



Henbury View First School

PSHE Progression of Knowledge



Intent

Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

Our School Values in PSHE

- We show respect and reciprocity by valuing ourselves and others so that we can become healthy and fulfilled individuals with a sense of purpose
- We build resilience through having hope and aspirations and responding to challenges
- We show responsibility and unity by understanding what it is to live in a democratic society (through British Values) and how to maintain healthy relationships with one another
- We show responsibility and resourcefulness by being active citizens within our community through making informed decisions and going above and beyond in the way we contribute to others



Purpose of study

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle. PSHE comprises all that our school undertakes to support and promote the personal and social development and well-being of its learners. In this way we will be developing good citizens for the future and ensuring our pupils have realistically high goals and realize their own worth to the community and the world at large. The school ensures it provides a balanced PSHE provision to meet the specific needs of all learners. Learners are equipped to be more informed, confident and skilled in order to take an active and responsible part in society and enhance learning, motivation and achievement.

At Henbury, we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. Through implementing the Jigsaw PSHE programme it will support the development and progression of skills, attitudes, values and behaviour, which enable pupils to:

<ul style="list-style-type: none"> • Have a sense of purpose • Value self and others • Form relationships • Make and act on informed decisions 	<ul style="list-style-type: none"> • Communicate effectively • Work with others • Respond to challenge • Be an active partner in their own learning 	<ul style="list-style-type: none"> • Be active citizens within the local community • Explore issues related to living in a democratic society • Become healthy and fulfilled individuals
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The Department of Education statement about British Values reads: 'We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.' We use Jigsaw activities to contribute to our teaching of British Values.

Implementation

Jigsaw offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year:

- Autumn 1: Being Me in My World
- Autumn 2: Celebrating Difference (including anti-bullying)
- Spring 1: Dreams and Goals
- Spring 2: Healthy Me
- Summer 1: Relationships
- Summer 2: Changing Me (including Sex Education)



Every Piece has two Learning Intentions, one specific to Relationships and Health Education (PSHE) and the other designed to develop emotional literacy and social skills. Puzzles are launched with a whole-school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes. The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England). Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson (one is provided within Jigsaw, but children and their teacher can write their own to ensure mutual respect and ownership).

The lessons then split into 6 parts, all of which should be included in every session to ensure that the learning follows the optimum progression.

- Connect us- This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson
- Calm me- This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw
- Open my mind- The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If we do this well, it will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning
- Tell me or show me- This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities
- Let me learn - Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning
- Help me reflect- Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points (brief pauses within the lesson where the children can have a couple of moments to just stop and be to consider whether what they are learning may be particularly meaningful to them)

- Closure- Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children

To support the teaching of the Jigsaw curriculum, each class has a Jigsaw character:



Foundation: Jigsaw Jenie



Year 1: Jigsaw Jack



Year 2: Jigsaw Jo



Year 3: Jigsaw Jino



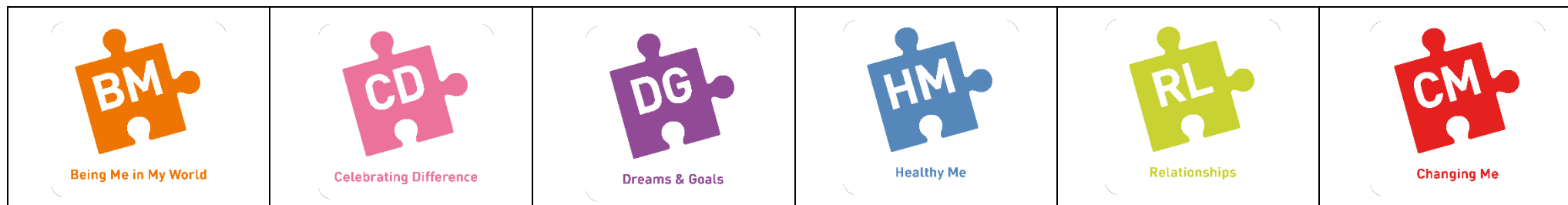
Year 4: Jigsaw Jaz

Key Threads

At Henbury View, we have key threads that run through and across year groups. These will continually be revisited and explored across the academic journey of a child at Henbury. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in safety lessons. The key threads are:

Identity and belonging	Asking for help	Similarities and differences	Growth mindset	Teamwork	Self-Esteem	Family, Friendships and Relationships	Managing Change
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Puzzle Pieces



Being Me in My World

Develops children's understanding of their self-identity and worth, learn how to understand feelings and emotions and feel special and safe. Children learn how to understand the perspective of others, about rules, rights and responsibilities, why we have rewards and consequences, how to make responsible choices, what is democracy, that they have a voice and how to be a good citizen

Celebrating Differences

Develops children's understanding of families, where they live, making and retain friendships, how to recognise cultural differences and celebrating the differences we have. How to recognise, report and cope with bullying, how to give and receive compliments and how some words can be hurtful. They will also learn about racism and the hurtful impact rumours can cause. They will learn about perceptions of normality, gender stereotypes, differences as conflict and how to challenge assumptions

Dreams and Goals

Children will learn how to set their own goals and challenges, to persevere to overcome obstacles and celebrate successes. They will learn how to collaborate with others and how to motivate to overcome disappointment. They will learn about simple budgeting and the importance of money, about jobs and careers, resilience, positive attitudes and emotions

Healthy Me

Children will learn about the importance of personal hygiene, getting enough sleep, eating a healthy diet and taking exercise. They will learn how to keep themselves safe from strangers, around medicines and household items and road safety. They will learn about the dangers of drugs and smoking, about alcohol consumption and nutrition labels. They will learn about peer pressure, gangs and 'county lines' and how to keep safe both on-line and off-line. They will learn about the links between emotional and physical health and how to manage stress

Relationships

Children learn about the different types of families, their roles and responsibilities within a family, being a good friend and negotiation and conflicts within friendships. They look at bullying, explore love and loss and secrets. They learn how to express appreciation for special people. Children are taught about power and control assertiveness and learn to recognise boundaries and preferences for personal contact. They learn about online safety and the dangers of online grooming, gaming and gambling. They learn about mental health and how to access support

Changing Me

Children learn how to respect their body and how bodies change from a baby to adulthood. They will learn the correct names for female and male anatomy. They will look at life cycles and how changes happen both on the inside and outside including puberty. Children will learn about coping with change and transition periods. They will learn about body-image and to challenge stereotypes from the media. They will learn about physical attraction, consent and different relationships

Relationships and Health Education (RHE)

At Henbury View First School, we teach Relationships and Health Education (RHE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. In this way we will be developing good citizens for the future and ensuring our pupils have realistically high goals and realize their own worth to the community and the world at large. The school ensures it provides a balanced RHE provision to meet the specific needs of all learners. Learners are equipped to be more informed, confident and skilled to take an active and responsible part in society and enhance learning, motivation and achievement.

We work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child, that children should be encouraged to form and to express their views.

At Henbury View, Relationship Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. All RHE teaching at Henbury reflects the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics. Children are taught in an age-appropriate way about the characteristics and values of healthy relationships, including area such as differences, boundaries, respect, trust and kindness. Teaching focuses on both face-to-face and online relationships recognising the significance of the digital world we now embrace.

Our teachers also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in our school values of love, courage, inspiration and unity. Learning is planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020, under the broad headings of:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw PSHE, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Relationships Education	Physical Health and Mental Wellbeing
<p>Families and People that care for me</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	<p>Internet Safety and harms</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private• why social media, some computer games and online gaming, for example, are age restricted• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted• where and how to report concerns and get support with issues online

<p>Caring Friendships</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 	<p>Physical Health and Fitness</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to if they are worried about their health
<p>Respectful Relationships</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>Basic First Aid</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first aid, for example dealing with common injuries, including head injuries <p>Mental Wellbeing</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of exercise, time outdoors, community participation, voluntary and service-based activity • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
<p>Online Relationships</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online 	<p>Healthy Eating</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
<p>Being Safe</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources 	<p>Drugs, Alcohol and Tobacco</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p>Health and Prevention</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination <p>Changing Adolescent Body</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 • about menstrual wellbeing including the key facts about the menstrual cycle

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<p><u>Being Me in My World</u> Self-identity; understanding feelings; being in a classroom; being gentle; rights and responsibilities Outcome: Learning Charter</p>	<p><u>Celebrating Difference</u> Identifying talents, being special, families, where we live, making friends, standing up for yourself Outcome: Paper chains</p>	<p><u>Dreams and Goals</u> Challenges, perseverance, goal setting, overcoming obstacles, seeking help, jobs, achieving goals Outcome: Footprint awards</p>	<p><u>Healthy Me</u> Exercising bodies, physical activity, healthy food, sleep, keeping clean, safety Outcome: Bedtime</p>	<p><u>Relationships</u> Family life, friendships, breaking friendships, falling out, dealing with bullying, being a good friend Outcome: Mittens</p>	<p><u>Changing Me</u> Bodies, respecting my body, growing up, growth and change, fun and fears, celebrations Outcome: Fruit mobiles</p>
Year 1	<p><u>Being Me in My World</u> Feeling special and safe, being part of a class, rights and responsibilities, rewards and feeling proud, consequences, owning the Learning Charter Outcome: Learning Charter</p>	<p><u>Celebrating Difference</u> Similarities and differences, understanding bullying and knowing how to deal with it, making new friends, celebrating the differences in everyone Outcome: Gingerbread people</p>	<p><u>Dreams and Goals</u> 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 Outcome: Stretchy flowers and dream wellies</p>	<p><u>Healthy Me</u> Keeping myself healthy, healthier lifestyle choices, keeping clean, being safe, medicine safety/safety with household items, road safety, linking health and happiness Outcome: Keeping clean and healthy</p>	<p><u>Relationships</u> 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 Outcome: Balloon and labels</p>	<p><u>Changing Me</u> Life cycles, changes in me, changes since being a baby, differences between female and male bodies, linking growing and learning, coping with change, transition Outcome: Flowers of change</p>
Year 2	<p><u>Being Me in My World</u> Hopes and fears for the year, rights and responsibilities, rewards and consequences, safe and fair learning environment, valuing contributions, choices, recognising feelings Outcome: Learning Charter</p>	<p><u>Celebrating Difference</u> Assumptions and stereotypes about gender, understanding bullying, standing up for self and others, making new friends, gender diversity, celebrating difference and remaining friends Outcome: Trophy of celebration</p>	<p><u>Dreams and Goals</u> Achieving realistic goals, perseverance, learning strengths, learning with others, group co-operation, contributing to and sharing success Outcome: Dream birds</p>	<p><u>Healthy Me</u> Motivation, healthier choices, relaxation, healthy eating and nutrition, healthier snacks and sharing food Outcome: Healthy snack recipes</p>	<p><u>Relationships</u> Different types of family, physical contact boundaries, friendship and conflict, secrets, trust and appreciation, expressing appreciation for special relationships Outcome: Compliment bunting</p>	<p><u>Changing Me</u> Life cycles in nature, growing from young to old Increasing independence, differences in female and male bodies, assertiveness, preparing for transition Outcome: Leaf mobiles</p>
Year 3	<p><u>Being Me in My World</u> Setting personal goals, self-identity and worth, positivity in challenges, rules, rights and responsibilities, rewards and consequences, responsible choices, seeing things from others' perspectives Outcome: Learning Charter</p>	<p><u>Celebrating Difference</u> Families and their differences, family conflict and how to manage it, witnessing bullying and how to solve it, recognising how words can be hurtful, giving and receiving compliments Outcome: Compliment kites</p>	<p><u>Dreams and Goals</u> Difficult challenges and achieving success, dreams and ambitions, new challenges, motivation and enthusiasm, recognising and trying to overcome obstacles, evaluating learning processes, managing feelings, simple budgeting Outcome: Garden decorations</p>	<p><u>Healthy Me</u> 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 Outcome: Keeping safe</p>	<p><u>Relationships</u> 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/friends Outcome: Appreciation streamers</p>	<p><u>Changing Me</u> How babies grow, understanding a baby's needs, outside body changes, inside body changes, family stereotypes, challenging my ideas, preparing for transition Outcome: Ribbon of change mobiles</p>
Year 4	<p><u>Being Me in My World</u> Being part of a class team, being a school citizen, rights, responsibilities, and democracy (school council), rewards and consequences, group decision-making, having a voice, what motivates behaviour Outcome: Learning Charter</p>	<p><u>Celebrating Difference</u> Challenging assumptions, judging by appearance, accepting self and others, understanding influences, understanding bullying, problem-solving, identifying how special and unique everyone is, first impressions Outcome: Picture frames</p>	<p><u>Dreams and Goals</u> Hopes and dreams, overcoming disappointment, creating new, realistic dreams, achieving goals, working in a group, celebrating contributions, resilience, positive attitudes Outcome: Potato people</p>	<p><u>Healthy Me</u> Healthier friendships, group dynamics, smoking, alcohol, assertiveness, peer pressure, celebrating inner strength Outcome: Healthy friendships</p>	<p><u>Relationships</u> Jealousy, love and loss, memories of loved ones, getting on and falling out, showing appreciation to people and animals Outcome: Memory boxes</p>	<p><u>Changing Me</u> Being unique, having a baby, girls and puberty, confidence in change, accepting change, preparing for transition, environmental change Outcome: Circles of change</p>

Being Me in My World (Autumn 1)

	Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Targets and Objectives	<p><u>Personal, Social, Emotional Development: Managing Feelings and Behaviour</u></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p>	<ul style="list-style-type: none"> I understand the rights and responsibilities as a member of my class and within the class charter I can recognise how it feels to be proud of an achievement I can recognise the choices I make and understand the consequences 	<ul style="list-style-type: none"> I understand the rights and responsibilities as a member of my class and school I understand how following the class charter will help me and others learn 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 	<ul style="list-style-type: none"> I understand why rules are needed and how they relate to rights and responsibilities I understand my actions affect others and try to see things from their points of view I can face new challenges positively, make responsible choices and ask for help when I need it 	<ul style="list-style-type: none"> I know how good it feels to be included in a group and understand how it feels to be excluded I understand how democracy and having a voice benefits the school community I understand that my actions affect myself and others; I can think about other people's feelings and try to empathise with them
Vocabulary	Belong, similar, different, kind, gentle, rights, responsible, feelings	Safe, class charter, views, value, contribute, achievement, choices, consequence, rights, responsibilities	Hope, fear, fair, reward (consequence)	Personal, point of view	Included, excluded, community, roles, democracy, empathise, benefits
British Values	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance
SMSC	Social, Moral, Spiritual, Cultural	Social, Moral, Spiritual	Social, Moral, Spiritual	Social, Moral, Spiritual, Cultural	Social, Moral, Spiritual, Cultural
UNCRC Articles	12, 13, 14, 16, 24, 28, 29, 31	4, 5, 6, 12, 13, 14, 16, 28, 29	3, 5, 6, 12, 13, 14, 16, 20, 28, 29	5, 6, 12, 13, 14, 16, 28, 29	5, 6, 12, 13, 14, 16, 28, 29
Knowledge	<ul style="list-style-type: none"> I understand how it feels to belong and that we are similar and different I understand why it is good to be kind and use gentle hands I am starting to understand children's rights, and this means we should all be allowed to learn and play I am learning what being responsible 	<ul style="list-style-type: none"> I understand the rights and responsibilities as a member of my class and within the class charter I know that I belong to my class I know how to make my class a safe place for everybody to learn I know my views are valued and can contribute to a whole class charter 	<ul style="list-style-type: none"> I understand the rights and responsibilities as a member of my class and school I understand how following the class charter will help me and others learn 	<ul style="list-style-type: none"> I understand why rules are needed and how they relate to rights and responsibilities I understand my actions affect others and try to see things from their points of view 	<ul style="list-style-type: none"> I know my attitudes and actions make a difference to the class team I know how good it feels to be included in a group and understand how it feels to be excluded I understand who is in my school community, the roles they play and how I fit I understand how democracy and having a voice benefits the school community I understand that my actions affect myself and others; I can think about other people's feelings and try to empathise with them
Skills	<ul style="list-style-type: none"> I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be 	<ul style="list-style-type: none"> I feel special and safe in my class I can recognise how it feels to be proud of an achievement I can recognise the choices I make and understand the consequences I can recognise the range of feelings when I face certain consequences 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> I can identify the feelings associated with being included or excluded I can make others feel valued and included I am able to take on a role in a group discussion/task and contribute to the overall outcome I can make others feel cared for and welcomed I recognise the feelings of being motivated or unmotivated I understand why the school community benefits from a Learning Charter I can help friends make positive choices I know how to regulate my emotions

Celebrating Difference (Autumn 2)

	Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Targets and Objectives	<p><u>Understanding the world: People and communities</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities, and traditions</p>	<ul style="list-style-type: none"> I can tell you some ways I am different from my friends I understand these differences make us all special and unique 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 and know how this can feel 	<ul style="list-style-type: none"> 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
Vocabulary	Special, different, home, friend, stand up, unkind	Bully, similarities, differences, unique	Assumption, stereotypes	Witness, hurtful	Judge, appearance, target, first impression
British Values	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance
SMSC	Social, Moral, Spiritual, Cultural	Social, Moral, Spiritual	Social, Moral, Cultural	Social, Moral, Spiritual, Cultural	Social, Moral, Spiritual, Cultural
UNCRC Articles	12, 13, 14, 16, 28, 29, 30	12, 13, 14, 16, 28, 29, 30	12, 13, 14, 16, 28, 29, 30	12, 13, 14, 16, 28, 29, 30	12, 13, 14, 16, 23, 28, 29, 30
Knowledge	<ul style="list-style-type: none"> I understand that being different makes us all special I know we are all different but the same in some ways I know which words to use to stand up for myself when someone says or does something unkind 	<ul style="list-style-type: none"> I understand how being bullied might feel I know some people who I could talk to if I was feeling unhappy or being bullied I know how it feels to make a new friend 	<ul style="list-style-type: none"> I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand that bullying is sometimes about difference I know some ways to make new friends 	<ul style="list-style-type: none"> I understand that everybody's family is different and important to them I understand that differences and conflicts sometimes happen amount family members I know what it means to be a witness to bullying I recognise that some words are used in hurtful ways 	<ul style="list-style-type: none"> I understand that, sometimes, we make assumptions based on what people look like I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure
Skills	<ul style="list-style-type: none"> I can identify something I am good at and understand everyone is good at different things. I can tell you why I think my home is special to me I can tell you how to be a kind friend 	<ul style="list-style-type: none"> I can identify similarities and differences between people in my class I can tell you what bullying is I can tell you some ways I am different from my friends 	<ul style="list-style-type: none"> I can tell you how someone who is bullied feels I can recognise what is right and wrong and know how to look after myself I can tell you some ways I am different from my friends 		<ul style="list-style-type: none"> I can tell you a time when my first impression of someone changed when I got to know them I try to accept people for who they are I can identify influences that have made them think or feel positively/negatively about a situation

Dreams and Goals (Spring 1)

	Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Targets and Objectives	<p><u>Personal, Social, Emotional Development: Self Confidence, Self-Awareness</u></p> <p>Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I can explain some of the ways I worked cooperatively in my group to create a product I can express how it felt to be working as part of a group 	<ul style="list-style-type: none"> I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest 	<ul style="list-style-type: none"> I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude
Vocabulary	Persevere, challenges, achieve, goal, encourage, job, proud	Success, succeed, learn, achievement, challenge, difficult, overcome	Realistic, (persevere), cooperatively	Ambition/dream, motivated, enthusiastic, obstacles	Disappointment
British Values	Democracy, Individual Liberty, Mutual Respect, Tolerance	Democracy, Individual Liberty, Mutual Respect, Tolerance	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Individual Liberty, Mutual Respect, Tolerance	Democracy, Individual Liberty, Mutual Respect, Tolerance
SMSC	Social, Moral, Spiritual, Cultural	Social, Spiritual	Social, Spiritual	Social, Spiritual	Social, Spiritual
UNCRC Articles	12, 13, 14, 16, 28, 29	12, 13, 14, 16, 28, 29	12, 13, 14, 16, 28, 29	12, 13, 14, 16, 28, 29	12, 13, 14, 16, 28, 29
Knowledge	<ul style="list-style-type: none"> I understand that if I persevere, I can tackle challenges I understand the link between what I learn now and the job I might like to do when I'm older 	<ul style="list-style-type: none"> I know how I learn best 	<ul style="list-style-type: none"> I understand how working with other people can help me learn I know how to share success with other people 	<ul style="list-style-type: none"> I can tell you about a person who has faced difficult challenges and achieved success 	<ul style="list-style-type: none"> I understand that sometimes hopes and dreams do not come true and that this can hurt I know that reflecting on positive and happy experience can help me to counteract disappointment I know how to make a new plan and set new goals even if I have been disappointed
Skills	<ul style="list-style-type: none"> I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it I can use kind words to encourage people I can say how I feel when I achieve a goal and know what it means to feel proud 	<ul style="list-style-type: none"> I can identify my successes and achievements I can set goals and work out how to achieve it I can tackle a new challenge and understand this might stretch my learning I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them 	<ul style="list-style-type: none"> I can choose a realistic goal and think about how to achieve it I can persevere even when I find tasks difficult I can work cooperatively in a group 	<ul style="list-style-type: none"> I can identify a dream/ambition that is important to me I am motivated and enthusiastic about achieving a new challenge I can recognise obstacles which might hinder achievements and take steps to overcome them I can evaluate my own learning process 	<ul style="list-style-type: none"> I can talk about my hopes and dreams and the feelings associated with these I can identify the feeling of disappointment I can identify a time when I have felt disappointed and am more able to cope with disappointment I can help others to cope with disappointment I can identify what resilience is I can have a positive attitude I enjoy being part of a group challenge I can share my success with others I can store feelings of success (in their internal treasure chest) to be used at another time

Healthy Me (Spring 2)

	Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Targets and Objectives	<u>Physical Development: Health and Self-Care</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Vocabulary	Exercise, body, healthy, moving, resting, healthy eating, sleep	Unhealthy, choices, clean, disease, illness, medicines	Weak, strong, stressed, relaxed, safely, energy	Exercise, drugs, complex	Dynamics, alcohol, pressure
British Values	Democracy, Individual Liberty, Mutual Respect, Tolerance	Democracy, Individual Liberty, Mutual Respect	Democracy, Individual Liberty, Mutual Respect	Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Rule of Law, Individual Liberty, Mutual Respect, Tolerance
SMSC	Social, Moral, Spiritual, Cultural	Social, Moral	Social, Moral, Spiritual	Social, Moral, Spiritual	Social, Moral, Spiritual
UNCRC Articles	12, 13, 14, 16, 24, 28, 29, 31	12, 13, 14, 16, 24, 28, 29	12, 13, 14, 16, 24, 28, 29	12, 13, 14, 16, 24, 28, 29, 33	12, 13, 14, 16, 24, 28, 29
Knowledge	<ul style="list-style-type: none"> I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I know what a stranger is and how to stay safe 	<ul style="list-style-type: none"> I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy I know how to keep myself clean and healthy and understand how germs cause disease/illness I understand that medicines can help me if I feel poorly and I know how to use them safely I know how to keep safe when crossing the road and about people who can help me stay safe 	<ul style="list-style-type: none"> I know what I need to keep my body healthy I understand how medicines work in my body and how important it is to use them safely 	<ul style="list-style-type: none"> I understand how exercise affects my body and know why my heart and lungs are such important organs I understand how complex my body is and how important it is to take care of it 	<ul style="list-style-type: none"> I understand the facts about smoking and its effects on health and also some of the reasons some people start to smoke I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol I can recognise when people are putting me under pressure and can explain ways to resist this when I want to
Skills	<ul style="list-style-type: none"> I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet 	<ul style="list-style-type: none"> I feel good about myself when I make healthy choices 	<ul style="list-style-type: none"> I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I can sort foods into the correct food groups and know which foods my body needs to keep healthy I can decide which foods to eat to give my body energy I can make some healthy snacks and explain why they are good for my body 	<ul style="list-style-type: none"> I can tell you my knowledge and attitude towards drugs 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 	<ul style="list-style-type: none"> I recognise how different friendship groups are formed how I fit into them and the friends I value the most I can recognise the changing dynamics between people in different groups see who takes on which role and understand the roles I take on different situations I can recognise when people are putting me under pressure and can explain ways to resist this when I want to

Relationships (Summer 1)

	Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Targets and Objectives	<u>Personal, Social, Emotional Development: Making relationships</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children	<ul style="list-style-type: none"> I can tell you why I appreciate someone who is special to me I can express how I feel about them 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I can explain how some of the actions and work of people around the world help and influence my life I can show an awareness of how this could affect my choices 	<ul style="list-style-type: none"> I can explain different people of view on an animal rights issue I can express my own opinion and feelings on this
Vocabulary	Family, lonely, solve, problems, impact, manage feelings	Physical contact, important, community, preference, acceptable, unacceptable, relationship, appreciate	Cooperate, conflict, point of view, positive problem solving, secret, trust, compliment	Male, female, influence	Distant, close
British Values	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance
SMSC	Social, Moral, Spiritual, Cultural	Social, Spiritual, Cultural	Social, Moral, Spiritual, Cultural	Social, Moral, Spiritual, Cultural	Social, Moral, Spiritual
UNCRC Articles	12, 13, 14, 16, 28, 29, 30	12, 13, 14, 16, 24, 28, 29, 34	12, 13, 14, 16, 28, 29, 34	12, 13, 14, 16, 19, 24, 27, 28, 29, 31	12, 13, 14, 16, 28, 29
Knowledge	<ul style="list-style-type: none"> I know how to make friends to stop myself from feeling lonely I am starting to understand the impact of unkind words I know how to be a good friend 	<ul style="list-style-type: none"> I know how it feels to belong to a family and care about the people who are important to me I know who can help me in my school community I know when I need help and know how to ask for it 	<ul style="list-style-type: none"> I understand that sometimes it is good to keep a secret and sometimes not I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I understand how it feels to trust someone 	<ul style="list-style-type: none"> I understand how my needs and rights are shared by children around the world and can identify how our lives may be different 	<ul style="list-style-type: none"> I know how to show love and appreciation to the people and animals who are special to me
Skills	<ul style="list-style-type: none"> I can identify some of the jobs I do in my family and how I feel like I belong I can think of ways to solve problems and stay friends I can use Calm Me time to manage my feelings 	<ul style="list-style-type: none"> I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend means to me I can recognise my qualities as a person and a friend 	<ul style="list-style-type: none"> I can identify different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I accept that everyone's family is different and understand that most people value their family I can identify some of the things that cause conflict with my friends I can use the positive problem-solving technique to resolve conflicts 	<ul style="list-style-type: none"> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can explain how some of the actions and work of people around the world help and influence my life 	<ul style="list-style-type: none"> I can identify the web of relationship that I am part of, starting from those closest to me and including those more distant I can explain different people of view on an animal rights issue

Changing Me (Summer 2)

	Foundation	Year 1	Year 2	Year 3	Year 4
Attainment Targets and Objectives	<p><u>Physical Development: Health and Self-Care</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<ul style="list-style-type: none"> 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 I respect my body and understand which parts are private 	<ul style="list-style-type: none"> 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 I can tell you what I like/don't like about being a boy/girl 	<ul style="list-style-type: none"> 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 group up I recognise how I feel about these changes happening to me and know how to cope with these feelings 	<ul style="list-style-type: none"> I can identify what I am looking forward to when I am in Year 5 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
Vocabulary	Body parts (eye, ear, knee, fingers, foot, mouth, nose, stomach, arm, toe, chest, hand, leg), baby, adult, grow	Life cycle, animal, human, changes, penis, testicles, vagina, anus, respect, private, coping, anxious	Nature, control, independent, responsibilities	Conception, develop, mother, uterus	Egg, sperm, internal, external, menstruation (periods)
British Values	Individual Liberty, Mutual Respect, Tolerance	Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Rule of Law, Individual Liberty, Mutual Respect, Tolerance	Individual Liberty, Mutual Respect, Tolerance	Democracy, Individual Liberty, Mutual Respect, Tolerance
SMSC	Social, Moral, Spiritual, Cultural	Moral, Spiritual, Cultural	Moral, Spiritual, Cultural	Social, Moral, Spiritual, Cultural	Social, Spiritual, Cultural
UNCRC Articles	12, 13, 14, 16, 24, 28, 29	12, 13, 14, 16, 24, 28, 29, 34	12, 13, 14, 16, 24, 28, 29, 34	12, 13, 14, 16, 24, 28, 29, 30, 34	12, 13, 14, 16, 24, 28, 29, 34
Knowledge	<ul style="list-style-type: none"> I know and can name parts of the body I understand that we all grow from babies to adults 	<ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and this is ok I understand that every time I learn something new, I change a little bit I know some ways to cope with changes 	<ul style="list-style-type: none"> I understand there are different types of touch and can tell you which ones I like and don't like 	<ul style="list-style-type: none"> I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby I understand how babies grow and develop in the mother's uterus 	<ul style="list-style-type: none"> I understand that some of personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
Skills	<ul style="list-style-type: none"> I can tell you some things I can do and foods I can eat to be healthy I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 	<ul style="list-style-type: none"> I can tell you some things about me that have changed and some things about me that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private I can tell you about changes that have happened in my life 	<ul style="list-style-type: none"> I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise the physical differences between boys and girls and use the correct names for the part of the body (penis, testicles, vagina, vulva and anus) and appreciate that some parts of my body are private 	<ul style="list-style-type: none"> 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 I can start to recognise stereotypical ideas I might have about parenting and family roles 	<ul style="list-style-type: none"> I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I can describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (periods) is a natural part of this I can identify changes that have been and may continue to be outside of my control that I learnt to accept