

Holywell Primary School

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we are a learning community with the spirit to succeed

Subject Coverage PSHE 2022 - 2023

Nursery

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.

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.

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

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.

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.

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.

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

to do somethi 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 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.	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.	worked well.			
Reception	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	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	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 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	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.	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	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.

	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.	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.	goal. Evaluation and review I can tell you what I have done and the things that worked well.			
Year 1	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	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	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	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	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	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

they have responsibilities respect the differences saving. not so good feelings, a properly they are worried and how to attract and similarities between 3g) recognise rules for, and their attention. to meet them: vocabulary to describe ways of keeping safe, including To know ways that pupils can help people; 2f) that they belong to their feelings to others 4d) that family and basic road safety, and about these people to look after them various groups and and simple strategies for friends should care for people who can help them to communities, such as each other. managing feelings stav safe 4d) that family and friends family and school; To communicate their **ANTI-BULLYING** should care for each other. 2h) to contribute to the feelings to others, to WEEK: 4d) to realise the nature and life of the class and the recognise how others Say No to Bullyingconsequences of racism, school: show feelings and how **SEAL** teasing, bullying and aggressive 4a) to recognise how Children will be taught: others respond behaviours, and how to respond to them and ask for help; 1a) to recognise what their behaviour affects What constitutes a 4f) that differences and they like and dislike. other people; healthy lifestyle, what is fair and unfair. similarities between people 4b) to listen to other including the benefits of and what is right and arise from a number of factors, people and work and play physical activity, rest, including cultural, ethnic, racial wrong; 1b) to share opinions on and religious diversity, gender cooperatively; healthy eating and dental things that matter to and disability; 4c) to identify and health them and explain their 4q) where individuals, families respect the differences To name main parts of views: and groups can get help and and similarities between the body, including 1c) to recognise, name support. people; external genitalia, and deal with their feelings in a positive 4d) that family and similarities and friends should care for differences between 2c) to recognise choices each other. boys and girls they can make, and 3e) the names of the To recognise what they recognise the difference main parts of the bodylike and dislike, how to between right and wrong; in Science make real and informed 4a) to recognise how choices that improve their behaviour affects their physical and other people; emotional health, to 4c) to identify and respect the differences recognise that choices and similarities between can have good and not so people: good consequences 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

Year 2	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 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;	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 respect the differences and similarities between people; 4d) that family and friends should care for each other. 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 Anti-Bullying Week Say No to Bullying 1a) to recognise what they like and dislike,	Going for Goals 1a) to recognise what they like and dislike 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; 1e) to know how to set a simple goal; 2a) to take part in discussions with one other person and the whole class; 2b) to take part in a simple debate about topical issues 2c) to recognise choices they can make 2i) to realise that money comes from different sources and can be used for different purposes 3a) to understand how to make simple choices that improve their health and well-being 3b) to maintain personal hygiene 3g) appreciate rules for and ways of keeping safe and about people who can help them to stay safe. 4b) to listen to other people, and play and work cooperatively 3d) about the process of growing from young to old and how people's needs change —in Science Ask school to discuss healthy eating and hygiene. Ask local dentist to talk about healthy eating and the choices relating to dental hygiene. Use Balance of good health resources.	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. Speaking and Listening-T2 7. To take turns to speak, listen to others' suggestions and talk about what they are going to do	Relationships 1a) to recognise what they like and dislike 1b) to share their opinions on things that matter to them and explain their views 2a) to take part in discussions with one other person and the whole class 2d) 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; 3d) about the process of growing from young to old and how people's needs change 3g) recognise rules for, and ways of keeping safe, including basic road safety, and about people who can help them to stay safe 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	Changes 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; 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; 4a) to recognise how their behaviour affects other people; 4c) to identify and respect the differences and similarities between people. 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 Feelings and Relationships 1b) to share their opinions on things that matter to them and explain their views; 2a) to take part in discussions with one other person and the whole class; 2c) to recognise choices they can make 2g) recognise what harms their local environment 3a) Make simple choices 3b) to maintain personal hygiene 3c) to understand how some diseases spread and can be controlled 4b) to listen to other people and work and play cooperatively; 4d) that family and friends should care for each other
	4a) to recognise how their	what is fair and unfair,				
	behaviour affects other	and what is right and wrong;				

	noonlo	1h) to oboro oniniono an				
	people;	1b) to share opinions on things that matter to				
	4b) to listen to other	them and explain their				
	people and work and play	views;				
		1c) to recognise, name				
	cooperatively;	and deal with their				
	(1a) to identify and reapost	feelings in a positive				
	4c) to identify and respect	way;				
	the differences and	2c) to recognise choices				
	similarities between	they can make, and recognise the difference				
	people;	between right and				
	4.5.4.4.4.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.	wrong;				
	4d) that family and friends should care for each other.	4a) to recognise how				
	should care for each other.	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.				
		with bullying.				
Year 3	New Beginnings	Getting on and falling	Going for Goals	Good to be Me	Relationships	Changes
reui 5	1b) to recognise their	out	1b) to recognise their	1a) to talk and write about	1a) to talk and write about their	1b) to recognise their worth as
	worth as individuals, by	1b) to recognise their	worth as individuals, by	their opinions, and explain	opinions, and explain their views,	individuals, by identifying positive
	identifying positive	worth as individuals by	identifying positive things	their views, on issues that	on issues that affect themselves	things about themselves and their
				affect themselves and	and society;	
	things about themselves	identifying positive	about themselves and their	society;	1b) to recognise their worth as	achievements, seeing their
	and their achievements,	things about	achievements, seeing their	1b) to recognise their worth as individuals, by	individuals, by identifying positive things about	mistakes, making amends and
	seeing their mistakes,	themselves and their	mistakes, making amends	identifying positive things	themselves and their	setting personal goals;
	making amends and	achievements, seeing	and setting personal goals;	about themselves and their	achievements, seeing their	1c) to face new challenges
	setting personal goals;	their mistakes, making	2f) to resolve differences	achievements, seeing their	mistakes, making amends and	positively by collecting
	1c) to face new	amends and setting	by looking at alternatives,	mistakes, making amends	setting personal goals;	information, looking for help,
	challenges positively by	personal goals;	making decisions and	and setting personal goals;	1c) to face new challenges	making responsible choices and
	collecting information,	2e) to reflect on	explaining choices;	2e) to reflect on spiritual,	positively by collecting	taking action;
	looking for help, making	spiritual, moral social	3e) to recognise the	moral, social and cultural issues, using imagination	information, looking for help, making responsible choices and	2e) to reflect on spiritual, moral,
	responsible choices and	and cultural issues,	different risks in	to understand other	taking action;	social and cultural issues, using
	taking action;	using imagination to	different situations and	people's experiences;	1e) how to set a simple goal;	imagination to understand other
	2b) why and how rules	understand other	then decide how to behave	4a) that their actions affect	2a) to take part in discussions	people's experiences;
				themselves and others, to	with one other person and the	
	and laws are made and	people's experiences;	responsibly.	care about other people's	whole class;	2i) to appreciate the range of
<u> </u>	enforced, why different	2f) to resolve	Speaking and Listening- T2	feelings and to try to see	2b) why and how rules and laws	national, regional, religious and

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 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

Speaking and Listening-

Year 3: T1 27. To use

for help.

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 beginning of the activity take some and

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

action.

31. To actively include and respond to all members of the group.

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

things from their points of

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

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.

2h) to contribute to the life of the

choices

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;

4b)to think about the lives of people living in other places and times, and people with different values and customs.

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.

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

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.

talk to organise roles and	taking action;	support.	
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		

		respond to them and				
		ask for help;				
		4e) to recognise and				
		challenge stereotypes.				
Year 4	New Beginnings	Getting on and falling	Going for Goals	Good To Be Me	Relationships	Changes
	1b) to recognise their	out	1b) to recognise their	1a) to talk and write	1a) to talk and write about their	1b) to recognise their worth as
	worth as individuals, by	1b) to recognise their	worth as individuals, by	about their opinions, and	opinions, and explain their views, on issues that affect themselves	individuals, by identifying positive
	identifying positive	worth as individuals by	identifying positive things	explain their views, on	and society;	things about themselves and their
	things about themselves	identifying positive	about themselves and their	issues that affect	1b) to recognise their worth as	achievements, seeing their
	and their achievements,	things about	achievements, seeing their	themselves and society;	individuals, by identifying	mistakes, making amends and
	seeing their mistakes,	themselves and their	mistakes, making amends	1b) to recognise their	positive things about themselves and their	setting personal goals;
	making amends and	achievements, seeing	and setting personal goals;	worth as individuals, by	achievements, seeing their	1c) to face new challenges
	setting personal goals;	their mistakes, making	2f) to resolve differences	identifying positive things	mistakes, making amends and	positively by collecting
	1c) to face new	amends and setting	by looking at alternatives,	about themselves and	setting personal goals;	information, looking for help,
	challenges positively by	personal goals;	making decisions and	their achievements,	2a) to take part in discussions with one other person and the	making responsible choices and
	collecting information,	2e) to reflect on	explaining choices;	seeing their mistakes,	whole class:	taking action;
	looking for help, making	spiritual, moral social	3e) to recognise the	making amends and	2b) why and how rules and laws	2e) to reflect on spiritual, moral,
	responsible choices and	and cultural issues,	different risks in	setting personal goals;	are made and enforced, why	social and cultural issues, using
	taking action;	using imagination to	different situations and	2e) to reflect on	different rules are needed in	imagination to understand other
	2b) why and how rules	understand other	then decide how to behave	spiritual, moral, social and	different situations and how to take part in making and	people's experiences;
	and laws are made and	people's experiences;	responsibly.	cultural issues, using	changing rules;	2i) to appreciate the range of
	enforced, why different	2f) to resolve	Speaking and Listening- T2	imagination to understand	2e) to reflect on spiritual, moral,	national, regional, religious and
	rules are needed in	differences by looking	31. To actively include and	other people's	social and cultural issues, using	ethnic identities in the UK.
	different situations and	at alternatives, making	respond to all members of	experiences;	imagination to understand other people's experiences;	Speaking and Listening- T3 35. To
	how to take part in	decisions and explaining	the group.	4a) that their actions	2f) to resolve differences by	use the language of possibility to
	making and changing	choices;	To reflect on and	affect themselves and	looking at alternatives, making	investigate and reflect on feelings,
	rules;	4a) that their actions	celebrate their	others, to care about	decisions and explaining	behaviour or relationships.
	2d) that there are	affect themselves and	achievements, identify	other people's feelings	choices 2h) to contribute to the life of the	To reflect about change, including
	different kinds of	others, to care about	their strengths, areas for	and to try to see things	class and the school;	transitions (between Key Stages
	responsibilities, rights	other people's feelings	improvement, set high	from their points of view;	2i) to appreciate the range of	and schools), loss, separation,
	and duties at home, at	and to try to see things	aspirations and goals	4c) to be aware of	national, regional, religious and	divorce and bereavement
	school and in the	from their points of	To develop strategies for	different types of	ethnic identities in the UK.	
	community, and that	view;	keeping physically and	relationships, including	2j) that resources can be allocated in different ways and	
	these can sometimes	4f) that differences	emotionally safe online	marriage, and those	that these economic choices	
	conflict with each other;	and similarities		between friends and	affect individuals, communities	
	2e) to reflect on	between people arise from a number of		families, and to develop the skills to be effective	and sustainability of the	
	spiritual, moral, social and cultural issues, using	from a number of factors, including		in relationships.	environment. 2k) to explore how the media	
		cultural, ethnic, racial		•	present information.	
	imagination to understand other			Speaking and Listening-	4a) that their actions affect	
	people's experiences;	and religious diversity, gender and disability.		T2, 31. To actively include and respond to all	themselves and others, to care	
	4a) that their actions	Speaking and Listening-		members of the group	about other people's feelings	
	affect themselves and	T1 27. To use talk to		members of the group	and to try to see things from their points of view;	
	affect themselves and	11 27, 10 use Talk To			their points of view,	

organise roles At the others, to care about 4b)to think about the lives of people living in other places and other people's feelings beginning of the times, and people with different and to try to see things activity take some and values and customs. from their points of action. 4c) to be aware of different view; ANTI-BULLYING types of relationships, including 4c) to be aware of WFFK: marriage, and those between friends and families, and to different types of Say No to Bullyingdevelop the skills to be effective SEAL relationships, including in relationships. marriage and those 1b) to recognise their 4e) to recognise and challenge between friends and worth as individuals, by stereotypes. 4f) that differences and families, and to develop identifying positive similarities between people the skills to be effective things about arise from a number of factors. in relationships; themselves and their including cultural, ethnic, racial 4d) to realise the nature achievements, seeing and religious diversity, difference of gender and and consequences of their mistakes, making disability. racism, teasing, bullying amends and setting 4g) where individuals, families and aggressive personal goals; and groups can get help and behaviours, and how to 1c) to face new support. respond to them and ask challenges positively by collecting information, for help. Speaking and Listeninglooking for help, making Year 3: T1 27. To use responsible choices and talk to organise roles and taking action; 2c) to realise the action. To learn about school consequences of antirules about health and social and aggressive safety, basic emergency behaviours, such as aid procedures, where bullying and racism, for and how to get help 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

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	
3g) school rules about health and safety, basic emergency aid procedures and where to get help;	
health and safety, basic emergency aid procedures and where to get help;	
basic emergency aid procedures and where to get help;	
procedures and where to get help;	
to get help;	
(a) 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	
Year 5 New Beginnings Getting on and falling Going For Goals Good To Be Me Relationships Changes	
out 1a) to talk and write about 1b) about 1b about	range of jobs
2a) to research.	y people they know,
discuss and debate affect themselves and affect themselves and views, on issues that affect and to unders	stand how they can
topical issues, problems society; society; themselves and society; develop skills	to make their own
and events; 2a) to research, discuss and 1b) to recognse their worth contribution	in the future.
their mistakes making 22) To reflect on problems and events:	ch, discuss and
their mistakes, making spiritual, moral social problems and events; identifying positive things individuals, by identifying debate topical	al issues, problems

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 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

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-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

themselves and their

achievements, seeina

amends and setting

personal goals;

their mistakes, making

things about

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

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, using imagination to understand other people's experiences. 2i)that resources can be allocated in different ways and that these economic choices affect individuals. communities and sustainability of the environment. 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

4d) to realise the nature

racism, teasing, bullying

behaviours, and how to

respond to them and ask

and consequences of

and aggressive

view;

for help.

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.

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 Kinadom.
- 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.

relationships;	1-) +- f		
Telationships,	1c) to face new		
4a) to realise the nature	challenges positively by collecting information,		
and consequences of	looking for help, making		
racism, teasing, bullying	responsible choices and		
and aggressive	taking action;		
behaviours, and how to	2c) to realise the		
respond to them and ask	consequences of anti-		
for help.	social and aggressive		
	behaviours, such as		
Speaking and Listening- T1 50. To plan and	bullying and racism, on		
manage a group task over	individuals and		
time by using different	communities:		
levels of planning.	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;		
	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,				
Year 6	New Beginnings 1a) to recognise their worth as individuals, by		Going for Goals 1b) to recognise their worth as individuals, by identifying	Good to be Me 1b) to recognise their worth as individuals, by	Health/ Relationships 1a) to recognise their worth as individuals, by identifying	Changes know that many children have mixed feelings about going to secondary
	identifying positive things 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	and debate topical issues, problems and events; 2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; 2e) to reflect on spiritual, moral social and cultural	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; 4a) that their actions affect themselves and others, to	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; 3f) that pressure to behave in an unacceptable or risky	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	school. know that it is natural to be wary of change, and can tell you why. 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.

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 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

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. 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

care about other people's feelings and to try to see things from their points of view.

Speaking and Listening-T

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

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

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 63. To consider examples of conflict and resolution, exploring the language used.

and events.

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

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 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;

4g) where individuals, families and groups can get help and support

Understand why I behave the way I do sometimes when I feel uncomfortable.

Try to understand other people's behaviour by thinking about what they

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

Sex education

behaviours, and how to	identifying positive		
respond to them and ask	things about themselves		
	and their achievements,		
for help.	seeing their mistakes,		
Speaking and Listening-	making amends and		
T1 60- To understand	setting personal goals;		
and use a variety f ways	1c) to face new		
to criticise	challenges positively by		
	collecting information,		
constructively and	looking for help, making		
respond to criticism.	responsible choices and		
	taking action;		
	2c) to realise the		
	consequences of anti-		
	social and aggressive		
	behaviours, such as		
	bullying and racism, on		
	individuals and		
	communities;		
	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:		
	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		
	aneci inemserves 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.		
	got noip and support.		