

Robert Mellors Primary Academy PSHE F1-Yr 6 Content Overview

<u>Age Group</u>	<u>Being Me in My World</u>	<u>Celebrating Difference</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
Ages 2-3	Part of my body My interests My familiar people	Part of my body My interests My familiar people	Making decisions My familiar people My emotions Making friends	Making decisions My familiar people My emotions Making friends	Self-regulation Managing self Building relationships	Self-regulation Managing self Building relationships
Ages 3-4	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
F2	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the school rules	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	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 Celebrating special relationships	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 Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identify and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspective	Families and their differences Family conflict and how to manage it Witnessing bullying and how to solve it Recognising words can be hurtful Giving and receiving compliments STOP (several times on purpose)	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning process Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Being part of a class team Being a school citizen Rights and responsibilities and democracy	Challenging assumptions Judging by appearance Accepting self and others Understanding influences	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals	Healthier friendships Group dynamics Smoking Alcohol	Jealousy Love and loss Memories of loved ones Getting on and falling out	Being unique Having a baby Girls and puberty Confidence in change

	Rewards and consequences Group decision making Having a voice What motivates behaviour	Understanding bullying STOP (several times on purpose) Problem-solving Identifying how special and unique everyone is First impressions	Working in a group Celebrating contributions Resilience Positive attitudes	Assertiveness Peer pressure Celebrating inner strength	Girlfriends and boyfriends Showing appreciations to people and animals	Accepting change Environmental changes Preparing for transition
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice and participating	Cultural differences and how they cause conflict Racism Rumours and name-calling Type of bullying STOP (several times on purpose) Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self and body image Influence of online media on body image Puberty for girls Puberty for boys Conception (in IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and values Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/ exclusion STOP (several times on purpose) Differences as conflict, differences as celebration Empathy	Personal learning goals in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substance affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	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	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/ girlfriends Sexting Transition

	2 Year Olds	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Part of my body My interests My familiar people	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	My feelings Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the school rules The world around me	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings The world around me	Setting personal goals Self-identify and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspective Making a difference	Being part of a class team Being a school citizen Rights and responsibilities and democracy Rewards and consequences Group decision making Having a voice What motivates behaviour Making a difference	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice and participating Making a difference	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and values Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling Making a difference
Skills	I can find my own nose, eyes or tummy as part of naming games. I can learn that my own voice and actions have effects on others. I can use pointing and eye gaze to make requests and to share an interest. I can engage other people to help achieve a goal (e.g. to get an object out of reach). I can seek to gain attention in a variety of ways, drawing others into social interaction. I can build relationships with special people. I can notice and am wary of unfamiliar people. I can interact with others and explore new situations when supported by a familiar person. I can show interest in the activities of others and respond differently to children and adults (e.g. may be more interested in	I can explore new toys and environments, but I 'check in' regularly with familiar adult as and when needed. • I can separate from my main carer with support and encouragement from a familiar adult. • I can join in a range of activities that interest me. I can begin to learn that some things are mine, some things are shared and some things belong to other people. • I can seek comfort from familiar adults, when needed. • I can respond to the feelings and wishes of others. • I have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • I have a growing ability to distract myself when upset,	I can select and use activities and resources with help. • I enjoy the responsibility of carrying out small tasks. • I am confident to talk to other children when playing, and will communicate freely about my home and community. • I am outgoing towards unfamiliar people and more confident in new social situations. • I can show confidence in asking adults for help. I am aware of my own feelings and know that some actions and words can hurt others' feelings. • I can accept the needs of others and I can take turns and share resources, sometimes with support from others. • I can tolerate delay when my needs are not immediately met and understand that	I understand why it is important to use my manners. I can identify and name different feelings human beings experience. I recognise how feelings affect my body. I can identify how other people might be feeling. I recognise different things that make me feel good. I feel special and safe in my class I know that I belong to my class and understand the rights and responsibilities as a member of my class I can listen to others and play together. I know how to make my class a safe place for everyone to learn I can recognise how it feels to be proud of an achievement I can recognise the choices I make and understand the consequences	I understand that people might not feel the same as me. I can share my feelings appropriately. I recognise when I need help with feelings. I can identify some of my hopes and fears for this year I recognise when I feel worried and know who to ask for help I understand the rights and responsibilities for being a member of my class and school I can help to make my class a safe and fair place I can listen to other people and contribute my own ideas about rewards and consequences I can work cooperatively and understand how following the School rules will help me and others learn I can identify things I can do to look after the wider world.	I can explain why we have rules and laws. I can participate in the making and changing of rules. I can listen to and show respect for the views of others. I can identify ways of facing new challenges. I can see my mistakes, make amends and set personal goals. I can explain how my actions have affected others. I can empathise with other people and situations through topical issues, problems and events. I can help to create a difference to my school environment.	I can explain why we have rules and laws. I can take increasing responsibility for my own choices and I know that actions have a consequence. I can recognise aggressive and anti-social behaviours and their effects on individuals and communities. I can make informed choices about my environment. I can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression. I can respond appropriately to other people's feelings. I can identify positive ways to face new challenges. I can identify positive things about my own and others' achievements. I can recognise the worth of other people. I can help to create a difference to my school environment.	I can explain why we have rules and laws. I can take responsibility for my own choices and goals. I can explain the consequences of not adhering to rules. I can explain how everyone offers a different contribution to a community. I can help to create a project which will make a difference in the wider community.	I can explain why we have rules and laws. I can explain how human rights protect everyone. I can recognise the value of different people's contributions to our group. I am able to show compassion towards others. I can show increasing responsibility as a member of Y6 and act as a role model for other children in school. I can help to create a project which will make a difference in the wider community.

	<p>watching children than adults or may pay more attention when children talk to them).</p> <p>I can seek to gain attention in a variety of ways, drawing others into social interaction.</p> <p>I can build relationships with special people.</p> <p>I can notice and am wary of unfamiliar people.</p> <p>I can interact with others and explore new situations when supported by a familiar person.</p> <p>I can show interest in the activities of others and respond differently to children and adults (e.g. may be more interested in watching children than adults or may pay more attention when children talk to them).</p>	<p>e.g. by engaging in a new play activity.</p> <p>I can play alongside others.</p> <ul style="list-style-type: none"> • I can use a familiar adult as a secure base from which to explore independently in new environments, e.g. venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious. 	<p>my wishes may not always be met.</p> <p>I can initiate play, offering cues to my friends to join me.</p> <ul style="list-style-type: none"> • I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults. 	<p>I understand my rights and responsibilities within our school rules</p> <p>I can identify things I can do to look after the wider world.</p>					
Big Questions		<p>Who are you and how do you feel? Who is in your family?</p> <p>Why might some children feel happy/sad at nursery?</p> <p>What can we do to help ourselves feel better if we are feeling sad?</p> <p>How does it make you feel when someone won't share with you?</p> <p>Why should we look after our toys?</p> <p>What are our rules at nursery?</p>	<p>What do you like/dislike?</p> <p>Why do you think these children feel happy/ cross/ excited/ sad?</p> <p>How does it make you feel when someone won't share with you?</p> <p>Why should we look after our toys?</p> <p>How can we make sure we are happy/safe/learning in school?</p>	<p>What makes you special?</p> <p>What keeps me safe at school and at home?</p> <p>What does it mean to be a member of our class?</p> <p>How does it feel?</p> <p>What rewards do we have in school?</p> <p>What have you done that makes you feel proud?</p> <p>Do you know what behaviour has consequences?</p> <p>Do you think it's fair?</p> <p>Do you understand our new School rules?</p>	<p>What hopes do you have for year 2?</p> <p>Do you have any worries about being in year 2?</p> <p>How can you cope with these?</p> <p>How can we manage these worries as a class?</p> <p>Who could you go to with a worry?</p> <p>What does it mean to have rights?</p> <p>What does responsibility mean?</p> <p>How can you be a responsible member of our class?</p> <p>Why do we give rewards?</p> <p>How does it feel to praise someone?</p>	<p>Why is it important to have a goal?</p> <p>When have you felt the most challenged?</p> <p>How did you feel afterwards?</p> <p>What is important about you?</p> <p>Why are rules important?</p> <p>What would the world be like without rules?</p> <p>Should all good behaviour be rewarded?</p> <p>Why is it important to see things from other people's perspectives?</p>	<p>How does my behaviour affect my class?</p> <p>How does my behaviour affect my school?</p> <p>What does democracy mean?</p> <p>Do you think everyone should have the right to have their voice heard?</p> <p>What motivates you to do well?</p>	<p>What are your goals for Year 5?</p> <p>What does it mean to be a citizen?</p> <p>What does it mean to be treated fairly?</p> <p>Can doing something 'bad' ever be the right thing to do?</p> <p>What do you think is your most important responsibility?</p> <p>Should children be able to vote in elections?</p>	<p>What are you goals for year 6?</p> <p>Can one person change the world?</p> <p>Do rules bring freedom?</p> <p>What is the most important way to make somebody feel valued?</p> <p>What will help us to succeed in working as a group?</p> <p>What is anti-social behaviour?</p> <p>Are you a good role model?</p>

					<div>How does it feel to be praised/rewarded? Can you identify obstacles to learning? Do you understand the connection between behaviour and consequence? Do you all understand how our new Learning Charter will help us all learn? Do you feel the rewards and consequences are fair?</div>				
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Autumn Term 2: Celebrating difference

	2 Year Olds	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Part of my body My interests My familiar people	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Families Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Families and their differences Family conflict and how to manage it Witnessing bullying and how to solve it Recognising words can be hurtful Giving and receiving compliments STOP (several times on purpose)	Community Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying STOP (several times on purpose) Problem-solving Identifying how special and unique everyone is First impressions	Cultural differences and how they cause conflict Racism Rumours and name-calling Type of bullying STOP (several times on purpose) Material wealth and happiness Enjoying and respecting other cultures	Perceptions of normality Prejudice Understanding disability Power struggles Understanding bullying Inclusion/ exclusion STOP (several times on purpose) Differences as conflict, differences as celebration Empathy
Skills	I can find my own nose, eyes or tummy as part of naming games. I can learn that my own voice and actions have effects on others. I can use pointing and eye gaze to make requests and to share an interest. I can engage other people to help achieve a goal (e.g. to get an object out of reach). I can seek to gain attention in a variety of ways, drawing others into social interaction. I can build relationships with special people. I can notice and am wary of unfamiliar people.	I can explore new toys and environments, but I ‘check in’ regularly with familiar adult as and when needed. • I can separate from my main carer with support and encouragement from a familiar adult. • I can join in a range of activities that interest me. I can begin to learn that some things are mine, some things are shared and some things belong to other people. • I can seek comfort from familiar adults, when needed. • I can respond to the feelings and wishes of others.	I can select and use activities and resources with help. • I enjoy the responsibility of carrying out small tasks. • I am confident to talk to other children when playing, and will communicate freely about my home and community. • I am outgoing towards unfamiliar people and more confident in new social situations. • I can show confidence in asking adults for help. I am aware of my own feelings and know that some actions and words can hurt others’ feelings.	I can identify some ways my family make me feel loved. I can explain how my family is different from my friend’s family. I can talk about one thing that makes me different from my friends I understand these differences make us all special and unique I can describe a variety of ways that I am different from my friends I can tell you why I am proud of the things that make me special I can identify other people’s roles in our community. I know that bodies and feelings can be	I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her I can compare myself with a friend and describe the similarities and differences between us I can express how I feel about our similarities and differences	I can recognise positive features about my family and others. I recognise there are different kinds of families, which may be different to mine. I can identify shared characteristics of all families. I can explain what to do if my family relationships make me feel uncomfortable. I can tell you about a time when my words affected someone’s feelings and what the consequences were. I can give and receive compliments. I can explain how giving a compliment	I can explain what it means to live in a community. I recognise other’s contributions to our community. I can tell you about myself (including ethnicity, gender, faith and culture). I can recognise good qualities in myself and others. I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people for who they are. I can use a variety of examples to explain	I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.	I recognise when someone is acting with prejudice. I can explain ways in which I can respond to prejudice. I understand that for some people gender identify does not correspond with biological sex. I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation. I can talk about one thing that makes me different from my friends I can express how I feel about this.

	<p>I can interact with others and explore new situations when supported by a familiar person.</p> <p>I can show interest in the activities of others and respond differently to children and adults (e.g. may be more interested in watching children than adults or may pay more attention when children talk to them).</p> <p>I can seek to gain attention in a variety of ways, drawing others into social interaction.</p> <p>I can build relationships with special people.</p> <p>I can notice and am wary of unfamiliar people.</p> <p>I can interact with others and explore new situations when supported by a familiar person.</p> <p>I can show interest in the activities of others and respond differently to children and adults (e.g. may be more interested in watching children than adults or may pay more attention when children talk to them).</p>	<ul style="list-style-type: none"> • I have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • I have a growing ability to distract myself when upset, e.g. by engaging in a new play activity. <p>I can play alongside others.</p> <ul style="list-style-type: none"> • I can use a familiar adult as a secure base from which to explore independently in new environments, e.g. venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious. 	<ul style="list-style-type: none"> • I can accept the needs of others and I can take turns and share resources, sometimes with support from others. • I can tolerate delay when my needs are not immediately met and understand that my wishes may not always be met. <p>I can initiate play, offering cues to my friends to join me.</p> <ul style="list-style-type: none"> • I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults. 	hurt by words or actions.		affects me and the other person.	how first impressions can be misleading. I can recognise some of the reasons and motivations behind bullying & suggest why some children are the victims of bullying.		
Big Questions		<p>What are you good at?</p> <p>Have we all chosen the same thing? Is it ok to be good at different things?</p> <p>Are we all the same?</p> <p>What makes you unique and special?</p> <p>Do they look like you or someone you know?</p>	<p>What are you good at doing and why?</p> <p>Are we all good at/like the same things?</p> <p>Is it ok to be and do different things to the people around us?</p> <p>How are we the same/different?</p> <p>Are all houses the same?</p>	<p>How am I the same as my friend?</p> <p>What differences are there between you and your friend?</p> <p>What is bullying?</p> <p>How might it feel to be bullied?</p> <p>How can we help children in the playground?</p> <p>What makes a good friend?</p>	<p>Can you think of some similarities between boys and girls?</p> <p>Why do you think we make assumptions about boys/girls?</p> <p>Is it ok for girls/boys to like...?</p> <p>Why is it important that we are not all the same?</p> <p>What does bullying mean?</p>	<p>Are all families the same?</p> <p>What is a 'normal' family?</p> <p>Who is the most important person?</p> <p>What can we do if there is a disagreement at</p>	<p>What is our community?</p> <p>What is an assumption?</p> <p>Should you ever judge a book by its cover?</p> <p>What is special about you?</p>	<p>What is a culture?</p> <p>How can differences cause conflict?</p> <p>What is discrimination?</p> <p>What is racism?</p> <p>Who is more important- me or you?</p>	<p>What is normal?</p> <p>Are all people with a disability the same?</p> <p>What is a power struggle? Why do people struggle for power?</p> <p>What is bullying? Why do some people bully?</p>

		How are they the same/different? What does your house look like? What can we do/say to make us a nice friend?	How do you make friends? How can we be a kind friend?	How do we treat our friends? How am I different? Why does that make me special? Is it ever ok to call somebody names?	Is bullying different from teasing? Why do some people bully? Why are some bullied? How does it feel to be bullied? Who would you talk to if you were being bullied? Do we/could we have a playground rescue team? What would their job be? How did it feel to invite someone to make friends? How did it feel when they accepted the invitation? How did it feel when they said “No, thank you”?	home? Who can we ask for help? What should you do if you see somebody being unkind? What should you do if you feel left out? What is bullying? How can unkind words make you feel? Can kindness change the world?	What makes you different? Are you pleased with your behaviour towards others? What would the world be like if we were all the same? What is a first impression? Has somebody ever changed your impression of them?	What is a rumour? Is it ever ok to talk about somebody behind their back? Is there more than one kind of bullying? Can money buy happiness?	Why are some people bullied? How do you think people who are bullied feel? What should you do if you feel left out? Would the world be a better place if we all looked the same? How would you feel if you were excluded from a group? What does it mean to be empathetic? Why is this important?
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Spring Term 1: Dreams and Goals

	2 Year Olds	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Making decisions My familiar people My emotions Making friends	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success Money	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning process Managing feelings Simple budgeting	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Personal learning goals in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
Skills	Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other	I am starting to engage in pretend play with toys. • I can express my own preferences and interests. • I am confident to talk to other children when playing together. • I can demonstrate a sense of self as an individual, e.g. want to do things independently, say “No” to adult. • I can select and use resources with support. • <i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</i> • <i>Develop their sense of responsibility and membership of a community.</i>	I welcome and value praise for what I have done. • I willingly participate in a wide range of activities. • I can show enthusiasm and excitement when anticipating and engaging in certain activities • I am confident to speak to others about own needs, wants, interests and opinions. • I am confident in speaking in front of a small group. • I can describe myself in positive terms and talk about my abilities. • <i>See themselves as a valuable individual.</i> • <i>Show resilience and perseverance in the face of challenge.</i> • <i>Manage their own needs.</i>	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success I can choose how to celebrate my success and know how to store it in my internal treasure chest	I can identify different groups I am a part of. I can explain some of the ways I worked cooperatively in my group. I can express how it felt to be working as part of this group I can explain how my own and other people’s contributions helped the group to create the end product I can explain what felt good and what felt difficult about working in our group I can recognise the difference between a need and a want. I can make decisions about how I would deal with money.	I can recognise how something makes me feel. I can explain how everyday things affect my feelings. I can evaluate how my feelings change over time. I can evaluate my own learning process and identify how it can be better next time. I can recognise and express my strengths in tackling a learning challenge and I can plan steps to help me do better next time. I am confident in sharing my success with others and know how to store my feelings of success.	I know how to make a new plan and set new goals even if I have been disappointed. I understand the importance of expressing my feelings. I use varied vocabulary to express my feelings. I know what it means to be resilient and to have a positive attitude. I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals. I can explain how resilience and a positive attitude contribute to a	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own. I can evaluate the ways in which our opportunities and life chances are different. I can evaluate ways in which people spend money and see how this affects the environment. I can identify different risks associated with money (including money being stolen)	I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this. I can justify my group’s chosen course of action. I can show how our choice is based on an awareness of the experience and the needs of the people affected.

	<p>children, because they know their key person is nearby and available.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children.</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p>	<ul style="list-style-type: none"> • <i>Become more outgoing with unfamiliar people, in the safe context of their setting.</i> • <i>Show more confidence in new social situations.</i> <p>I am aware of others’ feelings, e.g. I look concerned if I hear crying or look excited if I hear a familiar happy voice.</p> <ul style="list-style-type: none"> • I can respond to a few appropriate boundaries, with encouragement and support. • I can express my own feelings such as sad, happy, cross, scared, worried. • I am aware that some actions can hurt or harm others. • I can try to help or give comfort when others are distressed. • I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn’t do. • <i>Increasingly follow rules, understanding why they are important.</i> • <i>Do not always need an adult to remind them of a rule.</i> • <i>Develop appropriate ways of being assertive.</i> • <i>Talk with others to solve conflicts.</i> • <i>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</i> • <i>Begin to understand how others might be feeling.</i> • I can play cooperatively with a familiar adult, e.g. 	<p>I can usually adapt my behaviour to different events, social situations and changes in routine.</p> <ul style="list-style-type: none"> • I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them. • I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy. • I am aware of the boundaries set and of behavioural expectations in the class. • <i>Express their feelings and consider the feelings of others.</i> • <i>Identify and moderate their own feelings socially and emotionally.</i> • I start conversations, attend to and take account of what others say. • I can explain my own knowledge and understanding, and ask appropriate questions of others • I can take steps to resolve conflicts with other children, e.g. finding a compromise. • I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • <i>Build constructive and respectful relationships.</i> • <i>Think about the perspectives of others.</i> 				greater chance of success		
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		<p>rolling a ball back and forth.</p> <ul style="list-style-type: none"> • I am interested in others' play and start to join in. • I seek out others to share experiences. • I may form a special friendship with another child. • I can show affection and concern for people who are special to me. • <i>Play with one or more other children, extending and elaborating play ideas.</i> • <i>Help to find solutions to conflicts and rivalries.</i> 							
Big Questions		<p>Was it easy/hard? What can you do now that you couldn't do as a baby? What would you like to learn to do? How do you feel if someone is kind/not kind to you? What would we need to learn to do that job? Have you achieved your goal and how did you achieve it?</p>	<p>What have you found tricky to do and how did you manage it? What will happen if we give up and don't try? How can you achieve your goal? Can you say something nice to someone else in the room? How does it feel when someone says something nice about you? What things do we need to learn to achieve our dream job? Have you achieved your goal and how did you achieve it?</p>	<p>What is your special success? How did you feel when you achieved your goal? How have you learnt to...? What steps did you take to achieve your goal? How easy is it to work with your partner? Is anything difficult about this? How does it feel when we start to learn something new? How can you help each other to reach your goals? How does it feel to overcome obstacles and to reach your goal? What successes have you experienced and how do they make you feel?</p>	<p>How did you manage to achieve your goal? How does it make you feel? Is it easier to work towards your goal with someone you get on with well? Why? How does it feel to achieve a task together? What dream do you have? How does your dream make you feel? What is money? Where does money come from? What different jobs do people have in our community? What strengths might you need to do a certain job? What is the difference between a need and a want? How can we look after our money?</p>	<p>If something is difficult, should you give up? Are dreams and ambitions the same? How do you feel when you are facing a new challenge? What makes you want to do well? Does everybody have the same obstacles as you? How can you overcome an obstacle? What different feelings do you have? Which feelings do we sometimes need to manage? How can we manage unwanted feelings? What is money? Where does money come from? What happens when you spend money? What is a budget?</p>	<p>Are hopes and dreams the same thing? How might you feel if you do not succeed in reaching your dream? What can you do to overcome disappointment? How do you know if you are doing something well? How would you feel if you achieve your goal? How has somebody helped you to reach a goal? Why is it important to work as a group sometimes? What does it mean to be resilient? How can you be more resilient every day? Is it possible to always be positive?</p>	<p>Why do mistakes help us learn? What is your dream for the future? Does money make the world go round? Are there more important things than money? Why is money important? How do people get money? What job would you like to do when you are older? How would you become that? Would you rather do a job that pays a lot or a job that makes a difference to lots of people? Why do some people have different goals to you? How can we help others to reach their goals? What is charity?</p>	<p>Doing your best is more important than being the best. To what extent do you agree? What is your personal learning goal? How do you know if you have been successful? How do you measure success? How do you feel when you have been successful? What does it mean to make a difference? How can you make a difference to the world? What motivates you to do well? Do others have different motivations to you? Why? Who has made an amazing achievement?</p>

								<div>Why are charities important?</div> <div>What makes you want to do well?</div>	<div>How do compliments make you feel?</div>
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	2 Year Olds	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Making decisions My familiar people My emotions Making friends	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe (Including online safety, medicines and household items) Road safety Linking health and happiness	Motivation Healthier choices Relaxation Importance of sleep Healthy eating and nutrition Healthier snacks and sharing food Dental hygiene	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Keeping healthy- including medicines, allergies & sun safety Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid (St John's Ambulance resources) Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substance affect the body Exploitation, including FGM, 'county lines' and gang culture Emotional and mental health Managing stress
Skills	Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their	I am starting to engage in pretend play with toys. • I can express my own preferences and interests. • I am confident to talk to other children when playing together. • I can demonstrate a sense of self as an individual, e.g. want to do things independently, say "No" to adult. • I can select and use resources with support. • <i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</i> • <i>Develop their sense of responsibility and membership of a community.</i> • <i>Become more outgoing with unfamiliar people, in the safe context of their setting.</i> • <i>Show more confidence in new social situations.</i>	I welcome and value praise for what I have done. • I willingly participate in a wide range of activities. • I can show enthusiasm and excitement when anticipating and engaging in certain activities • I am confident to speak to others about own needs, wants, interests and opinions. • I am confident in speaking in front of a small group. • I can describe myself in positive terms and talk about my abilities. • <i>See themselves as a valuable individual.</i> • <i>Show resilience and perseverance in the face of challenge.</i> • <i>Manage their own needs.</i> I can usually adapt my behaviour to different events, social situations and changes in routine. • I understand that my own actions affect other people, for example, I might	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy I can tell you why it is important to have breaks from technology I understand why some technology has age restrictions I can talk about the role of the internet in every day life. I can describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy, and some things that might harm it if I am not careful I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy I can wash my hands and know to catch coughs and sneezes. I can identify some medicines that help people stay healthy.	I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends I can identify and prepare snacks that are healthy, and explain my choice by saying why they are good for my body I can compare my own and my friends' choices and can express how it feels to make and share healthy food together I can brush my teeth. I can identify people who help me stay healthy. I understand the importance of wearing sun cream I can explain how to use internet & digital devices safely. I can recognise that not all information I see online is true.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels. I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe, including knowing how to seek help and from whom. I can express and respond appropriately to feelings of anxiety or fear.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. I can explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this. I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices. I can explain how bacteria and viruses can affect health. I can maintain good hygiene to limit spreading infections. I can identify the benefits of medicines, vaccines and immunisations.	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body and I understand the part this plays in maintaining my self-confidence. I can explain the importance of maintaining good hygiene including oral hygiene.	I can evaluate the benefits of using the internet (including social media) I recognise the importance of spending time offline. I can respond to feelings appropriately and know how to manage stress. I recognise the warning signs linked to mental health and know how to seek support. I can evaluate when alcohol is being used responsibly, antisocially or being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this. I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible

	<p>key person. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Find ways to calm themselves, through being calmed and comforted by their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p>	<p>I am aware of others’ feelings, e.g. I look concerned if I hear crying or look excited if I hear a familiar happy voice.</p> <ul style="list-style-type: none"> • I can respond to a few appropriate boundaries, with encouragement and support. • I can express my own feelings such as sad, happy, cross, scared, worried. • I am aware that some actions can hurt or harm others. • I can try to help or give comfort when others are distressed. • I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn’t do. • <i>Increasingly follow rules, understanding why they are important.</i> • <i>Do not always need an adult to remind them of a rule.</i> • <i>Develop appropriate ways of being assertive.</i> • <i>Talk with others to solve conflicts.</i> • <i>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</i> • <i>Begin to understand how others might be feeling.</i> • I can play cooperatively with a familiar adult, e.g. rolling a ball back and forth. • I am interested in others’ play and start to join in. • I seek out others to share experiences. 	<p>become upset or try to comfort another child when I realise I have upset them.</p> <ul style="list-style-type: none"> • I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy. • I am aware of the boundaries set and of behavioural expectations in the class. • <i>Express their feelings and consider the feelings of others.</i> • <i>Identify and moderate their own feelings socially and emotionally.</i> • I start conversations, attend to and take account of what others say. • I can explain my own knowledge and understanding, and ask appropriate questions of others • I can take steps to resolve conflicts with other children, e.g. finding a compromise. • I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • <i>Build constructive and respectful relationships.</i> • <i>Think about the perspectives of others.</i> 	<p>I can explain what to do if there is an accident and someone is hurt. I can explain when to call 999 and know what to say.</p>			<p>I recognise how and when to seek support if I am worried about my health.</p>		<p>use, anti-social use and misuse.</p> <p>I can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older.</p> <p>I know what to do if I think somebody is at risk of FGM.</p>
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		<ul style="list-style-type: none"> • I may form a special friendship with another child. • I can show affection and concern for people who are special to me. • <i>Play with one or more other children, extending and elaborating play ideas.</i> • <i>Help to find solutions to conflicts and rivalries.</i> 							
Big Questions		<p>Are you feeling warmer?</p> <p>How has your breathing changed?</p> <p>What does your heart do when you're moving/exercising?</p> <p>What does healthy food do to our bodies?</p> <p>What do you do before you go to sleep?</p> <p>Why do you need to wash your hands?</p> <p>What should you do if you get lost?</p>	<p>Why do we exercise and why is it important?</p> <p>Feel your hearts – what is happening?</p> <p>How does your breath/skin feel?</p> <p>What does healthy food do to our bodies?</p> <p>If we eat unhealthy food all the time what does it do to our bodies?</p> <p>What time do you go to sleep and what do you do before you go to sleep?</p> <p>What do germs do if we don't wash our hands?</p> <p>How can you get help if you get lost and who can you go to?</p>	<p>If you're healthy how do you feel?</p> <p>How can you keep yourself healthy?</p> <p>What healthy choices do you make?</p> <p>How do you feel if you make a healthy choice?</p> <p>Why do we keep ourselves clean?</p> <p>How can we stay safe at home?</p> <p>Who can help keep us safe?</p> <p>What do your face and body feel like when they are poorly?</p> <p>How can you help yourself feel better?</p> <p>Why should you not have too much medicine?</p> <p>How do you know when it is safe to cross a road?</p> <p>What does it mean to use your eyes and ears?</p> <p>What do you do at school to keep yourself clean and healthy?</p> <p>Is this different to what you do at home?</p>	<p>What things/ how do you keep yourself healthy?</p> <p>Why is it important to keep healthy?</p> <p>Can you describe how you feel when you are calm, when you are tense and when you are somewhere in between?</p> <p>How can you tell if others are calm or not?</p> <p>Are you able to learn new things when you are feeling tense?</p> <p>Why do you think medicines come in different forms?</p> <p>Why should medicines only be used in the way they are intended?</p> <p>What do you know already about a healthy, balanced diet?</p> <p>Which foods do you need every day to keep you healthy?</p> <p>How might our bodies be like cars? What happens if we run out of fuel?</p> <p>Which foods do our bodies need? Which food don't our bodies need?</p> <p>Why is it important to give my body nutritious food?</p>	<p>Why is exercise important?</p> <p>What is meant by a healthy food?</p> <p>How do you know if a food is unhealthy?</p> <p>What are the dangers of eating unhealthy foods?</p> <p>What is a healthy habit?</p> <p>How do I know if I am unwell?</p> <p>What is a drug? Why do some people use drugs?</p> <p>How can I keep myself safe?</p> <p>Why is it important to keep yourself safe?</p> <p>What is respect?</p> <p>How can you show respect?</p> <p>How can we make ourselves feel positive?</p> <p>Is it important to always make healthy choices?</p> <p>What is a safe choice?</p>	<p>What makes a good friend?</p> <p>How many friends do you need?</p> <p>Is it possible to always be friends with the same people?</p> <p>Why should you follow the guidelines on medicines?</p> <p>What is smoking?</p> <p>What are the dangers of smoking?</p> <p>What is alcohol?</p> <p>What are the dangers of alcohol?</p> <p>Why might somebody choose to use these substances?</p> <p>What does it mean to be assertive?</p> <p>Why is it sometimes hard to do the right thing?</p> <p>What is peer pressure?</p> <p>What would you do if your friends all want to do something you don't want to?</p>	<p>Why do some people choose to smoke or drink alcohol?</p> <p>What is anti-social behaviour?</p> <p>How can alcohol cause anti-social behaviour?</p> <p>What should you do if there is an accident?</p> <p>What do you do if you have hurt yourself?</p> <p>What is your body image?</p> <p>Why is it important to have self-compassion?</p> <p>Why do some people find it difficult to make good food choices?</p>	<p>Who is responsible for your actions?</p> <p>How can you make sure you are making positive choices?</p> <p>How do substances affect the body?</p> <p>Alcohol should be illegal. What do you think?</p> <p>What is meant by exploitation?</p> <p>How do you know if you are being manipulated?</p> <p>Do you think being in a gang is a good idea?</p> <p>What is mental health?</p> <p>Why is it important to look after your mental health?</p> <p>How can you look after your mental health?</p> <p>What is stress?</p> <p>How can you prevent feeling stressed?</p>

					Do you think you could swap an unhealthy snack for a healthy snack?		How are you strong? What is your hidden super-power?		
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Summer 1: Relationships

	2 Year Olds	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Self-regulation Managing self Building relationships	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	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 Celebrating special relationships	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special 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 SMART internet safety rules	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Physical contact Showing appreciations to people and animals SMART internet safety rules	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	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 SMART internet safety rules
Skills	I can start to separate from my main carer with support and encouragement from a familiar adult. • I can express my own preferences and interests. • I can demonstrate a sense of self as an individual (e.g. wants to do things independently, says, 'No' to adult). • I can explore new toys and environments, but I 'check in' regularly with a familiar adult as and when I need to. I can express a growing sense of will and determination, which may result in feelings of anger and frustration, which are difficult to handle	I can select and use activities and resources. • I enjoy the responsibility of carrying out small tasks. • I am confident to talk to other children when playing and will communicate freely about my own home and community. • I am more outgoing towards unfamiliar people and more confident in new social situations. • I can show confidence in asking adults for help. • I welcome and value praise for what I have done. I am aware of my own feelings, and know that some actions and	- <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i> - <i>Explain the reasons for rules, know right from wrong and try to behave accordingly;</i> - <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i> - <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</i>	I can tell you why I appreciate someone who is special to me and express how I feel about them I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together I can tell you how I feel about my relationship with this person I can recognise when I need to ask permission for something and when my permission needs to be asked.	I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends I can identify a range of things that cause conflict between me and my friends and explain why these conflicts arise I can demonstrate how to use the positive problem-solving technique to resolve these conflicts and consider how effective it might be I know how to respond to adults that I do not know. I can respond appropriately if	I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choice I can express a sense of the responsibility we have for each other because of these connections I know when I should and should not keep something a secret. I recognise information that should not be shared online. I can explain rules on distributing images (including copyright).	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this I can explain and weigh up different points of view people may hold on an animal rights issue and I can take these into account in expressing and justifying my own opinions and feelings on this I recognise that all friendships have ups and downs. I can use discussion to help solve friendship problems.	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe I can assess the reliability of information from online. I recognise different ways data is stored online and how it can	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. I can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem

	<p>(e.g. may have tantrums).</p> <ul style="list-style-type: none"> • I can respond to a few appropriate boundaries, with encouragement and support. • I can seek comfort from familiar adults when needed. <p>I can play alongside others.</p> <ul style="list-style-type: none"> • I can use a familiar adult as a secure base from which to explore independently in new environments (e.g. ventures away to play and interact with others but returns for a cuddle or reassurance if becomes anxious). • I can play cooperatively with a familiar adult (e.g. rolling a ball back and forth). • I can show affection and concern for people who are special to me. • I can start to form a special friendship with another child. 	<p>words can hurt others' feelings.</p> <ul style="list-style-type: none"> • I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others. • I can usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met. • I can usually adapt my behaviour to different events, social situations and changes in routine. <p>I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <ul style="list-style-type: none"> • I can initiate play, offering cues to peers to join me. • I can keep play going by responding to what others are saying or doing. • I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<p>- <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</i></p> <p>- <i>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.</i></p> <p><i>Work and play cooperatively and take turns with others;</i></p> <p>- <i>Form positive attachments to adults and friendships with peers;</i></p> <p>- <i>Show sensitivity to their own and to others' needs.</i></p>		physical contact makes me feel unsafe or uncomfortable.		I can identify acceptable and unacceptable physical contact.	<p>be used to target individuals.</p> <p>I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures</p> <p>I recognise what it means to know somebody "online" and how this is different from knowing them face to face.</p> <p>I can recognise if a friendship is making me feel unsafe.</p>	<p>I can empathise with how it may feel to lose somebody.</p> <p>I can solve problems linked to my emotions.</p>
Big Questions		<p>Who are your family and what do they do/like?</p> <p>Who are your friends?</p> <p>What can you do/say to make friends with people?</p> <p>If people are mean to you, what could you do?</p> <p>What could you do if you feel cross?</p> <p>How are you a good friend to others?</p>	<p>What is your job in your family?</p> <p>What do you like about your friends?</p> <p>Have you ever fallen out with your friend-Why? How did you feel?</p> <p>What could you do if you feel angry and want to calm down?</p> <p>What does being a good friend mean?</p>	<p>What is a family?</p> <p>Are all families the same?</p> <p>Can some people be part of your family and not live in your house?</p> <p>What makes people friends?</p> <p>Do friends always get on well?</p> <p>What make a good friend?</p> <p>What textures do you like/not like to feel?</p>	<p>What is my family like?</p> <p>How are other people's families similar/different?</p> <p>What kind of touch do we really like and why?</p> <p>When is touch not acceptable?</p> <p>Do I know how to speak up about a touch I don't like?</p>	<p>What responsibilities do people in your family have?</p> <p>Do all families have the same responsibilities?</p> <p>What is friendship?</p> <p>How can you reach a compromise?</p> <p>How can you keep yourself safe online?</p>	<p>Why do we sometimes feel jealous?</p> <p>How can we cope with feeling jealous?</p> <p>What does it mean to love somebody?</p> <p>Are all kinds of love the same?</p>	<p>What is self-worth?</p> <p>How can you be kind to yourself?</p> <p>What ways do we have to make ourselves feel more confident?</p> <p>Why is it important to stay safe online?</p>	<p>What is mental health?</p> <p>What might affect somebody's mental health?</p> <p>Where can we find support if we are struggling with mental health?</p> <p>How do we feel when we lose somebody important to us?</p>

				<p>Can you say ‘no’ to a touch you don’t like? Who are the people who have special jobs that help us in our school community? Can you think of anyone else that helps us? How could you ask for help? When should you ask for help? What can you be proud of and praise yourself for? Is everybody incredible in some way? Who is special to you? Why are they special? How can we show people they are special to us? How does it feel to have a special person?</p>	<p>What sort of things cause friends to fall out sometimes? Can we see both sides of the problem? What words help us resolve disagreements? How can keeping good secrets make people feel happy? Are there ever secrets that you should tell to an adult? Why should you not keep these secrets? Who can you trust to talk about secrets that worry you? What helps us to trust people? What makes us lose trust? Who are the people around us we trust/don’t trust? What positive things can I say to people? How does a compliment make you feel?</p>	<p>Are you pleased with your behaviour towards others?</p>	<p>How does it feel to lose somebody that you love? Is there a special person that you miss? What memories do you have of them? What should you do if you have a fall out with your friend? Do we always have to be friends with the same people? What does it mean to have a girlfriend or boyfriend? Who might have a girlfriend or boyfriend? How do we show people that we appreciate them? How do we appreciate animals? Should animals be kept in captivity?</p>	<p>What advice would you give to somebody who wants to stay safe online? What are our responsibilities when we are online? How can we affect others with what we post online? Should we work to reduce our screen time? What are the dangers of online gaming? What is gambling?</p>	<p>What can we do to help us when times are difficult? Why do some people try to control others? Is it more important to be right or to be kind? What technology do we have access to? How can we keep safe when using technology? Are all kinds of technology the same? Whose responsibility is it to use technology correctly? What might happen if you are not responsible with your technology?</p>
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Summer 2: Changing Me

	2 Year Olds	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Self-regulation Managing self Building relationships</p>	<p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>	<p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>	<p>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 Transition</p>	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>	<p>How babies grow Understanding a baby’s needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Environmental changes Preparing for transition</p>	<p>Self and body image Influence of online media on body image Puberty for girls Puberty for boys Conception (in IVF) Growing responsibility Coping with change Preparing for transition</p>	<p>Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/ girlfriends Sexting Transition</p>

Skills	<p>I can start to separate from my main carer with support and encouragement from a familiar adult.</p> <ul style="list-style-type: none"> • I can express my own preferences and interests. • I can demonstrate a sense of self as an individual (e.g. wants to do things independently, says, 'No' to adult). • I can explore new toys and environments, but I 'check in' regularly with a familiar adult as and when I need to. <p>I can express a growing sense of will and determination, which may result in feelings of anger and frustration, which are difficult to handle (e.g. may have tantrums).</p> <ul style="list-style-type: none"> • I can respond to a few appropriate boundaries, with encouragement and support. • I can seek comfort from familiar adults when needed. <p>I can play alongside others.</p> <ul style="list-style-type: none"> • I can use a familiar adult as a secure base from which to explore independently in new environments (e.g. ventures away to play and interact with others but returns for a cuddle or reassurance if becomes anxious). • I can play cooperatively with a familiar adult (e.g. rolling a ball back and forth). 	<p>I can select and use activities and resources.</p> <ul style="list-style-type: none"> • I enjoy the responsibility of carrying out small tasks. • I am confident to talk to other children when playing and will communicate freely about my own home and community. • I am more outgoing towards unfamiliar people and more confident in new social situations. • I can show confidence in asking adults for help. • I welcome and value praise for what I have done. <p>I am aware of my own feelings, and know that some actions and words can hurt others' feelings.</p> <ul style="list-style-type: none"> • I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others. • I can usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met. • I can usually adapt my behaviour to different events, social situations and changes in routine. <p>I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <ul style="list-style-type: none"> • I can initiate play, offering cues to peers to join me. • I can keep play going by responding to what 	<p>- <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</i></p> <p>- <i>Explain the reasons for rules, know right from wrong and try to behave accordingly;</i></p> <p>- <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p>- <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</i></p> <p>- <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</i></p> <p>- <i>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.</i></p> <p><i>Work and play cooperatively and take turns with others;</i></p> <p>- <i>Form positive attachments to adults and friendships with peers;</i></p> <p>- <i>Show sensitivity to their own and to others' needs.</i></p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p> <p>I can talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, vagina</p> <p>I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these</p>	<p>I can identify changes that happen throughout a person's life.</p> <p>I can identify feelings associated with change/loss (including death).</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p> <p>I can talk about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy</p> <p>I can explain how I feel about being a boy/girl and talk about what I like and dislike about it</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and I understand how to manage these feelings</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p> <p>I can identify which changes are within my control</p> <p>I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>I understand the emotional changes that may take place during puberty</p> <p>I can consider how these changes will affect me and prepare myself for the feelings I may experience</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby</p> <p>I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth</p> <p>I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it</p> <p>I understand the importance of seeking and giving permission.</p> <p>I can explain the significance of marriage and civil partnership.</p> <p>I can reflect on my own feelings about marriage and relationships.</p>
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	<ul style="list-style-type: none"> • I can show affection and concern for people who are special to me. • I can start to form a special friendship with another child. 	<p>others are saying or doing.</p> <ul style="list-style-type: none"> • I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 							
Big Questions		<p>Can you name different parts of the body?</p> <p>What is good for your body?</p> <p>What can you do now that you couldn't do as a baby?</p> <p>What do we have to do to look after seeds and make them grow?</p> <p>Is there anything exciting about going to big school?</p> <p>What fun things have we done this year?</p>	<p>Can you name different parts of the body and what do they do?</p> <p>What do we need to keep healthy and happy?</p> <p>What will we be able to do when we're older that we can't do now?</p> <p>What are you excited about?</p> <p>What are you nervous/scared about?</p> <p>What is your favourite thing about this year?</p> <p>What have you achieved/learnt?</p>	<p>What changes happen in a frog's life cycle?</p> <p>Do we all grow up at the same rate?</p> <p>What do you like most about being you now?</p> <p>What do you want to be when you grow up?</p> <p>How have you changed since you were a baby?</p> <p>What can you do now that you couldn't do when you were a toddler?</p> <p>What do other living things look like at the beginning of their life cycle?</p> <p>How much have we all changed since we were babies?</p> <p>How do you tell the difference between boys and girls?</p> <p>What are the right names for the body parts that make boys and girls different?</p> <p>Which of our body parts do we normally keep private?</p> <p>What might you learn to do as you grow up?</p> <p>Think of a time when you had a big change in your life, how did you feel?</p>	<p>How do things around us change?</p> <p>What does change feel like?</p> <p>How do things change in life cycles?</p> <p>How do our faces/bodies change as we grow older?</p> <p>Who do you know that is old?</p> <p>What were you like as a baby?</p> <p>How are you different now?</p> <p>How will you be different/how will your life change as you grow up?</p> <p>Can you remember the names of the body parts that make boys and girls different?</p> <p>Are the clothes boys and girls wear always different?</p> <p>What do you like/dislike about being a boy/girl?</p> <p>What sort of touch do you like and how does it make you feel?</p> <p>What sort of touch do you not like and how does it make you feel?</p> <p>What changes have happened?</p> <p>What changes might happen?</p>	<p>How do humans grow throughout their lives?</p> <p>What do babies need to be well?</p> <p>Do they have the same needs as older children?</p> <p>How do our bodies change on the outside as we get older?</p> <p>How do our bodies change on the inside as we get older?</p> <p>Are all families the same?</p> <p>What is a stereotype? Should we stereotype people?</p> <p>Do you agree that everyone is entitled to their opinion?</p> <p>Are changes always a bad thing?</p> <p>What has been your favourite thing about year 3?</p> <p>What changes have happened this year?</p> <p>How might next year be different?</p>	<p>What does it mean to be unique?</p> <p>What makes you unique?</p> <p>Why do some people chose to have a baby?</p> <p>What does it mean to be a parent?</p> <p>How do girls change during puberty?</p> <p>Why do girl change during puberty?</p> <p>How does change make you feel?</p> <p>Are all changes equal?</p> <p>Do changes effect everybody in the same way?</p> <p>How has the school environment changed since you came here?</p> <p>How has the local environment change in your life?</p> <p>What has been your favourite thing about Year 4?</p> <p>How might next year be different?</p>	<p>What is your body image?</p> <p>How does the media effect your view of yourself?</p> <p>Should all people have the same body type?</p> <p>How do girls change during puberty?</p> <p>How do boys change during puberty?</p> <p>Why do changes during puberty take place?</p> <p>What is IVF?</p> <p>What is adoption?</p> <p>How do you responsibilities change as you get older?</p> <p>It is impossible to prepare for change. To what extent do you agree?</p> <p>How does change make you feel?</p> <p>What has been your favourite thing about Year 5?</p> <p>How will next year be different?</p>	<p>How do you see yourself?</p> <p>What is your most amazing feature?</p> <p>What does physical attraction mean?</p> <p>Who might you be physically attracted to?</p> <p>What is a girlfriend/ boyfriend?</p> <p>Who should have a girlfriend/ boyfriend?</p> <p>Should a girlfriend/ boyfriend ever pressure you into doing something you don't want to?</p> <p>What is consent?</p> <p>What is sexting?</p> <p>How are you feeling about moving to a new school?</p> <p>What has been your favourite memory of being at Robert Mellors?</p> <p>What are you looking forward to about next year?</p> <p>What might be different next year?</p>