<u>Physical Social Health Citizenship Education coverage 2020 – 2021</u> <u>Relationship education included</u>

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	New Beginnings	Getting on and Falling	Going for Goals	Good To Be Me	Relationships	Changes
	Belonging	Out	I know that I can do more	Knowing myself	I can tell when I am	I can tell you what I can
	I know I belong to my	Friendship	things now than I could	I can tell you the things I	feeling sad or angry.	do now that I couldn't do
	class/group.	I can play with other	when I	like doing and the things I	I can show someone	when I
	I know the people in my	children.	was younger.	don't like doing.	when I am feeling sad,	started school/nursery.
	class/group.	I know how to be	I know that I will be able	I can say how I feel when	angry or	I can tell you how I have
	I like belonging to my	friendly.	to do more things when I	I am feeling proud.	happy.	changed.
	group/class/school.	I can say sorry when I	am	Understanding my	I can tell you how it feels	Understanding my
	I know that people in my	have been unkind.	older.	feelings	when things are unfair.	feelings
	group/class like me.	Working together	I know that we are all	I can tell when I am	I can tell you how I feel if	I can remember feelings
	I like the ways we are all	I can work in a group with	good at different things.	feeling excited.	I am missing someone or	I have had, and why I felt
	different.	other children.	I can tell you what I like	I can tell or show how I	have	like
	Self-awareness	I can take turns when I	doing and learning.	feel when I am excited.	lost someone or	that.
	I can tell you something	play a game.	I can try new things in my	I can say and show you	something I care about.	I can sometimes tell you
	special about me.	I can wait for my turn to	learning.	when I am feeling good	Managing my feelings	how change makes me
	Understanding my	say something in the	Setting a realistic goal	and happy.	I am beginning to	feel.
	feelings	classroom.	I can tell you what a goal	I can tell or show what	understand that if	When I feel bad, I know
	I can tell if I am happy or	I can share a toy.	is.	feeling proud looks like.	someone leaves me	that it helps to do
	sad.	I can ask for help when I	I can set a goal for myself.	Managing my feelings	they can still love me.	something
	I can let you know if I feel	am stuck.	I can tell you what I want	I can stay still and quiet	I can remember	different.
	happy, excited, sad or	Managing feelings –	to achieve and how I am	for a short time.	someone I care about	Understanding the
	scared.	anger	going	I can relax with help.	even if they are	feelings of others
	I know that it is OK to	I can express my feelings	to do so.	Standing up for myself	not there.	I know that sometimes
	have any feeling but that	when I am angry.	Planning to reach a goal	I can say what I need.	I can talk about how I can	when people are not
	it is not	I can make myself feel	I can say what I am going	I can stand up for my own	feel better when I am	very nice to
	OK to behave in any way	better when I am angry.	to do next.	needs and rights without	feeling	me it is because they
	we like (if it hurts other	Resolving conflict	Planning to reach a goal	hurting others.	sad or am missing	don't feel very good
	people).	I can make up when I	I can say what I am going		someone.	inside.
	Managing my feelings	have fallen out with a	to do next.		Understanding the	
		friend.	Persistence		feelings of others	

	I know some ways to calm	I can think of ways to sort	I can focus my attention		I can tell if someone is	I know how to help
	myself down when I feel	things out when we	and start a task.		happy, sad or angry	someone when they are
	scared or upset.	don't agree.	I can sustain my		Making choices	feeling sad.
	Understanding the	Understanding my	attention.		I can tell you what is fair	Making choices
	feelings of others	feelings	I can work hard to		and unfair.	I can tell you what I did
	I know that everybody in	I can tell when I am	achieve my goal.		I can tell you when I	with my class/group to
	the world has feelings.	feeling angry.	I know that working hard		think things are fair or	make the
	Social skills	I can tell when other	is important to reaching		unfair.	outdoor
	I can share in a group.	people are angry.	my goal.		I know some ways I can	area/classroom/setting
	I can take turns in a	Anti-Bullying	Evaluation and review		make things fair.	better.
	group.	I can tell you some ways	I can tell you what I have			
	I can join in with other	in which children can be	done and the things that			
	children playing a game.	unkind and bully others.	worked well.			
	I know how to be kind to	I can tell you how it feels				
	people who are new or	when someone bullies				
	visiting	you.				
	the classroom.	I can be kind to children				
	Understanding rights and	who have been bullied.				
	responsibilities	I know who I could talk to				
	I know what to do in my	in school if I was feeling				
	classroom/setting.	unhappy or being bullied.				
		I know what to do if I am				
		bullied.				
Reception	New Beginnings	Friendship	Going for Goals	Good To Be Me	Relationships	Changes
	Belonging	I can play with other	I know that I can do more	Knowing myself	I can tell when I am	I can tell you what I can
	I know I belong to my	children.	things now than I could	I can tell you the things I	feeling sad or angry.	do now that I couldn't do
	class/group.	I know how to be	when I	like doing and the things I	I can show someone	when I
	I know the people in my	friendly.	was younger.	don't like doing.	when I am feeling sad,	started school/nursery.
	class/group.	I can say sorry when I	I know that I will be able	I can say how I feel when	angry or	I can tell you how I have
	I like belonging to my	have been unkind.	to do more things when I	I am feeling proud.	һарру.	changed.
	group/class/school.	Working together	am	Understanding my	I can tell you how it feels	Understanding my
	I know that people in my	I can work in a group with	older.	feelings	when things are unfair.	feelings
	group/class like me.	other children.	I know that we are all	I can tell when I am	I can tell you how I feel if	I can remember feelings
	I like the ways we are all	I can take turns when I	good at different things.	feeling excited.	I am missing someone or	I have had, and why I felt
	different.	play a game.	I can tell you what I like	I can tell or show how I	have	like
	Self-awareness		doing and learning.	feel when I am excited.		that.

I can tell you something special about me. **Understanding my** feelings I can tell if I am happy or sad. I can let you know if I feel happy, excited, sad or scared. I know that it is OK to have any feeling but that it is not OK to behave in any way we like (if it hurts other people). Managing my feelings I know some ways to calm myself down when I feel scared or upset. **Understanding the** feelings of others I know that everybody in the world has feelings. Social skills I can share in a group. I can take turns in a group. I can join in with other children playing a game. I know how to be kind to people who are new or visiting the classroom. Understanding rights and responsibilities

I can wait for my turn to say something in the classroom. I can share a toy. I can ask for help when I am stuck. Managing feelings anger I can express my feelings when I am angry. I can make myself feel better when I am angry. **Resolving conflict** I can make up when I have fallen out with a friend. I can think of ways to sort things out when we don't agree. **Understanding my** feelings I can tell when I am feeling angry. I can tell when other people are angry. **Anti-Bullying** I can tell you some ways in which children can be unkind and bully others. I can tell you how it feels when someone bullies vou. I can be kind to children who have been bullied. I know who I could talk to in school if I was feeling

I can try new things in my learning. Setting a realistic goal I can tell you what a goal I can set a goal for myself. I can tell you what I want to achieve and how I am going to do so. Planning to reach a goal I can say what I am going to do next. Planning to reach a goal I can say what I am going to do next. Persistence I can focus my attention and start a task. I can sustain my attention. I can work hard to achieve my goal. I know that working hard is important to reaching my goal. **Evaluation and review** I can tell you what I have done and the things that worked well.

I can say and show you when I am feeling good and happy.
I can tell or show what feeling proud looks like.

Managing my feelings
I can stay still and quiet for a short time.
I can relax with help.

Standing up for myself
I can say what I need.
I can stand up for my own needs and rights without hurting others.

lost someone or something I care about. Managing my feelings I am beginning to understand that if someone leaves me they can still love me. I can remember someone I care about even if they are not there. I can talk about how I can feel better when I am feeling sad or am missing someone. **Understanding the** feelings of others I can tell if someone is happy, sad or angry Making choices I can tell you what is fair and unfair. I can tell you when I think things are fair or unfair. I know some ways I can make things fair

I can sometimes tell you how change makes me feel. When I feel bad, I know that it helps to do something different. Understanding the feelings of others I know that sometimes when people are not very nice to me it is because they don't feel very good inside. I know how to help someone when they are feeling sad. Making choices I can tell you what I did with my class/group to make the outdoor area/classroom/setting better.

	I know what to do in my	unhappy or being bullied.				
	classroom/setting.	I know what to do if I am				
		bullied.				
Year 1	New Beginnings	Getting on and Falling	Going for Goals	Good To Be Me	Relationships	Changes
	1a) to recognise what	Out	1c) to recognise, name	1c) to recognise, name	1a) to recognise what	1a) to recognise what
	they like and dislike, what	1a) to recognise what	and deal with their	and deal with their	they like and dislike,	they like and dislike,
	is fair and unfair, and	they like and dislike, what	feelings in a positive way;	feelings in a positive way;	what is fair and unfair,	what is fair and unfair,
	what is right and wrong;	is fair and unfair, and	1d) to think about	1d) to think about	and what is right and	and what is right and
	1c) to recognise, name	what is right and wrong;	themselves, learn from	themselves, learn from	wrong;	wrong;
	and deal with their	1c) to recognise, name	their experiences and	their experiences and	1b) to share opinions on	1b) to share their
	feelings in a positive way;	and deal with feelings in a	recognise what they are	recognise what they are	things that matter to	opinions on things that
	1d) to think about	positive way;	good at;	good at;	them and explain their	matter to them and
	themselves, learn from	1d) to think about	1e) to know how to set a	1e) how to set a simple	views;	explain their views;
	their experiences and	themselves, learn from	simple goal;	goal;	1h) to contribute to the	1d) to think about
	recognise what they are	their experiences and	4a) to recognise how	1h) to contribute to the	life of the class and the	themselves, learn from
	good at;	recognise what they are	their behaviour affects	life of the class and the	school;	their experiences and
	2c) to recognise choices	good at;	other people.	school;	2a) to take part in	recognise what they are
	they can make, and the	1e) how to set simple	To learn about safety	4b) to listen to other	discussions with one	good at;
	difference between right	goals;	online and the	people and work and play	other person and the	1e) how to set a simple
	and wrong;	2c) to recognise choices	responsible use of ICT	cooperatively;	whole class;	goal;
	2d) to agree and follow	they can make, and	To think about	4c) to identify and	2c) to recognise choices	2a) to take part in
	rules for their group and	recognise the difference	themselves, to learn from	respect the differences	they can make	discussions with one
	classroom, and to	between right and wrong;	experiences, to recognise	and similarities between	2d) to agree and follow	other person and the
	understand how rules	2h) to contribute to the	and celebrate their	people;	rules for their group and	whole class;
	help them;	life of the class and the	strengths and set simple	4g) to consider social and	classroom, and to	2c) to recognise choices
	2e) to realise that people	school;	but challenging goals	moral dilemmas that they	understand how rules	they can make, and
	and other living things	4a) to recognise how	To share their opinions	come across in everyday	help them;	recognise the difference
	have needs, and that they	their behaviour affects	on things that matter to	life.	2e) to realise that people	between right and
	have responsibilities to	other people;	them and explain their	To learn about good and	and other living things	wrong;
	meet them;	4b) to listen to other	views through discussion	not so good feelings, a	have needs, and that	2d) to agree and follow
	2f) that they belong to	people, and play and	with one other person	vocabulary to describe	they have responsibilities	rules for their group and
	various groups and	work cooperatively;	and the whole class.	their feelings to others	to meet them;	classroom, and
	communities, such as	4c) to identify and	To learn that money	and simple strategies for	2f) that they belong to	understand how rules
	family and school;	respect the differences	comes from different	managing feelings	various groups and	help them
		and similarities between	sources and can be used	To communicate their	communities, such as	
		people;	for different purposes,	feelings to others, to	family and school	

2h) to contribute to the life of the class and the school: 4a) to recognise how their behaviour affects other people: 4b) to listen to other people and work and play cooperatively; 4c) to identify and respect the differences and similarities between people: 4d) that family and friends should care for each other. 3e) the names of the main parts of the body- in Science

4d) that family and friends should care for each other.

ANTI-BULLYING WEEK:
Say No to Bullying- SEAL
Children will be taught:
1a) to recognise what
they like and dislike, what
is fair and unfair, and
what is right and wrong;
1b) to share opinions on
things that matter to
them and explain their
views;
1c) to recognise, name
and deal with their
feelings in a positive way;

feelings in a positive way: 2c) to recognise choices they can make, and recognise the difference between right and wrong; 4a) to recognise how their behaviour affects other people; 4c) to identify and respect the differences and similarities between people; 4d) that family and friends should care for each other: 4e) that there are different types of teasing and bullying, that bullying

including the concepts of spending and saving.

recognise how others show feelings and how others respond What constitutes a healthy lifestyle, including the benefits of physical activity, rest, healthy eating and dental health To name main parts of the body, including external genitalia, similarities and differences between boys and girls To recognise what they like and dislike, how to make real and informed choices that improve their physical and emotional health, to recognise that choices can have good and not so

good consequences

3a) how to make simple choices that improve their health and wellbeing 3f) recognise that all household products, including medicines, can be harmful if not used properly 3g) recognise rules for, and ways of keeping safe, including basic road safety, and about people who can help them to stay safe 4d) that family and friends should care for each other. 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help: 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; 4g) where individuals, families and groups can get help and support.

4a) to recognise how their behaviour affects other people: 4d) that family and friends should care for each other: to show the importance of telling the truth and the consequences of lying. To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends) To know about people

who look after them within school, who to go to if they are worried and how to attract their attention.

To know ways that pupils can help these people to look after them

		is wrong, and how to get				
		help to deal with bullying.				
		To learn about safety				
		online and the				
		responsible use of ICT				
Year 2	New Beginnings	Getting on and falling	Going for Goals	Good to be Me	Relationships	Changes
	1a) to recognise what	out	1a) to recognise what	1c) to recognise, name	1a) to recognise what	1c) to recognise, name
	they like and dislike, what	1a) to recognise what	they like and dislike	and deal with their	they like and dislike	and deal with their
	is fair and unfair, and	they like and dislike, what	1b) to share opinions on	feelings in a positive way;	1b) to share their	feelings in a positive
	what is right and wrong;	is fair and unfair, and	things that matter to	1d) to think about	opinions on things that	way;
	1c) to recognise, name	what is right and wrong;	them and explain their	themselves, learn from	matter to them and	1d) to think about
	and deal with their	1c) to recognise, name	views;	their experiences and	explain their views	themselves, learn from
	feelings in a positive way;	and deal with feelings in a	1c) to recognise, name	recognise what they are	2a) to take part in	their experiences and
	1d) to think about	positive way;	and deal with their	good at;	discussions with one	recognise what they are
	themselves, learn from	1d) to think about	feelings in a positive way;	1e) how to set a simple	other person and the	good at;
	their experiences and	themselves, learn from	1e) to know how to set a	goal;	whole class	1e) how to set a simple
	recognise what they are	their experiences and	simple goal;	1h) to contribute to the	2d) to understand how	goal;
	good at;	recognise what they are	2a) to take part in	life of the class and the	rules help them	2a) to take part in
	2c) to recognise choices	good at;	discussions with one	school;	2e) to realise that people	discussions with one
	they can make, and the	1e) how to set simple	other person and the	4b) to listen to other	and other living things	other person and the
	difference between right	goals;	whole class;	people and work and play	have needs, and that	whole class;
	and wrong;	2c) to recognise choices	2b) to take part in a	cooperatively;	they have responsibilities	2c) to recognise choices
	2d) to agree and follow	they can make, and	simple debate about	4c) to identify and	to meet them;	they can make, and
	rules for their group and	recognise the difference	topical issues	respect the differences	3d) about the process of	recognise the difference
	classroom, and to	between right and wrong;	2c) to recognise choices	and similarities between	growing from young to	between right and
	understand how rules	2h) to contribute to the	they can make	people;	old and how people's	wrong;
	help them;	life of the class and the	2i) to realise that money	4g) to consider social and	needs change	4a) to recognise how
	2e) to realise that people	school;	comes from different	moral dilemmas that they	3g) recognise rules for,	their behaviour affects
	and other living things	4a) to recognise how	sources and can be used	come across in everyday	and ways of keeping	other people;
	have needs, and that they	their behaviour affects	for different purposes	life.	safe, including basic road	4c) to identify and
	have responsibilities to	other people;	3a) to understand how to	Speaking and Listening-	safety, and about people	respect the differences
	meet them;	4b) to listen to other	make simple choices that	T2 7. To take turns to	who can help them to	and similarities between
	2f) that they belong to	people, and play and	improve their health and	speak, listen to others'	stay safe	people.
	various groups and	work cooperatively;	well-being	suggestions and talk	4b) to listen to other	Speaking and Listening-
	communities, such as	4c) to identify and	3b) to maintain personal	about what they are	people and work and	T3 11. To explain their
	family and school;	respect the differences	hygiene	going to do	play cooperatively;	views to others in a small

 2h) to contribute to the	and similarities between	3g) appreciate rules for	to be able to identify	group, and decide how
life of the class and the	people;	and ways of keeping safe	positive and negative	to report the group's
school;	4d) that family and	and about people who	aspects about taking on a	views to the class
4a) to recognise how	friends should care for	can help them to stay	responsibility	
their behaviour affects	each other.	safe.		
other people;	Speaking and Listening-	4b) to listen to other		Feelings and
4b) to listen to other	T1 15. To listen to each	people, and play and		Relationships
people and work and play	other's views and	work cooperatively		1b) to share their
cooperatively;	preferences, agree the	3d) about the process of		opinions on things that
4c) to identify and respect	next steps to take and	growing from young to		matter to them and
the differences and	identify contributions by	old and how people's		explain their views;
similarities between	each group member	needs change –in Science		2a) to take part in
people;	Anti-Bullying Week	Ask school to discuss		discussions with one
4d) that family and	Say No to Bullying	healthy eating and		other person and the
friends should care for	1a) to recognise what	hygiene.		whole class;
each other.	they like and dislike, what	Ask local dentist to talk		2c) to recognise choices
	is fair and unfair, and	about healthy eating and		they can make
	what is right and wrong;	the choices relating to		2g) recognise what
	1b) to share opinions on	dental hygiene.		harms their local
	things that matter to	Use Balance of good		environment
	them and explain their	health resources.		3a) Make simple choices
	views;			3b) to maintain personal
	1c) to recognise, name			hygiene
	and deal with their			3c) to understand how
	feelings in a positive way;			some diseases spread
	2c) to recognise choices			and can be controlled
	they can make, and			4b) to listen to other
	recognise the difference			people and work and
	between right and wrong;			play cooperatively;
	4a) to recognise how			4d) that family and
	their behaviour affects			friends should care for
	other people;			each other
	4c) to identify and			
	respect the differences			
	and similarities between			
	people;			

identifying positive things worth as individuals by identifying positive things explain their views, on explain their views, on identifying positive			4d) that family and friends should care for each other; 4e) that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.				
their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2d) that their achieves and to try to see things and colcity; 1b) to recognise their worth as individuals, by identifying positive things about themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and about themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand othe	Year 3	1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2d) that there are different kinds of responsibilities, rights and	out 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4f) that differences and	1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 3e) to recognise the different risks in different situations and then decide how to behave responsibly. Speaking and Listening-T2 31. To actively include and respond to all	1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of	1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 1e) how to set a simple goal; 2a) to take part in discussions with one other person and the	1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 2i) to appreciate the range of national, regional, religious and ethnic identities in the

and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help. Speaking and Listening-Year 3: T1 27. To use talk to organise roles and action.

people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Speaking and Listening-T1 27. To use talk to organise roles At the beginning of the activity take some and action.

ANTI-BULLYING WEEK: Say No to Bullying

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, for individuals and communities;

relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.

Speaking and Listening-T2, 31. To actively include and respond to all members of the group

2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices 2h) to contribute to the life of the class and the school: 2i) to appreciate the range of national, regional, religious and ethnic identities in the UK. 2i) that resources can be allocated in different ways and that these

economic choices affect

individuals, communities

and sustainability of the

2k) to explore how the

environment.

media present information.

Speaking and Listening-T3 35. To use the language of possibility to investigate and reflect on feelings, behaviour or relationships. 2e) to reflect on spiritual, 4a) that their actions affect themselves and moral, social and cultural issues, using imagination others, to care about to understand other other people's feelings people's experiences; and to try to see things 3f) that pressure to from their points of view; behave in an 4b)to think about the unacceptable or risky way lives of people living in can come from a variety other places and times, of sources, including and people with different values and customs. people they know, and how to ask for help and 4c) to be aware of use basic techniques for different types of resisting pressure to do relationships, including marriage, and those wrong; 3g) school rules about between friends and health and safety, basic families, and to develop the skills to be effective emergency aid procedures and where to in relationships. get help; 4e) to recognise and challenge stereotypes. 4a) that their actions 4f) that differences and affect themselves and similarities between others, to care about other people's feelings people arise from a and to try to see things number of factors, from their points of view; including cultural, ethnic, 4d) to realise the nature racial and religious and consequences of diversity, difference of racism, teasing, bullying, gender and disability. 4g) where individuals, and aggressive families and groups can behaviours and how to respond to them and ask get help and support. for help; 4e) to recognise and challenge stereotypes.

New Beginnings Year 4 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements. seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other: 2e) to reflect on spiritual,

moral, social and cultural

issues, using imagination

to understand other

people's experiences;

Getting on and falling

1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements. seeing their mistakes, making amends and setting personal goals; 2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. Speaking and Listening-T1 27. To use talk to organise roles At the

Going for Goals

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements. seeing their mistakes, making amends and setting personal goals; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 3e) to recognise the different risks in different situations and then decide how to behave responsibly. Speaking and Listening-T2 31. To actively include and respond to all members of the group. To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals To develop strategies for keeping physically and emotionally safe online

Good To Be Me

1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society: 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships. Speaking and Listening-T2, 31. To actively include

Relationships

1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society: 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 2a) to take part in discussions with one other person and the whole class: 2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2e) to reflect on spiritual. moral, social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at

alternatives, making

choices

decisions and explaining

Changes

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements. seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 2i) to appreciate the range of national, regional, religious and ethnic identities in the UK. Speaking and Listening-T3 35. To use the language of possibility to investigate and reflect on feelings, behaviour or relationships. To reflect about change, including transitions (between Key Stages and schools), loss,

4a) that their actions	beginning of the activity	and respond to all	2h) to contribute to the	separation, divorce and
affect themselves and	take some and action.	members of the group	life of the class and the	bereavement
others, to care about	ANTI-BULLYING WEEK:		school;	
other people's feelings	Say No to Bullying- SEAL		2i) to appreciate the	
and to try to see things	1b) to recognise their		range of national,	
from their points of view;	worth as individuals, by		regional, religious and	
4c) to be aware of	identifying positive things		ethnic identities in the	
different types of	about themselves and		UK.	
relationships, including	their achievements,		2j) that resources can be	
marriage and those	seeing their mistakes,		allocated in different	
between friends and	making amends and		ways and that these	
families, and to develop	setting personal goals;		economic choices affect	
the skills to be effective in	1c) to face new		individuals, communities	
relationships;	challenges positively by		and sustainability of the	
4d) to realise the nature	collecting information,		environment.	
and consequences of	looking for help, making		2k) to explore how the	
racism, teasing, bullying	responsible choices and		media present	
and aggressive	taking action;		information.	
behaviours, and how to	2c) to realise the		4a) that their actions	
respond to them and ask	consequences of anti-		affect themselves and	
for help.	social and aggressive		others, to care about	
Speaking and Listening-	behaviours, such as		other people's feelings	
Year 3: T1 27. To use talk	bullying and racism, for		and to try to see things	
to organise roles and	individuals and		from their points of view;	
action.	communities;		4b)to think about the	
To learn about school	2e) to reflect on spiritual,		lives of people living in	
rules about health and	moral, social and cultural		other places and times,	
safety, basic emergency	issues, using imagination		and people with different	
aid procedures, where	to understand other		values and customs.	
and how to get help	people's experiences;		4c) to be aware of	
	3f) that pressure to		different types of	
	behave in an		relationships, including	
	unacceptable or risky way		marriage, and those	
	can come from a variety		between friends and	
	of sources, including		families, and to develop	
	people they know, and			

Year 5	New Beginnings	how to ask for help and use basic techniques for resisting pressure to do wrong; 3g) school rules about health and safety, basic emergency aid procedures and where to get help; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4d) to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help; 4e) to recognise and challenge stereotypes. To learn that their actions affect themselves and others. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise Getting on and falling	Going For Goals	Good To Be Me	the skills to be effective in relationships. 4e) to recognise and challenge stereotypes. 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, difference of gender and disability. 4g) where individuals, families and groups can get help and support.	Changes
16413	1a) to recognise their worth as individuals, by identifying positive things	out	1a) to talk and write about their opinions, and explain their views, on	1a) to talk and write about their opinions, and explain their views, on	1a) to talk and write about their opinions, and explain their views, on	1e) about the range of jobs carried out by people they know, and

about themselves and their achievements, seeing their mistakes, making amends and setting personal goals: 1b) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2a) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2b) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other: 2c) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 3a) that their actions affect themselves and others, to care about

2a) to research, discuss and debate topical issues, problems and events; 2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. Speaking and Listening-T1 50. To plan and manage a group task over time by using different levels of planning. ANTI-BULLYING WEEK: Say No to Bullying- SEAL 1b) to recognise their worth as individuals, by identifying positive things

issues that affect themselves and society; 2a) to research, discuss and debate topical issues, problems and events; 2f) to resolve differences by looking at alternatives, making decisions, setting goals and explaining choices; 2g) recognise what harms their local environment

2h) to contribute to the

life of the class and the

school

issues that affect themselves and society; 1b) to recognse their worth as individuals, by identifying positive things about themselves and their achievements. seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2a) to research, discuss and debate topical issues, problems and events; 2c) to realise the consequences of antisocial and aggressive behaviours, such a bullying and racism, on individuals and communities. 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. 2e)to reflect on spiritual, moral, social and cultural

issues that affect themselves and society;

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

to understand how they can develop skills to make their own contribution in the future. 2a) to research, discuss and debate topical issues, problems and events: 2b) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other: 2e)to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 2h) to contribute to the life of the class and the school: 2i) to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. 2j) that resources can be

allocated in different

other people's feelings about themselves and issues, using imagination ways and that these and to try to see things to understand other economic choices affect their achievements, from their points of view; seeing their mistakes, people's experiences. individuals, communities 3b) to be aware of making amends and 2j)that resources can be and sustainability of the different types of setting personal goals; allocated in different environment. relationships, including 1c) to face new wavs and that these 2k) to explore how the marriage and those challenges positively by economic choices affect media present between friends and collecting information, individuals, communities information families, and to develop looking for help, making and sustainability of the the skills to be effective in responsible choices and environment. relationships; taking action; 4a) that their actions 4a) to realise the nature 2c) to realise the affect themselves and and consequences of consequences of antiothers, to care about racism, teasing, bullying social and aggressive other people's feelings and aggressive behaviours, such as and to try to see things behaviours, and how to bullying and racism, on from their points of view; respond to them and ask individuals and 4d) to realise the nature for help. communities; and consequences of Speaking and Listening-2e) to reflect on spiritual, racism, teasing, bullying T1 50. To plan and moral, social and cultural and aggressive manage a group task over issues, using imagination behaviours, and how to time by using different to understand other respond to them and ask levels of planning. people's experiences; for help. 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 3e) to recognise the different risks in different situations and then decide how to behave responsibly; 3f) that pressure to behave in an unacceptable or risky way

can come from a variety

of sources, including		
people they know, and		
how to ask for help and		
use basic techniques for		
resisting pressure to do		
wrong;		
3g) school rules about		
health and safety, basic		
emergency aid		
procedures and where to		
get help;		
4a) that their actions		
affect themselves and		
others, to care about		
other people's feelings		
and to try to see things		
from their points of view;		
4d) to realise the nature		
and consequences of		
racism, teasing, bullying,		
and aggressive		
behaviours and how to		
respond to them and ask		
for help;		
4e) to recognise and		
challenge stereotypes;		
4f) that differences and		
similarities between		
people arise from a		
number of factors,		
including cultural, ethnic,		
racial and religious		
diversity, gender and		
disability;		

		4g) where individuals,				
		families and groups can				
		get help and support.				
VaarC	New Beginnings	Getting on and Falling	Going for Goals	Good to be Me	Health/ Relationships	Changes
Year 6					•	Changes
	1a) to recognise their	Out	1b) to recognise their	1b) to recognise their	1a) to recognise their	know that many children
	worth as individuals, by	2a) to research, discuss	worth as individuals, by	worth as individuals, by	worth as individuals, by	have mixed feelings
	identifying positive things	and debate topical issues,	identifying positive things	identifying positive things	identifying positive	about going to
	about themselves and	problems and events;	about themselves and	about themselves and	things about themselves	secondary
	their achievements,	2c) to realise the	their achievements,	their achievements,	and their achievements,	school.
	seeing their mistakes,	consequences of	seeing their mistakes,	seeing their mistakes,	seeing their mistakes,	know that it is natural to
	making amends and	antisocial and aggressive	making amends and	making amends and	making amends and	be wary of change, and
	setting personal goals;	behaviours, such as	setting personal goals;	setting personal goals;	setting personal goals;1c)	can tell you why.
	1b) to face new	bullying and racism, on	1c) to face new	2e) to reflect on spiritual,	to face new challenges	know that all feelings,
	challenges positively by	individuals and	challenges positively by	moral, social and cultural	positively by collecting	including uncomfortable
	collecting information,	communities;	collecting information,	issues, using imagination	information, looking for	ones have a purpose and
	looking for help, making	2e) to reflect on spiritual,	looking for help, making	to understand other	help, making responsible	give us information.
	responsible choices and	moral social and cultural	responsible choices and	people's experiences;	choices and taking	Know that when I move
	taking action;	issues, using imagination	taking action;	3f) that pressure to	action;	to secondary school
	2a) why and how rules	to understand other	4a) that their actions	behave in an	2a) to research, discuss	many things in my life
	and laws are made and	people's experiences;	affect themselves and	unacceptable or risky way	and debate topical	will stay the same.
	enforced, why different	2f) to resolve differences	others, to care about	can come from a variety	issues, problems and	Develop some strategies
	rules are needed in	by looking at alternatives,	other people's feelings	of sources, including	events.	for managing the
	different situations and	making decisions and	and to try to see things	people they know and	2b)why and how rules	feelings that I might
	how to take part in	explaining choices;	from their points of view.	how to ask for help, and	and laws are made and	experience when I
	making and changing	4a) that their actions	Speaking and Listening-	use basic techniques for	enforced, why different	change schools.
	rules;	affect themselves and	T2 63. To consider	resisting pressure to do	rules are needed in	
	2b) that there are	others, to care about	examples of conflict and	wrong;	different situations and	Understand why I
	different kinds of	other people's feelings	resolution, exploring the	4a) that their actions	how to take part in	behave the way I do
	responsibilities, rights and	and to try to see things	language used.	affect themselves and	making and changing	sometimes when I feel
	duties at home, at school	from their points of view;		others, to care about	rules.	uncomfortable.
	and in the community,	4c) to be aware of		other people's feelings	2e) to reflect on spiritual,	Try to understand other
	and that these can	different types of		and to try to see things	moral, social and cultural	people's behaviour by
	sometimes conflict with	relationship, including		from their point of view.	issues, using imagination	thinking about what they
	each other;	marriage and those		4c) to be aware of	to understand other	might be feeling or
	2c) to reflect on spiritual,	between friends and		different types of	people's experiences;	thinking.
	moral, social and cultural	families, and to develop		relationships, including		

issues, using imagination to understand other people's experiences; 3a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 3b) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships; 4a) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help. Speaking and Listening-T1 60- To understand and use a variety f ways to criticise constructively and respond to criticism.

the skills to be effective in relationships. 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help; 4e) to recognise and challenge stereotypes; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. Speaking and Listening-T1 60. To understand and use a variety of ways to criticise constructively and respond to criticism. ANTI-BULLYING WEEK: Say No to Bullying-SEAL 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements. seeing their mistakes, making amends and setting personal goals; 1c) to face new

challenges positively by

marriage, and those between friends and families, and to develop the skills to be effective in relationships.

Speaking and Listening-T2 63. To consider examples of conflict and resolution, exploring the language used.

2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 3a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 3b) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships; 3c) about how the body changes as they approach puberty 3d)which commonly available substances and drugs are legal and illegal and what the effects and risks are. 3e) to recognise the different risks in different situations and then decide how to behave responsibly; 3f) that pressure to behave in an unacceptable or risky

way can come from a

To tell you about how people might feel and behave when they go to a new school.

Sex education

	collecting information,		variety of sources,	
	looking for help, making		including people they	
	responsible choices and		know, and how to ask for	
	taking action;		help and use basic	
	2c) to realise the		techniques for resisting	
	consequences of anti-		pressure to do wrong;	
	social and aggressive		3g) school rules about	
	behaviours, such as		health and safety, basic	
	bullying and racism, on		emergency aid	
	individuals and		procedures and where to	
	communities;		get help;	
	2e) to reflect on spiritual,		4g) where individuals,	
	moral, social and cultural		families and groups can	
	issues, using imagination		get help and support	
	to understand other			
	people's experiences;			
	2f) to resolve differences			
	by looking at alternatives,			
	making decisions and			
	explaining choices;			
	3e) to recognise the			
	different risks in different			
	situations and then			
	decide how to behave			
	responsibly;			
	3f) that pressure to			
	behave in an			
	unacceptable or risky way			
	can come from a variety			
	of sources, including			
	people they know, and			
	how to ask for help and			
	use basic techniques for			
	resisting pressure to do			
	wrong;			
-				

2 \		
3g) school rules about		
health and safety, basic		
emergency aid		
procedures and where to		
get help;		
4a) that their actions		
affect themselves and		
others, to care about		
other people's feelings		
and to try to see things		
from their points of view;		
4d) to realise the nature		
and consequences of		
racism, teasing, bullying,		
and aggressive		
behaviours and how to		
respond to them and ask		
for help;		
4e) to recognise and		
challenge stereotypes;		
4f) that differences and		
similarities between		
people arise from a		
number of factors,		
including cultural, ethnic,		
racial and religious		
diversity, gender and		
disability;		
4g) where individuals,		
families and groups can		
get help and support.		
Botcip and support.		