



St Peter's of Eaton Square C of E Primary School

PSHE Curriculum Overview

IMPLEMENTATION – How We Will Deliver Our Curriculum

Pupils are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work. In the Foundation Stage, PSHE is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Reception also uses the Jigsaw Scheme of Work materials.

At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

PSHE is taught through Jigsaw's six half termly themes with each year group studying the same unit at the same time (at their own level):

Autumn 1: Being Me in My World

Autumn 2: Differences (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)

IMPACT – How We Will Evaluate Our Curriculum

By the time children leave St Peter's, they will be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society who appreciate diversity and difference. They will be able to recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. Through the PSHE skills and knowledge developed throughout their time at St Peter's, the children will be able to understand and manage their emotions, and be able to look after their mental health and wellbeing. They will be able to develop positive, healthy relationship with their peers both now and in the future. The children will understand the physical aspects involved in RSE at an age appropriate level, have respect for themselves and others, and have a positive self esteem

INTENT - Our Curriculum Intent

At St Peter's C of E Primary School, PSHE enables our children to become independent, confident, healthy and responsible members of society, as well as developing the children intellectually, morally, socially and spiritually. Our Jigsaw PSHE curriculum content has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. At the heart of our PSHE teaching, is a commitment to enhancing and promoting our core Christian Values; Wisdom, hope, forgiveness, service, love and faith.

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PERSONAL, SOCIAL AND EMOTIONAL EARLY LEARNING GOALS	<p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>-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</p> <p>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>-Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>-Work and play cooperatively and take turns with others</p> <p>-Form positive</p>	<p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>-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</p> <p>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>-Work and play cooperatively and take turns with others</p> <p>-Form positive attachments to adults and friendships with peers</p> <p>-Show sensitivity to</p>	<p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>-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</p> <p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>- Work and play cooperatively and take turns with others</p> <p>-Form positive attachments to adults and friendships with peers</p> <p>-Show sensitivity to their own and to others' needs</p>	<p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>-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</p> <p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>- Work and play cooperatively and take turns with others</p> <p>-Form positive attachments to adults</p>	<p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>-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</p> <p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>- Work and play cooperatively and take turns with others</p> <p>-Form positive attachments to adults and friendships with peers</p> <p>-Show sensitivity to</p>	<p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>-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</p> <p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>- Work and play cooperatively and take turns with others</p> <p>-Form positive attachments to adults and friendships with peers</p> <p>-Show sensitivity to</p>

	attachments to adults and friendships with peers -Show sensitivity to their own and to others' needs	their own and to others' needs		and friendships with peers -Show sensitivity to their own and to others' needs	their own and to others' needs	
Jigsaw Pieces (units taught)	Being me in my own world Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Differences Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Skills Progressions	Knowledge Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly Know that being kind is good Know they have a right to learn and play, safely and happily	Knowledge Know what being proud means and that people can be proud of different things Know that people can be good at different things Know what being unique means Know that families can be different Know that people have different homes and why they are important to them Know different ways to make friends	Knowledge 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	Knowledge Know the names for some parts of their body Know what the word 'healthy' means Know some things that they need to do to keep healthy Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them	Knowledge 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 friendship Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken	Knowledge 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
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	Social and Emotional Skills	<p>Know different ways to stand up for themselves</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know that they don't have to 'be the same as' to be a friend</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive friendship</p> <p>Social and Emotional skills</p> <p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for themselves and about others successes</p> <p>Identify some ways they can be different and the same as others</p> <p>Recognise similarities and differences between their family and other families</p> <p>Identify and use skills to make a friend</p>	<p>to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p> <p>Social and Emotional skills</p> <p>Understand that challenges can be difficult</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Resilience</p> <p>Recognise how kind words can encourage people</p> <p>Feel proud</p> <p>Celebrate success</p>	<p>Know when and how to wash their hands properly</p> <p>Know what to do if they get lost</p> <p>Know how to say No to strangers</p> <p>Social and Emotional skills</p> <p>Recognise how exercise makes them feel</p> <p>Recognise how different foods can make them feel</p> <p>Can explain what they need to do to stay healthy</p> <p>Can give examples of healthy food</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Can explain what to do if a stranger approaches them</p>	<p>back and they can hurt</p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p> <p>Social and Emotional skills</p> <p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can use different ways to mend a friendship</p> <p>Can recognise what being angry feels like</p> <p>Can use Calm Me when angry or upset</p>	<p>skills</p> <p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p> <p>Recognise that changing class can illicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify positive memories from the past year in school/ home</p>
	<p>Identify feelings associated with belonging</p> <p>Identify feelings of happiness and sadness</p> <p>Skills to play cooperatively with others</p> <p>Be able to consider others' feelings</p> <p>Be responsible in the setting</p>					

		Identify and use skills to stand up for themselves Recognise emotions when they or someone else is upset, frightened or angry				
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YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum	<p>(R7)- Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>(R9)- Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>(R12)- know 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.</p> <p>(R14)- Know the conventions of courtesy and manners.</p> <p>(R16)- Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show</p>	<p>(R7)- Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>R8)- Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and problems and difficulties.</p> <p>(R9)- Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>(R10) – Know that most friendships have ups and downs, and that these can be worked through so that the friendship is repaired or even</p>	<p>R12)- know 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.</p> <p>(R16)- Know 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 position of authority.</p> <p>(R30)- Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>(H2)- Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and</p>	<p>(R15)- Know the importance of self-respect and how this links to their own happiness.</p> <p>(H1)- Know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>(H2)- Know 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.</p> <p>(H3)- Know how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings.</p> <p>(H5)- Know the benefits of physical exercise, time</p>	<p>- (R1) Know that families are important for children growing up because they can give love, security and stability.</p> <p>-(R2) Know 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.</p> <p>-(R3) know that others' families, either in school, or 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.</p> <p>- (R4) Know that stable, caring relationships,</p>	<p>- (R1) Know that families are important for children growing up because they can give love, security and stability.</p> <p>-(R6) Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>(R15)- Know the importance of self-respect and how this links to their own happiness.</p> <p>(R19)- Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>(R25) –Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context.</p> <p>(R26) –Know about</p>

<p>due respect to others, including those in position of authority. (H2)- Know 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. (H3)- Know how to recognize and talk about there emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings. (H4)- Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (H7) –Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>strengthened, and that resorting to violence is never right. (R11)- Know how to recognize 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. R12)- know 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. R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships. (R16)- Know that in school and in wider</p>	<p>scale of emotions that all humans experience in relation to different experiences and situations. (H3)- Know how to recognize and talk about there emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings. (H4)- Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. (H6)- Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (H18)-Know the characteristics and metal and physical benefits of an active lifecycle. (H19)-Know 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. (H21)-Know how and when to seek support including which adults to speak to in school if they are worried about their health. (H22)-Know what</p>	<p>which may be of different types, are the heart of happy families, and are important for children's security as they grow up. (R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends. (R8)- Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (R9)- Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (R10) – Know that most friendships have ups and downs, and that these can be worked through so that the friendship is repaired or even strengthened, and</p>	<p>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. (R29)- Know how to recognize and report feelings of being unsafe or feeling bad about an adult. (R32)- Know where to get advice e.g. family, school and /or other sources. (H2)- Know 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. (H3)- Know how to recognize and talk about there emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings. (H4)- Know how to</p>
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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 position of authority.
(R17) Know about different types of bullying (including cyberbullying), responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
(R19)- Know the importance of permission-seeking and giving in relationships with friends, peers and adults.
(R25) –Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
(R29)- Know how to recognize and report feelings of being unsafe or feeling bad about an adult.
(R31)- Know how to report concerns or abuse, and the

constitutes a healthy diet (including understanding calories and other nutritional content)
(H23)-Know the principles of planning and preparing a range of healthy meals,
(H24)-Know 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)
(H25)-Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
(H28)-Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
(H30)-Know about personal hygiene and germs including

that resorting to violence is never right.
(R11)- Know how to recognize 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.
R12)- know 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.
(R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships.
R14)- Know the conventions of courtesy and

judge whether what they are feeling and how they are behaving is appropriate and proportionate.
(H34)-Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

vocabulary and confidence needed to do so.

(R32)- Know where to get advice e.g. family, school and /or other sources.

(H2)- Know 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.

(H3)- Know how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings.

(H7) –Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

(H8) –Know that bullying (including cyberbullying) has a

bacteria, viruses, how they are spread and treated, and the importance of handwashing

manners.

(R15)- Know the importance of self-respect and how this links to their own happiness.

(R16)- Know 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 position of authority.

(R19)- Know the importance of permission-seeking and giving in relationships with friends, peers and adults.

(R25) –Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context.

(R26) –Know 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.

negative and often lasting impact on mental wellbeing.
(H9)-know where and how to seek support (including recognizing 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).

(R28)- Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

(R30)- Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.

(R32)- Know where to get advice e.g. family, school and /or other sources.

(H2)- Know 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.

(H3)- Know how to recognize and talk about there emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings.

					(H6)- Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (H9)-know where and how to seek support (including recognizing 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).	
Jigsaw Pieces (units taught)	Being me in my own world Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Celebrating Differences Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles	Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself	Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change

Skills Progressions			Feelings of success		Celebrating special relationships	Transition
	Knowledge Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom Social and Emotional Skills Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Identify what it's like to feel proud of an achievement	Knowledge Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different Social and Emotional skills Recognise ways in which they are the same as their friends and ways they are different Identify what is bullying and what isn't	Knowledge Know how to set simple goals Know how to achieve a goal Know how to work well with a partner Know that tackling a challenge can stretch their learning Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved Social and Emotional skills Recognise things that they do well Explain how they learn best Celebrate an achievement with a friend Recognise their own feelings when faced with a challenge Recognise their own	Knowledge Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know how to keep themselves clean and healthy Know that germs cause disease / illness Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road	Knowledge Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know about the different people in the school community and how they help Know who to ask for help in the school Community	Knowledge Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried

	<p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices</p>	<p>Understand how being bullied might feel</p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>feelings when they are faced with an obstacle</p> <p>Recognise how they feel when they overcome an obstacle</p> <p>Can store feelings of success so that they can be used in the future</p>	<p>Know about people who can keep them safe</p> <p>Social and Emotional skills</p> <p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p> <p>Keep themselves safe</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Recognise how being healthy helps them to feel happy</p>	<p>Social and Emotional skills</p> <p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can show skills of friendship</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p>	<p>or frightened</p> <p>Know that learning brings about change</p> <p>Social and Emotional skills</p> <p>Understand and accepts that change is a natural part of getting older</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p> <p>Can suggest ways to manage change e.g. moving to a new class</p>

YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum	<p>(R12)- know 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.</p> <p>(R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships.</p> <p>R14)- Know the conventions of courtesy and manners.</p> <p>(R15)-Know the importance of self-respect and how this links to their own happiness.</p> <p>(R16)-Know that in school and in wider society they can expect to be treated with respect by</p>	<p>(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>(R8)- Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>(R9)- Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>(R10) – Know that most friendships have ups and downs, and that these can be worked through so that the friendship is repaired or even strengthened, and that resorting to</p>	<p>R12)- know 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.</p> <p>(R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships.</p> <p>R14)- Know the conventions of courtesy and manners.</p> <p>(R15)-Know the importance of self-respect and how this links to their own happiness.</p> <p>(R16)-Know that in school and in wider society they can expect to be treated with respect by</p>	<p>(H1)-Know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>(H2)-Know 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</p> <p>(H3)-Know how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H5)-Know the benefits of physical exercise , time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p>	<p>- (R1) Know that families are important for children growing up because they can give love, security and stability.</p> <p>-(R2) Know 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.</p> <p>-(R3) know that others' families, either in school, or 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.</p> <p>- (R4) Know that stable, caring relationships,</p>	<p>(R15)-Know the importance of self-respect and how this links to their own happiness.</p> <p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R26)-Know 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</p> <p>(R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or</p>

<p>others, and that in turn they should show due respect to others, including those in positions of authority. (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults. (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32)-Know where to get advice e.g. family, school and/or other sources (H2)-Know 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 (H3)-Know how to recognize and talk about their emotions, including having a varied vocabulary of</p>	<p>violence is never right. (R11)- Know how to recognize 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. R12)- know 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. (R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships. R14)- Know the conventions of courtesy and manners.</p>	<p>others, and that in turn they should show due respect to others, including those in positions of authority. (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults. (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. (H2)-Know 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 (H3)-Know how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<p>(H6)-Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H12)-Know 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 (H18)-Know the characteristics and mental and physical benefits of an active lifestyle (H19)-Know 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 exercises (H20)-Know the risks associated with an inactive lifestyle (including obesity) (H21)-Know how and</p>	<p>which may be of different types, are the heart of happy families, and are important for children's security as they grow up. (R5)- Know that marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong. -(R6) Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends. (R8)- Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>	<p>unsafe physical, and other, contact. (R29)-Know how to recognize and report feelings of being unsafe or feeling bad about any adult (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. (R31)-Know how to report concerns or abuse, and how the vocabulary and confidence needed to do so (R32)-Know where to get advice e.g. family, school and/or other sources (H2)-Know 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 (H3)-Know how to recognize and talk about their emotions, including having a</p>
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<p>words to use when talking about their own and others' feelings</p>	<p>(R16)-Know 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. (R17) Know about different types of bullying (including cyberbullying), responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (R18)-Know what a stereotype is, and how it can be unfair, negative or destructive (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults. (R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not.</p>	<p>(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (h8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9)-Know 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)</p>	<p>when to seek support including which adults to speak to in school if they are worried about their health (H22)-Know what constitutes a healthy diet (including understanding calories and other nutritional content) (H23)-Know the principles of planning and preparing a range of healthy meals (H24)-Know 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) (H25)-Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking) (H28)-Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and</p>	<p>(R9)- Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (R10) – Know that most friendships have ups and downs, and that these can be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (R11)- Know how to recognize 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. R12)- know the importance of respecting others, even when they are very different from them (for example, physically, in</p>	<p>varied vocabulary of words to use when talking about their own and others' feelings (H34)-Know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>
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(R21)-Know that the same principles apply to online relationships as to face-face relationships, including the importance of respect for others online including when we are anonymous.

(R22)-Know the rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them.

(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

(R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.

(R31)-Know how to report concerns or abuse, and how the vocabulary and confidence needed to do so

(R32)-Know where to get advice e.g. family, school and/or other

ability to learn

character, personality or backgrounds) or make different choices or have different preferences or beliefs.

(R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships.

(R16)-Know 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.

(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults.

(R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not.

(R22)-Know the rules and principles for

sources
(H2)-Know 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
(H3)-Know how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
(H13)-Know how to consider the effect of their online actions on others and know how to recognise and display respectful online and the importance of keeping personal information private

keeping safe online, how to recognize risks, harmful content and contact, and how to report them.
(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
(R26)-Know 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
(R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
(R28)-Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
(R29)-Know how to recognize and report

(H15)-Know 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
(H17)-Know where and how to report concerns and get support with issues online

feelings of being unsafe or feeling bad about any adult
(R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.
(R31)-Know how to report concerns or abuse, and how the vocabulary and confidence needed to do so
(R32)-Know where to get advice e.g. family, school and/or other sources
(H2)-Know 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
(H3)-Know how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

					(H15)-Know 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	
Jigsaw Pieces (units taught)	Being me in my own world Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating Differences Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition Life cycles in nature Growing from young to old
	Skills Progressions Knowledge Identifying hopes and fears for the year ahead Understand the rights and responsibilities of class members Know that it is important to listen to other people Understand that their own views are valuable Know about rewards and consequences and	Knowledge Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference	Knowledge Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group	Knowledge Know what their body needs to stay healthy Know what relaxed means Know what makes them feel relaxed / stressed Know how medicines work in their bodies	Knowledge Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family	Knowledge Know that life cycles exist in nature Know that aging is a natural process including old-age Know that some changes are out of an individual's control Know how their bodies

	that these stem from choices	Know the difference between right and wrong and the role that choice has to play in this	working looks like	Know that it is important to use medicines safely	Know how to stay stop if someone is hurting them	have changed from when they were a baby and that they will continue to change as they age
	Know that positive choices impact positively on self-learning and the learning of others	Know that friends can be different and still be friends	Know how to share success with other people	Know how to make some healthy snacks	Know some reasons why friends have conflicts	Know the physical differences between male and female bodies
	Social and Emotional Skills	Know where to get help if being bullied	Social and Emotional skills	Know why healthy snacks are good for their bodies	Know that friendships have ups and downs and sometimes change with time	Know the correct names for private body parts
	Recognise own feelings and know when and where to get help	Know the difference between a one-off incident and bullying	Be able to describe their own achievements and the feelings linked to this	Know which foods given their bodies energy	Know how to use the Mending Friendships or Solve-it-together problem-solving methods	Know that private body parts are special and that no one has the right to hurt these
	Know how to make their class a safe and fair place	Social and Emotional skills	Recognise their own strengths as a learner	Social and Emotional skills	Know there are good secrets and worry secrets and why it is important to share worry secrets	Know who to ask for help if they are worried or frightened
	Show good listening skills	Understand that boys and girls can be similar in lots of ways and that is OK	Recognise how working with others can be Helpful	Desire to make healthy lifestyle choices	Know what trust is	Know there are different types of touch and that some are acceptable
	Recognise the feeling of being worried	Understand that boys and girls can be different in lots of ways and that is OK	Be able to work effectively with a partner	Identify when a feeling is weak and when a feeling is strong	Social and Emotional skills	Social and Emotional skills
	Be able to work cooperatively	Explain how being bullied can make someone feel	Be able to choose a partner with whom they work well	Feel positive about caring for their bodies and keeping it healthy	Can identify the different roles and responsibilities in their family	Can appreciate that changes will happen and that some can be controlled and others not
		Can choose to be kind to someone who is being bullied	Be able to work as part of a group	Have a healthy relationship with food	Can recognise the value that families can bring	Be able to express how they feel about changes
		Know how to stand up for themselves when they need to	Recognise how it feels to be part of a group that succeeds and store this feeling	Express how it feels to share healthy food with their friends	Can recognise and talk	

		<p>because they are different</p> <p>Understand that everyone's differences make them special and unique</p>			<p>about the types of physical contact that is acceptable or unacceptable</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify the feelings associated with trust</p> <p>Can identify who they trust in their own relationships</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p>	<p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can say what they are looking forward to in the next year</p>
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YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum	<p>(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8)-Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9)-Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R12)-Know 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</p>	<p>(R1)-Know that families are important for children growing up because they can give love, security and stability</p> <p>(R2)-Know 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</p> <p>(R3)-Know 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</p> <p>(R4)-Know that stable, caring relationships,</p>	<p>(R12)-Know 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</p> <p>(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14)-Know the conventions of courtesy and manners</p> <p>(R15)-Know the importance of self-respect and how this links to their own happiness</p> <p>(H2)-know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different</p>	<p>(R15)-Know the importance of self-respect and how this links to their own happiness</p> <p>(R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>(R21)-Know 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</p> <p>(R22)-Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>(R23)-know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have</p>	<p>(R1)-Know that families are important for children growing up because they can give love, security and stability</p> <p>(R2)-Know 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</p> <p>R3)-Know 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</p> <p>(R4)-Know that stable, caring relationships, which may be of</p>	<p>(R1)-Know that families are important for children growing up because they can give love, security and stability</p> <p>(R2)-Know 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</p> <p>R3)-Know 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</p> <p>(R4)-Know that stable, caring relationships, which may be of</p>

<p>(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14)-Know the conventions of courtesy and manners</p> <p>(R16)-Know 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</p> <p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>(R21)-Know 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</p> <p>(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in</p>	<p>which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>(R5)-Know that marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong</p> <p>(R6)-Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R9)-Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R10)-Know that most friendships have ups</p>	<p>experiences and situations</p> <p>(H3)-Know 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</p> <p>(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p>never met</p> <p>(R24)-Know how information and data is shared and used online</p> <p>(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R26)-Know 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</p> <p>(R28)-Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>(R29)-Know how to recognise and report feelings of being unsafe or feeling about any adult</p> <p>(R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>(R31)-Know how to report concerns or abuse, and the</p>	<p>different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8)-Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9)-Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R10)-Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even straightened, and that resorting to violence is never right</p>	<p>different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>(R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R27) Know that each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe, physical, and other, contact</p> <p>(H2)-know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3)-Know 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</p> <p>(H34)-Know key facts</p>
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<p>a digital context) (R32)-Know where to get advice e.g. family, school and/or other sources (H2)-know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations (H3)-Know 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</p>	<p>and downs, and that these can often be worked through so that the friendship is repaired or even straightened, and that resorting to violence is never right (R11)-Know 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 (R12)-Know 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 (R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships (R14)-Know the</p>		<p>vocabulary and confidence needed to do so (R32)-Know where to get advice e.g. family, school and/or other sources (H1)-Know that mental wellbeing is a normal part of a daily life, in the same way as physical health (H2)-know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations (H3)-Know 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 (H5)-Know the benefits of physical exercise, time outdoors, community participations, voluntary and service based activity on</p>	<p>(R11)-Know 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 (R12)-Know 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 (R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships (R16)-Know 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</p>	<p>about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35)-Know about menstrual wellbeing including the key facts about the menstrual cycle</p>
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conventions of courtesy and manners
(R15)-Know the importance of self-respect and how this links to their own happiness
(R16)-Know 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
(R17)-Know about different types of bullying (including cyberbullying), and the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
(R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive
(R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not

mental wellbeing and happiness
(H6)-Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
(H9)-Know where and how to seek support (including recognizing 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)
(H11)-Know that for most people, the internet is an integral part of life and has many benefits
(H17)-Know where and how to report concerns and get support with issues online
(H18)-Know the characteristics and mental and physical benefits of an active lifestyle
(H19)-Know the importance of building

(R17)-Know about different types of bullying (including cyberbullying), and the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
(R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive
(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults
(R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not
(R21)-Know 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
(R22)-Know the rules and principles for

(R21)-Know 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
(R23)-know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
(R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard
(R31)-Know how to report concerns or abuse, and the vocabulary and confidence needed to do so
(R32)-Know where to

regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active miles or other forms of regular, vigorous exercise
(H20)-Know the risks associated with an inactive lifestyle (including obesity)
(H21)-Know how and when to seek support including which adults to speak to in school if they are worried about their health
(H22)-Know what constitutes a healthy diet (including understanding calories and other nutritional content)
(H23)-Know the principles of planning a range of healthy meals
(H24)-Know 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)

keeping safe online, how to recognise risks, harmful content and contact, and how to report them
(R23)-know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
(R24)-Know how information and data is shared and used online
(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
(R26)-Know 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
(R32)-Know where to get advice e.g. family, school and/or other sources
(H2)-know that there is a normal range of emotions (e.g. happiness, sadness,

get advice e.g. family, school and/or other sources

(H2)-know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations

(H3)-Know 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

(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

(H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

(H25)-Know the facts about legal and illegal (harmful substance associated risks, including smoking, alcohol use and drug-taking)

(H28)-Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

(H32)-Know how to make a clear and efficient call to emergency services if necessary

anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations

(H3)-Know 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
(H9)-Know where and how to seek support (including recognizing 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)
(H11)-Know that for most people, the internet is an integral part of life and has many benefits
(H12)-Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic

(H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
(H9)-Know where and how to seek support (including recognizing 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)
(H13)-Know 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 information private
(H15)-Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a

devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
(H13)-Know 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 information private
(H14)-Know why social media, some computer games and online gaming, for example, are age restricted
(H15)-Know 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
(H16)-Know how to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted
(H17)-Know where and

		negative impact on mental health			how to report concerns and get support with issues online	
Jigsaw Pieces (units taught)	Being me in my own world Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Celebrating Differences 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	Dreams and Goals Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Healthy Me Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line Scenarios Respect for myself and others Healthy and safe choices	Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Skills Progressions	Knowledge Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively Social and	Knowledge Know why families are important Know that everybody's family is different Know that sometimes family members don't get along and some reasons for this Know that conflict is a normal part of relationships Know what it means to be a witness to bullying	Knowledge Know about specific people who have overcome difficult challenges to achieve success Know what dreams and ambitions are important to them Know how they can best overcome learning challenges Know that they are responsible for their	Knowledge Know how exercise affects their bodies Know why their hearts and lungs are such important organs Know that the amount of calories, fat and sugar that they put into their bodies will affect their health Know that there are different types of drugs	Knowledge Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc Know some of the skills of friendship, e.g. taking turns, being a	Knowledge Know that in animals and humans lots of changes happen between conception and growing up Know that in nature it is usually the female that carries the baby Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops

	Emotional Skills	and that a witness can make the situation worse or better by what they do	own learning	Know that there are things, places and people that can be dangerous	good listener	Know that babies need love and care from their parents/carers
	Recognise self-worth					
	Identify personal strengths		Know what their own strengths are as a learner		Know some strategies for keeping themselves safe online	Know some of the changes that happen between being a baby and a child
	Be able to set a personal goal	Know that some words are used in hurtful ways and that this can have consequences	Know what an obstacle is and how they can hinder achievement	Know a range of strategies to keep themselves safe	Know how some of the actions and work of people around the world help and influence my life	
	Recognise feelings of happiness, sadness, worry and fear in themselves and others	Social and Emotional skills	Know how to take steps to overcome obstacles	Know when something feels safe or unsafe		Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults
	Make other people feel valued	Be able to show appreciation for their families, parents and carers	Know how to evaluate their own learning progress and identify how it can be better next time	Know that their bodies are complex and need taking care of	Know that they and all children have rights (UNCRC)	
	Develop compassion and empathy for others	Use the 'Solve it together' technique to calm and resolve conflicts with friends and family	Social and Emotional skills	Social and Emotional skills	Know the lives of children around the world can be different from their own	Know some of the outside body changes that happen during puberty
	Be able to work collaboratively	Empathise with people who are bullied	Recognise other people's achievements in overcoming difficulties	Able to set themselves a fitness challenge		
		Employ skills to support someone who is bullied		Recognise what it feels like to make a healthy choice	Social and Emotional skills	Know some of the changes on the inside that happen during puberty
		Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary	Imagine how it will feel when they achieve their dream / ambition	Identify how they feel about drugs	Can identify the responsibilities they have within their family	Social and Emotional skills
		Be able to recognise, accept and give compliments	Can break down a goal into small steps	Can express how being anxious or scared feels	Can use Solve-it-together in a conflict scenario and find a win-win outcome	Can express how they feel about babies
		Recognise feelings associated with receiving a compliment	Recognise how other people can help them to achieve their goals	Can take responsibility for keeping themselves and others safe	Know how to access help if they are concerned about anything on social media or the internet	Can describe the emotions that a new baby can bring to a family
			Can manage feelings of	Respect their own bodies and appreciate		Can express how they feel about puberty

			<p>frustration linked to facing obstacles</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	what they do	<p>Can empathise with people from other countries who may not have a fair job/ less fortunate</p> <p>Understand that they are connected to the global community in many different ways</p> <p>Can identify similarities in children's rights around the world</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p>Can say who they can talk to about puberty if they have any worries</p> <p>Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</p> <p>Can identify changes they are looking forward to in the next year</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p>
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YEAR 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum coverage	<p>(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8)-Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9)-know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R11)-Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these situations and how to seek help or advice from others, if</p>	<p>(R11)-Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p>(R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R13)-Know the practical steps they can take in a range of different context to improve or support respectful relationships</p> <p>(R15)-know the importance of self-</p>	<p>(R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R14)-Know the conventions of courtesy and manners</p> <p>(R16)-Know 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</p> <p>(H2)-Know 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</p>	<p>(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8)-Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9)-know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R10)-Know 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</p> <p>R11)-Know how to</p>	<p>(R2)-Know 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</p> <p>(R4)-Know 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</p> <p>(R6)-Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and</p>	<p>(R1)-Know that families are important for children growing up because they can give love, security and stability</p> <p>(R2)-Know 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</p> <p>(R3)-Know 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</p> <p>(R4)-Know that stable, caring relationships, which may be of</p>

<p>needed (R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs (R13)-Know the practical steps they can take in a range of different context to improve or support respectful relationships (R14)-Know the conventions of courtesy and manners (R16)-Know 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 (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults (R25)-Know what sort of boundaries are</p>	<p>respect and how this links to their own happiness (R16)-Know 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 (R17)-Know 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 (R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not (R21)-Know that the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are</p>	<p>(H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings</p>	<p>recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these situations and how to seek help or advice from others, if needed (R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs (R13)-Know the practical steps they can take in a range of different context to improve or support respectful relationships (R14)-Know the conventions of courtesy and manners (R15)-know the importance of self-respect and how this links to their own happiness (R16)-Know that in school and in wider</p>	<p>make friends (R8)-Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9)-know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10)-Know 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 R11)-Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these situations and how to seek help or</p>	<p>different types, are at the heart of happy families, and are important for children's security as they grow up (R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs (R26)-Know 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 (R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,, nervousness) and scale</p>
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appropriate in friendships with peers and others (including in a digital context) (H2)-Know 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 (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings

anonymous (R22)-Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R25)-Know what sort of boundaries are appropriate in friendships with peers and others (including in a digital context) (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31)-Know how to report concerns or abuse, and the vocabulary and confidence to do so (R32)-Know where to get advice e.g. family, school and/or other sources (H2)-Know 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

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 (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults (R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not (R21)-Know that the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22)-Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

advice from others, if needed (R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs (R13)-Know the practical steps they can take in a range of different context to improve or support respectful relationships (R14)-Know the conventions of courtesy and manners (R16)-Know 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 (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults (R25)-Know what sort of

of emotions that all humans experience in relation to different experiences and situations (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H34)-Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35)-Know about menstrual wellbeing including the key facts about the menstrual cycle

experiences and situations
(H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings
(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
(H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
(H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
(H9)-Know where and when to seek support (including recognising the triggers for seeking support), including whom in

(R25)-Know what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)
(R29)-Know how to recognise and report feelings of being unsafe or feeling bad about any adult
(R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard
(R31)-Know how to report concerns or abuse, and the vocabulary and confidence to do so
(R32)-Know where to get advice e.g. family, school and/or other sources
(H1)-Know that mental wellbeing is a normal part of daily life, in the same way as physical health
(H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,, nervousness) and scale of emotions that

boundaries are appropriate in friendships with peers and others (including in a digital context)
(R32)-Know where to get advice e.g. family, school and/or other sources
(H2)-Know 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
(H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings
(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
(H7)-Know isolation and loneliness can

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)
(H13)-know 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

all humans experience in relation to different experiences and situations
(H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings
(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
(H21)-Know how and when to seek support including which adults to speak to in school if they are worried about their health
(H24)-Know 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)
(H25)-Know the facts

affect children and that it is very important for children to discuss their feelings with an adult and seek support
(H9)-Know where and when 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)
(H10)-Know 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

				about legal and illegal harmful substances and associated risks, including smoking, alcohol use and rug-taking (H26)-Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body		
Jigsaw Pieces (units taught)	Being me in my own world 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	Celebrating Differences Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Relationships Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Changing Me Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Skills Progressions	Knowledge Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community	Knowledge Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can	Knowledge Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on	Knowledge Know how different friendship groups are formed and how they fit into them Know which friends they value most	Knowledge Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a	Knowledge Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm

<p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> <p>Know that their own actions affect themselves and others</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p> <p>Social and Emotional Skills</p> <p>Identify the feelings associated with being included or excluded</p> <p>Can make others feel valued and included</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Can make others feel cared for and welcomed</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Understand why the school community</p>	<p>affect how we judge a person or situation</p> <p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Know what to do if they think bullying is, or might be taking place</p> <p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Know that first impressions can change</p> <p>Social and Emotional skills</p> <p>Try to accept people for who they are</p> <p>Identify influences that have made them think or feel positively/negatively about a situation</p> <p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</p>	<p>positive and happy experiences can help them to counteract disappointment</p> <p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work out the steps they need to take to achieve a goal</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p> <p>Social and Emotional skills</p> <p>Can talk about their hopes and dreams and the feelings associated with these</p> <p>Can identify the feeling of disappointment</p> <p>Can identify a time when they have felt disappointed</p> <p>Be able to cope with disappointment</p> <p>Help others to cope</p>	<p>Know that there are leaders and followers in groups</p> <p>Know that they can take on different roles according to the situation</p> <p>Know the facts about smoking and its effects on health</p> <p>Know some of the reasons some people start to smoke</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know some of the reasons some people drink alcohol</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p> <p>Social and Emotional skills</p> <p>Can identify the feelings that they have about their friends and</p>	<p>normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that memories can support us when we lose a special person or animal</p> <p>Know that change is a natural part of relationships/ friendship</p> <p>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</p> <p>Social and Emotional skills</p> <p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p> <p>Can identify the feelings</p>	<p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>Know that change can bring about a range of different emotions</p> <p>Social and Emotional skills</p> <p>Can appreciate their own uniqueness and that of others</p> <p>Can express how they feel about having children when they are</p>
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	benefits from a Learning Charter	Identify their own uniqueness	with disappointment	different friendship groups	and emotions that accompany loss	grown up
	Be able to help friends make positive	Be comfortable with the way they look	Can identify what resilience is	Recognise how different people and groups they interact with impact on them	Can suggest strategies for managing loss	Can express any concerns they have about puberty
		Identify when a first impression they had was right or wrong	Have a positive attitude			
		Be non-judgemental about others who are different	Enjoy being part of a group challenge	Identify which people they most want to be friends with	Can tell you about someone they no longer see	Can say who they can talk to about puberty if they are worried
			Can share their success with others	Recognise negative feelings in peer pressure situations	Can suggest ways to manage relationship changes including how to negotiate	Can apply the circle of change model to themselves to have strategies for managing change
			Can store feelings of success (in their internal treasure chest) to be used at another time	Can identify the feelings of anxiety and fear associated with peer pressure		Have strategies for managing the emotions relating to change
				Can tap into their inner strength and know how to be assertive		

YEAR 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum	<p>(R12)-Know 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</p> <p>(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14)-Know the conventions of courtesy and manners</p> <p>(R15)-know the importance of self-respect and how this links to their own happiness</p> <p>(R16)-Know 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</p>	<p>(R9)-Know that healthy friendships are positive and welcoming toward others, and do not make others feel lonely or excluded</p> <p>(R10)-Know 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</p> <p>(R12)-Know 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</p> <p>(R13)-Know practical steps they can take in a range of different contexts to improve</p>	<p>(R12)-Know 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</p> <p>(R15)-know the importance of self-respect and how this links to their own happiness</p> <p>(R16)-Know 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</p> <p>(H2)-Know 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</p>	<p>(R12)-Know 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</p> <p>(R15)-know the importance of self-respect and how this links to their own happiness</p> <p>(R16)-Know 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</p> <p>(R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R25)-Know what sorts of boundaries are appropriate in friendships with peers</p>	<p>(R11)-know 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</p> <p>(R12)-Know 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</p> <p>(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14)-Know the</p>	<p>(R15)-know the importance of self-respect and how this links to their own happiness</p> <p>(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R26)-Know about the concept of privacy and the implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>(R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>(H1)-Know that mental wellbeing is a normal part of everyday life, in the same way as physical health</p> <p>(H2)-Know that there is a normal range of</p>

<p>(H2)-Know 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</p> <p>(H3)-Know 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</p> <p>(H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p>	<p>or support respectful relationships</p> <p>(R15)-know the importance of self-respect and how this links to their own happiness</p> <p>(R16)-Know 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</p> <p>(R17)-Know 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</p> <p>(R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R29)-Know how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>(R30)-Know how to</p>	<p>experiences and situations</p> <p>(H3)-Know 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</p>	<p>and others (including in a digital context)</p> <p>(R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>(R30)-Know how to ask for advice or help for themselves, or others, and to keep trying until they are heard</p> <p>(R31)-Know how to report concerns or abuse, and the vocabulary and confidence to do so</p> <p>(R32)-Know where to get advice e.g. family, school and/ or other sources</p> <p>(H1)-Know that mental wellbeing is a normal part of everyday life, in the same way as physical health</p> <p>(H2)-Know 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</p>	<p>conventions of courtesy and manners</p> <p>(R15)-know the importance of self-respect and how this links to their own happiness</p> <p>(R16)-Know 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</p> <p>(R17)-Know 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</p> <p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>(R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not</p>	<p>emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3)-Know 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</p> <p>(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H5)-Know the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness</p> <p>(H6)-Know simple-self care techniques, including the importance of rest, time spent with friends and family and the benefits</p>
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ask for advice or help for themselves, or others, and to keep trying until they are heard
(R31)-Know how to report concerns or abuse, and the vocabulary and confidence to do so
(R32)-Know where to get advice e.g. family, school and/ or other sources
(H2)-Know 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
(H3)-Know 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
(H4)-Know how to judge whether what they are feeling and how they are

relation to different experiences and situations
(H3)-Know 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
(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
(H5)-Know the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness
(H6)-Know simple-self care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
(H9)-Know where and how to seek support (including recognising the triggers for seeking support) including

(R21)-Know 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
(R22)-Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
(R23)-Know how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met
(R24)-Know how information and data is shared and used online
(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
(R26)-Know about the concept of privacy and the implications for both children and adults; including that it

of hobbies and interests
(H10)-Know 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
(H18)-know the characteristics and mental and physical benefits of an active lifestyle
(H34)-Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
(H35)-Know about menstrual wellbeing including the key facts about the menstrual cycle

behaving is appropriate and proportionate
(H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
(H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
(H9)-Know 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)

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)
(H10)-Know 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
(H18)-know the characteristics and mental and physical benefits of an active lifestyle
(H19)-Know the importance of building regular exercises into daily and weekly routines and how to achieve this; for example, walking to school or cycling to school, a daily active mile or other forms of regular, vigorous exercises
(H20)-Know the risks associated with an inactive lifestyle (including obesity)

is not always right to keep secrets if they relate to being safe
(R29)-Know how to recognise and report feelings of being unsafe or feeling bad about any adult
(R30)-Know how to ask for advice or help for themselves, or others, and to keep trying until they are heard
(R31)-Know how to report concerns or abuse, and the vocabulary and confidence to do so
(R32)-Know where to get advice e.g. family, school and/ or other sources
(H1)-Know that mental wellbeing is a normal part of everyday life, in the same way as physical health
(H2)-Know 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

		<p>(H21)- Know how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>(H24)-Know 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)</p> <p>(H25)-Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	<p>situations</p> <p>(H3)-Know 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</p> <p>(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H5)-Know the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness</p> <p>(H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>(H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>(H9)-Know where and</p>	
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				<p>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)</p> <p>(H10)-Know 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</p> <p>(H11)-Know that for most people the internet is an integral part of life and has many benefits</p> <p>(H12)-Know 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</p> <p>(H13)-Know how to consider the effect of</p>	
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their online actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private

(H14)-Know why social media, some computer games and online gaming, for example, are age restricted

(H15)-Know 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

(H16)-Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted

(H17)-Know where and how to report concerns and get support with issues online

(H28)-Know the importance of sufficient good quality sleep for

					<p>good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>(H32)- Know how to make a clear and efficient call to emergency services if necessary</p> <p>(H33)- Know concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	
Jigsaw Pieces (units taught)	<p>Being me in my own world</p> <p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p>	<p>Celebrating Differences</p> <p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Dreams and Goals</p> <p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>Healthy Me</p> <p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Relationships</p> <p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMARRT internet safety rules</p>	<p>Changing Me</p> <p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>
Skills Progressions	<p>Knowledge</p> <p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p>	<p>Knowledge</p> <p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p>	<p>Knowledge</p> <p>Know that they will need money to help them to achieve some of their dreams</p>	<p>Knowledge</p> <p>Know the health risks of smoking</p> <p>Know how smoking tobacco affects the</p>	<p>Knowledge</p> <p>Know that a personality is made up of many different characteristics, qualities and attributes</p>	<p>Knowledge</p> <p>Know what perception means and that perceptions can be right or wrong</p>

<p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p> <p>Social and Emotional skills</p> <p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p>	<p>Know what racism is and why it is unacceptable</p> <p>Know that rumour spreading is a form of bullying on and offline</p> <p>Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know how their life is different from the lives of children in the developing world</p> <p>Social and Emotional skills</p> <p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p>	<p>Know about a range of jobs that are carried out by people I know</p> <p>Know that different jobs pay more money than others</p> <p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p> <p>Know that communicating with someone from a different culture means that they can learn from them and vice versa</p> <p>Know ways that they can support young people in their own culture and abroad</p> <p>Social and Emotional skills</p> <p>Verbalise what they would like their life to be like when they are grown up</p>	<p>lungs, liver and heart</p> <p>Know some of the risks linked to misusing alcohol, including antisocial behaviour</p> <p>Know basic emergency procedures including the recovery position</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure</p> <p>Know what makes a healthy lifestyle</p> <p>Social and Emotional skills</p> <p>Can make informed decisions about whether or not they choose to smoke when they are older</p>	<p>Know that belonging to an online community can have positive and negative consequences</p> <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p> <p>Social and Emotional skills</p> <p>Can suggest strategies for building self-esteem of themselves and others</p> <p>Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</p> <p>Can suggest strategies</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes</p> <p>Social and Emotional skills</p> <p>Can celebrate what they like about their own and others' self- image and body-image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p>
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	Understand why the school community benefits from a Learning Charter	Be able to support children who are being bullied	Appreciate the contributions made by people in different jobs	Can make informed decisions about whether they choose to drink alcohol when they are older	for staying safe online/ social media Can say how to report unsafe online / social network activity	Can ask questions about puberty to seek clarification
	Be able to help friends make positive choices	Appreciate the value of happiness regardless of material wealth	Appreciate the opportunities learning and education can give them	Recognise strategies for resisting pressure	Can identify when an online game is safe or unsafe	Can express how they feel about having a romantic relationship when they are an adult
	Know how to regulate emotions	Develop respect for cultures different from their own	Reflect on the differences between their own learning goals and those of someone from a different culture	Can identify ways to keep themselves calm in an emergency	Can suggest ways to monitor and reduce screen time	Can express how they feel about having children when they are an adult
			Appreciate the differences between themselves and someone from a different culture	Can reflect on their own body image and know how important it is that this is positive	Can suggest strategies for managing unhelpful pressures online or in social networks	Can express how they feel about becoming a teenager
			Understand why they are motivated to make a positive contribution to supporting others	Accept and respect themselves for who they are		Can say who they can talk to if concerned about puberty or becoming a teenager/adult
				Respect and value their own bodies		
				Be motivated to keep themselves healthy and happy		

YEAR 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum	<p>(R6)-Know how to recognise if family relationships are making them feel unhappy or unsafe , and how they seek help or advice from others if needed</p> <p>(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R12)-Know 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</p> <p>(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14)-Know the conventions of courtesy and manners</p>	<p>(R3)-know 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</p> <p>(R11)-Know 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.</p> <p>(R12)-Know 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</p>	<p>(R12)-Know 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</p> <p>(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R15)-Know the importance of self-respect and how this links to their own happiness</p> <p>(R16)-Know 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</p> <p>(H2)-Know that there is a normal range of emotions (e.g.</p>	<p>(R6)-How to recognise if family relationships are making them feel unhappy or unsafe , and how they seek help or advice from others if needed</p> <p>(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R11)-Know 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.</p> <p>(R15)-Know the importance of self-respect and how this links to their own happiness</p> <p>(R16)-Know that in school and in wider society they can expect to be treated with</p>	<p>(R8)-Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9)-Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R10)-Know 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</p> <p>(R11)-Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,</p>	<p>(R1)-know that families are important for children growing up because they can give love, security and stability</p> <p>(R4)-Know 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</p> <p>(R6)-How to recognise if family relationships are making them feel unhappy or unsafe , and how they seek help or advice from others if needed</p> <p>(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8)-Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity,</p>

<p>(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(H2)-Know 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</p> <p>(H3)-Know 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</p> <p>(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p>preferences or beliefs</p> <p>(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R15)-Know the importance of self-respect and how this links to their own happiness</p> <p>(R16)-Know 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</p> <p>(R17)-Know 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</p> <p>(R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R19)-Know the importance of</p>	<p>happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience In relation to different experiences and situations</p> <p>(H3)-Know 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</p> <p>(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p>	<p>respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>(R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R26)-Know 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</p> <p>(R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p>	<p>managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R15)-Know the importance of self-respect and how this links to their own happiness</p> <p>(R17)-Know 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</p> <p>(R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>(R25)-Know what</p>	<p>trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9)-Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R15)-Know the importance of self-respect and how this links to their own happiness</p> <p>(R16)-Know 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</p> <p>(R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R19)-Know the importance of permission-seeking and</p>
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permission-seeking and giving in relationships with friends, peers and adults
 (R21)-Know 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
 (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
 (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard
 (R31)-Know how to report concerns or abuse, and the vocabulary and confidence needed to do so
 (R32)-Know where to get advice e.g. family, school and /or other sources
 (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness,

(R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard
 (R31)-Know how to report concerns or abuse, and the vocabulary and confidence needed to do so
 (R32)-Know where to get advice e.g. family, school and /or other sources
 (H1)-Know that mental wellbeing is a normal part of daily life, in the same way as physical health
 (H2)-Know 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
 (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own

sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
 (R26)-Know 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
 (R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
 (R28)-Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
 (R29)-Know how to recognise and report feelings of being unsafe or feeling bad about any adult
 (R30)-Know how to ask for advice or help for themselves or others,

giving in relationships with friends, peers and adults
 (R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not
 (R21)-Know 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
 (R22)-Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
 (R23)-know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
 (R24)-Know how information and data is shared and used online
 (R27)-Know that each person's body belongs

anger, fear, surprise, nervousness) and scale of emotions that all humans experience In relation to different experiences and situations
 (H3)-Know 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
 (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
 (H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
 (H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
 (H10)-Know it is common for people to experience mental ill health. For many people

and others' feelings
 (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
 (H5)-Know the benefits of physical exercise, time spent outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
 (H6)- Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
 (H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
 (H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
 (H9)-Know where and how to seek support

and to keep trying until they are heard
 (R31)-Know how to report concerns or abuse, and the vocabulary and confidence needed to do so
 (R32)-Know where to get advice e.g. family, school and /or other sources
 (H1)-Know that mental wellbeing is a normal part of daily life, in the same way as physical health
 (H2)-Know 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
 (H3)-Know 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
 (H4)-Know how to judge whether what they are

to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
 (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard
 (R32)-Know where to get advice e.g. family, school and /or other sources
 (H1)-Know that mental wellbeing is a normal part of daily life, in the same way as physical health
 (H2)-Know 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
 (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own

who do, the problems can be resolved if the right support is made available, especially if accessed early enough (H13)-Know 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 (H17)-Know where and how to report concerns and get support with issues online

(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) (H10)-Know 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 (H12)-Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact on positive and negative content online on their own and others' mental and physical wellbeing (H17)-Know where and how to report concerns and get support with issues online (H18)-Know the characteristics and mental and physical

feeling and how they are behaving is appropriate and proportionate (H5)-Know the benefits of physical exercise, time spent outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6)- Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9)-Know where and how to seek support (including recognising the triggers for seeking support), including

and others' feelings (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H6)- Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H9)-Know 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) (H10)-Know it is common for people to experience mental ill health. For many people

		<p>benefits of an active lifestyle (H19)-Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a regular active daily mile or other forms of regular, vigorous exercise (H20)-Know the risks associated with an inactive lifestyle (including obesity) (H21)-Know how and when to seek support including which adults to speak to in school if they are worried about their health (H24)-Know 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) (H25)-Know the facts about legal and illegal harmful substances and associated risks,</p>	<p>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) H10)-Know 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 (H11)-Know that for most people the internet is an integral part of life and has many benefits (H12)-Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact on positive and negative content online on their own and others' mental and physical wellbeing H13)-Know how to consider the effect of their online actions on others and know how to recognise and display</p>	<p>who do, the problems can be resolved if the right support is made available, especially if accessed early enough (H34)-Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35)-Know about menstrual wellbeing including the key facts about the menstrual cycle</p>
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including smoking,
alcohol use and drug-
taking
(H28)-Know the
importance of sufficient
good quality sleep for
good health and that a
lack of sleep can affect
weight, mood and
ability to learn
(H31)-Know the facts
and science relating to
allergies, immunization
and vaccination

respectful behaviour
online and the
importance of keeping
personal information
private
(H14)-Know why social
media, some computer
games and online
gaming, for example,
are age restricted
(H15)-Know 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
(H16)-Know how to be a
discerning consumer of
information online
including understanding
that information,
including that from
search engines, is
ranked, selected and
targeted
(H17)-Know where and
how to report concerns
and get support with
issues online
H18)-Know the
characteristics and
mental and physical
benefits of an active
lifestyle
(H21)-Know how and

					when to seek support including which adults to speak to in school if they are worried about their health	
Jigsaw Pieces (units taught)	Being me in my own world Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Celebrating Differences Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Relationships 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	Changing Me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Skills Progressions	Knowledge Know how to set goals for the year ahead Understand what fears and worries are Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world	Knowledge Know that there are different perceptions of 'being normal' and where these might come from Know that being different could affect someone's life Know that power can play a part in a bullying or conflict situation	Knowledge Know their own learning strengths Know how to set realistic and challenging goals Know what the learning steps are they need to take to achieve their goal Know a variety of	Knowledge Know how to take responsibility for their own health Know how to make choices that benefit their own health and well-being Know about different types of drugs and their uses	Knowledge Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve	Knowledge Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know how a baby develops from conception through the nine months

<p>Know that personal choices can affect others locally and globally</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p> <p>Social and Emotional skills</p> <p>Be able to make others feel welcomed and valued</p> <p>Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role-model</p> <p>Can take positive action to help others</p>	<p>Know that people can hold power over others individually or in a group</p> <p>Know why some people choose to bully others</p> <p>Know that people with disabilities can lead amazing lives</p> <p>Know that difference can be a source of celebration as well as conflict</p> <p>Social and Emotional skills</p> <p>Empathise with people who are different and be aware of their own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully,</p>	<p>problems that the world is facing</p> <p>Know how to work with other people to make the world a better place</p> <p>Know some ways in which they could work with others to make the world a better place</p> <p>Know what their classmates like and admire about them</p> <p>Social and Emotional skills</p> <p>Understand why it is important to stretch the boundaries of their current learning</p> <p>Set success criteria so that they know when they have achieved their goal</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</p> <p>Empathise with people who are suffering or</p>	<p>Know how these different types of drugs can affect people's bodies, especially their liver and heart</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p> <p>Know what it means to be emotionally well</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause drug and alcohol misuse</p> <p>Social and Emotional skills</p> <p>Are motivated to care for their own physical and emotional health</p> <p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p>	<p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p> <p>Social and Emotional skills</p> <p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p>	<p>of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</p> <p>Social and Emotional skills</p> <p>Recognise ways they can develop their own self-esteem</p> <p>Can express how they feel about the changes that will happen to them during puberty</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p>
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	<p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate emotions</p>	<p>bullied and bystanders in a bullying scenario</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Appreciate people for who they are</p> <p>Show empathy</p>	<p>living in difficult situations</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p>	<p>Identify ways that someone who is being exploited could help themselves</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Recognise that people have different attitudes towards mental health / illness</p> <p>Can use different strategies to manage stress and pressure</p>	<p>Can resist pressure to do something online that might hurt themselves or others</p> <p>Can take responsibility for their own safety and well-being</p>	<p>Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</p> <p>Can celebrate what they like about their own and others' self- image and body-image</p> <p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>
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