrity, cervix, challenge, choice, contractions, consent, criticise, embryo, feelings/emotions,, foetus, freedoms, identity independence, journey, labour, looking forward, love, mental health, midwife, negative body-talk opportunities, placenta, pregnancy, pressure, puberty, real, self relationship, relationships, responsibilities, secondary, self-esteem, self-image, sexting, transition, umbilical cord, values, worries
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				womb / uterus, worries,		
Being Me in My World (Friendship Autumn 1)	I know how to use my Jigsaw Journal	I can identify some of my hopes and fears for this year	I recognise my worth and can identify positive things about myself and my achievements.	I know my attitudes and actions make a difference to the class team	I can face new challenges positively and know how to set personal goals	I can identify my goals for this year, understand my fears and worries about the future and know how to express them
	I understand the rights and responsibilities as a member of my class	I know how to use my Jigsaw Journal	I can set personal goals	I know how to use my Jigsaw Journal	I know how to use my Jigsaw Journal	
	I understand the rights and responsibilities for being a member of my class	I understand the rights and responsibilities for being a member of my class and the importance of making contributions	I know how to use my Jigsaw Journal	I understand who is in my school community, the roles they play, how I fit in and how I can contribute	I understand my rights and responsibilities as a citizen of my country	I know how to use my Jigsaw Journal
	I know my views are valued and can contribute to the Learning Charter	I can listen to other people and contribute my own ideas about rewards and consequences	I can face new challenges positively, make responsible choices and ask for help when I need it	I understand how democracy works through the School Council	I understand my rights and responsibilities as a citizen of my country and as a member of my school	I know that there are universal rights for all children but for many children these rights are not met
	I recognise the choices I make and understand the consequences	I understand how following the Learning Charter will help me and others learn	I understand why rules are needed and how they relate to rights and responsibilities	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I can make choices about my own behaviour because I understand how rewards and consequences feel	I understand that my actions affect other people locally and globally
	I understand my rights and responsibilities within our Learning Charter	I recognise the choices I make and understand the consequences	I understand that my actions affect myself and others and I care about other people's feelings	I understand how groups come together to make decisions	I understand how an individual's behaviour can impact on a group	MI can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities
	Social and Emotional Skills		I can make responsible choices and take action	I understand how democracy and having	I understand how democracy and having a voice benefits the school	
	<i>I feel special and safe in my class</i>	Social and Emotional Skills	I understand my actions affect others and try to			
	<i>I know that I belong to my class</i>					

	<i>I know how to make my class a safe place for everybody to learn</i>	<i>I can recognise when I feel worried and know who to ask for help</i>	see things from their points of view	a voice benefits the school community	community and know how to participate in this	I understand how an individual's behaviour can impact on a group
	<i>I recognise how it feels to be proud of an achievement</i>	<i>I can help myself and others feel like we belong</i> <i>I can help make my class a safe and fair place</i>	Social and Emotional Skills <i>I value myself and know how to make someone else feel welcome and valued</i>	Social and Emotional Skills <i>I know how good it feels to be included in a group and understand how it feels to be excluded</i>	Social and Emotional Skills <i>I know what I value most about my school and can identify my hopes for this school year</i>	I understand how democracy and having a voice benefits the school community
	<i>I recognise the range of feelings when I face certain consequences</i>	<i>I can listen to others and share my ideas</i>	<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>	<i>I try to make people feel welcome and valued</i>	<i>I can empathise with people in this country whose lives are different to my own</i>	Social and Emotional Skills <i>I feel welcome and valued and know how to make others feel the same</i>
	<i>I understand my choices in following the Learning Charter</i>	<i>I can work co-operatively with others</i> <i>I can follow our Learning Charter</i>	<i>I know how to make others feel valued</i> <i>I understand that my behaviour brings rewards/consequences</i> <i>I can work cooperatively in a group</i> <i>I am choosing to follow the Learning Charter</i>	<i>I can take on a role in a group and contribute to the overall outcome</i> <i>I can recognise my contribution to making a Learning Charter for the whole school</i> <i>I understand how rewards and consequences motivate people's behaviour</i> <i>I understand why our school community benefits from a Learning Charter and can help others to follow it</i>	<i>I understand that my actions affect me and others</i> <i>I can contribute to the group and understand how we can function best as a whole</i> <i>I understand why our school community benefits from a Learning Charter and can help others to follow it</i>	<i>I understand my own wants and needs and can compare these with children in different communities</i> <i>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</i> <i>I can contribute to the group and understand how we can function best as a whole</i> <i>I understand why our school community benefits from a Learning Charter and how I can help others</i>

						<i>to follow it by modelling it myself</i>
ACC	British Values	British Values	British Values	British Values	British Values	British Values
Celebrating Differences (Love Autumn 2)	I can identify similarities between people in my class I can identify differences between people in my class I could tell you what bullying is I know some people who I could talk to if I was feeling unhappy or being bullied I know how to make new friends I can tell you some ways I am different from my friends Social and Emotional Skills <i>I can tell you some ways in which I am the same as my friends</i>	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself I understand that it is OK to be different from other people and to be friends with them I can tell you some ways I am different from my friends Social and Emotional Skills <i>I understand some ways in which boys and girls are</i>	I understand that everybody's family is different and important to them I understand that differences and conflicts sometimes happen among family members I know what it means to be a witness to bullying I know that witnesses can make the situation better or worse by what they do I can recognise that some words are used in hurtful ways I can tell you about a time when my words affected someone's feelings and what the consequences were Social and Emotional Skills	I understand that, sometimes, we make assumptions based on what people look like I understand what influences me to make assumptions based on how people look I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can identify what is special about me and value the ways in which I am unique I can tell you a time when my first impression of someone changed when I got to know them	I understand that cultural differences sometimes cause conflict I understand what racism is I understand how rumour-spreading and name-calling can be bullying behaviours I can explain the difference between direct and indirect types of bullying I can compare my life with people in the developing world I understand a different culture from my own Social and Emotional Skills <i>I am aware of my own culture</i>	I understand there are different perceptions about what normal means I understand how being different could affect someone's life I can explain some of the ways in which one person or a group can have power over another I know some of the reasons why people use bullying behaviours <i>I can tell you a range of strategies</i> I can give examples of people with disabilities who lead amazing lives I can explain ways in which difference can be a source of conflict and a cause for celebration Social and Emotional Skills

	<i>I can tell you some ways I am different from my friends</i> <i>I understand how being bullied might feel</i> <i>I can be kind to children who are bullied</i> <i>I know how it feels to make a new friend</i> <i>I understand these differences make us all special and unique</i>	<i>similar and feel good about this</i> <i>I understand some ways in which boys and girls are different and accept that this is OK</i> <i>I can tell you how someone who is bullied feels</i> <i>I can be kind to children who are bullied</i> <i>I know when and how to stand up for myself and others</i> <i>I know how to get help if I am being bullied · I understand we shouldn't judge people if they are different</i> <i>I know how it feels to be a friend and have a friend</i> <i>I understand these differences make us all special and unique</i>	<i>I appreciate my family/the people who care for me</i> <i>I know how to calm myself down and can use the 'Solve it together' technique</i> <i>I know some ways of helping to make someone who is bullied feel better</i> <i>I can problem-solve a bullying situation with others</i> <i>I try hard not to use hurtful words (e.g., gay, fat)</i> <i>I can give and receive compliments and know how this feels</i>	Social and Emotional Skills <i>I try to accept people for who they are</i> <i>I can question why I think what I do about other people</i> <i>I know how it might feel to be a witness to and a target of bullying</i> <i>I can problem-solve a bullying situation with others</i> <i>I like and respect the unique features of my physical appearance</i> <i>I can explain why it is good to accept people for who they are</i>	<i>I am aware of my attitude towards people from different races</i> <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> <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> <i>I can appreciate the value of happiness regardless of material wealth</i> <i>I respect my own and other people's cultures</i>	<i>I can empathise with people who are different</i> <i>I am aware of my attitude towards people who are different</i> <i>I know how it can feel to be excluded or treated badly by being different in some way</i> <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> <i>I appreciate people for who they are</i> <i>I can show empathy with people in either situation</i>
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ACC						
Dreams and Goals (Responsibility Spring 1)	I can set simple goals I can set a goal and work out how to achieve it I understand how to work well with a partner I can tackle a new challenge and understand this might stretch my learning I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I can tell you how I felt when I succeeded in a	I can choose a realistic goal and think about how to achieve it I know what I need to keep my body healthy I can recognise who I work well with and who it is more difficult for me to work with I can work well in a group to create an end product I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	I can tell you about a person who has faced difficult challenges and achieved success I can identify a dream/ambition that is important to me I enjoy facing new learning challenges. I'm working out the best ways needed to achieve them I am motivated and enthusiastic about achieving our new challenge I can recognise obstacles which might hinder my	I can tell you about some of my hopes and dreams I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help I know how to cope with disappointment and find ways to move forward I know how to make a new plan and set new goals even if I have been disappointed	I understand that I will need money to help me achieve some of my dreams I recognise that there are different ways that people's spending decisions can affect others and the environment and that things have different values I can explore a range of different jobs and think critically about the information I see about them online	I 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 can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I can identify problems in the world that concern me and talk to other people about them

	new challenge and how I celebrated it	I Know how to share success with other people	achievement and can take steps to overcome them	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	I can describe the dreams and goals of young people in a culture different to mine	I can work with other people to help make the world a better place
	Social and Emotional Skills	Social and Emotional Skills	I can evaluate my own learning process and identify how it can be better next time	I can identify the contributions made by myself and others to the group's achievement	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other	I can describe some ways in which I can work with other people to help make the world a better place
	<i>I can tell you about a thing I do well</i>	<i>I can tell you things I have achieved and say how that makes me feel</i>	Social and Emotional Skills			
	<i>I can tell you how I learn best</i>					I know what some people in my class like or admire about me and can accept their praise
	<i>I can celebrate achievement with my partner</i>	<i>I am motivated to make healthy choices that help me to reach my goals</i>	<i>I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</i>	Social and Emotional Skills	I can 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	
	<i>I can identify how I feel when I am faced with a new challenge</i>	<i>I can tell you how working with other people helps me learn</i>	<i>I can imagine how I will feel when I achieve my dream / ambition</i>	<i>I know how it feels to have hopes and dreams . I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me</i>		Social and Emotional Skills
	<i>I know how I feel when I see obstacles and how I feel when I overcome them</i>	<i>I can work with others in a group to solve problems</i>	<i>I can break down a goal into a number of steps and know how others could help me to achieve it</i>			<i>I understand why it is important to stretch the boundaries of my current learning</i>
	<i>I know how to store the feelings of success in my internal treasure chest</i>	<i>I can tell you when a feeling is weak and when a feeling is strong</i>		<i>I can respect myself and notice how coping builds my self-esteem and resilience</i>	Social and Emotional Skills	<i>I can set success criteria so that I will know whether I have reached my goal</i>
		<i>I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest</i>	<i>I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge</i>	<i>I know what it means to be resilient and to have a positive attitude</i>	<i>I can identify what I would like my life to be like when I am grown up</i>	<i>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</i>
			<i>I can manage the feelings of frustration that may arise when obstacles occur</i>		<i>I recognise that people have different attitudes towards saving and spending money, and towards risk</i>	<i>I can empathise with people who are suffering or</i>

			<i>I am confident in sharing my success with others and can store my feelings in my internal treasure chest</i>	<i>I can enjoy being part of a group challenge</i> <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>	<i>I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow</i> <i>I can reflect on how these relate to my own</i> <i>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</i> <i>I understand why I am motivated to make a positive contribution to supporting others</i>	<i>who are living in difficult situations</i> <i>I can identify why I am motivated to do this</i> <i>I can give praise and compliments to other people when I recognise their contributions and achievements</i>
ACC					Maths - money	

Healthy Me (Courage Spring 2)	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	I can sort foods into the correct food groups and know which foods my body needs to keep me healthy <i>I have a healthy relationship with food and know which foods I enjoy the most</i>	I understand how exercise affects my body and know why my heart and lungs are such important organs I know that the amount of calories, fat and sugar I put into my body will affect my health	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I know there are health risks with smoking and vaping and can tell you how tobacco and nicotine are harmful to the body	I can take responsibility for my health and make choices that benefit my health and well-being I know about different types of drugs and their uses and their effects on the body particularly the liver and heart
	I know how to make healthy lifestyle choices			I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour and know how to reduce risks and ask for help	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	
	I know how to keep myself clean and healthy, and understand how germs cause disease/illness	I can make some healthy snacks and explain why they are good for my body and give me energy. <i>I can express how it feels to share healthy food with my friends</i>	I can tell you my knowledge and attitude towards drugs			I understand that some people can be exploited and made to do things that are against the law
	I know that all household products including medicines can be harmful if not used properly	<i>I am motivated to make healthy lifestyle choices</i>	I can identify things, people and places that I need to keep safe from	I know some facts about the effects of smoking and vaping on health and why some people might start to smoke or vape	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I know why some people join gangs and the risks this involves
	I understand that medicines can help me if I feel poorly and I know how to use them safely	I can recognise hazards in my home, including fire risks and hot things and know how to reduce risks and keep myself safe.	I know some strategies for keeping myself safe, who to go to for help and how to call emergency services	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	I understand how the media, social media and celebrity culture promotes certain body types	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
	I know how to keep safe when crossing the road, and about people who can help me to stay safe	I can recognise risks and know how to keep myself safe around roads, railways and water and can explain why safety rules help protect me	I can identify when something feels safe or unsafe			I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.
	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy		I understand how complex my body is and how important it is to take care of it	I can recognise when people are putting me under pressure and can explain ways to resist this when I want	I can describe the different attitudes people have to food and how these can be affected by external influences	
	Social and Emotional Skills	I understand how medicines work in my body and how important it is to use them safely	Social and Emotional Skills	I know myself well enough to have a clear	I know what makes a healthy lifestyle including healthy eating and the	Social and Emotional Skills

	<i>I feel good about myself when I make healthy choices</i> <i>I am special so keep myself safe</i> <i>I know some ways to help myself when I feel poorly</i> <i>I can recognise when I feel frightened and know who to ask for help</i> <i>I can recognise how being healthy helps me to feel happy</i>	<i>I feel positive about caring for my body and keeping it healthy</i> <i>I can explain how to keep my body healthy and safe at home and when I'm out</i> Social and Emotional Skills <i>I have a healthy relationship with food and know which foods I enjoy the most</i> <i>I can express how it feels to share healthy food with my friends</i> <i>I can recognise when I feel worried or unsafe and know to tell an adult straight away</i> <i>I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice</i> <i>I feel positive about caring for my body and keeping it healthy</i>	<i>I can set myself a fitness challenge</i> <i>I know what it feels like to make a healthy choice</i> <i>I can identify how I feel towards drugs</i> <i>I can express how being anxious or scared feels</i> <i>I can take responsibility for keeping myself and others safe</i> <i>I respect my body and appreciate what it does for me</i>	picture of what I believe is right and wrong Social and Emotional Skills <i>I can identify the feelings I have about my friends and my different friendship groups</i> <i>I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe</i> <i>I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</i> <i>I can identify feelings of anxiety and fear</i>	choices I need to make to be healthy and happy Social and Emotional Skills <i>I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure</i> <i>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</i> <i>I know how to keep myself calm in emergencies</i> <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> <i>I respect and value my body</i> <i>I am motivated to keep myself healthy and happy</i>	<i>I am motivated to care for my physical and emotional health</i> <i>I am motivated to find ways to be happy and cope with life's situations without using drugs</i> <i>I can suggest ways that someone who is being exploited can help themselves</i> <i>I can suggest strategies someone could use to avoid being pressurised</i> <i>I know how to help myself feel emotionally healthy and can recognise when I need help with this</i> <i>I use different strategies to manage stress and pressure</i>
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		<i>I can make good choices that help me stay healthy and safe</i>		<i>associated with peer pressure</i> <i>I can tap into my inner strength and know how to be assertive</i>		
	Health and Fitness	Health and Fitness	Health and Fitness	Health and Fitness	Health and Fitness	Health and Fitness
ACC					Online Safety	
Relationships (Honesty Summer 1)	I can 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>	I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate I understand that there are lots of forms of physical contact within a	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can identify and put into practice some of the skills of friendship eg. taking	I can recognise situations which can cause jealousy in relationships I can identify someone I love and can express why they are special to me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I understand that belonging to an online community can have	I know that it is important to take care of my mental health I know how to take care of my mental health I understand that there are different stages of grief and that there are different types of loss

I can identify what being a good friend means to me	family and that some of this is acceptable and some is not	turns, being a good listener	I can tell you about someone I know that I no longer see	positive and negative consequences	that cause people to grieve
I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can identify some of the things that cause conflict with my friends	I know and can use some strategies for keeping myself safe online	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I understand there are rights and responsibilities in an online community or social network	when people are trying to gain power or control
I know who can help me in my school community	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I understand how people around the world help and influence my life and media doesn't always show complete information	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I know there are rights and responsibilities when playing a game online	I can judge whether something online is safe and helpful for me
I can recognise my qualities as person and a friend	I recognise and appreciate people who can help me in my family, my school and my community	I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes	I know how to show love and appreciation to the people and animals who are special to me	I can recognise when I am spending too much time using devices (screen time)	I can use technology positively and safely to communicate with my friends and family
I can tell you why I appreciate someone who is special to me	I can express my appreciation for the people in my special relationships	I know how to express my appreciation to my friends and family		I can explain how to stay safe when using technology to communicate with my friends	Social and Emotional Skills
Social and Emotional Skills			Social and Emotional Skills	I understand that I have rights about my personal data	<i>I can understand that people can get problems with their mental health and that it is nothing to be ashamed of</i>
<i>I know how it feels to belong to a family and care about the people who are important to me</i>	Social and Emotional Skills	Social and Emotional Skills			<i>I can help myself and others when worried about a mental health problem</i>
<i>I know how to make a new friend · I can recognise which forms of physical contact are acceptable and unacceptable to me</i>	<i>I accept that everyone's family is different and understand that most people value their family · I know which types of physical contact I like and don't like and can talk about this</i>	<i>I can describe how taking some responsibility in my family makes me feel</i>	<i>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</i>	Social and Emotional Skills	<i>I can recognise when I am feeling those emotions and have strategies to manage them</i>
<i>I know when I need help and know how to ask for it</i> <i>I know ways to praise myself</i>		<i>I know how to negotiate in conflict situations to try to find a win-win solution</i>	<i>I know how most people feel when they lose</i>	<i>I know to keep building my own self-esteem</i> <i>I can recognise when an online community feels unsafe or uncomfortable</i>	<i>I can demonstrate ways I could stand up for myself and my friends in situations</i>

	<i>I can express how I feel about them</i>	<i>I can demonstrate how to use the positive problem-solving technique to resolve conflicts</i> <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> <i>I understand how it feels to trust someone</i> <i>I am comfortable accepting appreciation from others</i>	<i>I know who to ask for help if I am worried or concerned about anything online</i> <i>I can appreciate different cultures, and question stereotypes I might see in photos or information</i> <i>I can empathise with children whose lives are different to mine and know who I can talk to when I need help</i> <i>I enjoy being part of a family and friendship groups</i>	<i>someone or something they love</i> <i>I understand that we can remember people even if we no longer see them</i> <i>I know how to stand up for myself and how to negotiate and compromise</i> <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> <i>I can love and be loved</i>	<i>I can recognise when an online community is helpful or unhelpful to me</i> <i>I can recognise when an online game is becoming unhelpful or unsafe</i> <i>I can identify things I can do to reduce screen time, so my health isn't affected</i> <i>I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable</i>	<i>where others are trying to gain power or control</i> <i>I can resist pressure to do something online that might hurt myself or others</i> <i>I can take responsibility for my own safety and well-being</i>
ACC			Online Safety		Online Safety	Health and Fitness Online Safety
Changing Me (Respect Summer 2)	I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some	I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control	I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby	I understand that lots of things make up a person's identity and this is what makes them unique I can identify how boys' and girls' bodies	I am aware of my own self-image and how my body image fits into that I can explain how a girl's body changes during puberty and understand the importance of looking	I am aware of my own self-image and how my body image fits into that I can explain how girls' and boys' bodies change during puberty and understand the

things about me that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus I understand that every time I learn something new I change a little bit I can tell you about changes that have happened in my life Social and Emotional Skills <i>I understand that changes happen as we grow and that this is OK</i> <i>I know that changes are OK and that sometimes they will happen whether I want them to or not</i> <i>I understand that growing up is natural and that</i>	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I can 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 I understand there are different types of touch and can tell you which ones I like and don't like I can identify what I am looking forward to when I move to my next class Social and Emotional Skills <i>I understand there are some changes that are outside my control and can recognise how I feel about this</i> <i>I can identify people I respect who are older than me</i>	I know some simple ways of keeping lean which can keep me healthy and protect me from infections I can start to recognise stereotypical ideas I might have about parenting and family roles I can identify what I am looking forward to when I move to my next class Social and Emotional Skills <i>I can express how I feel when I see babies or baby animals</i> <i>Recognise how I feel about these changes happening to me and know how to cope with those feelings</i> <i>I have started to think about the ways to keep my body clean as I grow up and how I feel about this</i> <i>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</i>	change on the outside during this growing up process (Y3) I can identify how boy's and girl's bodies change on the inside during growing up (Y3) 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. I know there are many types of family and that often our family members form part of our inner circle I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty I know how the circle of change works and can apply it to changes I want to make in my life I can identify changes that have been and may continue to be	after yourself physically and emotionally I can describe how boys' and girls' bodies change during puberty I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I can identify what I am looking forward to when I move to my next class. Social and Emotional Skills <i>I know how to develop my own self esteem</i>	importance of looking after yourself physically and emotionally I can describe how a baby develops from conception through the nine months of pregnancy and how it is born. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend I am aware of the importance of a positive self-esteem and what I can do to develop it. I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. Social and Emotional Skills <i>I know how to develop my own self esteem</i>
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	everybody grows at different rates I respect my body and understand which parts are private I enjoy learning new things I know some ways to cope with changes	I feel proud about becoming more independent I can describe what I enjoy about being a boy or girl whilst understanding we are all different I am confident to say what I like and don't like and can ask for help I can start to think about changes I will make when I am in Year 3 and know how to go about this	I can start to think about changes I will make next year and know how to go about this	outside of my control that I learnt to accept. Identify what I am looking forward to when I move to a new class Social and Emotional Skills I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am I have strategies to help me cope with the physical and emotional changes I will experience during puberty I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me I am confident enough to try to make changes when I think they will benefit me	I understand that puberty is a natural process that happens to everybody and that it will be OK for me I can express how I feel about the changes that will happen to me during puberty I appreciate how amazing it is that human bodies can reproduce in these ways I am confident that I can cope with the changes that growing up will bring I can start to think about changes I will make next year and know how to go about this	I can express how I feel about the changes that will happen to me during puberty I can recognise how I feel when I reflect on the development and birth of a baby I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to I can express how I feel about my self-image and know how to challenge negative 'body-talk' I know how to prepare myself emotionally for the changes next year
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				<i>Recognise how I feel about these changes happening to me and know how to cope with those feelings</i> <i>I have started to think about the ways to keep my body clean as I grow up and how I feel about this</i> <i>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</i> <i>I can reflect on the changes I would like to make next year and describe how to go about this</i>		
ACC				Science – Animals and Humans	Science – Life Cycles	Science – How babies are born. RE – What does the Bible say about moving on?