Robert Mellors Primary Academy PSHE F1-Yr 6 Content Overview

Age Group	<u>Being Me in My World</u>	Celebrating Difference	Dreams and Goals	Healthy Me	<u>Relationships</u>	Changing Me
Ages 2-3	Part of my body	Part of my body	Making decisions	Making decisions	Self-regulation	Self-regulation
	My interests	My interests	My familiar people	My familiar people	Managing self	Managing self
	My familiar people	My familiar people	My emotions	My emotions	Building relationships	Building relationships
	,	,	Making friends	Making friends		
Ages 3-4	Self-identity	Identifying talents	Challenges	Exercising bodies	Family life	Bodies
	Understanding feelings	Being special	Perseverance	Physical activity	Friendships	Respecting my body
	Being in a classroom	Families	Goal-setting	Healthy food	Breaking friendships	Growing up
	Being gentle	Where we live	Overcoming obstacles	Sleep	Falling out	Growth and change
	Rights and responsibilities	Making friends	Seeking help	Keeping clean	Dealing with bullying	Fun and fears
	0	Standing up for yourself	Jobs	Safety	Being a good friend	Celebrations
			Achieving goals			
F2	Self-identity	Identifying talents	Challenges	Exercising bodies	Family life	Bodies
	Understanding feelings	Being special	Perseverance	Physical activity	Friendships	Respecting my body
	Being in a classroom	Families	Goal-setting	Healthy food	Breaking friendships	Growing up
	Being gentle	Where we live	Overcoming obstacles	Sleep	Falling out	Growth and change
	Rights and responsibilities	Making friends	Seeking help	Keeping clean	Dealing with bullying	Fun and fears
	inglites and responsibilities	Standing up for yourself	Jobs	Safety	Being a good friend	Celebrations
		Standing up for yoursen	Achieving goals	Salety	being a good menu	Celebrations
Ages 5-6	Feeling special and safe	Similarities and differences	Setting goals	Keeping myself healthy	Belonging to a family	Life cycles-animal and humar
Ages 5 0	Being part of a class	Understanding bullying and	Identifying successes and	Healthier lifestyle choices	Making friends/being a good	Changes in me
						C C
	Rights and responsibilities	knowing how to deal with it	achievements	Keeping clean	friend	Changes since being a baby
	Rewards and feeling proud	Making new friends	Learning styles	Being safe	Physical contact preferences	Differences between female
	Consequences	Celebrating the differences in	Working well and celebrating	Medicine safety/safety with	People who help us	male bodies (correct
	Owning the school rules	everyone	achievement with a partner	household items	Qualities as a friend and person	terminology)
			Tackling new challenges	Road safety	Self-acknowledgement	Linking growing and learning
			Identifying and overcoming	Linking health and happiness	Being a good friend to myself	Coping with change
			obstacles		Celebrating special relationships	Transition
			Feelings of success			
Ages 6-7	Hopes and fears for the year	Assumptions and stereotypes	Achieving realistic goals	Motivation	Different types of family	Life cycles in nature
	Rights and responsibilities	about gender	Perseverance	Healthier choices	Physical contact boundaries	Growing from young to old
	Rewards and consequences	Understanding bullying	Learning strengths	Relaxation	Friendship and conflict	Increasing independence
	Safe and fair learning	Standing up for self and others	Learning with others	Healthy eating and nutrition	Secrets	Differences in female and ma
	environment	Making new friends	Group co-operation	Healthier snacks and sharing	Trust and appreciation	bodies (correct terminology
		Gender diversity		food	••	Assertiveness
	Valuing contributions	•	Contributing to and sharing	1000	Expressing appreciation for	
	Choices Recognising feelings	Celebrating difference and	success		special relationships	Preparing for transition
Ages 7-8	Recognising feelings Setting personal goals	remaining friends Families and their differences	Difficult challenges and	Exercise	Family roles and responsibilities	How babies grow
	Self-identify and worth	Family conflict and how to	achieving success	Fitness challenges	Friendship and negotiation	Understanding a baby's need
	Positivity in challenges	-	Dreams and ambitions	-	Keeping safe online and who to	Outside body changes
	, 0	manage it Witnessing bullying and how to		Food labelling and healthy swaps		outside body challges
	Rules, rights and responsibilities	Witnessing bullying and how to	New challenges	Attitudes towards drugs	go to for help	
	Rewards and consequences	solve it	Motivation and enthusiasm	Keeping safe and why it's	Being a global citizen	Inside body changes
	Responsible choices		Recognising and trying to	important online and offline		Family stereotypes
	Seeing things from others'	Recognising words can be	overcome obstacles	scenarios	Being aware of how my choices	Challenging my ideas
	perspective	hurtful	Evaluating learning process	Respect for myself and others	affect others	Preparing for transition
		Giving and receiving	Managing feelings	Healthy and safe choices	Awareness of how other children	
		compliments	Simple budgeting		have different lives	
		STOP (several times on purpose)			Expressing appreciation for	
					family and friends	
	Roing part of a class team	Challenging accumptions	Hones and droams	Healthier friendshins	lealousy	Reing unique
Ages 8-9	Being part of a class team	Challenging assumptions	Hopes and dreams	Healthier friendships	Jealousy	Being unique
Ages 8-9	Being a school citizen	Judging by appearance	Overcoming disappointment	Group dynamics	Love and loss	Having a baby
Ages 8-9	- ·			-	-	

	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	Self-identity	Self-identity	My feelings	Hopes and fears for	Setting personal goals	Being part of a class	Planning the	Identifying goals for
	My interests	Understanding	Understanding	Feeling special and	the year	Self-identify and	team	forthcoming year	the year
	My familiar people	feelings	feelings	safe	Rights and	worth	Being a school citizen	Being a citizen	Global citizenship
		Being in a classroom	Being in a classroom	Being part of a class	responsibilities	Positivity in challenges	Rights and	Rights and	Children's universal
		Being gentle	Being gentle	Rights and	Rewards and	Rules, rights and	responsibilities and	responsibilities	rights
		Rights and	Rights and	responsibilities	consequences	responsibilities	democracy	Rewards and	Feeling welcome and
		responsibilities	responsibilities	Rewards and feeling	Safe and fair learning	Rewards and	Rewards and	consequences	values
				proud	environment	consequences	consequences	How behaviour affects	Choices,
				Consequences	Valuing contributions	Responsible choices	Group decision	groups	consequences and
				Owning the school	Choices	Seeing things from	making	Democracy, having a	rewards
				rules	Recognising feelings	others' perspective	Having a voice	voice and participating	Group dynamics
				The world around me	The world around me	Making a difference	What motivates	Making a difference	Democracy, having a
							behaviour		voice
							Making a difference		Anti-social behaviour
									Role-modelling
									Making a difference
Skills	I can find my own	I can explore new toys	I can select and use	I understand why it is	I understand that	I can explain why we	I can explain why we	I can explain why we	I can explain why we
	nose, eyes or tummy	and environments,	activities and	important to use my	people might not feel	have rules and laws.	have rules and laws.	have rules and laws.	have rules and laws.
	as part of naming	but I 'check in'	resources with help.	manners.	the same as me.	I can participate in the	I can take increasing		
	games.	regularly with familiar	• I enjoy the	I can identify and	I can share my feelings	making and changing	responsibility for my	I can take	I can explain how
	I can learn that my	adult as and when	responsibility of	name different	appropriately.	of rules.	own choices and I	responsibility for my	human rights protect
	own voice and actions	needed.	carrying out small	feelings human beings	I recognise when I	I can listen to and	know that actions	own choices and	everyone.
	have effects on	• I can separate from	tasks.	experience.	need help with	show respect for the	have a consequence.	goals.	
	others.	my main carer with	• I am confident to	I recognise how	feelings.	views of others.	I can recognise	0	I can recognise the
	I can use pointing and	support and	talk to other children	feelings affect my	I can identify some of	I can identify ways of	aggressive and anti-	I can explain the	value of different
	eye gaze to make	encouragement from	when playing, and will	body.	my hopes and fears	facing new challenges.	social behaviours and	consequences of not	people's contributions
	requests and to share	a familiar adult.	communicate freely	, I can identify how	for this year	I can see my mistakes,	their effects on	adhering to rules.	to our group.
	an interest.	• I can join in a range	about my home and	other people might be	I recognise when I feel	make amends and set	individuals and	Ū	
	I can engage other	of activities that	community.	feeling.	worried and know	personal goals.	communities.	I can explain how	I am able to show
	people to help achieve	interest me.	• I am outgoing	I recognise different	who to ask for help	I can explain how my	I can make informed	everyone offers a	compassion towards
	a goal (e.g. to get an	I can begin to learn	towards unfamiliar	things that make me	I understand the	actions have affected	choices about my	different contribution	others.
	object out of reach).	that some things are	people and more	feel good.	rights and	others.	environment.	to a community.	I can show increasing
	I can seek to gain	mine, some things are	confident in new	I feel special and safe	responsibilities for	I can empathise with	I can begin to respond		responsibility as a
	attention in a variety	shared and some	social situations.	in my class	being a member of my	other people and	to, or challenge,	I can help to create a	member of Y6 and act
	of ways, drawing	things belong to other	 I can show 	I know that I belong to	class and school	situations through	negative behaviours	project which will	as a role model for
	others into social	people.	confidence in asking	my class and	I can help to make my	topical issues,	such as stereotyping	make a difference in	other children in
	interaction. I can build	 I can seek comfort 	adults for help.	understand the rights	class a safe and fair	problems and events.	and aggression.	the wider community.	school.
	relationships with	from familiar adults,	I am aware of my own	and responsibilities as	place	I can help to create a	I can respond		
	special people.	when needed.	feelings and know that	a member of my class	I can listen to other	project to make a	appropriately to other		I can help to create a
	I can notice and am	 I can respond to the 	some actions and	I can listen to others	people and contribute	difference to my	people's feelings.		project which will
	wary of unfamiliar	feelings and wishes of	words can hurt others'	and play together.	my own ideas about	school environment.	I can identify positive		make a difference in
	people.	others.	feelings.	I know how to make	rewards and		ways to face new		the wider community.
	I can interact with	 I have a growing 	 I can accept the 	my class a safe place	consequences		challenges.		
	others and explore	sense of will and	needs of others and I	for everyone to learn	I can work		I can identify positive		
	new situations when	determination, which	can take turns and	I can recognise how it	cooperatively and		things about my own		
	supported by a	may result in feelings	share resources,	feels to be proud of an	understand how		and others'		
	familiar person.	of anger and	sometimes with	achievement	following the School		achievements.		
	I can show interest in	frustration which are	support from others.	I can recognise the	rules will help me and		I can recognise the		
	the activities of others	difficult to handle, e.g.	 I can tolerate delay 	choices I make and	others learn		worth of other people.		
	and respond	may have tantrums.	when my needs are	understand the	I can identify things I		I can help to create a		
	differently to children	 I have a growing 	not immediately met	consequences			project to make a		
	and adults (e.g. may	ability to distract	and understand that		can do to look after		difference to my		
	be more interested in	myself when upset,			the wider world.		school environment.		

	watching children than adults or may pay more attention when children talk to them). 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 watching children than adults or may pay more attention when children talk to them).	e.g. by engaging in a new play activity. I can play alongside others. • 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.	my wishes may not always be met. I can initiate play, offering cues to my friends to join me. • I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.	I understand my rights and responsibilities within our school rules I can identify things I can do to look after the wider world.					
Big Questions		Who are you and how do you feel? Who is in your family? Why might some children feel happy/sad at nursery? What can we do to help ourselves feel better if we are feeling sad? How does it make you feel when someone won't share with you? Why should we look after our toys? What are our rules at nursery?	What do you like/dislike? Why do you think these children feel happy/ cross/ excited/ sad? How does it make you feel when someone won't share with you? Why should we look after our toys? How can we make sure we are happy/safe/learning in school?	What makes you special? What keeps me safe at school and at home? What does it mean to be a member of our class? How does it feel? What rewards do we have in school? What have you done that makes you feel proud? Do you know what behaviour has consequences? Do you think it's fair? Do you understand our new School rules?	What hopes do you have for year 2? Do you have any worries about being in year 2? How can you cope with these? How can we manage these worries as a class? Who could you go to with a worry? What does it mean to have rights? What does responsibility mean? How can you be a responsible member of our class? Why do we give rewards? How does it feel to praise someone?	 Why is it important to have a goal? When have you felt the most challenged? How did you feel afterwards? What is important about you? Why are rules important? What would the world be like without rules? Should all good behaviour be rewarded? Why is it important to see things from other people's perspectives? 	How does my behaviour affect my class? How does my behaviour affect my school? What does democracy mean? Do you think everyone should have the right to have their voice heard? What motivates you to do well?	What are your goals for Year 5? What does it mean to be a citizen? What does it mean to be treated fairly? Can doing something 'bad' ever be the right thing to do? What do you think is your most important responsibility? Should children be able to vote in elections?	 What are you goals for year 6? Can one person change the world? Do rules bring freedom? What is the most important way to make somebody feel valued? What will help us to succeed in working as a group? What is anti-social behaviour? Are you a good role model?

		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?	

	2 Year Olds	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Part of my body	Identifying talents	Identifying talents	Families	Assumptions and	Families and their	Community	Cultural differences	Perceptions of
	My interests	Being special	Being special	Similarities and	stereotypes about	differences		and how they cause	normality
	My familiar people	Families	Families	differences	gender		Challenging	conflict	
		Where we live	Where we live	Understanding	Understanding	Family conflict and	assumptions		Prejudice
		Making friends	Making friends	bullying and knowing	bullying	how to manage it		Racism	
		Standing up for	Standing up for	how to deal with it	Standing up for self	0	Judging by		Understanding
		yourself	yourself	Making new friends	and others	Witnessing bullying	appearance	Rumours and name-	disability
		yoursen	yoursen	Celebrating the	Making new friends	and how to solve it	appearance	calling	aloability
				differences in	Gender diversity		Accepting self and	cannig	Power struggles
				everyone	Celebrating difference	Recognising words	others	Type of bullying	rower struggles
				everyone	-		others	Type of builying	Understanding
					and remaining friends	can be hurtful	the device office		Understanding
							Understanding	STOP (several times	bullying
						Giving and receiving	influences	on purpose)	
						compliments			Inclusion/ exclusion
							Understanding	Material wealth and	
						STOP (several times	bullying	happiness	STOP (several times
						on purpose)			on purpose)
							STOP (several times	Enjoying and	
							on purpose)	respecting other	Differences as
								cultures	conflict, differences as
							Problem-solving	cultures	celebration
							FIODIEIII-SOIVIIIg		Celebration
							I de a tif dae herri		Franciska
							Identifying how		Empathy
							special and unique		
							everyone is		
							First impressions		· · ·
Skills	I can find my own	I can explore new toys		I can identify some	I can identify some	I can recognise	I can explain what it	I can explain the	I recognise when
	nose, eyes or tummy	and environments,	activities and	ways my family make	ways in which my	positive features	means to live in a	differences between	someone is acting
	as part of naming	but I 'check in'	resources with help.	me feel loved.	friend is different	about my family and	community.	direct and indirect	with prejudice.
	games.	regularly with familiar	 I enjoy the 	I can explain how my	from me	others.		types of bullying	
	I can learn that my	adult as and when	responsibility of	family is different	I can tell you why I	I recognise there are	I recognise other's	I know some ways to	I can explain ways in
	own voice and actions	needed.	carrying out small	from my friend's	value this difference	different kinds of	contributions to our	encourage children	which I can respond
	have effects on	• I can separate from	tasks.	family.	about him/her	families, which may	community.	who use bullying	to prejudice.
	others.	my main carer with	• I am confident to	I can talk about one	I can compare myself	be different to mine.	I can tell you about	behaviours to make	I understand that for
	I can use pointing and	support and	talk to other children	thing that makes me	with a friend and	I can identify shared	myself (including	other choices and	some people gender
	eye gaze to make	encouragement from	when playing, and will	different from my	describe the	characteristics of all	ethnicity, gender,	know how to support	identify does not
	requests and to share	a familiar adult.	communicate freely	friends	similarities and	families.	faith and culture).	children who are	correspond with
	an interest.	• I can join in a range	about my home and	I understand these	differences between	I can explain what to		being bullied.	biological sex.
	I can engage other	of activities that	community.	differences make us	us	do if my family	I can recognise good	being builled.	biological Sex.
	people to help	interest me.	• I am outgoing	all special and unique	I can express how I	relationships make	qualities in myself and		I can explain ways in
						me feel			
	achieve a goal (e.g. to	I can begin to learn	towards unfamiliar	I can describe a	feel about our		others.		which difference can
	get an object out of	that some things are	people and more	variety of ways that I	similarities and	uncomfortable.			be a source of conflict
	reach).	mine, some things are	confident in new	am different from my	differences		I can tell you a time		or a cause for
	I can seek to gain	shared and some	social situations.	friends		I can tell you about a	when my first		celebration and can
	attention in a variety	things belong to other	 I can show 	I can tell you why I am		time when my words	impression of		show empathy with
	of ways, drawing	people.	confidence in asking	proud of the things		affected someone's	someone changed as I		people in either
	others into social	 I can seek comfort 	adults for help.	that make me special		feelings and what the	got to know them.		situation.
	interaction. I can build	from familiar adults,	I am aware of my own	I can identify other		consequences were.	I can explain why it is		
	relationships with	when needed.	feelings and know	people's roles in our		I can give and receive	good to accept people		I can talk about one
	special people.	• I can respond to the	that some actions and	community.		compliments.	for who they are.		thing that makes me
	I can notice and am	feelings and wishes of	words can hurt			I can explain how	I can use a variety of		different from my
		-		I know that hadias					
	wary of unfamiliar	others.	others' feelings.	I know that bodies and feelings can be		giving a compliment	examples to explain		friends I can express how I feel about this.
	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 watching children than adults or may pay more attention when children talk to them). 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 watching children than adults or may pay more attention when children talk to them).	 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. I can play alongside others. 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. 	 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. I can initiate play, offering cues to my friends to join me. 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 impressio can be misleading. I can recognise som of the reasons and motivations behind bullying & suggest why some children are the victims of bullying.
Big Questions		What are you good at? Have we all chosen the same thing? Is it ok to be good at different things? Are we all the same? What makes you unique and special? Do they look like you or someone you know?	What are you good at doing and why? Are we all good at/like the same things? Is it ok to be and do different things to the people around us? How are we the same/different? Are all houses the same?	How am I the same as my friend? What differences are there between you and your friend? What is bullying? How might it feel to be bullied? How can we help children in the playground? What makes a good friend?	Can you think of some similarities between boys and girls? Why do you think we make assumptions about boys/girls? Is it ok for girls/boys to like? Why is it important that we are not all the same? What does bullying mean?	Are all families the same? What is a 'normal' family? Who is the most important person? What can we do if there is a disagreement at	What is our community? What is an assumption? Should you ever jud a book by its cover? What is special abor you?

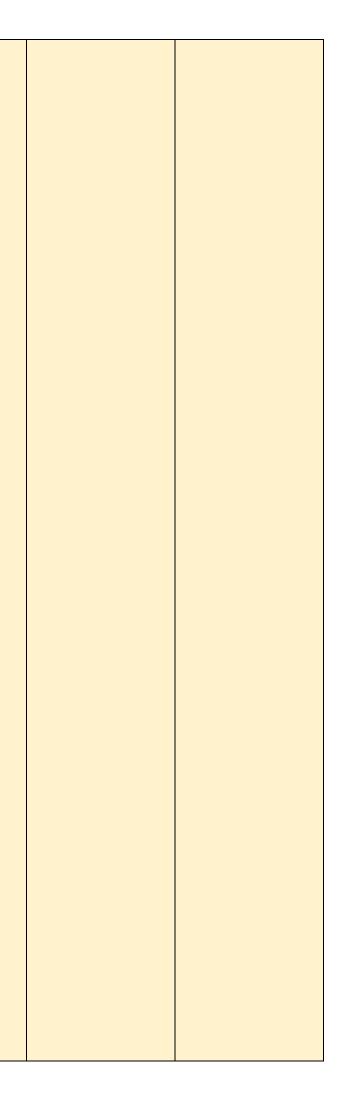
ons , me d t n		
	What is a culture? How can differences	What is normal?
	How can differences cause conflict?	Are all people with a disability the same?
udge r?	What is discrimination? What is racism?	What is a power struggle? Why do people struggle for power?
out	Who is more important- me or you?	What is bullying? Why do some people bully?

How are same/dif What dou house loo What car to make friend?	fferent? friends? es your How can we be a kind ok like? friend? n we do/say	friends? frien How can we be a kind How friend? Why me Is it	ow do we treat our iends?Is bullying diffe from teasing?ow am I different?Why do some p bully?why does that make ie special?Why are some bullied?it ever ok to call omebody names?How does it fee bullied?Who would you to if you were b bullied?Do we/could we a playground re team?What would the be?How did it feel invite someone make friends?How did it feel they accepted t invitation?How did it feel they said "No, to	ask for help?beopleWhat should you do if you see somebody being unkind?el to beWhat should you do if you feel left out?a talk beingWhat should you do if you feel left out?beingWhat should you do if you feel left out?e have escueHow can unkind words make you feel?eir jobCan kindness change the world?when cheHow can unkind words make you feel?	 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	Challenges	Challenges	Setting goals	Achieving realistic	Difficult challenges	Hopes and dreams	Future dreams	Personal learning
-	My familiar people	Perseverance	Perseverance	Identifying successes	goals	and achieving success	Overcoming		goals in and out of
	My emotions	Goal-setting	Goal-setting	and achievements	Perseverance		disappointment	The importance of	school
	, Making friends	Overcoming obstacles	Overcoming obstacles	Learning styles	Learning strengths	Dreams and		money	
	0	Seeking help	Seeking help	Working well and	Learning with others	ambitions	Creating new, realistic	/	Success criteria
		Jobs	Jobs	celebrating	Group co-operation		dreams	Jobs and careers	
		Achieving goals	Achieving goals	achievement with a	Contributing to and	New challenges	ureanio		Emotions in success
		/ terne ving Sours	A ferrie and B Sours	partner	sharing success	new chancinges	Achieving goals	Dream job and how to	
				Tackling new	Money	Motivation and	A concerning goods	get there	Making a difference in
				challenges	woncy	enthusiasm	Working in a group	gertilere	the world
				Identifying and		enthusiasin		Goals in different	the world
						Pocognicing and	Colobrating		Mativation
				overcoming obstacles		Recognising and	Celebrating	cultures	Motivation
				Feelings of success		trying to overcome	contributions		D
						obstacles		Supporting others	Recognising
							Resilience	(charity)	achievements
						Evaluating learning			
						process	Positive attitudes	Motivation	Compliments
						Managing feelings			
						Simple budgeting			
Skills	Express preferences	I am starting to	I welcome and value	I can tell you how I	I can identify different	I can recognise how	I know how to make a	I can describe the	I can describe some
	and decisions. They	engage in pretend	praise for what I have	felt when I succeeded	groups I am a part of.	something makes me	new plan and set new	dreams and goals of a	ways in which I can
	also try new things	play with toys.	done.	in a new challenge	I can explain some of	feel.	goals even if I have	young person in a	work with other
	and start establishing	• I can express my	• I willingly	and how I celebrated	the ways I worked	I can explain how	been disappointed.	culture different from	people to help make
	their autonomy.	own preferences and	participate in a wide	it	cooperatively in my	everyday things affect		mine and can reflect	the world a better
	Engage with others	interests.	range of activities.	I know how to store	group.	my feelings.	I understand the	on how these relate	place.
	through gestures,	• I am confident to	• I can show	the feelings of success	I can express how it	I can evaluate how my	importance of	to my own.	I can identify why I
	gaze and talk.	talk to other children	enthusiasm and	in my internal	felt to be working as	feelings change over	expressing my	,	am motivated to do
	Use that engagement	when playing	excitement when	treasure chest	part of this group	time.	feelings.	I can evaluate the	this.
	to achieve a goal. For	together.	anticipating and	I can tell you about	I can explain how my	I can evaluate my		ways in which our	I can justify my
	example, gesture	-	engaging in certain	what helped me to	own and other	own learning process	Luse varied		group's chosen course
	towards their cup to	sense of self as an	activities	succeed in a new	people's contributions	and identify how it	vocabulary to express	chances are different.	of action.
	say they want a drink.	individual, e.g. want	• I am confident to	challenge and	helped the group to	can be better next	my feelings.		
	Find ways of	to do things	speak to others about	describe how I felt	create the end	time.	my reemigs.	I can evaluate ways in	I can show how our
	managing transitions,	independently, say	own needs, wants,	about my success	product	I can recognise and	I know what it means	which people spend	choice is based on an
	for example from	"No" to adult.	interests and	I can choose how to	I can explain what felt	express my strengths	to be resilient and to	money and see how	awareness of the
	their parent to their	• I can select and use	opinions.	celebrate my success	good and what felt	in tackling a learning	have a positive	this affects the	experience and the
	-		• I am confident in	and know how to	difficult about		•	environment.	needs of the people
	key person.	resources with		store it in my internal		challenge and I can	attitude.	environment.	
	Thrive as they	support.	speaking in front of a	'	working in our group	plan steps to help me	Lass destad	Leave tale at the alt for a set	affected.
	develop self-	Select and use	small group.	treasure chest	I can recognise the	do better next time.	I can deal with	I can identify different	
	assurance.	activities and	• I can describe		difference between a	I am confident in	disappointment by	risks associated with	
	Look back as they	resources, with help	myself in positive		need and a want.	sharing my success	analysing what went	money (including	
	crawl or walk away	when needed. This	terms and talk about		I can make decisions	with others and know	wrong and I can use	money being stolen)	
	from their key person.	helps them to achieve	my abilities.		about how I would	how to store my	the lessons from a		
	Look for clues about	a goal they have	• See themselves as a		deal with money.	feelings of success.	bad experience to		
	how to respond to	chosen, or one which	valuable individual.				help me plan new		
	something	is suggested to them.	• Show resilience and				goals.		
	interesting.	• Develop their sense	perseverance in the				I can explain how		
	Play with increasing	of responsibility and	face of challenge.				resilience and a		
	confidence on their	membership of a	• Manage their own				positive attitude		
	own and with other	community.	needs.				contribute to a		
		-/							

children, because	Become more	I can usually adapt my		greater chance of
they know their key	outgoing with	behaviour to different		success
person is nearby and	unfamiliar people, in	events, social		
available.	the safe context of	situations and		
Feel confident when	their setting.	changes in routine.		
taken out around the	 Show more 	 I understand that 		
local neighbourhood	confidence in new	my own actions affect		
and enjoy exploring	social situations.	other people, for		
new places with their	I am aware of others'	example, I might		
key person.	feelings, e.g.I look	become upset or try		
Notice and ask	concerned if I hear	to comfort another		
questions about	crying or look excited	child when I realise I		
differences, such as	if I hear a familiar	have upset them.		
skin colour, types of	happy voice.	 I can start to 		
hair, gender, special	 I can respond to a 	negotiate and solve		
needs and disabilities,	few appropriate	problems without		
and so on.	boundaries, with	aggression, e.g. when		
Develop friendships	encouragement and	someone has taken		
with other children.	support.	my toy.		
Find ways to calm	 I can express my 	 I am aware of the 		
themselves, through	own feelings such as	boundaries set and of		
being calmed and	sad, happy, cross,	behavioural		
comforted by their	scared, worried.	expectations in the		
key person.	 I am aware that 	class.		
Feel strong enough to	some actions can hurt	 Express their 		
express a range of	or harm others.	feelings and consider		
emotions.	 I can try to help or 	the feelings of others.		
Grow in	give comfort when	 Identify and 		
independence,	others are distressed.	moderate their own		
rejecting help ("me do	 I can inhibit my own 	feelings socially and		
it"). Sometimes this	actions/behaviours,	emotionally.		
leads to feelings of	e.g. stop myself from	• I start		
frustration and	doing something I	conversations, attend		
tantrums.	shouldn't do.	to and take account		
Begin to show	Increasingly follow	of what others say.		
'effortful control'. For	rules, understanding	• I can explain my		
example, waiting for a	why they are	own knowledge and		
turn and resisting the	important.	understanding, and		
strong impulse to	• Do not always need	ask appropriate		
grab what they want	an adult to remind	questions of others		
or push their way to	them of a rule.	• I can take steps to		
the front.	• Develop appropriate	resolve conflicts with		
Be increasingly able	ways of being	other children, e.g.		
to talk about and	assertive. • Talk with others to	finding a compromise.		
manage their	 Talk with others to solve conflicts 	 I can play in a group, ovtonding and 		
emotions. Safely explore	solve conflicts. • Talk about their	extending and		
Safely explore		elaborating play		
emotions beyond	feelings using words	ideas, e.g. building up		
their normal range	like 'happy', 'sad', 'anany' or 'worried'	a role-play activity with other children.		
through play and stories.	'angry' or 'worried'.● Begin to understand	 Build constructive 		
Are talking about	• Begin to understand how others might be	and respectful		
their feelings in more	feeling.	relationships.		
elaborated ways: "I'm	• I can play	 Think about the 		
sad because" or "I	cooperatively with a	perspectives of others.		
love it when".	familiar adult, e.g.	perspectives of others.		
	ianniai adait, c.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. I may form a special friendship with another child. I can show affection and concern for people who are special to me. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts 							
Big Questions	and rivalries. 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?	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?	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?	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?	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? What different feelings do you have? Which feelings do we sometimes need to manage? How can we manage unwanted feelings? What is money? What is money? What happens when you spend money? What is a budget?	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?	 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? 	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?

Why are charities important?	How do compliments make you feel?
What makes you want to do well?	· · · , · · · · ·

	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 preferencesand decisions. Theyalso try new thingsand start establishingtheir autonomy.Engage with othersthrough gestures,gaze and talk.Use that engagementto achieve a goal. Forexample, gesturetowards their cup tosay they want a drink.Find ways ofmanaging transitions,for example fromtheir parent to theirkey person.Thrive as theydevelop self-assurance.Look back as theycrawl or walk awayfrom their key person.Look for clues abouthow to respond tosomethinginteresting.Play with increasingconfidence on theirown and with otherchildren, becausethey know their keyperson is nearby andavailable.Feel confident whentaken out around thelocal neighbourhoodand enjoy exploringnew places with their	l 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. • 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. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations.	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. • See themselves as a valuable individual. • Show resilience and perseverance in the face of challenge. • Manage their own needs. 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 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

key person.Notice	I am aware of others'	become upset or try	I can explain what to			use, anti-social use
	feelings, e.g.I look	to comfort another	do if there is an		I recognise how and	and misuse.
and ask questions about differences,	concerned if I hear	child when I realise I	accident and		-	and misuse.
					when to seek support if I am worried about	I can reflect on my
such as skin colour,	crying or look excited	have upset them.	someone is hurt.			I can reflect on my
types of hair, gender,	if I hear a familiar	• I can start to	I can explain when to		my health.	own feelings about
special needs and	happy voice.	negotiate and solve	call 999 and know			alcohol use and
disabilities, and so on.	• I can respond to a	problems without	what to say.			consider what my
Develop friendships	few appropriate	aggression, e.g. when				attitude may be when
with other children.	boundaries, with	someone has taken				I am older.
Find ways to calm	encouragement and	my toy.				
themselves, through	support.	 I am aware of the 				I know what to do if I
being calmed and	 I can express my 	boundaries set and of				think somebody is at
comforted by their	own feelings such as	behavioural				risk of FGM.
key person.	sad, happy, cross,	expectations in the				
Feel strong enough to	scared, worried.	class.				
express a range of	 I am aware that 	 Express their 				
emotions.	some actions can hurt	feelings and consider				
Grow in	or harm others.	the feelings of others.				
independence,	 I can try to help or 	 Identify and 				
rejecting help ("me	give comfort when	moderate their own				
do it"). Sometimes	others are distressed.	feelings socially and				
this leads to feelings	 I can inhibit my own 	emotionally.				
of frustration and	actions/behaviours,	• I start				
tantrums.	e.g. stop myself from	conversations, attend				
Begin to show	doing something I	to and take account				
'effortful control'. For	shouldn't do.	of what others say.				
example, waiting for a	 Increasingly follow 	 I can explain my 				
turn and resisting the	rules, understanding	own knowledge and				
strong impulse to	why they are	understanding, and				
grab what they want	important.	ask appropriate				
or push their way to	• Do not always need	questions of others				
the front.	an adult to remind	 I can take steps to 				
Be increasingly able	them of a rule.	resolve conflicts with				
to talk about and	• Develop appropriate	other children, e.g.				
manage their	ways of being	finding a compromise.				
emotions.	assertive.	• I can play in a				
Safely explore	• Talk with others to	group, extending and				
emotions beyond	solve conflicts.	elaborating play				
their normal range	• Talk about their	ideas, e.g. building up				
through play and	feelings using words	a role-play activity				
stories.	like 'happy', 'sad',	with other children.				
Are talking about	'angry' or 'worried'.	Build constructive				
their feelings in more	Begin to understand	and respectful				
elaborated ways: "I'm	how others might be	relationships.				
sad because" or "I	feeling.	• Think about the				
love it when".	• I can play	perspectives of				
	cooperatively with a	others.				
	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.					
	share experiences.					

	• I may form a special							
	friendship with							
	another child.I can show affection							
	and concern for							
	people who are							
	special to me.Play with one or							
	• Play with one of more other children,							
	extending and							
	elaborating play							
	ideas.							
	 Help to find 							
	solutions to conflicts							
	and rivalries.							
Big Questions	Are you feeling	Why do we exercise	If you're healthy how	What things/ how do	Why is exercise	What makes a good	Why do some people	Who is responsible
	warmer?	and why is it	do you feel?	you keep yourself	important?	friend?	choose to smoke or	for your actions?
	How has your	important?	How can you keep	healthy?			drink alcohol?	
	breathing changed?	Feel your hearts –	yourself healthy?	Why is it important to	What is meant by a	How many friends do		How can you make
	What does your heart	what is happening?	What healthy choices	keep healthy?	healthy food?	you need?	What is anti-social	sure you are making
	do when you're	How does your	do you make?	Can you describe how	,	,	behaviour?	positive choices?
	moving/exercising?	breath/skin feel?	How do you feel if	you feel when you are	How do you know if a	Is it possible to always	How can alcohol	
	What does healthy	What does healthy	you make a healthy	calm, when you are	food is unhealthy?	be friends with the	cause anti-social	How do substances
	food do to our	food do to our	choice?	tense and when you	,	same people?	behaviour?	affect the body?
	bodies?	bodies?	Why do we keep	are somewhere in	What are the dangers			,
	What do you do	If we eat unhealthy	ourselves clean?	between?	of eating unhealthy	Why should you	What should you do if	Alcohol should be
	before you go to	food all the time what	How can we stay safe	How can you tell if	foods?	follow the guidelines	there is an accident?	illegal. What do you
	sleep?	does it do to our	at home?	others are calm or	What is a healthy	on medicines?	What do you do if you	think?
	Why do you need to	bodies?	Who can help keep us	not?	habit?		have hurt yourself?	What is meant by
	wash your hands?	What time do you go	safe?	Are you able to learn		What is smoking?		exploitation?
	What should you do if	to sleep and what do	What do your face	new things when you	How do I know if I am	What are the dangers	What is your body	
	you get lost?	you do before you go	and body feel like	are feeling tense?	unwell?	of smoking?	image?	How do you know if
		to sleep?	when they are	Why do you think				you are being
		What do germs do if	poorly?	medicines come in	What is a drug? Why	What is alcohol?	Why is it important to	manipulated?
		we don't wash our	How can you help	different forms?	do some people use	What are the dangers	have self-	
		hands?	yourself feel better?	Why should	drugs?	of alcohol?	compassion?	Do you think being in
		How can you get help	Why should you not	medicines only be				a gang is a good idea?
		if you get lost and	have too much	used in the way they	How can I keep	Why might somebody	Why do some people	
		who can you go to?	medicine?	are intended?	myself safe?	choose to use these	find if difficult to	What is mental
			How do you know	What do you know		substances?	make good food	health?
			when it is safe to	already about a	Why is it important to		choices?	
			cross a road?	healthy, balanced	keep yourself safe?	What does it mean to		Why is it important to
			What does it mean to	diet?	M/hatia	be assertive?		look after your
			use your eyes and	Which foods do you	What is respect?	M/huiciter		mental health?
			ears?	need every day to		Why is it sometimes		
			What do you do at	keep you healthy?	How can you show	hard to do the right		How can you look
			school to keep yourself clean and	How might our bodies be like cars? What	respect?	thing?		after your mental health?
			healthy?	happens if we run out	How can we make	What is near		nealui
			Is this different to	of fuel?	ourselves feel	What is peer pressure?		What is stress?
			what you do at	Which foods do our	positive?	pressure:		what is stress?
			home?	bodies need? Which	positive:	What would you do if		How can you prevent
			nome:	food don't our bodies	Is it important to	your friends all want		feeling stressed?
				need?	always make healthy	to do something you		icening stressed;
				Why is it important to	choices?	don't want to?		
				give my body		a shi e franceto i		
				nutritious food?	What is a safe choice?			

Do you th could swa		How are you strong? What is your hidden	
unhealthy	hy snack for a	super-power?	
healthy si	snack?		

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

ical	be used to target individuals. 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 I recognise what it means to know somebody "online" and how this is different from knowing them face to face. I can recognise if a friendship is making me feel unsafe.	I can empathise with how it may feel to lose somebody. I can solve problems linked to my emotions.
	What is self-worth? How can you be kind to yourself?	What is mental health? What might affect somebody's mental health?
s?	What ways do we	Where can we find support if we are struggling with
to	have to make ourselves feel more confident?	mental health? How do we feel when
9	Why is it important to stay safe online?	we lose somebody important to us?

	Can you say 'no' to a	What sort of things	Are you pleased with	How does it feel to
	touch you don't like?	cause friends to fall	your behaviour	lose somebody that
	Who are the people	out sometimes?	towards others?	you love?
	who have special jobs	Can we see both sides		
	that help us in our	of the problem?		Is there a special
	school community?	What words help us		person that you miss
	Can you think of	resolve		What memories do
	anyone else that	disagreements?		you have of them?
	helps us?	How can keeping		What should you do
	How could you ask for	good secrets make		you have a fall out
	help?	people feel happy?		with your friend?
	When should you ask	Are there ever secrets		Do we always have t
	for help?	that you should tell to		be friends with the
	What can you be	an adult?		same people?
	proud of and praise	Why should you not		What does it mean t
	yourself for?	keep these secrets?		have a girlfriend or
	Is everybody	Who can you trust to		boyfriend?
	incredible in some	talk about secrets		Who might have a
	way?	that worry you?		girlfriend or
	Who is special to	What helps us to trust		boyfriend?
	you?	people?		How do we show
	Why are they special?	What makes us lose		people that we
	How can we show	trust?		appreciate them?
	people they are	Who are the people		How do we
	special to us?	around us we		appreciate animals?
	How does it feel to	trust/don't trust?		
	have a special	What positive things		Should animals be
	person?	can I say to people?		kept in captivity?
		How does a		
		compliment make		
		you feel?		

Summer 2: Changing Me

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

) at	What advice would you give to somebody who wants to stay safe online?	What can we do to help us when times are difficult?
iss? ว	What are our responsibilities when	Why do some people try to control others?
lo if	we are online? How can we affect	Is it more important to be right or to be kind?
e to e	others with what we post online?	What technology do we have access to?
n to r	Should we work to reduce our screen time?	How can we keep safe when using technology? Are all
	What are the dangers of online gaming?	kinds of technology the same?
	What is gambling?	Whose responsibility is it to use technology correctly?
5?		What might happen if you are not responsible with your technology?

Skills	I can start to separate	I can select and use	- Be confident to try	I can identify the parts	I can identify changes	I can identify how	I can identify what I	I can describe how	I can describe how a
	from my main carer	activities and	new activities and	of the body that make	that happen	boys' and girls' bodies	am looking forward to	boys' and girls' bodies	baby develops from
	with support and	resources.	show independence,	boys different to girls	throughout a person's	change on the inside	when I am in Year 5	change during	conception through
	encouragement from	 I enjoy the 	resilience and	and can use the	life.	during the growing up		puberty	the nine months of
	a familiar adult.	responsibility of	perseverance	correct names for	I can identify feelings	process and can tell	I can reflect on the		pregnancy, and how it
	• I can express my	carrying out small	in the face of	these: penis, testicles,	associated with	you why these	changes I would like	I can express how I	is born and I recognise
	own preferences and	tasks.	challenge;	vagina	change/loss (including	changes are necessary	to make when I am in	feel about the	how I feel when I
	interests.	• I am confident to	- Explain the reasons	I respect my body and	death).	so that their bodies	Year 5 and can	changes that will	reflect on the
	• I can demonstrate a	talk to other children	for rules, know right	understand which	I can recognise the	can make babies	describe how to go	happen to me during	development and
	sense of self as an	when playing and will	from wrong and try to	parts are private	physical differences	when they grow up	about this	puberty	birth of a baby
	individual (e.g. wants	communicate freely	behave accordingly;	I can talk about the	between boys and				
	to do things	about my own home	- Manage their own	similarities and the	girls, use the correct	I recognise how I feel	I can identify which	I understand the	I can explain the
	independently, says,	and community.	basic hygiene and	differences between	names for parts of the	about these changes	changes are within my	emotional changes	process by which a
	'No' to adult).	• I am more outgoing	personal needs,	boys' and girls' bodies	body (penis, testicles,	happening to me and	control	that may take place	baby is conceived,
	• I can explore new	towards unfamiliar	including dressing,	and can use the	vagina) and	know how to cope		during puberty	how it develops
	toys and	people and more	going to the	correct terms to	appreciate that some	with these feelings	I can consider and		through the nine
	environments, but I	confident in new	toilet and	describe the	parts of my body are		prioritise the changes	I can consider how	months of pregnancy,
	'check in' regularly	social situations.	understanding the	differences: penis,	private	I can express how I	I would like to make in	these changes will	and the stages of
	with a familiar adult	• I can show	importance of healthy	testicles, vagina	I can tell you what I	feel about these	Year 5 and can plan	affect me and prepare	labour and birth
	as and when I need	confidence in asking	food choices.	I respect my body and	like/don't like about	changes happening to	the approaches I will	myself for the feelings	
	to.	adults for help.	- Show an	I understand how to	being a boy/girl	me and can weigh up	use to tackle these	I may experience	I can reflect on how
	l can express a	• I welcome and value	understanding of their	keep certain parts	I can talk about	the positives and the	changes		this experience might
	growing sense of will	praise for what I have	own feelings and	private, and I can tell	various ways that	negatives, and I	0		feel from the point of
	and determination,	done.	those of others, and	you when I should and	boys and girls are	understand how to			view of a parent, and
	which may result in	I am aware of my own	begin to regulate their	should not talk about	different, both	manage these feelings			express my own
	feelings of anger and	feelings, and know	behaviour	these	physically (using the				thoughts and feelings
	frustration, which are	that some actions and	accordingly;		correct terms) and in				about it
	difficult to handle	words can hurt	- Set and work		personality and				
	(e.g. may have	others' feelings.	towards simple goals,		behaviour; I can talk				I understand the
	tantrums).	• I can begin to accept	being able to wait for		about the physical				importance of seeking
	• I can respond to a	the needs of others	what they want and		differences with				and giving permission.
	few appropriate	and can take turns	control their		respect and				
	boundaries, with	and share resources,	immediate impulses		understand how to				I can explain the
	encouragement and	sometimes with	when appropriate;		protect my own and				significance of
	support.	support from others.	- Give focused		others' privacy				marriage and civil
	• I can seek comfort	• I can usually tolerate	attention to what the		I can explain how I				partnership.
	from familiar adults	delay when my needs	teacher says,		feel about being a				paranership.
	when needed.	are not immediately	responding		boy/girl and talk				I can reflect on my
	I can play alongside	met and understand	appropriately even		about what I like and				own feelings about
	others.	that my wishes may	when engaged in		dislike about it				marriage and
	• I can use a familiar	not always be met.	activity, and show an						relationships.
	adult as a secure base	• I can usually adapt	ability to follow						relationships.
	from which to explore		instructions involving						
	independently in new	different events,	several ideas or						
	environments (e.g.	social situations and	actions.						
	ventures away to play	changes in routine.	Work and play						
	and interact with	I can play in a group,	cooperatively and						
	others but returns for	extending and	take turns with others;						
	a cuddle or	elaborating play ideas,	- Form positive						
	reassurance if	e.g. building up a role-	attachments to adults						
	becomes anxious).	play activity with	and friendships with						
	• I can play	other children.	peers;						
	cooperatively with a	• I can initiate play,	- Show sensitivity to						
	familiar adult (e.g.	offering cues to peers	their own and to						
	rolling a ball back and	to join me.	others' needs.						
	forth).	• I can keep play going							
	iorunj.								
		by responding to what							

	• I can show affection	others are saying or							
	and concern for	doing.							
	people who are	• I can demonstrate							
	special to me.	friendly behaviour,							
	• I can start to form a	initiating							
	special friendship with	conversations and							
	another child.	forming good							
		relationships with							
		peers and familiar							
		adults.							
Big Questions		Can you name	Can you name	What changes happen	How do things around	How do humans grow	What does it mean to	What is your body	How do you see
		different parts of the	different parts of the	in a frog's life cycle?	us change?	throughout their	be unique?	image?	yourself?
		body?	body and what do	Do we all grow up at	What does change	lives?	What makes you		What is your most
		What is good for your	they do?	the same rate?	feel like?		unique?	How does the media	amazing feature?
		body?	What do we need to	What do you like most	How do things change	What do babies need		effect your view of	What does physical
		What can you do now	keep healthy and	about being you now?	in life cycles?	to be well?	Why do some people	yourself?	attraction mean?
		, that you couldn't do	happy?	What do you want to	How do our	Do they have the	chose to have a baby?		Who might you be
		as a baby?	What will we be able	, be when you grow	faces/bodies change	same needs as older	,	Should all people have	physically attracted
		, What do we have to	to do when we're	up?	as we grow older?	children?	What does it mean to	the same body type?	to?
		do to look after seeds	older that we can't do	How have you	Who do you know	How do our bodies	be a parent?		What is a girlfriend/
		and make them grow?	now?	changed since you	that is old?	change on the outside		How do girls change	boyfriend?
		Is there anything	What are you excited	were a baby?	What were you like as	as we get older?	How do girls change	during puberty?	Who should have a
		exciting about going	about?	What can you do now	a baby?		during puberty?		girlfriend/ boyfriend?
		to big school?	What are you	that you couldn't do	How are you different	How do our bodies		How do boys change	Should a girlfriend/
		What fun things have	nervous/scared	when you were a	now?	change on the inside	Why do girl change	during puberty?	boyfriend ever
		we done this year?	about?	toddler?	How will you be	as we get older?	during puberty?		pressure you into
			What is your favourite	What do other living	different/how will			Why do changes	doing something you
			thing about this year?	things look like at the	your life change as	Are all families the	How does change	during puberty take	don't want to?
			What have you	beginning of their life	you grow up?	same?	make you feel?	place?	What is consent?
			achieved/learnt?	cycle?	Can you remember				What is sexting?
				How much have we all	the names of the body	What is a stereotype?	Are all changes equal?	What is IVF?	How are you feeling
				changed since we	parts that make boys	Should we stereotype		What is adoption?	about moving to a
				were babies?	and girls different?	people?	Do changes effect		new school?
				How do you tell the	Are the clothes boys		everybody in the	How do you	What has been your
				difference between	and girls wear always	Do you agree that	same way?	responsibilities	favourite memory of
				boys and girls?	different?	everyone is entitled to		change as you get	being at Robert
				What are the right	What do you	their opinion?	How has the school	older?	Mellors?
				names for the body	like/dislike about	Are changes always a	environment changed since you came here?	It is impossible to	What are you looking
				parts that make boys and girls different?	being a boy/girl? What sort of touch do	Are changes always a bad thing?	since you came here?	It is impossible to prepare for change.	forward to about next year?
				Which of our body	you like and how does	bau tillig:	How has the local	To what extent do you	What might be
				parts do we normally	it make you feel?	What has been your	environment change	agree?	different next year?
				keep private?	What sort of touch do	favourite thing about	in your life?		uncrent next year :
				What might you learn	you not like and how	year 3?	in your me:	How does change	
				to do as you grow up?	does it make you feel?	•	What has been your	make you feel?	
				Think of a time when	What changes have	What changes have	favourite thing about	make you reen	
				you had a big change	happened?	happened this year?	Year 4?	What has been your	
				in your life, how did	What changes might	and period this year		favourite thing about	
				you feel?	happen?	How might next year	How might next year	Year 5?	
				,		be different?	be different?	How will next year be	
								different?	