



Success in Personal Social Health and Economic Education



Intent – What do we want to achieve?

At Hardy Mill Primary School, PSHE is at the core of what we do and our aim is to enable all of our children to become, independent, confident, healthy and responsible members of society.

Our PSHE curriculum equips children with the relevant and meaningful content which is supported through a strong emphasis on emotional literacy, resilience, mental and physical health.

With an ever changing society, our purpose is to provide our children with a strong understanding of the diverse world around them and to support them in playing a positive role in contributing to the school and the wider community. We want to be the best we can be for not only ourselves but for everyone else too!

We use a methodical weaving through the heart of our PSHE teaching and curriculum that reflects a clear commitment to enhancing and promoting our core values of independence, pride, cooperation, courage, resilience, respect and tolerance.

Implementation – How do we organise learning?

As a whole school approach we follow the Jigsaw PSHE scheme: a spiral, progressive scheme of work taught across the school from Reception through to Year 6. Our PSHE curriculum equips children with relevant and meaningful knowledge and skills that they can build on each year.

The curriculum is split into six themes: being me in my world, celebrating difference, dreams and goals, healthy me, relationships, and changing me. The children meet these themes throughout the course of the year and the themes are built upon as the children move through school.

These themes are also entwined through curriculum subjects including History, Art and Design Technology, Science, Geography Spanish, ICT and English. This will involve children building on previous knowledge and applying subject specific vocabulary to different contexts.

In implementing our PSHE curriculum a crucial element of promoting children's voices is the role of our school council. We believe that children at Hardy Mill are the heart of all that we do. The role of the school councillors is to enable the children at Hardy Mill Primary School to have a voice. They also help the school and community be a better place. Alongside this we use our voice and resources to support wider local and regional charities, including fundraising for specific things we have carefully selected. Some examples of these charities include anti-bullying alliance, Royal British Legion, Bolton Lions toy appeal, and support for Ukraine.

In addition to our weekly taught jigsaw lessons, we further enrich our PSHE curriculum with themed assemblies, themed weeks and the exploitation of opportunities as and when they arise, for example, following a behaviour incident, an incident on social media or when there is a relevant issue in the news.

| DfE Statutory Relationships & Health Education outcomes | |
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| | Purpose of study |
| | <p>Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the knowledge and skills progression within all the units of work, including the key vocabulary used in each year group. In addition to this explicit links to the DfE statutory Relationships and Health Education have been included in each puzzle.</p> <p>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 3-11 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, focus and self-regulation.</p> <p>Jigsaw 3-11 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.</p> |
| | Aims |
| | <ul style="list-style-type: none"> • |
| EYFS | KS1 and KS2 |
| <p>Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses</p> | <p>Relationships Education – By end of primary, pupils should know:</p> <p>Families and people who 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 (13) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. |

when appropriate;

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

13 Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

• How important friendships are in making us feel happy and secure, and how people choose and make friends.
• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
• Practical steps they can take in a range of different contexts to improve or support respectful relationships.
• The conventions of courtesy and manners.
• The importance of self-respect and how this links to their own happiness.
• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
• What a stereotype is, and how stereotypes can be unfair, negative or destructive.
• The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

• That people sometimes behave differently online, including by pretending to be someone they are not.
• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
• How information and data is shared and used online.

Being safe

• 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.

Physical Health and Mental Wellbeing

Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 33
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Internet safety and harms Pupils should know
- That for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online. 34

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
 - the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
 - The risks associated with an inactive lifestyle (including obesity).
 - How and when to seek support including which adults to speak to in school if they are worried about their health.
- Healthy eating Pupils should know
- what constitutes a healthy diet (including understanding calories and other nutritional content).
 - The principles of planning and preparing a range of healthy meals.
 - the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Drugs, alcohol and tobacco Pupils should know
 - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

Basic first aid Pupils should know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 35

Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

Hardy Mill Long Term Plan – PSHE

| | | Autumn | | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | Reception | Being in my world <ul style="list-style-type: none"> • Self – identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities | Celebrating Difference <ul style="list-style-type: none"> • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself | Dreams and Goals <ul style="list-style-type: none"> • Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs Achieving goals | Healthy Me <ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety | Relationships <ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend | Changing me <ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations |
| KS1 | Year 1 | Being in my world <ul style="list-style-type: none"> • Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owing the Learning Charter | Celebrating Difference <ul style="list-style-type: none"> • Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating the differences in everyone | Dreams and Goals <ul style="list-style-type: none"> • Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement • Tackling new challenges • Identifying and overcoming obstacles • Feelings of success | Healthy Me <ul style="list-style-type: none"> • Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety/safety with household items • Road safety • Linking health and happiness | Relationships <ul style="list-style-type: none"> • 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 | Changing me <ul style="list-style-type: none"> • Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology) • Linking growing and learning • Coping with change • Transition |

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| | Year 2 | <p>Being in my world</p> <ul style="list-style-type: none"> • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings | <p>Celebrating Difference</p> <ul style="list-style-type: none"> • Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends | <p>Dreams and Goals</p> <ul style="list-style-type: none"> • Achieving realistic goals • Perseverance • Learning strengths • Learning with others • Group co-operation • Contributing to and sharing success | <p>Healthy Me</p> <ul style="list-style-type: none"> • Motivation • Healthier choices • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food | <p>Relationships</p> <ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships | <p>Changing me</p> <ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Preparing for transition |
| LKS2 | Year 3 | <p>Being in my world</p> <ul style="list-style-type: none"> • Setting personal goals • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives | <p>Celebrating Difference</p> <ul style="list-style-type: none"> • Families and their differences • Family conflict and how to manage it (child-centred) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments | <p>Dreams and Goals</p> <ul style="list-style-type: none"> • 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 | <p>Healthy Me</p> <ul style="list-style-type: none"> • Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and off line scenarios • Respect for myself and others • Healthy and safe choices | <p>Relationships</p> <ul style="list-style-type: none"> • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends | <p>Changing me</p> <ul style="list-style-type: none"> • How babies grow • Understanding a baby's needs • Outside body changes Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition |

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| | Year 4 | <p>Being in my world</p> <ul style="list-style-type: none"> • 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 | <p>Celebrating Difference</p> <ul style="list-style-type: none"> • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions | <p>Dreams and Goals</p> <ul style="list-style-type: none"> • Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes | <p>Healthy Me</p> <ul style="list-style-type: none"> • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength | <p>Relationships</p> <ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and Falling Out • Girlfriends and boyfriends • Showing appreciation to people and animals | <p>Changing me</p> <ul style="list-style-type: none"> • Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change |
| UKS2 | Year 5 | <p>Being in my world</p> <ul style="list-style-type: none"> • Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating | <p>Celebrating Difference</p> <ul style="list-style-type: none"> • Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures | <p>Dreams and Goals</p> <ul style="list-style-type: none"> • Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation | <p>Healthy Me</p> <ul style="list-style-type: none"> • Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour | <p>Relationships</p> <ul style="list-style-type: none"> • 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 • SMARRT internet safety rules | <p>Changing me</p> <ul style="list-style-type: none"> • Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) • Growing responsibility • Coping with change • Preparing for transition |

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| | Year 6 | <p>Being in my world</p> <ul style="list-style-type: none"> • Identifying goals for the year • Global citizenship • Children’s universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling | <p>Celebrating Difference</p> <ul style="list-style-type: none"> • Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy | <p>Dreams and Goals</p> <ul style="list-style-type: none"> • Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments | <p>Healthy Me</p> <ul style="list-style-type: none"> • Taking personal responsibility • How substances affect the body • Exploitation, including ‘county lines’ and gang culture • Emotional and mental health • Managing stress | <p>Relationships</p> <ul style="list-style-type: none"> • 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 | <p>Changing me</p> <ul style="list-style-type: none"> • Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition |
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Impact

To evaluate how well our children are learning and check that they are remembering more and applying more, we use a combination of formative assessments, class discussions, pupil interviews and lesson observations.

Our PSHE curriculum improves our children's capacity to learn, their resilience and emotional well-being and mental health and thereby enhance their life-chances. At Hardy Mill we want our children to be equipped with the tools they need to overcome challenges and respond appropriately to different scenarios, show positive attitudes to their learning, understand their role and impact they can have on the wider world, appreciate our differences and beliefs, participate in the community and respect others.

By the time our children leave our school they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem

The behavior and attitudes of our pupils demonstrate that they are very well prepared for the next stage in their education when they leave Hardy Mill.

How do we know our children have made progress? What are their end points?

| | EYFS | KS1 | | LKS2 | | UKS2 | |
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| | Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| <p>Being Me in my World</p> <p>Knowledge Skills</p> | <p>I can talk freely about the things and people that make me happy in class and at home.</p> <p>I usually remember to take turns and share with everyone in my class. I know how to be a good listener.</p> | <p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p> | <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p> | <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p> | <p>I can explain why being listened to and listening to others is important in my school community</p> <p>I can explain why being democratic is important and can help me and others feel valued</p> | <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> | <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> |
| <p>Celebrating difference</p> <p>Knowledge Skills</p> | <p>I am confident when I talk about the things I like and am interested in, as well as what I don't like and why.</p> <p>I know how to be kind to others and can use words to stand up for myself.</p> | <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p> | <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a</p> | <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel</p> | <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to</p> | <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> | <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a</p> |

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| | | | friend and be a friend. I can also explain why it is OK to be different from my friends. | and can offer strategies to help the situation. e.g. Solve It Together or asking for help. | accept myself and others for who we are. | I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour | cause for celebration. |
| Dreams and Goals Knowledge Skills | I know what to do so that I can persevere with things that are a bit difficult. I can talk about what makes me proud. I regularly encourage myself and others to keep trying and not give up when things get tricky | I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings. | I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. | I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. | I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude. | I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. | I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place |
| Healthy Me Knowledge Skills | I can talk about what I do to stay healthy and safe and I know why these things are important. I know what we all need to do to stay healthy and safe. I can talk about these things with my friends in class. | I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy. | I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to | I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being | 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 different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking | I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally |

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| | | | make healthy and safe choices. | anxious/ scared and unwell feels. | | and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body. | healthy and to manage stress and pressure. |
| Relationships Knowledge Skills | I know how to be a kind friend and I know what to do if I need a friend to help me play and/or learn. I know how to co-operate with others in my class and understand the importance for everyone to feel included. I make sure I use my words to help friends to understand me. | I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. | I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. | I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know. | I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal. | I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. | I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. |

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| <p>Being Me in my World</p> <p>(Key objectives are in bold)</p> | <ul style="list-style-type: none"> • Know they have a right to learn and play, safely and happily • Know that some people are different from themselves • Know that hands can be used kindly and unkindly • Know special things about themselves • Know how happiness and sadness can be expressed • Know that being kind is good | <ul style="list-style-type: none"> • Understand their own rights and responsibilities with their classroom • Understand that their choices have consequences • Understand that their views are important • Understand the rights and responsibilities of a member of a class | <ul style="list-style-type: none"> • Understand the rights and responsibilities of class members • Know about rewards and consequences and that these stem from choices • Know that it is important to listen to other people • Understand that their own views are valuable • Know that positive choices impact positively on self-learning and the learning of others • Identifying hopes and fears for the year ahead | <ul style="list-style-type: none"> • Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Understand that they are important • Know what a personal goal is • Understanding what a challenge is | <ul style="list-style-type: none"> • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know that their own actions affect themselves and others | <ul style="list-style-type: none"> • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how to face new challenges positively • Understand how to set personal goals • Know how an individual's behaviour can affect a group and the consequences | <ul style="list-style-type: none"> • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Know how to set goals for the year ahead • Understand what fears and worries are • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a |
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| | | | | | | es of this | voice benefits the school community |
| | | | | | | | <ul style="list-style-type: none"> Understand how to contribute towards the democratic process |
| Celebrating difference (Key objectives are in bold) | <ul style="list-style-type: none"> Know what being unique means Know the names of some emotions such as happy, sad, frightened, angry Know why having friends is important Know some qualities of a positive friendship Know that they don't have to be 'the same as' to be a friend Know what being proud means and that | <ul style="list-style-type: none"> Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know that people are unique and that it is OK to be different Know skills to make friendships Know that people have differences | <ul style="list-style-type: none"> Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference Know that friends can be different and still be friends Know there are stereotypes about boys and girls Know where to get help if being bullied Know that it is OK not to | <ul style="list-style-type: none"> Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that conflict is a normal part of relationships Know that some words are used in hurtful ways and that this can have consequences Know why | <ul style="list-style-type: none"> Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that sometimes people make assumptions about a person because of the way they look or act | <ul style="list-style-type: none"> Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know what racism is and why it is unacceptable Know what culture means Know that differences in culture can sometimes be a source | <ul style="list-style-type: none"> Know that people can hold power over others individually or in a group Know that power can play a part in a bullying or conflict situation Know that there are different perceptions of 'being normal' and where these might come from Know that difference can be a source of celebration as well as conflict |

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| | <p>people can be proud of different things</p> <ul style="list-style-type: none"> • Know that people can be good at different things • Know that families can be different • Know that people have different homes and why they are • important to them • Know different ways of making friends • Know different ways to stand up for myself | <p>and similarities</p> | <p>conform to gender stereotypes</p> <ul style="list-style-type: none"> • Know it is good to be yourself • Know the difference between right and wrong and the role that choice has to play in this | <p>families are important</p> <ul style="list-style-type: none"> • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this | <ul style="list-style-type: none"> • Know there are influences that can affect how we judge a person or situation • Know what to do if they think bullying is or might be taking place • Know that first impressions can change | <p>of conflict</p> <ul style="list-style-type: none"> • Know that rumour-spreading is a form of bullying online and offline • Know how their life is different from the lives of children in the developing world | <ul style="list-style-type: none"> • Know that being different could affect someone's life • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives |
| <p>Dreams and Goals</p> | <ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them | <ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to identify obstacles which make | <ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere | <ul style="list-style-type: none"> • Know that they are responsible for their own learning • Know what an obstacle is and how they can hinder achievement | <ul style="list-style-type: none"> • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work as part of a | <ul style="list-style-type: none"> • Know about a range of jobs that are carried out by people I know • Know the types of job they might like to do when they | <ul style="list-style-type: none"> • Know their own learning strengths • Know what their classmates like and admire about them • Know a |

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| | <ul style="list-style-type: none"> • Know which words are kind • Know some jobs that they might like to do • when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal | <p>achieving their goals difficult and work out how to overcome them</p> <ul style="list-style-type: none"> • Know when a goal has been achieved • Know how to work well with a partner • Know that tackling a challenge can stretch their learning | <ul style="list-style-type: none"> • Know how to recognise what working together well looks like • Know what good group-working looks like • Know how to share success with other people | <p>t</p> <ul style="list-style-type: none"> • Know how to take steps to overcome obstacles • Know what dreams and ambitions are important to them • Know about specific people who have overcome difficult challenges to achieve success • Know how they can best overcome learning challenges • Know what their own strengths are as a learner • Know how to evaluate | <p>successful group</p> <ul style="list-style-type: none"> • Know how to share in the success of a group • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to work out the steps they need to take to achieve a goal | <p>are older</p> <ul style="list-style-type: none"> • Know that young people from different cultures may have different dreams and goals • Know that they will need money to help them to achieve some of their dreams • Know that different jobs pay more money than others • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can | <p>variety of problems that the world is facing</p> <ul style="list-style-type: none"> • Know some ways in which they could work with others to make the world a better place • Know what the learning steps are they need to take to achieve their goal • Know how to set realistic and challenging goals |
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| | | | | their own learning progress and identify how it can be better next time | | support young people in their own culture and abroad | |
| Healthy Me | <ul style="list-style-type: none"> • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know the names for some parts of their body • Know when and how to wash their hands properly • Know how to say no to strangers • Know that they need to exercise to keep healthy • Know how to help themselves go | <ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly | <ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy • Know that it is important to use medicines safely • Know what makes them feel relaxed/stressed • Know how medicines work in their | <ul style="list-style-type: none"> • Know how exercise affects their bodies • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know when something feels safe or unsafe • Know why | <ul style="list-style-type: none"> • Know that there are leaders and followers in groups • Know the facts about smoking and its effects on health • Know the facts about alcohol and its effects on health, particularly the liver • Know ways to resist when people are putting pressure on them • Know what they think is right and wrong • Know how | <ul style="list-style-type: none"> • Know basic emergency procedures, including the recovery position • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types | <ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know what it means to be emotionally well • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially |

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| | <p>to sleep and that sleep is good for them</p> <ul style="list-style-type: none"> • Know what to do if they get lost | <ul style="list-style-type: none"> • Know how to keep safe when crossing the road • Know how to keep themselves clean and healthy • Know that germs cause disease/illness • Know about people who can keep them safe | <p>bodies</p> <ul style="list-style-type: none"> • Know how to make some healthy snacks | <p>their hearts and lungs are such important organs</p> <ul style="list-style-type: none"> • Know a range of strategies to keep themselves safe • Know that their bodies are complex and need taking care of | <p>different friendship groups are formed and how they fit into them</p> <ul style="list-style-type: none"> • Know which friends they value most • Know that they can take on different roles according to the situation • Know some of the reasons some people start to smoke • Know some of the reasons some people drink alcohol | <ul style="list-style-type: none"> • Know the different roles food can play in people's lives and know that people can develop eating problems/diorders related to body image pressure • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know what makes a healthy lifestyle | <p>their liver and heart</p> <ul style="list-style-type: none"> • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve |
| Relationships | <ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different | <ul style="list-style-type: none"> • Know that everyone's family is different • Know that families are | <ul style="list-style-type: none"> • Know that there are lots of forms of physical contact within a family | <ul style="list-style-type: none"> • Know that different family members carry out different roles or have | <ul style="list-style-type: none"> • Know some reasons why people feel jealousy • Know that | <ul style="list-style-type: none"> • Know that there are rights and responsibilities in an online community | <ul style="list-style-type: none"> • Know that it is important to take care of their own mental health |

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| | <p>responsibilities (jobs)</p> <ul style="list-style-type: none"> • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry | <p>founded on belonging, love and care</p> <ul style="list-style-type: none"> • Know that physical contact can be used as a greeting • Know how to make a friend • Know who to ask for help in the school community • Know that there are lots of different types of families • Know the characteristics of healthy and safe friends • Know about the different people in the school community and how they help | <ul style="list-style-type: none"> • Know how to stay stop if someone is hurting them • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know some reasons why friends have conflicts • Know that friendships have ups and | <p>different responsibilities within the family</p> <ul style="list-style-type: none"> • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know that they and all children have rights (UNCRC) • Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc • Know how some of the actions and work of | <p>loss is a normal part of relationships</p> <ul style="list-style-type: none"> • Know that negative feelings are a normal part of loss • Know that sometimes it is better for a friendship/r relationship to end if it is causing negative feelings or is unsafe • Know that jealousy can be damaging to relationships • Know that memories can support us when we lose a special person or animal | <p>or social network</p> <ul style="list-style-type: none"> • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have | <ul style="list-style-type: none"> • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family |
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| | | | <p>downs and sometimes change with time</p> <ul style="list-style-type: none"> • Know how to use the Mending Friendships or Solve it together problem-solving methods | <p>people around the world help and influence my life</p> <ul style="list-style-type: none"> • Know the lives of children around the world can be different from their own | | <p>positive and negative consequences</p> | |
| Changing Me | <ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us | <ul style="list-style-type: none"> • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that | <ul style="list-style-type: none"> • Know the physical differences between male and female bodies • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some | <ul style="list-style-type: none"> • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during | <ul style="list-style-type: none"> • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts | <ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might | <ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born |

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| | <p>move on</p> | <p>nobody has the right to hurt these</p> <ul style="list-style-type: none"> • Know who to ask for help if they are worried or frightened • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know that learning brings about change | <p>are acceptable and some are unacceptable</p> <ul style="list-style-type: none"> • Know the correct names for private body parts • Know that life cycles exist in nature • Know that aging is a natural process including old age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age | <p>puberty</p> <ul style="list-style-type: none"> • Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/care rs • Know some of the changes that happen | <p>that are needed to make a baby</p> <ul style="list-style-type: none"> • Know how the female and male body change at puberty • Know that change can bring about a range of different emotions • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted | <p>use IVF</p> <ul style="list-style-type: none"> • Know that becoming a teenager involves various changes and also brings growing responsibility • Know what perception means and that perceptions can be right or wrong | <ul style="list-style-type: none"> • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class |
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Progression of social and emotional skills in PSHE at Hardy Mill

| | EYFS | KS1 | | LKS2 | | UKS2 | |
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| | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Being Me in my World (Key objectives are in bold) | Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others' feelings Identify feelings of happiness and sadness Be responsible in the setting | Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Understand that they have choices Understanding that they are special Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and | Know how to make their class a safe and fair place Show good listening skills Be able to work co-operatively Recognise own feelings and know when and where to get help Recognise the feeling of being worried | Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others | Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions Can make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated Can make others | Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Be able to identify what they value most about school Identify hopes for the school year | Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Can take positive action to help others Be able to contribute towards a group year |

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| | | negative consequences | | | feel valued and included Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices | Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions | task Know what effective group work is Know how to regulate my emotions Be able to make others feel welcomed and valued |
| Celebrating difference (Key objectives are in bold) | Recognise emotions when they or someone else is upset, frightened or angry Identify and use skills to make a friend Identify some ways they can be different and the same as others Identify and use skills to stand up for themselves Identify feelings associated with being proud Identify things they are good at | Identify what is bullying and what isn't Understand how being bullied might feel Recognise ways in which they are the same as their friends and ways they are different Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some | Explain how being bullied can make someone feel Know how to stand up for themselves when they need to Understand that everyone's differences make them special and unique Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways | Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary Be able to show appreciation for their families, parents and carers Empathise with people who are bullied | Be comfortable with the way they look Try to accept people for who they are Be non-judgemental about others who are different Identify influences that have made them think or feel positively/negatively about a situation Identify feelings that a bystander might feel in a bullying situation Identify reasons | Appreciate the value of happiness regardless of material wealth Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Develop respect for cultures different from their own | Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens Use a range of |

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| | <p>Be able to vocalise success for themselves and about others successes</p> <p>Recognise similarities and differences between their family and other families</p> | <p>of the attributes that make them unique and special</p> | <p>and that is OK</p> <p>Can choose to be kind to someone who is being bullied</p> <p>Recognise that they shouldn't judge people because they are different</p> | <p>Employ skills to support someone who is bullied</p> <p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p> | <p>why a bystander might join in with bullying</p> <p>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Identify when a first impression they had was right or wrong</p> | <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p> | <p>strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Appreciate people for who they are</p> <p>Show empathy</p> |
| Dreams and Goals | <p>Understand that challenges can be difficult</p> <p>Resilience</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Recognise how kind words can encourage people</p> <p>Talk about a time that they kept on trying and achieved a goal</p> | <p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Recognise their own feelings when faced with a challenge/obstacle</p> <p>Recognise how they feel when they overcome a challenge/obstacle</p> | <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> | <p>Can break down a goal into small steps</p> <p>Can manage feelings of frustration linked to facing obstacles</p> <p>Imagine how it will feel when they achieve their dream/ambition</p> <p>Recognise other people's achievements in</p> | <p>Have a positive attitude</p> <p>Can identify the feeling of disappointment</p> <p>Be able to cope with disappointment</p> <p>Can identify what resilience is</p> <p>Can identify a time when they have felt disappointed</p> <p>Can talk about</p> | <p>Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>Appreciate the</p> | <p>Understand why it is important to stretch the boundaries of their current learning</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p> <p>Empathise with people who are suffering or living in difficult</p> |

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| | <p>Be ambitious</p> <p>Feel proud</p> <p>Celebrate success</p> | <p>cele</p> <p>Celebrate an achievement with a friend</p> <p>Can store feelings of success so that they can be used in the future</p> | <p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p> | <p>overcoming difficulties</p> <p>Recognise how other people can help them to achieve their goals</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p> | <p>their hopes and dreams and the feelings associated with these</p> <p>Help others to cope with disappointment</p> <p>Enjoy being part of a group challenge</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p> | <p>differences between themselves and someone from a different culture</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p> <p>Appreciate the opportunities learning and education can give them</p> | <p>situations</p> <p>Set success criteria so that they know when they have achieved their goal</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</p> |
| <p>Healthy Me</p> | <p>Can explain what they need to do to stay healthy</p> <p>Recognise how exercise makes them feel</p> <p>Can give examples of healthy food</p> <p>Can explain what to do if a stranger approaches them</p> | <p>Keep themselves safe</p> <p>Recognise how being healthy helps them to feel happy</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and</p> | <p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> | <p>Respect their own bodies and appreciate what they do</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or</p> | <p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with</p> | <p>Respect and value their own bodies</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify</p> | <p>Are motivated to care for their own physical and emotional health</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Can use different strategies to manage stress and pressure</p> |

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| | <p>Can explain how they might feel if they don't get enough sleep</p> <p>Recognise how different foods can make them feel</p> | <p>know how to ask for help</p> <p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p> | <p>Express how it feels to share healthy food with their friends</p> | <p>scared feels</p> <p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p> | <p>peer pressure</p> <p>Can tap into their inner strength and know-how to be assertive</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which people they most want to be friends with</p> | <p>ways to keep themselves calm in an emergency</p> <p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Accept and respect themselves for who they are</p> <p>Be motivated to keep themselves healthy and happy</p> | <p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Identify ways that someone who is being exploited could help themselves</p> <p>Recognise that people have different attitudes towards mental health/illness</p> |
| Relationships | <p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> | <p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> | <p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise</p> | <p>Can identify the responsibilities they have within their family</p> <p>Know how to access help if they are concerned about anything on social media</p> | <p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> | <p>Can suggest strategies for building self-esteem of themselves and others</p> <p>Can identify when an online community/social media group feels risky,</p> | <p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when</p> |

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| <p>Can use different ways to mend a friendship</p> <p>Can recognise what being angry feels like</p> <p>Can use Calm Me when angry or upset</p> | <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can show skills of friendship</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p> | <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify who they trust in their own relationships</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</p> <p>Can identify the feelings associated with trust</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p> | <p>and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify who they trust in their own relationships</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</p> <p>Can identify the feelings associated with trust</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p> | <p>or the internet</p> <p>Can empathise with people from other countries who may not have a fair job or are less fortunate</p> <p>Understand that they are connected to the global community in many different ways</p> <p>Can use Solve it together in a conflict scenario and find a win-win outcome</p> <p>Can identify similarities in children's rights around the world</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p> | <p>Can identify people who are special to them and express why</p> <p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p> <p>Can suggest ways to manage relationship changes including how to negotiate</p> | <p>uncomfortable, or unsafe</p> <p>Can suggest strategies for staying safe online/ social media</p> <p>Can say how to report unsafe online/social network activity</p> <p>Can identify when an online game is safe or unsafe</p> <p>Can suggest ways to monitor and reduce screen time</p> <p>Can suggest strategies for managing unhelpful pressures online or in social networks</p> | <p>worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p> <p>Can resist pressure to do something online that might hurt themselves or others</p> <p>Can take responsibility for their own safety and well-being</p> |
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| Changing Me | <p>Recognise that changing class can elicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p> <p>Can identify positive memories from the past year in school/home</p> | <p>Understand and accept that change is a natural part of getting older</p> <p>Can suggest ways to manage change, e.g. moving to a new class</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p> | <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/un comfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the</p> | <p>Can express how they feel about puberty</p> <p>Can say who they can talk to about puberty if they have any worries</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p> <p>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</p> <p>Can express how they feel about babies</p> <p>Can describe the emotions that a new baby can bring to a family</p> | <p>Can appreciate their own uniqueness and that of others</p> <p>Can express any concerns they have about puberty</p> <p>Have strategies for managing the emotions relating to change</p> <p>Can express how they feel about having children when they are grown up</p> <p>Can say who they can talk to about puberty if they are worried</p> <p>Can apply the circle of change model to themselves to have strategies for managing change</p> | <p>Can celebrate what they like about their own and others' self-image and body image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p> <p>Can ask questions about puberty to seek clarification</p> <p>Can express how they feel about having a romantic relationship when they are an adult</p> <p>Can express how they feel about having children when</p> | <p>Recognise ways they can develop their own self-esteem</p> <p>Can express how they feel about the changes that will happen to them during puberty</p> <p>Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p> <p>Can celebrate what they like</p> |

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| <p>Being Me in my World</p> <p>(Key objectives are in bold)</p> | <p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p> | <p>Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration</p> | <p>Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving</p> | <p>Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong</p> | <p>Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)</p> | <p>Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective</p> | <p>Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, , Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision</p> |
| <p>Celebrating difference</p> <p>(Key objectives are in bold)</p> | <p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p> | <p>Similarity, Same as, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique</p> | <p>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity,</p> | <p>Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful,</p> | <p>Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness,</p> | <p>Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting,</p> | <p>Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage,</p> |

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| | | | Fairness, Kindness, Unique, Value | Compliment, | Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed | Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation | Fairness, Rights |
| Dreams and Goals | Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage | Proud, Success, Treasure, Coins, Learning, Stepping- stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve | Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product | Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co- operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' | Hope, Determination, Resilience, Positive attitude, Disappointmen t, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self- belief, Motivation, Commitment, Enterprise | Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co- operation, Difference | Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition |

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| Healthy Me | Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare | Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait | Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious | Oxygen, Calories/kilojo ules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice | Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong | Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level- headed, Body image, Media, Social media, Celebrity, Altered, Self- respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation | Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the- counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, |

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| | | | | | | | Managing stress, Pressure |
| Relationships | Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing | Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate | Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, | Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, | Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love. | Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, | Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, |

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| | | | | Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude | | Passwords, Privacy, Settings, Profile, SMARRT rules | Communication, Technology, Power, Cyber-bullying, Abuse, Safety |
| Changing Me | Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories | Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping | Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, | Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge | Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance | Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, | Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement |

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| | | | Uncomfortable , Looking forward, Nervous, Happy | | | Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriatenes s, Legal, Laws, Responsible, Teenager, Responsibilities , Rights | |
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