



# **PSHE & Relationships Education Policy**

**2022 - 2023**

## **PSHE and Relationships Education Policy**

**Context:** “All schools must have an up-to-date Relationships Education policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education;
- Describe how sex and relationship education is provided and who is responsible for providing it,
- Say how sex and relationship education is monitored and evaluated,
- Include information about parents’ right to withdrawal, and
- Be reviewed regularly”

Sex and Relationship Education Guidance (DfE 0116/2000)

**Definition:** ‘Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.’ It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

### **Our School**

We are a large primary school catering for pupils from age 4 to 11 years in Loughborough and the surrounding areas.

We value and welcome all of our children and don’t discriminate on the grounds of gender, ethnicity, culture, religion or ability.

Our SEND policy states that, if a child has a special educational needs, it may be appropriate to administer a Pupil Passport (Social, Emotional, Mental Health issues) or provide PIVATS targets appropriate to the child’s needs. In some situations, where children have complex needs will be replaced by an Educational, Health and Care Plan (EHCP) which links all the services together and covers the age ranges of 0-25. Some pupils receive support from outside agencies alongside the support offered by the school. Our provision map identifies all of our pupils’ needs allowing us to allocate our own support staff to individuals and groups at specific times each day. You can read our SEND policy on the school website.

## **INTRODUCTION**

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education. It was produced by the PSHE coordinator working with the Head teacher, Senior Leadership Team and governing body.

### **Relationships Education and Health and Wellbeing.**

Teaching about sex and relationships education takes place as part of the teaching of Relationships Education and Health and Wellbeing that were made statutory in the summer of 2020.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

All primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

### **Aims for teaching of Relationships Education**

The aim is for our teaching of Relationships Education to form the building blocks of positive relationships. In the first instance, at EYFS and Year 1, children learn about aspects such as taking turns, safer play as well as being introduced to online safety. Throughout school, pupils learn about family situations and healthy and respectful relationships within them with sensitivity to differing family set-ups. They have repeated opportunities throughout school to consider character traits that will help them to form positive relationships e.g. generosity.

Outcomes for teaching of relationships education are split into these sections:

- 1) Families and People who Care for Me.
- 2) Caring Friendships.
- 3) Respectful relationships.
- 4) Online relationships.
- 5) Being Safe

### **Delivery**

RSE lessons are delivered as part of our PSHE curriculum. We use the Jigsaw Scheme of Work for PSHE, which is a nationally recognised organisation and has been accredited by the PSHE Association. These lessons are taught by class teachers, supported by expert visitors as appropriate and necessary. Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings, led by the PSHE Co-ordinator. As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to

work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils. While all children will be exposed to the same lesson content, in some circumstances the lessons will be taught in same sex groupings (Yr 5 and 6) to ensure that the children are comfortable and feel confident to ask questions within their peer groups.

### **Aims and Objectives for Sex and Relationship Education**

As part of our relationships education, we deliver SRE. The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

THE RSE Curriculum is created to make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our pupils and in consultation with school staff and Governors. As is required by the new statutory guidance, parents and wider stakeholders have been consulted on the relevant content within the policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

## **The teaching programme for Sex and Relationship Education**

### **Legal requirements**

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

### **National Curriculum Science**

#### **Key Stage 1**

- That animals, including humans, feed, move, grow and use their senses and reproduce.
- To recognise and compare the external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and differences between themselves and others and treat others with sensitivity.

#### **Key Stage 2**

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- The main stages of the human life cycle.
- Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

The programme of study includes;

### **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. Children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

## **Key Stage 2**

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. They continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

### **The organisation of Sex and Relationship Education**

We have a teacher who is the designated teacher with responsibility for coordinating sex and relationship education.

Sex and relationship education is delivered through science and PSHE and a unit about growing up takes place in Year 5 as well as a sex education unit in Year 6. In Year 5, children learn about changes to expect in their bodies throughout puberty as well as how a baby is created. In Year 6, pupils go on to learn about sex in a loving relationship as well as how a baby is born.

Sex and relationship education is monitored and evaluated by the Senior Leadership Team and, as a result of this process, changes will be made to the sex and relationship education programmes as appropriate.

### **Specific Issues**

#### **• Parental consultation**

The school includes information on sex and relationship education on the school website and full details are available on request. The school informs parents when aspects of the sex and relationship programme are taught (in the Summer 2 term and only in Years 5 and 6 according to an agreed curriculum; decided with parents, teachers, senior leadership and governors of the school) and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science Programme of Study. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

#### **• Child Protection / Confidentiality**

Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /DSL in line with the school's child protection policy. A member of staff cannot promise confidentiality if concerns exist.

### • Coverage of content linked to LGBT

As previously stated, we realise the importance of teaching children about all kinds of relationships and families. This means that families may look different to our own and that we should respect all of these differences. We ensure that every young person is prepared for life in modern Britain, it's vital that their curriculum reflects the full diversity of the world they live in. This includes informing children about LGBT relationships and themes. LGBT inclusive teaching at our school ensures young people with LGBT families, see themselves reflected in what they learn.

It also encourages all young people to grow up with an inclusive and accepting attitude. An example of where content such as this appears is in a Year 5 unit Healthy relationships, committed loving relationships, civil partnerships and marriage.

### Links with other policies

This policy is linked with the following policies:

SMSC  
E-Safety policy  
Equal Opportunities  
Child Protection  
Confidentiality  
Behaviour  
Anti Bullying

These policies can be found on our school website.

### Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom; provision would be made to meet the individual child's needs. For example, the teacher could refer the question to another professional e.g. a male teacher or Nurse etc. If this is not appropriate they could prompt the pupil who posed the question to ask their parents or wait until KS3 SRE. Where a question causes a well-being or CP concern the teacher would signpost other agencies e.g. Child-line etc. and urge pupils to talk to an adult along with following the procedure outline in our Child Protection Policy.

If the question is wholly inappropriate or rude the class would be told this.

### Use of visitors

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

**Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

**Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, governors and the teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

## Appendices:

### Curriculum content:

#### Statutory and non-statutory RSE proposal by year group:

Jigsaw 3-11 provides a comprehensive Programme for Primary PSHE including all elements of the statutory Relationships and Health Education program. There is a strong emphasis on emotional literacy: building resilience and nurturing mental and physical health.

Non-statutory sex-education is covered at an age-appropriate level.

|            | <b>Statutory</b> RSE curriculum   |  | Jigsaw curriculum <b>non-Statutory</b> content |
|------------|---|--|--|
| Year Group | PSHE Learning Intention   | Notes  |  |
| EYFS       | <p>I can name parts of my body.</p> <p>I can tell you some things I can do and foods I can eat to be healthy.</p> <p>I understand that we all grow from babies to adults</p> <p>I can express how I feel about moving to Year 1.</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>I can share my memories of the best bits of this year in Reception.</p> | <p>e.g. stomach, forehead, fingers.</p> <p>That humans change from babies, toddlers, children and adults.</p>  |  |
| Year 1     | <p>Life cycles: I am starting to understand the life cycles of animals and humans.</p> <p>Changing me: I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>My changing body: I can tell you how my body has changed since I was a baby.</p>  | <p>Life cycles of humans and animals, e.g. babies – adults, caterpillar – butterfly.</p> <p>How we grow from babies to adults and we change.</p> <p>Body changes such as height, hair length and emotional/intellectual changes such as learning to talk.</p> <p>Scientific focus on naming body parts using the correct</p> |  |

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|         | <p>Boys' and girls' bodies: I can identify the ways which make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</p> <p>Learning and growing: I understand that every time I learn something new I change a little bit.</p> <p>Coping with changes: I can tell you about changes that have happened in my life.</p>  | <p>vocabulary: penis, testicles, vagina, vulva, anus.</p>  |  |
| Year 2: | <p>Life cycles in nature: I can recognise cycles of life in nature</p> <p>Growing from young to old: I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>The changing me: I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>Boys' and girls' bodies: I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</p> <p>Assertiveness: I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>Looking Ahead: I can identify what I am looking forward to when I move to my next class.</p> | <p>Life cycles of humans and animals, e.g. babies – adults, caterpillar – butterfly.</p> <p>Changes from birth (babies), toddlers, children, teenagers, adults and elderly.</p> <p>Scientific focus on naming body parts using the correct vocabulary: male, female, vagina, vulva, penis, testicles, anus, public, private.</p> |  |

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| Year 3 | <p>How babies grow: understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby.</p> <p>Babies: I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow.</p> <p>Outside Changes: I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>Inside Changes: I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Family Stereotypes: I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>Looking Ahead: I can identify what I am looking forward to when I move to my next class.</p> | <p>Focuses on the growth of human babies and animals.</p> <p>Focuses on body changes like: growing taller, growing facial and armpit hair and other social and emotional changes such as starting new hobbies and choosing their own clothes.</p> <p>Scientific focus on identifying the name and function of body parts, such as testicles, ovaries, eggs.</p> | Removed to Year 5 curriculum as agreed during consultation. |
| Year 4 | <p>Unique me: I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>Having a baby: I can correctly label the internal and external parts of male and female</p>   | <p>Introduces the concept of genes, and that our genes are a combination of our mother and father's genes, and that the sperm and egg carry these genes.</p> <p>This lesson is based on the 'ingredients for making a baby' and is explained through a story: 'It's amazing how a baby</p>  | Removed to Year 5 curriculum as agreed during consultation. |

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|        | <p>bodies that are necessary for making a baby.</p> <p>Girls and puberty: 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 (having periods) is a natural part of this.</p> <p>Circles of life: I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>Accepting change: I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>Looking Ahead: I can identify what I am looking forward to when I move to a new class.</p>              | <p>starts to grow when a man's sperm and a woman's ovum meet and join together. This can happen when a grownup man and woman share an especially close and loving embrace which allows the sperm to be released through the penis into the vagina.'</p>   |  |
| Year 5 | <p>Self and body image: I am aware of my own self-image and how my body image fits into that.</p> <p>Puberty for girls: I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>Puberty for boys: I can describe how boys' and girls' bodies change during puberty.</p> <p>Conception: I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IV.</p> <p>Looking Ahead 1: I can identify what I am looking forward to about becoming a</p> | <p>A scientific focus on the female reproductive system, and what support is available to girls when they start their period.</p> <p>A scientific focus on the male reproductive system, including vocabulary of wet dream and ejaculation.</p> <p>This lesson focuses on developing the children's ideas of the 'conditions to create a baby.' For example, being married, being a grown-up, having similar views on raising a child with your partner, being in a relationship, etc.</p> <p>Focusing on elements of becoming a teenager, e.g. being able to be more independent, driving at 16, and the age of consent.</p> | <p>That for a baby to begin to grow, a part comes from a mother and a part comes from a father; that in most animals including humans the baby grows inside the mother (Originally in the Year 3 curriculum);</p> <p>That for a baby to be made, a sperm from the father and an egg from the mother must meet; that this can happen when a grown-up man and woman share an especially close and loving embrace that is a loving and very private part of a grown-up relationship (no detail on what this involves). (Originally in the Year 4 curriculum).</p> |

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|        | <p>teenager and understand this brings growing responsibilities (age of consent).</p>   |  |   |
| Year 6 | <p>My self-image: I am aware of my own self-image and how my body image fits into that.</p> <p>Puberty: I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>Babies: conception to birth: I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Boyfriends and Girlfriends: I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p> <p>Real-self and Ideal-self: I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>The Year Ahead: I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> | <p>This lesson gives children the opportunity to anonymously share their concerns/worries and questions about puberty and for teachers to address any misunderstandings they have.</p> <p>A scientific information-based lesson, focusing on a baby's development from conception (sperm and egg meeting) until birth (labour).</p> <p>Focusing on elements of positive and negative (abuse) relationships, including peer-pressure.</p> | <p>That when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means (Originally in the Year 5 curriculum);</p> <p>How a baby develops in the womb and how babies are born (Year 6).</p> |

### **Non-statutory RSE content**

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born.

Although sex education is not compulsory in primary schools, our curriculum offering provides some basic understanding and facts based around human reproduction. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is included in the “Changing Me” unit in the summer term.

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to “catch up” if they were not present for the previous year’s lessons. We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older. Please see the relevant section within this policy for further information on how teachers manage difficult questions in RSE.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and will also support their personal and social development as they grow into young adults.

## **Relationships Education**

The National Curriculum sets out expectations that are formalised by the Department for Education and aim that children should be on taught the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults, as follows:

### **Families and people who care for me**

- 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 other people's 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

### **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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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're 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 cyber-bullying), 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're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)



## PSHE Jigsaw Curriculum Map 2021 – 2022

The below covers the whole school curriculum proposal for Cobden for each year group.

| Year | Puzzle 1<br>'Being Me in my World'   | Puzzle 2<br>'Celebrating Difference'  | Puzzle 3<br>'Dreams and Goals'  | Puzzle 4<br>'Healthy Me'   | Puzzle 5<br>'Relationships'  | Puzzle 6<br>'Changing Me'   |
|------|--|---|---|--|--|---|
| EYFS | <p>I understand how it feels to belong and that we are similar and different.<br/><i>Feelings, same, different, together, belong, unique.</i></p> <p>I can start to recognise and manage my feelings.<br/><i>Feelings, emotions, recognise, happy, sad, nervous, excited, angry, smile.</i></p> <p>I enjoy working with others to make school a good place to be.<br/><i>Mess, sharing, tidying, rules, school class, working together, jobs and responsibilities.</i></p> | <p>I can identify something I am good at and understand everyone is good at different things.<br/><i>Good, skills, strengths, different.</i></p> <p>I understand that being different makes us all special.<br/><i>Likes, dislikes, enjoy, unique, favourite, different, special.</i></p> <p>I know we are all different but the same in some ways.<br/><i>Family, same, different, unique.</i></p> <p>I can tell you why I think my home is special to me.</p> | <p>I understand that if I persevere I can tackle challenges.<br/><i>Challenge, complete, tricky, listening, teamwork.</i></p> <p>I can tell you about a time I didn't give up until I achieved my goal.<br/><i>Challenge, tricky, not giving up, perseverance, achievement.</i></p> <p>I can set a goal and work towards it.<br/><i>Challenge, achieve, equipment, goal.</i></p> <p>I can use kind words to encourage people.<br/><i>Kind words, kindness, good, friend, happy.</i></p> | <p>I understand that I need to exercise to keep my body healthy.<br/><i>Body, healthy, decision, sports, exercise.</i></p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices.<br/><i>Healthy, active, heart, breathing, sports.</i></p> <p>I know what the word 'healthy' means and that some foods are healthier than others.<br/><i>Foods, diet, healthy, less healthy.</i></p> | <p>I can identify some of the jobs I do in my family.<br/><i>Jobs, family, chores, responsibilities.</i></p> <p>I know how to make friends to stop myself from feeling lonely.<br/><i>Lonely, friendships, happy, play, kind.</i></p> <p>I can think of ways to solve problems and stay friends.<br/><i>Upset, angry, problem, argument, solution.</i></p> <p>I am starting to understand the impact of unkind words.<br/><i>Kind, unkind, upset, kind/unkind words.</i></p> | <p>I can name parts of my body.<br/><i>Eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, hand, chest, leg.</i></p> <p>I can tell you some things I can do and foods I can eat to be healthy.<br/><i>Healthy, less-healthy, body, diet, food.</i></p> <p>I understand that we all grow from babies to adults.<br/><i>Change, babies, grow, develop.</i></p> <p>I can express how I feel about moving to Year 1.</p> |

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|   | <p>I understand why it is good to be kind and use gentle hands.<br/><i>Games, joining in, sad, upset, hitting, kicking, kindness, respect, angry, annoying.</i></p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play.<br/><i>Rights, playing, drinking, sleeping, allowed.</i></p> <p>I am learning what being responsible means.<br/><i>Responsibilities, talking, communication, safe, happy, learning.</i></p> | <p><i>Home, house, family, special, unique, bedroom.</i></p> <p>I can tell you how to be a kind friend.<br/><i>Friends, friendship, play, kind, lonely, solution.</i></p> <p>I know which words to use to stand up for myself when someone says or does something unkind.<br/><i>Kind, unkind, feelings, sad, angry, upset, problem.</i></p> | <p>I understand the link between what I learn now and the jobs I might like to do when I am older.<br/><i>Future, job, adult, achieve, skills.</i></p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud.<br/><i>Achieve, goal, happy, proud.</i></p> | <p>I know how to help myself go to sleep and understand why sleep is good for me.<br/><i>Sleep, bedtime, routine, repair.</i></p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.<br/><i>Dirt, germs, clean, hygienic.</i></p> <p>I know what a stranger is and how to stay safe if a stranger approaches me.<br/><i>Familiar, stranger, help, alone.</i></p> | <p>I can use Calm Me Time to manage my feelings.<br/><i>Angry, calm-down, breaths.</i></p> <p>I know how to be a good friend.<br/><i>Friend, kind, play, listen, help.</i></p> | <p><i>Excited, nervous, scared, worries.</i></p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.<br/><i>Happy, sad, excited, worried, worries.</i></p> <p>I can share my memories of the best bits of this year in Reception.<br/><i>Enjoy, friends, achieved, fun, happy.</i></p> |
| 1 | <p>I know how to use my Jigsaw Journal – I feel special and safe in my class.<br/><i>Safe, Special, Calm.</i></p>   | <p>I can identify similarities between people in my class.<br/><i>Similarity/similar, Same as.</i></p>   | <p>I can set simple goals.<br/><i>Proud, Success, Achievement, Goal, Treasure, Coins.</i></p>  | <p>I understand the difference between being healthy and unhealthy, and know some ways</p>   | <p>I can identify the members of my family and understand that there are lots of</p>   | <p>I am starting to understand the life cycles of animals and humans.</p>  |

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| <p>I understand the rights and responsibilities as a member of my class.<br/><i>Belonging, Special, Rights, Responsibilities.</i></p> <p>I understand the rights and responsibilities for being a member of my class.<br/><i>Rights, Responsibilities, Learning Charter.</i></p> <p>I know my views are valued and can contribute to the Learning Charter - recognise how it feels to be proud of an achievement.<br/><i>Rights and Responsibilities, Learning Charter, Rewards, Proud.</i></p> <p>I can recognise the choices I make and understand the consequences.<br/><i>Rights and Responsibilities, Learning Charter,</i></p> | <p>I can identify differences between people in my class.<br/><i>Different from, Difference, Similarity.</i></p> <p>I can tell you what bullying is.<br/><i>Bullying, Bullying behaviour, Deliberate, On purpose, Unfair.</i></p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied.<br/><i>Included, Bully, Bullied.</i></p> <p>I know how to make new friends.<br/>Kindness, listening, play, talk, polite, kind words.</p> <p>I can tell you some ways I am different from my friends.<br/><i>Celebration, Difference, Special, Unique.</i></p> | <p>I can set a goal and work out how to achieve it.<br/><i>Goal, Learning, Stepping stones, Process, Garden, Dreams.</i></p> <p>I understand how to work well with a partner.<br/><i>Working together, Team work, Achievement, Celebrate.</i></p> <p>I can tackle a new challenge and understand this might stretch my learning.<br/><i>Learning, Stretchy, Challenge, Feelings.</i></p> <p>I can tackle a new challenge and understand this might stretch my learning.<br/><i>Challenge, Obstacle, Overcome, Achieve, Goal, Stepping stones.</i></p> <p>I can tell you how I felt when I succeeded in a</p> | <p>to keep myself healthy.<br/><i>Healthy, Unhealthy, Balanced, Exercise, Sleep.</i></p> <p>I know how to make healthy lifestyle choices.<br/><i>Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices.</i></p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly.<br/><i>Healthy, Clean, Body parts, Toiletry items, e.g. toothbrush, shampoo, soap Hygienic Safe.</i></p> | <p>different types of families.<br/><i>Family, Belong, Different, Same.</i></p> <p>I can identify what being a good friend means to me.<br/><i>Friends, Friendship, Qualities, Caring, Sharing, Kind.</i></p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.<br/><i>Greeting, Touch, Feel, Texture, Like, Dislike.</i></p> <p>I know who can help me in my school community.<br/><i>Help, Helpful, Community, Feelings.</i></p> <p>I can recognise my qualities as person and a friend.<br/><i>Confidence, Praise, Qualities, Skills, Self-</i></p> | <p><i>Lifecycle, grow, order, birth, adulthood, young.</i></p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same.<br/><i>Changes, baby, child, grow, growing up, same, different.</i></p> <p>I can tell you how my body has changed since I was a baby.<br/><i>Baby, Growing up, Adult, Mature, Change.</i></p> <p><del>What make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</del><br/><i>Male, Female, Vagina, Penis, Testicles, Vulva, Anus.</i></p> |
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|   | <p><i>Consequences, Upset, Disappointed.</i></p> <p>I understand my rights and responsibilities within our Learning Charter.</p> <p><i>Rights Responsibilities, Learning Charter, Illustration, Rewards, Consequences.</i></p> |   | <p>new challenge and how I celebrated it.</p> <p><i>Success, Celebration, Challenge, Internal treasure chest, Feelings, Goals, Dreams, Garden.</i></p> | <p>I understand that medicines can help me if I feel poorly and I know how to use them safely.</p> <p><i>Medicines, Healthy, Unhealthy, Trust, Safe.</i></p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p><i>Safe, Safety, Green, Cross Code, Eyes, Ears, Look, Listen, Wait.</i></p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p><i>Keeping clean, Healthy.</i></p> | <p><i>belief, Incredible, Proud.</i></p> <p>I can tell you why I appreciate someone who is special to me.</p> <p><i>Celebrate, Relationships, Special, Appreciate, Feelings.</i></p> | <p>I understand that every time I learn something new I change a little bit.</p> <p><i>Learn, New, Grow, Change.</i></p> <p>I can tell you about changes that have happened in my life.</p> <p><i>Change, Feelings, Anxious, Worried, Excited, Coping.</i></p> |
| 2 | I can identify some of my hopes and fears for this year.   | I am starting to understand that sometimes people | I can choose a realistic goal and think about how to achieve it.   | I know what I need to keep my body healthy.  | I can identify the different members of my family,   | Life cycles in nature: I can recognise cycles of life in nature.   |

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| <p><i>Worries, Hopes, Fears.</i></p> <p>I understand the rights and responsibilities for being a member of my class and school.<br/><i>Belonging, Rights, Responsibilities, Responsible, Actions.</i></p> <p>I understand the rights and responsibilities for being a member of my class.<br/><i>Praise, Reward, Consequence, Positive, Negative, Choices.</i></p> <p>I can listen to other people and contribute my own ideas about rewards and consequences.<br/><i>Praise, Reward, Consequences, Positive, Negative.</i></p> <p>I understand how following the Learning Charter will help me and others learn.<br/><i>Co-operate, Learning Charter, Rights,</i></p> | <p>make assumptions about boys and girls (stereotypes).<br/><i>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes.</i></p> <p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).<br/><i>Boys, Girls, Similarities, Differences, Assumptions, Stereotypes, Special.</i></p> <p>I understand that bullying is sometimes about difference.<br/><i>Bully, Purpose, Difference, Kind, Unkind, Feelings, Sad, Lonely, Help.</i></p> <p>I can recognise what is right and wrong and know how to look after myself.<br/><i>Bully, On Purpose, Stand up for Help.</i></p> | <p><i>Realistic, Proud, Success, Celebrate, Achievement, Goal.</i></p> <p>I carry on trying (persevering) even when I find things difficult.<br/><i>Strengths, Persevere, Challenge, Difficult, Easy.</i></p> <p>I can recognise who I work well with and who it is more difficult for me to work with.<br/><i>Learning together, Success, Celebrate, Achievement, Goal, Partner, Team work.</i></p> <p>I can work well in a group.<br/><i>Learning together, Success, Celebrate, Achievement, Challenge, Product, Dream bird, Group, Team work, Problem-solve.</i></p> | <p><i>Healthy choices, Lifestyle, Motivation.</i></p> <p>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.<br/><i>Relax, Relaxation, Tense, Calm.</i></p> <p>I understand how medicines work in my body and how important it is to use them safely.<br/><i>Healthy, Unhealthy, Dangerous, Medicines, Safe, Body.</i></p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</p> | <p>understand my relationship with each of them and know why it is important to share and cooperate.<br/><i>Family, Different, Similarities, Special, Relationship, Important, Cooperate.</i></p> <p>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.<br/><i>Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable.</i></p> <p>I can identify some of the things that cause conflict with my friends.<br/><i>Friends, Likes/dislikes, Conflict, Point of</i></p> | <p><i>Change, Grow, Life cycle, Control, Baby, Adult, Fully grown.</i></p> <p>Growing from young to old: I can tell you about the natural process of growing from young to old and understand that this is not in my control.<br/><i>Growing up, Old, Young, Change, Respect, Appearance, Physical.</i></p> <p>The changing me: I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.<br/><i>Baby, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom, Responsibilities.</i></p> <p>Boys' and girls' bodies: I can recognise the</p> |
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|  | <p><i>Responsibilities, Rewards, Consequences, Problem-solving, Choices.</i></p> <p>I can recognise the choices I make and understand the consequences.<br/><i>Learning Charter, Responsibilities, Rights, Rewards, Consequences, Choices.</i></p> | <p>I understand that it is OK to be different from other people and to be friends with them.<br/><i>Male, Female, Difference, Diversity, Fairness, Kindness.</i></p> <p>I can tell you some ways I am different from my friends.<br/><i>Friends, Special, Unique, Different, Similarities, Value.</i></p> | <p>I can tell you some ways I worked well with my group.<br/><i>Learning together, Success, Celebrate, Achievement, Challenge, Product, Dream bird, Group, Team work, Problem-solve.</i></p> <p>I know how to share success with other people.<br/><i>Learning together, Success, Celebrate, Dream, Goal, Garden, Achievement, Proud.</i></p> | <p><i>Healthy, Unhealthy, Balanced diet, Portion, Proportion.</i></p> <p>I can make some healthy snacks and explain why they are good for my body.<br/><i>Healthy, Unhealthy, Balanced diet, Energy, Fuel, Nutritious.</i></p> <p>I can decide which foods to eat to give my body energy.<br/><i>Healthy, Unhealthy, Balanced diet, Nutritious, Energy.</i></p> | <p><i>view, Positive, problem solving.</i></p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.<br/><i>Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Surprised, Happy, Sad, Frightened.</i></p> <p>I recognise and appreciate people who can help me in my family, my school and my community.<br/><i>Trust, Trustworthy, Honesty, Reliability.</i></p> <p>I can express my appreciation for the people in my special relationships.<br/><i>Compliments, Celebrate, Positive, Negative, Appreciate.</i></p> | <p>physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.<br/><i>Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private.</i></p> <p>Assertiveness: I understand there are different types of touch and can tell you which ones I like and don't like.<br/><i>Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable.</i></p> <p>Looking Ahead: I can identify what I am looking forward to</p> |
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|   |  |   |   |  |   | when I move to my next class.<br><i>Change, Looking forward, Excited, Nervous, Anxious, Happy.</i>  |
| 3 | <p>I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals.<br/><i>Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm.</i></p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it.<br/><i>Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support.</i></p> <p>I understand why rules are needed and how they relate to rights and responsibilities.</p> | <p>I understand that everybody's family is different and important to them.<br/><i>Family, Loving, Caring, Safe, Connected, Difference, Special.</i></p> <p>I understand that differences and conflicts sometimes happen among family members.<br/><i>Family, Conflict, Solve it together, Solutions, Resolve.</i></p> <p>I know what it means to be a witness to bullying.<br/><i>Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell.</i></p> <p>I know that witnesses can make the situation</p> | <p>I can tell you about a person who has faced difficult challenges and achieved success.<br/><i>Perseverance, Challenges, Success, Obstacles, Dreams, Goals.</i></p> <p>I can identify a dream/ambition that is important to me.<br/><i>Dreams, Goals, Ambitions, Future, Aspirations.</i></p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them.<br/><i>Garden, Decoration, Dream, Goal, Team-work, Enterprise, Design, Cooperation.</i></p> | <p>I understand how exercise affects my body and know why my heart and lungs are such important organs.<br/><i>Oxygen, Energy, Calories/ Kilojoules, Heartbeat, Lungs, Heart, Fitness.</i></p> <p>I know that the amount of calories, fat and sugar I put into my body will affect my health.<br/><i>Energy, Calories, Kilojoules, Labels, Sugar, Fat, Saturated Fat.</i></p> <p>I can tell you my knowledge and attitude towards drugs.</p> | <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.<br/><i>Men, Women, Male, Female, Unisex, Role, Job, Responsibilities, Differences, Similarities, Respect, Stereotype.</i></p> <p>I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.<br/><i>Conflict, Solution, Problem solving, Friendship, Win-win.</i></p> | <p>How babies grow: understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby. (includes a range of animal babies.)<br/><i>Changes, Birth, Animals, Babies, Mother, Growing up.</i></p> <p>Babies: I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow.<br/><i>Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care.</i></p> |

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|  | <p><i>Rights, Responsibilities, Learning Charter, Nightmare, Dream.</i></p> <p>I understand that my actions affect myself and others and I care about other people's feelings.</p> <p><i>Behaviour, Rewards, Consequences, Actions, Feelings, Rights, Responsibilities, Fairness, Choices.</i></p> <p>I can make responsible choices and take action.</p> <p><i>Co-operate, Rights, Responsibilities, Rewards, Consequences, Choices, Learning Charter, Challenge, Group dynamics, Team-work.</i></p> <p>I understand my actions affect others and try to see things from their points of view.</p> | <p>better or worse by what they do.</p> <p><i>Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell.</i></p> <p>I recognise that some words are used in hurtful ways.</p> <p><i>Consequences, Hurtful, Solve it together, Gay.</i></p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p><i>Compliment, Special, Unique, Difference, Similarity.</i></p> | <p>I am motivated and enthusiastic about achieving our new challenge.</p> <p><i>Challenge, Product, Team-work, Cooperation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible.</i></p> <p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them.</p> <p><i>Obstacles, Frustration, 'Solve it together' technique, Solution, Team-work.</i></p> <p>I can evaluate my own learning process and identify how it can be better next time.</p> <p><i>Review, Learning, Strengths, Success, Self-review, Celebrate, Evaluate.</i></p> | <p><i>Healthy, Drugs, Attitude.</i></p> <p>I can identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services.</p> <p><i>Safe, Anxious, Scared, Strategy, Advice, Dangerous, Emergency, Emergency Services, Ambulance, Fire engine, Police car, Coastguard helicopter.</i></p> <p>I can identify when something feels safe or unsafe.</p> <p><i>Safe, Harmful, Risk, Feelings.</i></p> <p>I understand how complex my body</p> | <p>I know and can use some strategies for keeping myself safe online.</p> <p><i>Safe, Unsafe, Risky, Internet, Social media, Private Messaging (PM), Gaming.</i></p> <p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p><i>Global, Communications, Transport, Interconnected, Food journeys, Climate, Trade, Inequality.</i></p> <p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p><i>Needs, Wants, Rights, Deprivation, United Nations, Equality Justice.</i></p> | <p><del>Outside Changes: I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process.</del></p> <p><del><i>Change, Puberty, Control.</i></del></p> <p><del>Inside Changes: 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.</del></p> <p><del><i>Puberty, Male, Female, Emotions.</i></del></p> <p>Family Stereotypes: I can start to</p> |
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|   | <i>Learning Charter, Actions, View point, Ideal school, Belong.</i>   |  |  | is and how important it is to take care of it.<br><i>Complex, Appreciate, Body, Healthy, Safe, Choice, Risk.</i>   | I know how to express my appreciation to my friends and family.<br><i>Happiness, Celebrating, Relationships, Friendship, Family, Thank you, Appreciation.</i>   | recognise stereotypical ideas I might have about parenting and family roles.<br><i>Stereotypes, Task, Roles, Challenge.</i><br><br>Looking Ahead: I can identify what I am looking forward to when I move to my next class.<br><i>Change, Looking forward, Excited, Nervous, Anxious, Happy.</i> |
| 4 | <p>I know my attitudes and actions make a difference to the class team.<br/><i>Included, Excluded, Welcome, Valued, Team Charter.</i></p> <p>I understand who is in my school community, the roles they play and how I fit in.<br/><i>Role, Job description, School, Community, Responsibility.</i></p> | <p>I understand that, sometimes, we make assumptions based on what people look like.<br/><i>Character, Assumption, Judgement, Surprised, Different, Appearance, Accept.</i></p> <p>I understand what influences me to make assumptions based on how people look.</p> | <p>I can tell you about some of my hopes and dreams.<br/><i>Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive, Attitude.</i></p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt.</p> | <p>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most.<br/>Friendships, Emotions, Healthy, Relationships, Friendship groups, Value.</p> <p>I understand there are people who take on the roles of leaders or</p> | <p>I can recognise situations which can cause jealousy in relationships.<br/><i>Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative.</i></p> <p>I can identify someone I love and can express why they are special to me.<br/><i>Loss, Strategy, Shock, Disbelief, Numb, Denial, Anger, Guilt,</i></p> | <p>Unique me: I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.<br/><i>Personal, Unique, Characteristics, Parents.</i></p> <p>Having a baby: I can correctly label the</p>  |

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| <p>I understand how democracy works through the School Council.<br/><i>Rights, Responsibilities, Democracy.</i></p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.<br/><i>Reward, Consequence, Democratic.</i></p> <p>I understand how groups come together to make decisions.<br/><i>Decisions, Rights, Responsibilities, Voting, Democracy, Authority, Learning Charter, Role, Contribution, Observer.</i></p> <p>I understand how democracy and having a voice benefits the school community.<br/><i>Decisions, Choices, Democracy, UN Convention on Rights</i></p> | <p><i>Assumption, Influence, Appearance, Opinion, Attitude, Judgement.</i></p> <p>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.<br/><i>Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness.</i></p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.<br/><i>Witness, Bystander, Bully, Problem solve, Cyber bullying, Text message, Website, Troll.</i></p> <p>I can identify what is special about me and value the ways in which I am unique.<br/><i>Special, Unique, Different, Characteristics, Physical features.</i></p> | <p><i>Dreams, Goals, Hopes, Disappointment, Fears, Hurt, Resilience.</i></p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment.<br/><i>Positive experiences, Hopes, Dreams, Disappointment, Hurt, Goals, Plans, Cope, Help, Resilience.</i></p> <p>I know how to make a new plan and set new goals even if I have been disappointed.<br/><i>Resilience, Self-belief, Motivation, Perseverance, Determination, Goal, Dream, Commitment.</i></p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.<br/><i>Goal, Team work, Enterprise, Design, Cooperation.</i></p> | <p>followers in a group, and I know the role I take on in different situations.<br/><i>Friendship groups, Roles, Leader, Follower, Assertive, Agree / disagree.</i></p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.<br/><i>Smoking, Vaping, Pressure, Peers, Guilt, Advice.</i></p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.<br/><i>Alcohol, Liver, Disease.</i></p> | <p><i>Sadness, Pain, Despair, Hopelessness, Relief, Acceptance, Depression.</i></p> <p>I can tell you about someone I know that I no longer see.<br/><i>Souvenir, Memento, Memorial, Loss, Memories, Special, Remember.</i></p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.<br/><i>Friendships, Negotiate, Compromise, Trust, Loyalty, Anger, Betrayal, Empathy.</i></p> <p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.</p> | <p>internal and external parts of male and female bodies that are necessary for making a baby.<br/><del>Girls and puberty: 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 (having periods) is a natural part of this.</del><br/><i>Sperm, Egg/Ovum, Penis, Testicles, Vagina/Vulva, Womb/Uterus, Ovaries, Making love, Having sex, Sexual Intercourse, Fertilise Conception.</i></p> <p><del>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 (having periods) is a natural part of this.</del></p> |
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|  | <p><i>of Child, Learning Charter.</i></p> | <p>I can tell you a time when my first impression of someone changed when I got to know them.</p> <p><i>Impression, Changed, Judgement, Assumption, Influence, Special, Different, Accept.</i></p> | <p>I can identify the contributions made by myself and others to the group's achievement.</p> <p><i>Resilience, Positive attitude, Review, Disappointment, Learning, Strengths, Success, Celebrate, Evaluate.</i></p> | <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</p> <p><i>Pressure, Peers, Anxiety, Fear.</i></p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong.</p> <p><i>Believe, Assertive, Opinion, Right, Wrong.</i></p> | <p><i>Boyfriend, Girlfriend, Attraction, Pressure, Personal, Comfortable.</i></p> <p>I know how to show love and appreciation to the people and animals who are special to me.</p> <p><i>Special, Love, Appreciation, Symbol, Care.</i></p> | <p><del><i>Puberty, Menstruation, Periods.</i></del></p> <p>Circles of life: I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p><i>Circle, Seasons, Change, Control.</i></p> <p>Accepting change: I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p><i>Range of emotions – (see emotions card resource), Control, Change, Acceptance.</i></p> <p>Looking Ahead: I can identify what I am looking forward to when I move to a new class.</p> <p><i>Change, Looking forward, Excited, Nervous, Anxious,</i></p> |
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|   |  |  |  |   |  | <i>Happy, (See emotions cards from Piece 5).</i>   |
| 5 | <p>I can face new challenges positively and know how to set personal goals.<br/><i>Education, Appreciation, Opportunities, Goals, Motivation, Vision, Hopes, Challenge.</i></p> <p>I understand my rights and responsibilities as a citizen of my country.<br/><i>Rights, Responsibilities, Citizen, Denied, Empathise, Refugee, Persecution, Conflict, Asylum, Migrant.</i></p> <p>I understand my rights and responsibilities as a citizen of my country and as a member of my school.<br/><i>Rights, Wealth, Poverty, Responsibilities, Prejudice, Citizen, Privilege, Deprive.</i></p> | <p>I understand that cultural differences sometimes cause conflict.<br/><i>Culture, Conflict, Difference, Similarity, Belong, Culture wheel.</i></p> <p>I understand what racism is.<br/><i>Racism, Colour, Race, Discrimination, Culture, Ribbon.</i></p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours.<br/><i>Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem-solving.</i></p> <p>I can explain the difference between direct and indirect types of bullying.</p> | <p>I understand that I will need money to help me achieve some of my dreams.<br/><i>Dream, Hope, Goal, Feeling, Achievement, Money, Grown up, Adult, Lifestyle.</i></p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.<br/><i>Job, Career, Profession, Money, Salary, Contribution, Society.</i></p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.<br/><i>Dream, Hope, Job, Career, Goal, Determination,</i></p> | <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.<br/><i>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media.</i></p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.<br/><i>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence.</i></p> <p>I know and can put into practice basic</p> | <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.<br/><i>Characteristics, Personal qualities, Attributes, Self-esteem.</i></p> <p>I understand that belonging to an online community can have positive and negative consequences.<br/><i>Responsibility/Being responsible, Age-limit.</i></p> <p>I understand there are rights and responsibilities in an online community or social network.<br/><i>Social network, Community, Online, Off line,</i></p> | <p>Self and body image: I am aware of my own self-image and how my body image fits into that.<br/><i>Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation.</i></p> <p>Puberty for girls: I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.<br/><i>Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Ovary/ Ovaries, Vagina, Oestrogen, Vulva, Womb/Uterus.</i></p> |

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| <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.<br/><i>Rights, Responsibilities, Rewards, Consequences, Choices, Learning Charter.</i></p> <p>I understand how an individual's behaviour can impact on a group.<br/><i>Rights, Responsibilities, Rewards, Consequences, Cooperation, Collaboration.</i></p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this.<br/><i>Learning Charter, Collaboration, Participation, Motivation, Rights, Responsibilities, Rewards, Consequences.</i></p> | <p><i>Bullying, Indirect, Direct, Cyber bullying, Texting.</i></p> <p>I can compare my life with people in the developing world.<br/><i>Happiness, Difference, Culture, Similarity, Continuum, Developing world, Racism, Discrimination, Direct and indirect bullying.</i></p> <p>I can understand a different culture from my own.<br/><i>Culture, Celebration, Artefacts, Display, Presentation.</i></p> | <p><i>Perseverance, Motivation.</i></p> <p>I can describe the dreams and goals of young people in a culture different to mine.<br/><i>Dream, Hope, Goal, Aspiration, Culture, Country.</i></p> <p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.<br/><i>Aspiration, Dream, Goal, Culture, Sponsorship, Communication.</i></p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might</p> | <p>emergency aid procedures (including recovery position) and know how to get help in emergency situations.<br/><i>Emergency Procedure, Recovery position, Calm, Level-headed.</i></p> <p>I understand how the media, social media and celebrity culture promotes certain body types.<br/><i>Body image, Media, Social media, Celebrity Altered, Self-respect, Comparison.</i></p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating</p> | <p><i>Responsibility, Rights, Risky.</i></p> <p>I know there are rights and responsibilities when playing a game online.<br/><i>Age-limit, Community, Violence, Appropriate, Grooming, Trolled, Gambling/ betting, Trustworthy, Responsibility, Rights, Risky.</i></p> <p>I can recognise when I am spending too much time using devices (screen time).<br/><i>Devices, Screen time, Social, Off line, Mental health, Physical health.</i></p> <p>I can explain how to stay safe when using technology to communicate with my friends.</p> | <p>Puberty for boys: I can describe how boys' and girls' bodies change during puberty.<br/><i>Puberty, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones.</i></p> <p><del>Conception: I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IV.</del></p> <p><i>Relationships, Conception, Making love, Sexual intercourse, Fallopian tube, Fertilisation, Pregnancy, Embryo, Umbilical cord, Contraception,</i></p> |
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|   |   |   | <p>do this, e.g. through sponsorship.</p> <p><i>Support, Rallying, Sponsorship, Team work, Cooperation, Difference, Dream, Goal, Motivation, Aspiration.</i></p> | <p>problems (disorders) relating to body image pressures.</p> <p><i>Body image, Eating problem, Eating disorder, Respect, Pressure.</i></p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p> <p><i>Debate, Opinion, Fact, Choices, Healthy lifestyle, Motivation.</i></p> | <p><i>Personal information, Safe, Online, Choices, Vulnerable, Risk, Grooming, Rights, Responsibilities.</i></p>   | <p><i>Fertility treatment (IVF):</i></p> <p>Looking Ahead 1: I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p><i>Teenager, Milestone, Perceptions, Puberty, Responsibilities.</i></p> <p>Looking Ahead 2: an identify what I am looking forward to when I move to my next class.</p> <p><i>Change, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious.</i></p> |
| 6 | I can identify my goals for this year, understand my fears and worries about the future and know how to express them. | <p>I understand there are different perceptions about what normal means.</p> <p><i>Normal, Ability, Disability, Visual impairment, Empathy,</i></p> | <p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of school goal).</p>                 | <p>I can take responsibility for my health and make choices that benefit my health and well-being.</p>   | <p>I know that it is important to take care of my mental health.</p> <p><i>Mental health, Ashamed, Stigma,</i></p> | <p>My self-image: I am aware of my own self-image and how my body image fits into that.</p>  |

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| <p><i>Goals, Worries, Fears, Value, Welcome.</i></p> <p>I know that there are universal rights for all children but for many children these rights are not met.<br/><i>Choice, Ghana, West Africa, Cocoa plantation, Cocoa pods, Machete, Rights, Community, Education.</i></p> <p>I understand that my actions affect other people locally and globally.<br/><i>Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education.</i></p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> | <p><i>Perception, Medication, Vision, Blind.</i></p> <p>I understand how being different could affect someone's life.<br/><i>Male, Female, Diversity, Transgender, Gender diversity, Courage, Fairness, Rights, Responsibilities.</i></p> <p>I can explain some of the ways in which one person or a group can have power over another.<br/><i>Power, Struggle, Imbalance, Control, Harassment, Bullying.</i></p> <p>I know some of the reasons why people use bullying behaviours.<br/><i>Bullying behaviour, Direct, Indirect, Argument, Recipient.</i></p> <p>I can give examples of people with disabilities</p> | <p><i>Dream, Hope, Goal, Learning, Strengths, Stretch, Achievement, Personal, Realistic, Unrealistic.</i></p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.<br/><i>Dream, Hope, Goal, Feeling, Achievement, Success Criteria, Learning steps.</i></p> <p>I can identify problems in the world that concern me and talk to other people about them.<br/><i>Dream, Hope, Goal, Feeling, Achievement, Money, Global, Issue, Suffering, Concern, Hardship.</i></p> <p>I can work with other people to help make the world a better place.</p> | <p><i>Responsibility, Choice, Immunisation, Prevention.</i></p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.<br/><i>Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, Synthetic highs, New psychoactive substances.</i></p> <p>I understand that some people can be exploited and made to do things that are against the law.<br/><i>Exploited, Vulnerable, Drugs,</i></p> | <p><i>Stress, Anxiety, Support.</i></p> <p>I know how to take care of my mental health.<br/><i>Mental health, Worried, Signs, Stress, Anxiety, Warning, Support, Self-harm.</i></p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.<br/><i>Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping, strategies.</i></p> <p>I can recognise when people are trying to gain power or control.</p> | <p><i>Self-image, Self-esteem, Real self, Celebrity</i></p> <p>Puberty: I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.<br/><i>Opportunities, Freedoms, Responsibilities, Puberty vocabulary (as represented on the flash cards).</i></p> <p>Babies: conception to birth: I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.<br/><i>Pregnancy, Embryo, Foetus, Placenta, Umbilical cord,</i></p> |
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| <p><i>Choices, Behaviour, Rights, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles.</i></p> <p>I understand how an individual's behaviour can impact on a group. <i>Rights, Responsibilities, Rewards, Consequences, Cooperation, Collaboration, Legal, Illegal, Lawful.</i></p> <p>I understand how democracy and having a voice benefits the school community. <i>Laws, Learning Charter, Collaboration, Participation, Motivation, Rights, Responsibilities, Rewards, Consequences, Democracy, Decision, Proud.</i></p> | <p>who lead amazing lives. Para Olympian, Achievement, Accolade, Disability, Sport, Perseverance, Admiration, Stamina.</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration. <i>Celebration, Difference, Conflict.</i></p> | <p><i>Dream, Hope, Goal, Achievement, Money, Sponsorship, Suffering, Hardship, Empathy, Motivation.</i></p> <p>I can describe some ways in which I can work with other people to help make the world a better place. <i>Dream, Hope, Goal, Achievement, Money, Sponsorship, Suffering, Hardship, Empathy, Motivation.</i></p> <p>I know what some people in my class like or admire about me and can accept their praise. <i>Admire, Respect, Achievement, Praise, Compliment, Contribution, Recognition.</i></p> | <p><i>Criminal, Illegal, Gangs.</i></p> <p>I know why some people join gangs and the risks this involves. <i>Gang, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Illegal.</i></p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. <i>Mental health, Emotional health, Mental illness, Symptoms.</i></p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p> | <p>I can recognise when people are trying to gain power or control. <i>Power, Control, Authority, Bullying, Script, Assertive, Strategies.</i></p> <p>I can judge whether something online is safe and helpful for me. <i>Risks, Pressure, Influences, Self-control, Real/Fake, True/untrue, Assertiveness, Judgement.</i></p> <p>I can use technology positively and safely to communicate with my friends and family. <i>Communication, Technology, Power, Control, Cyberbullying, Abuse, Safety.</i></p> | <p><i>Labour, Contractions, Cervix, Midwife.</i></p> <p>Boyfriends and Girlfriends: I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. <i>Attraction, Relationship, Pressure, Love, Sexting.</i></p> <p>Real-self and Ideal-self: I am aware of the importance of a positive self-esteem and what I can do to develop it. <i>Self-esteem, Negative body-talk, Choice, Feelings/emotions, Challenge, Mental health.</i></p> |
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|  |  |  |  | <i>Stress, Triggers,<br/>Strategies,<br/>Managing stress,<br/>Pressure.</i> |  | The Year Ahead: I<br>can identify what I<br>am looking forward<br>to and what worries<br>me about the<br>transition to<br>secondary school /or<br>moving to my next<br>class.<br><i>Transition,<br/>Secondary, Looking<br/>forward, Journey,<br/>Worries, Anxiety,<br/>Hopes, Excitement.</i> |
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### **MONEY EDUCATION**

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| LOWER KS2   | <b><u>Keeping Track of Money</u></b><br>I can identify different ways that I can pay for things and keep track of money.  |
| Year 3 & 4? | <i>Cash, Credit card, Debit card, Vouchers, Cheques, Online banking, Budgeting Priorities.</i>  |
| UPPER KS2   | <b><u>Attitudes Towards Money</u></b><br>I know different ways that people's spending decisions can affect others and the environment, and that things have different values. |
| Year 5?     | Spending decisions, Fair trade, Charity fundraising, Spending power.  |

