



Holywell Primary School

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we are a learning community with the spirit to succeed

Subject Overview PSHE 2021 - 2022

<p>Nursery</p>	<p>New Beginnings Belonging I know I belong to my class/group. I know the people in my class/group. I like belonging to my group/class/school. I know that people in my group/class like me. I like the ways we are all different. Self-awareness 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.</p>	<p>Getting on and Falling Out Friendship I can play with other children. I know how to be friendly. I can say sorry when I have been unkind. Working together I can work in a group with other children. I can take turns when I play a game. 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.</p>	<p>Going for Goals I know that I can do more things now than I could when I was younger. I know that I will be able to do more things when I am older. I know that we are all good at different things. I can tell you what I like doing and learning. I can try new things in my learning. Setting a realistic goal I can tell you what a goal is. 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</p>	<p>Good To Be Me Knowing myself I can tell you the things I like doing and the things I don't like doing. I can say how I feel when I am feeling proud. Understanding my feelings I can tell when I am feeling excited. I can tell or show how I feel when I am excited. 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.</p>	<p>Relationships I can tell when I am feeling sad or angry. I can show someone when I am feeling sad, angry or happy. I can tell you how it feels when things are unfair. I can tell you how I feel if I am missing someone or have 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.</p>	<p>Changes I can tell you what I can do now that I couldn't do when I started school/nursery. I can tell you how I have changed. Understanding my feelings I can remember feelings I have had, and why I felt like that. 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.</p>
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	<p>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.</p> <p>Understanding rights and responsibilities I know what to do in my classroom/setting.</p>	<p>I can tell when other people are angry.</p> <p>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 you. I can be kind to children who have been bullied. I know who I could talk to in school if I was feeling unhappy or being bullied. I know what to do if I am bullied.</p>	worked well.			
Reception	<p>New Beginnings Belonging I know I belong to my class/group. I know the people in my class/group. I like belonging to my group/class/school. I know that people in my group/class like me. I like the ways we are all different.</p> <p>Self-awareness I can tell you something special about me.</p> <p>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).</p> <p>Managing my feelings I know some ways to calm myself down when I feel scared or upset.</p> <p>Understanding the feelings of others I know that everybody in</p>	<p>Friendship I can play with other children. I know how to be friendly. I can say sorry when I have been unkind.</p> <p>Working together I can work in a group with other children. I can take turns when I play a game. 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.</p> <p>Managing feelings – anger I can express my feelings when I am angry. I can make myself feel better when I am angry.</p> <p>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.</p> <p>Understanding my feelings</p>	<p>Going for Goals I know that I can do more things now than I could when I was younger. I know that I will be able to do more things when I am older. I know that we are all good at different things. I can tell you what I like doing and learning. I can try new things in my learning.</p> <p>Setting a realistic goal I can tell you what a goal is. I can set a goal for myself. I can tell you what I want to achieve and how I am going to do so.</p> <p>Planning to reach a goal I can say what I am going to do next.</p> <p>Planning to reach a goal I can say what I am going to do next.</p> <p>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</p>	<p>Good To Be Me Knowing myself I can tell you the things I like doing and the things I don't like doing. I can say how I feel when I am feeling proud.</p> <p>Understanding my feelings I can tell when I am feeling excited. I can tell or show how I feel when I am excited. I can say and show you when I am feeling good and happy. I can tell or show what feeling proud looks like.</p> <p>Managing my feelings I can stay still and quiet for a short time. I can relax with help.</p> <p>Standing up for myself I can say what I need. I can stand up for my own needs and rights without hurting others.</p>	<p>Relationships I can tell when I am feeling sad or angry. I can show someone when I am feeling sad, angry or happy. I can tell you how it feels when things are unfair. I can tell you how I feel if I am missing someone or have lost someone or something I care about.</p> <p>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.</p> <p>Understanding the feelings of others I can tell if someone is happy, sad or angry</p> <p>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</p>	<p>Changes I can tell you what I can do now that I couldn't do when I started school/nursery. I can tell you how I have changed.</p> <p>Understanding my feelings I can remember feelings I have had, and why I felt like that. I can sometimes tell you how change makes me feel. When I feel bad, I know that it helps to do something different.</p> <p>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.</p> <p>Making choices I can tell you what I did with my class/group to make the Outdoor area/classroom/ setting better.</p>

	<p>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 know what to do in my classroom/setting.</p>	<p>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 you. I can be kind to children who have been bullied. I know who I could talk to in school if I was feeling unhappy or being bullied. I know what to do if I am bullied.</p>	<p>goal. Evaluation and review I can tell you what I have done and the things that worked well.</p>			
Year 1	<p>New Beginnings 1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1c) to recognise, name and deal with their feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 2c) to recognise choices they can make, and the difference between right and wrong; 2d) to agree and follow rules for their group and classroom, and to understand how rules help them; 2e) to realise that people and other living things have needs, and that</p>	<p>Getting on and Falling Out 1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1c) to recognise, name and deal with feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 1e) how to set simple goals; 2c) to recognise choices they can make, and recognise the difference between right and wrong; 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 play and work cooperatively; 4c) to identify and</p>	<p>Going for Goals 1c) to recognise, name and deal with their feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 1e) to know how to set a simple goal; 4a) to recognise how their behaviour affects other people. To learn about safety online and the responsible use of ICT To think about themselves, to learn from experiences, to recognise and celebrate their strengths and set simple but challenging goals To share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and</p>	<p>Good To Be Me 1c) to recognise, name and deal with their feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 1e) how to set a simple goal; 1h) to contribute to the life of the class and the school; 4b) to listen to other people and work and play cooperatively; 4c) to identify and respect the differences and similarities between people; 4g) to consider social and moral dilemmas that they come across in everyday life. To learn about good and</p>	<p>Relationships 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; 1h) to contribute to the life of the class and the school; 2a) to take part in discussions with one other person and the whole class; 2c) to recognise choices they can make 2d) to agree and follow rules for their group and classroom, and to understand how rules help them; 2e) to realise that people and other living things have needs, and that they have responsibilities to meet them; 2f) that they belong to various groups and communities, such as family and school 3a) how to make simple choices that improve their health and well-being 3f) recognise that all household products, including medicines, can be harmful if not used</p>	<p>Changes 1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1b) to share their opinions on things that matter to them and explain their views; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 1e) how to set a simple goal; 2a) to take part in discussions with one other person and the whole class; 2c) to recognise choices they can make, and recognise the difference between right and wrong; 2d) to agree and follow rules for their group and classroom, and understand how rules help them 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</p>

	<p>they have responsibilities to meet them; 2f) that they belong to various groups and communities, such as 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</p>	<p>respect the differences and similarities between people; 4d) that family and friends should care for each other.</p> <p>ANTI-BULLYING WEEK: Say No to Bullying-SEAL</p> <p>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; 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 is wrong, and how to get help to deal with bullying. To learn about safety online and the responsible use of ICT</p>	<p>saving.</p>	<p>not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings To communicate their feelings to others, to 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</p>	<p>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.</p>	<p>they are worried and how to attract their attention. To know ways that pupils can help these people to look after them</p>
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<p>Year 2</p>	<p>New Beginnings</p> <p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>2c) to recognise choices they can make, and the difference between right and wrong;</p> <p>2d) to agree and follow rules for their group and classroom, and to understand how rules help them;</p> <p>2e) to realise that people and other living things have needs, and that they have responsibilities to meet them;</p> <p>2f) that they belong to various groups and communities, such as family and school;</p> <p>2h) to contribute to the life of the class and the school;</p> <p>4a) to recognise how their behaviour affects other</p>	<p>Getting on and falling out</p> <p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1c) to recognise, name and deal with feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) how to set simple goals;</p> <p>2c) to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>2h) to contribute to the life of the class and the school;</p> <p>4a) to recognise how their behaviour affects other people;</p> <p>4b) to listen to other people, and play and work cooperatively;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4d) that family and friends should care for each other.</p> <p><i>Speaking and Listening- T1 15. To listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member</i></p> <p>Anti-Bullying Week Say No to Bullying</p> <p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p>	<p>Going for Goals</p> <p>1a) to recognise what they like and dislike</p> <p>1b) to share opinions on things that matter to them and explain their views;</p> <p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>1e) to know how to set a simple goal;</p> <p>2a) to take part in discussions with one other person and the whole class;</p> <p>2b) to take part in a simple debate about topical issues</p> <p>2c) to recognise choices they can make</p> <p>2i) to realise that money comes from different sources and can be used for different purposes</p> <p>3a) to understand how to make simple choices that improve their health and well-being</p> <p>3b) to maintain personal hygiene</p> <p>3g) appreciate rules for and ways of keeping safe and about people who can help them to stay safe.</p> <p>4b) to listen to other people, and play and work cooperatively</p> <p>3d) about the process of growing from young to old and how people's needs change –in Science</p> <p>Ask school to discuss healthy eating and hygiene.</p> <p>Ask local dentist to talk about healthy eating and the choices relating to dental hygiene.</p> <p>Use Balance of good health resources.</p>	<p>Good to be Me</p> <p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) how to set a simple goal;</p> <p>1h) to contribute to the life of the class and the school;</p> <p>4b) to listen to other people and work and play cooperatively;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4g) to consider social and moral dilemmas that they come across in everyday life.</p> <p><i>Speaking and Listening-T2 7. To take turns to speak, listen to others' suggestions and talk about what they are going to do</i></p>	<p>Relationships</p> <p>1a) to recognise what they like and dislike</p> <p>1b) to share their opinions on things that matter to them and explain their views</p> <p>2a) to take part in discussions with one other person and the whole class</p> <p>2d) to understand how rules help them</p> <p>2e) to realise that people and other living things have needs, and that they have responsibilities to meet them;</p> <p>3d) about the process of growing from young to old and how people's needs change</p> <p>3g) recognise rules for, and ways of keeping safe, and about basic road safety, and about people who can help them to stay safe</p> <p>4b) to listen to other people and work and play cooperatively; to be able to identify positive and negative aspects about taking on a responsibility</p>	<p>Changes</p> <p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) how to set a simple goal;</p> <p>2a) to take part in discussions with one other person and the whole class;</p> <p>2c) to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>4a) to recognise how their behaviour affects other people;</p> <p>4c) to identify and respect the differences and similarities between people.</p> <p><i>Speaking and Listening- T3 11. To explain their views to others in a small group, and decide how to report the group's views to the class</i></p> <p>Feelings and Relationships</p> <p>1b) to share their opinions on things that matter to them and explain their views;</p> <p>2a) to take part in discussions with one other person and the whole class;</p> <p>2c) to recognise choices they can make</p> <p>2g) recognise what harms their local environment</p> <p>3a) Make simple choices</p> <p>3b) to maintain personal hygiene</p> <p>3c) to understand how some diseases spread and can be controlled</p> <p>4b) to listen to other people and work and play cooperatively;</p> <p>4d) that family and friends should care for each other</p>
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	<p>people;</p> <p>4b) to listen to other people and work and play cooperatively;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4d) that family and friends should care for each other.</p>	<p>1b) to share opinions on things that matter to them and explain their views;</p> <p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>2c) to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>4a) to recognise how their behaviour affects other people;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4d) that family and friends should care for each other;</p> <p>4e) that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p>				
Year 3	<p>New Beginnings</p> <p>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;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2b) why and how rules and laws are made and enforced, why different</p>	<p>Getting on and falling out</p> <p>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;</p> <p>2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences;</p> <p>2f) to resolve</p>	<p>Going for Goals</p> <p>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;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>3e) to recognise the different risks in different situations and then decide how to behave responsibly.</p> <p>Speaking and Listening- T2</p>	<p>Good to be Me</p> <p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>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;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see</p>	<p>Relationships</p> <p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>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;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>1e) how to set a simple goal;</p> <p>2a) to take part in discussions with one other person and the whole class;</p> <p>2b) why and how rules and laws</p>	<p>Changes</p> <p>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;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>2i) to appreciate the range of national, regional, religious and</p>

	<p>rules are needed in different situations and how to take part in making and changing rules;</p> <p>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;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>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;</p> <p>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;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p>Speaking and Listening- Year 3: T1 27. To use</p>	<p>differences by looking at alternatives, making decisions and explaining choices;</p> <p>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;</p> <p>4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>Speaking and Listening- T1 27. To use talk to organise roles At the beginning of the activity take some and action.</p> <p>ANTI-BULLYING WEEK: Say No to Bullying</p> <p>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;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and</p>	<p>31. To actively include and respond to all members of the group.</p>	<p>things from their points of view;</p> <p>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.</p> <p><i>Speaking and Listening-</i> T2, 31. To actively include and respond to all members of the group</p>	<p>are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>2h) to contribute to the life of the class and the school;</p> <p>2i) to appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>2j) that resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment.</p> <p>2k) to explore how the media present information.</p> <p>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;</p> <p>4b)to think about the lives of people living in other places and times, and people with different values and customs.</p> <p>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.</p> <p>4e) to recognise and challenge stereotypes.</p> <p>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.</p> <p>4g) where individuals, families and groups can get help and</p>	<p>ethnic identities in the UK.</p> <p>Speaking and Listening- T3 35. To use the language of possibility to investigate and reflect on feelings, behaviour or relationships.</p>
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	talk to organise roles and action.	taking action; 2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, for individuals and communities; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 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			support.	
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		respond to them and ask for help; 4e) to recognise and challenge stereotypes.				
Year 4	<p>New Beginnings 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; 4a) that their actions affect themselves and</p>	<p>Getting on and falling 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 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</p>	<p>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</p>	<p>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 and respond to all members of the group</p>	<p>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 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. 2j) that resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment. 2k) to explore how the media present information. 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;</p>	<p>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, separation, divorce and bereavement</p>

	<p>others, to care about other people's feelings and to try to see things from their points of view;</p> <p>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;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p>Speaking and Listening- Year 3: T1 27. To use talk to organise roles and action.</p> <p>To learn about school rules about health and safety, basic emergency aid procedures, where and how to get help</p>	<p>organise roles At the beginning of the activity take some and action.</p> <p>ANTI-BULLYING WEEK:</p> <p>Say No to Bullying- SEAL</p> <p>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;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, for individuals and communities;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>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</p>			<p>4b) to think about the lives of people living in other places and times, and people with different values and customs.</p> <p>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.</p> <p>4e) to recognise and challenge stereotypes.</p> <p>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.</p> <p>4g) where individuals, families and groups can get help and support.</p>	
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		<p>for help and use basic techniques for resisting pressure to do wrong;</p> <p>3g) school rules about health and safety, basic emergency aid procedures and where to get help;</p> <p>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;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help;</p> <p>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</p>				
Year 5	<p>New Beginnings</p> <p>1a) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making</p>	<p>Getting on and falling out</p> <p>2a) to research, discuss and debate topical issues, problems and events;</p> <p>2e) to reflect on spiritual, moral social</p>	<p>Going For Goals</p> <p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>2a) to research, discuss and debate topical issues, problems and events;</p>	<p>Good To Be Me</p> <p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>1b) to recognise their worth as individuals, by identifying positive things</p>	<p>Relationships</p> <p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>1b) to recognise their worth as individuals, by identifying</p>	<p>Changes</p> <p>1e) about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>2a) to research, discuss and debate topical issues, problems</p>

	<p>amends and setting personal goals;</p> <p>1b) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>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;</p> <p>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;</p> <p>2c) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>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;</p> <p>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</p>	<p>and cultural issues, using imagination to understand other people's experiences;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>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;</p> <p>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.</p> <p>Speaking and Listening- To plan and manage a group task over time by using different levels of planning.</p> <p>ANTI-BULLYING WEEK: Say No to Bullying- SEAL</p> <p>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;</p>	<p>2f) to resolve differences by looking at alternatives, making decisions, setting goals and explaining choices;</p> <p>2g) recognise what harms their local environment</p> <p>2h) to contribute to the life of the class and the school</p>	<p>about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2a) to research, discuss and debate topical issues, problems and events;</p> <p>2c) to realise the consequences of anti-social and aggressive behaviours, such a bullying and racism, on individuals and communities.</p> <p>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.</p> <p>2e)to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p> <p>2j)that resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment.</p> <p>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;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p>	<p>positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p>	<p>and events;</p> <p>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;</p> <p>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;</p> <p>2h) to contribute to the life of the class and the school;</p> <p>2i) to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>2j) that resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment.</p> <p>2k) to explore how the media present information.</p>
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	<p>relationships;</p> <p>4a) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p>Speaking and Listening- T1 50. To plan and manage a group task over time by using different levels of planning.</p>	<p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>3e) to recognise the different risks in different situations and then decide how to behave responsibly;</p> <p>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;</p> <p>3g) school rules about health and safety, basic emergency aid</p>				
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		<p>procedures and where to get help;</p> <p>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;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help;</p> <p>4e) to recognise and challenge stereotypes;</p> <p>4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;</p> <p>4g) where individuals, families and groups can get help and support.</p>				
Year 6	<p>New Beginnings</p> <p>1a) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1b) to face new challenges positively by collecting information, looking for help, making</p>	<p>Getting on and Falling Out</p> <p>2a) to research, discuss and debate topical issues, problems and events;</p> <p>2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities;</p> <p>2e) to reflect on spiritual, moral social and cultural</p>	<p>Going for Goals</p> <p>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;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>4a) that their actions affect themselves and others, to</p>	<p>Good to be Me</p> <p>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;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>3f) that pressure to behave in an unacceptable or risky</p>	<p>Health/ Relationships</p> <p>1a) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2a) to research, discuss and debate topical issues, problems</p>	<p>Changes</p> <p>know that many children have mixed feelings about going to secondary school. know that it is natural to be wary of change, and can tell you why.</p> <p>know that all feelings, including uncomfortable ones have a purpose and give us information. Know that when I move to secondary school many things in my life will stay the same. Develop some strategies for managing the feelings that I might experience when I change schools.</p>

	<p>responsible choices and taking action;</p> <p>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;</p> <p>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;</p> <p>2c) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>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;</p> <p>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;</p> <p>4a) to realise the nature and consequences of racism, teasing, bullying and aggressive</p>	<p>issues, using imagination to understand other people's experiences;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>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;</p> <p>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.</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help;</p> <p>4e) to recognise and challenge stereotypes;</p> <p>4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p><i>Speaking and Listening-T1</i> 60. To understand and use a variety of ways to criticise constructively and respond to criticism.</p> <p>ANTI-BULLYING WEEK: Say No to Bullying-SEAL</p> <p>1b) to recognise their worth as individuals, by</p>	<p>care about other people's feelings and to try to see things from their points of view.</p> <p><i>Speaking and Listening-T2</i> 63. To consider examples of conflict and resolution, exploring the language used.</p>	<p>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;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.</p> <p>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.</p> <p><i>Speaking and Listening-T2</i> 63. To consider examples of conflict and resolution, exploring the language used.</p>	<p>and events.</p> <p>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.</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>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;</p> <p>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;</p> <p>3c) about how the body changes as they approach puberty</p> <p>3d) which commonly available substances and drugs are legal and illegal and what the effects and risks are.</p> <p>3e) to recognise the different risks in different situations and then decide how to behave responsibly;</p> <p>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;</p> <p>3g) school rules about health and safety, basic emergency aid procedures and where to get help;</p> <p>4g) where individuals, families and groups can get help and support</p>	<p>Understand why I behave the way I do sometimes when I feel uncomfortable.</p> <p>Try to understand other people's behaviour by thinking about what they might be feeling or thinking.</p> <p>To tell you about how people might feel and behave when they go to a new school.</p> <p>Sex education</p>
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	<p>behaviours, and how to respond to them and ask for help.</p> <p>Speaking and Listening- T1 60- To understand and use a variety of ways to criticise constructively and respond to criticism.</p>	<p>identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>3e) to recognise the different risks in different situations and then decide how to behave responsibly;</p> <p>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;</p> <p>3g) school rules about health and safety, basic emergency aid procedures and where to get help;</p> <p>4a) that their actions affect themselves and</p>				
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		<p>others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help;</p> <p>4e) to recognise and challenge stereotypes;</p> <p>4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;</p> <p>4g) where individuals, families and groups can get help and support.</p>				
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