



St. Stephen's School
and Children's Centre
Learning for Life



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PSHE Overview Breadth of Study

PSHE National Curriculum coverage

	Autumn		Spring		Summer	
	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Whole School Weekly Themes to be discussed during PSHE sessions	<ul style="list-style-type: none"> Explore how to make others feel welcome Try to make our school community a better place to be Think about everyone's right to learn Care about other people's feelings Work well with others Be involved in and choose to follow the Class Charter 	<ul style="list-style-type: none"> Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied Try to solve problems Try to use kind words Know how to give and receive compliments and praise 	<ul style="list-style-type: none"> Stay motivated when doing something challenging Keep trying even when things are difficult Work well with a partner or group Have a positive attitude Help others to achieve their goals Work hard to achieve their own dreams and goals 	<ul style="list-style-type: none"> Make healthy choices Eat a balanced and healthy diet Be physically active Try to keep themselves and others safe Know how to be a good friend Know how to keep calm and deal with difficult situations 	<ul style="list-style-type: none"> Know how to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others when they feel upset or hurt Know and show what makes a good relationship 	<ul style="list-style-type: none"> Understand that everyone is unique and special Express how they feel when change happens Understand and respect the changes they see in themselves Understand and respect the changes that they see in other people Know who to ask for help if they are worried about change Are looking forward to change

Convention of the rights of a child articles:

Article 12: Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 13: Children have the right to find out things and share what they think with others, by talking, drawing, writing or in any other way unless it harms or offends other people

Reception	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<p>Who...Me?! How Am I Feeling Today? Being at School. Gentle Hands. Our Rights Our Responsibilities Work as part of a group and understand and follow rules Express own feelings and respond to the wishes/feelings of others. Be interested in others' play and encourage them to join in. Adjust behaviour to different situations and cope with changes to routines. Be confident to try new things. Enjoy responsibility and welcome praise for what they have done Talk about their own and other's behaviour and know that some behaviour is unacceptable. Understand and follow rules.</p> <p>Article 14: (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their</p>	<p>What I Am Good At. I'm Special, I'm Me. Families. Houses and Homes Making Friends. Standing Up For Yourself. Be sensitive to the needs and feelings of others. Play co-operatively, form positive relationships. Listen to other's ideas about organising activities. Say when they do and don't need help. Speak confidently in a familiar group. Be confident to speak in a familiar group and share ideas. Understand the need to follow rules and adjust behaviour to different situations. Work as part of a group and understand and follow rules.</p> <p>Article 14: (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion.</p>	<p>Challenge Never Giving Up Setting a Goal Obstacles and Support Flight to the Future Award Ceremony Take account of others ideas about how to organise activities. Show sensitivity for the needs and feelings of others. Form positive relationships with adults and children. Initiate conversations and listen to others, asking appropriate questions. Speak in familiar groups and share ideas. Choose resources they need to complete activities Begin to negotiate to solve problems. Work as part of a group and understand and follow rules. Talk about their own and other's behaviour and know that some behaviour is unacceptable. Understand and follow rules. Respond to feelings and wishes of others.</p> <p>Article 28: (Right to education): All children have the right to a primary education, which should be free</p>	<p>Everybody's Body We Like To Move It Move It Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger Understand growth, decay and change over time. Observe effects of activity on our bodies. Handle tools and equipment safely. Manage own basic hygiene. Understand the importance of good health - diet, exercise, rest and hygiene. Can talk about ways to be healthy Can dress and undress independently. Understand what a healthy diet is. Explain own knowledge and understanding and ask appropriate questions of others</p> <p>Article 24 (Health and health services): Children have the right to good quality health care - the best health care possible - to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.</p>	<p>My Family and Me Make Friends Never Break Friends Falling Out Bullying Being the Best Friend We Can Be Express own feelings. Play co-operatively and take turns. Show sensitivity for the needs and feelings of others. Form positive relationships with adults and children. Play co-operatively taking turns. Be confident to try new activities saying why they like some more than others. Say when they do and don't need help Speak in familiar groups and share ideas. Choose resources they need to complete activities. Talk about self in positive terms. Talk about their own and other's behaviour and know that some behaviour is unacceptable. Talk about how we show feelings. Understand the need to follow rules and adjust behaviour to different situations.</p> <p>Article 15 (Freedom of association): Children have the right to meet</p>	<p>My Body Respecting My Body Growing Up Growth and Change Fun and Fears Part 1 and 2 Celebration Explain own knowledge and ask appropriate questions of others. Show sensitivity to the needs and feelings of others. Form positive relationships with adults and children. Initiate conversations and take into account what is said. Speak confidently in a group and share own ideas. Explain why they like some activities more than others. Work as part of a group, understanding and following rules. Talk about how they and others show feelings.</p>

	rights. stopping other people from enjoying their rights.				together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.	
REC	<p>Co-ordinator expectations</p> <p>One photo and observation in special books.</p> <p>Articles to be introduced and talked about during each session.</p>					

Year 1

Being Me in My World

Special and Safe

I feel special and safe in my class.

My Class

I understand my rights and responsibilities as a class member.

I know that I belong to my class.

Rights and Responsibilities

I understand my rights and responsibilities as a class member.

I know how to make my class a safe place for everyone to learn

Rewards and Feeling Proud

I know my views are valued and can make contributions.

I recognise how it feels to be proud of an achievement.

Consequences

I can recognise the choices I make and understand the consequences.

I recognise the range of feelings when I face certain consequences.

Owning our learning Charter

I understand my rights and responsibilities within our Learning Charter

I understand my choices in following the Learning Charter.

Article 14: (Freedom of thought, conscience and religion): Children

Celebrating Differences

The same as...

I can identify similarities/differences between people in my class.

I can tell you ways in which I am the same as my friends.

Different from...

I can identify similarities/differences between people in my class.

I can tell you some ways I am different from my friends.

What is bullying?

I can tell you what bullying is. I understand how being bullied might feel.

What do I do about bullying?

I know who I could talk to if I was feeling unhappy or being bullied.

I can be kind to children who are bullied.

Making new friends.

I know how to make new friends

I know how it feels to make a new friend.

Celebrating difference: celebrating me.

I can tell you some ways I am different from my friends.

I understand that differences make us all special and unique.

Article 14: (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Dreams and Goals

My Treasure Chest of Success

I can set simple goals
I can identify my successes and achievements

Steps to Goals

I can set a goal and work out how to achieve it.

I can tell you how I learn best.

Achieving Together

I understand how to work well with a partner.

I can celebrate achievement with my partner.

Stretchy Learning

I can tackle a new challenge and understand that this might stretch my learning.

I can identify how I feel when I am faced with a challenge.

Overcoming Obstacles

I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.

I know how I feel when I see obstacles and how I feel when I overcome them.

Celebrating My Success

I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.

I know how to store my feelings of success.

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in

Healthy Me

Being Healthy

I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy
I feel good about myself when I make healthy choices

Healthy Choices

I know how to make healthy lifestyle choices

I feel good about myself when I make healthy choices

Clean and Healthy

I know how to keep myself healthy/clean, and understand how germs spread disease/illness
I know that household products and medicines can be harmful if not used properly
I am special, I keep myself safe

Medicine Safety

I understand that medicines can help me if I am ill and know how to use them safely

I know some ways to help myself when I am unwell

Road Safety

I know how to stay safe when I am crossing the road and about people who can help me to stay safe.

I can recognise when I feel frightened and

Relationships

Families

I can identify the members of my family and understand that there are lots of different kinds of families

I know how it feels to be part of a family and care about the people who are important to me

Making Friends

I can identify what being a good friend means to me

I know how to make a new friend

Greetings

I know appropriate ways of physical contact to greet friends and know which ways I prefer.

I can recognise which forms of physical contact are acceptable and unacceptable to me

People Who Help Us

I know who can help me in my school community
I know when I need help and how to ask for it

Being My Own Best Friend

I can recognise my qualities as a person and as a friend
I know ways to praise myself

Celebrating My Special Relationships

I can tell you why I appreciate someone who is special to me
I can express how I feel about them

Article 15 (Freedom of association): Children have the

Changing Me

Life Cycles

I am starting to understand the life cycles of animals and humans
I understand that changes happen as we grow and that this is ok

Changing Me

I can tell you about some things about me that have changed and come things that have stayed the same
I know that changes are good and that they will happen whether I want them to or not

My Changing Body

I can understand that growing up is natural and that everybody grows at different rates
I respect my body

Learning and Growing

I understand that every time I learn a little bit I change

I enjoy learning new things

Coping with Changes

I can tell you about changes that have happened in my life
I know some ways to cope with changes

	<p>have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.</p>	<p>own culture, language and religion.</p> <p>Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion.</p>	<p>the Convention, so that they can live full and independent lives</p> <p>Article 28: (Right to education): All children have the right to a primary education, which should be free</p>	<p><i>know who to ask for help</i></p> <p>Happy, Healthy Me</p> <p><i>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</i></p> <p><i>I can recognise how being healthy helps me to feel happy.</i></p> <p>Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being.</p> <p>Article 24 (Health and health services): Children have the right to good quality health care - the best health care possible - to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.</p>	<p>right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.</p>	
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Year 2

Being Me in My World

Hopes and fears for the year

I can identify some of my hopes and fears for this year
I recognise when I feel worried and know who to ask for help

Rights and responsibilities

I understand the rights and responsibilities for being a member of my class
I recognise when I feel worried and know who to ask for help

Rewards and Consequences

I understand the rights and responsibilities for being a member of my class
I can help to make my class a safe and fair place

Rewards and consequences

I can listen to other people and contribute my own ideas about rewards and consequences
I can help make my class a safe and fair place to be

Our Learning Charter

I understand how following the Learning Charter will help me and others learn
I can work co-operatively

Owning Our Learning Charter

I can recognise the choices I make and understand the consequences

Celebrating Differences

Boys and Girls

I am starting to understand that people make assumptions about boys and girls
I understand some of the ways in which boys and girls are both similar and different

Why Does Bullying Happen?

I understand that bullying is sometimes about difference
I can tell you how someone who is bullied feels
I can be kind to children who are being bullied

Standing Up for Myself and Others

I can recognise what is right and wrong
I know how to look after myself
I know how and when to stand up for myself and others
I know how to get help if I am being bullied

Making a New Friend

I know some ways to make new friends
I know how it feels to be and have a friend

Celebrating Difference and Still Being Friends

I can tell you some ways I am different from my friends
I understand these differences make us all special and unique

Article 14: (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other

Dreams and Goals

Goals to Success

I can choose a realistic goal and think about how to achieve it
I can identify my successes as a learner and know how this makes me feel

My learning Strengths

I can persevere even when I find tasks difficult
I can tell you some of my strengths as a learner

Learning with Others

I can recognise who it is easy for me to work with and who it is more difficult for me to work with.
I understand how working with other people can help me to learn

A Group Challenge

I can work co-operatively in a group to create and end product
I can work with other people to solve problems

Continuing Our Group Challenge

I can explain some of the ways I used to work co-operatively in my group to create an end product
I can explain how it felt to be learning as part of a group

Celebrating Our Achievement

I know how to share success with other people
I know how contributing to the success of a group feels

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in

Healthy Me

Being Healthy

I know what I need to keep my body healthy
I am motivated to make healthy lifestyle choices

Being Relaxed

I can show or tell you what relaxed means
I know some things that make me feel relaxed and some things that make me feel stressed
I can tell you when a feeling is weak or strong

Medicine Safety

I understand how medicines work in my body and how to use them safely
I feel positive about caring for my body and keeping it healthy

Healthy Eating

I can sort foods into the correct food groups and know which foods my body needs every day to keep healthy
I have a healthy relationship with food and know which foods I enjoy the most

Healthy Eating

I can decide which foods to eat to give my body energy
I have a healthy relationship with food and know which foods are most nutritious for my body

The Healthy Me Café
I can make some healthy snacks and say

Relationships

Families

I can identify members of my family, understand my relationship to them and know why it is important to share and co-operate
I accept everyone's family is different and understand people value their family

Keeping Safe - Exploring Physical Contact

I understand that there are lots of forms of physical contact within a family and know some is acceptable and some is not
I know which kinds of physical contact I like and can talk about this

Friends and Conflict

I can identify some of the things which cause conflict with my friends
I can demonstrate how to resolve conflicts with my friends

Secrets

I understand that sometimes it is good or not good to keep a secret
I know how it feels to be asked to keep a secret I don't want to keep and who to talk to about this

Trust and Appreciation

I recognise and appreciate people who help me in my family, school and community
I understand how it feels to trust someone

Celebrating My Special Relationships

Changing Me

Life Cycles in Nature

I can recognise cycles of life in nature
I understand that there are some changes outside my control and know how I feel about this

Growing from Young to Old

I can tell you about the natural process of growing young to old and understand this is not in my control
I can identify people I respect who are older than me

The Changing Me

I can understand how my body has changed since I was a baby and understand where I am from young to old
I feel proud about becoming more independent

Boys and Girls Bodies

I can recognise the physical differences between boys and girls bodies and appreciate that some parts of my body are private
I can tell you what I do/don't like about being a boy/girl

Assertiveness

I understand that there are different types of touch and can tell you which ones I do and don't like
I am confident to say what I like and don't like and can ask for help

Looking Ahead

I can identify what I am looking forward to in Year 3

	<p><i>I am choosing to follow the learning Charter</i></p> <p>Article 14: (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.</p>	<p>people from enjoying their rights.</p> <p>Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion.</p>	<p>the Convention, so that they can live full and independent lives</p> <p>Article 28: (Right to education): All children have the right to a primary education, which should be free</p>	<p><i>why they are good for my body</i> <i>I can express how it feels to share healthy food with my friends</i></p> <p>Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being.</p> <p>Article 24 (Health and health services): Children have the right to good quality health care - the best health care possible - to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.</p>	<p><i>I can express appreciation for others</i> <i>I am comfortable accepting appreciation from others</i></p> <p>Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.</p>	<p><i>I can think about changes I will make and know how to go about this</i></p>
<p>KS1</p>	<p>Co-ordinator expectations</p> <p>Articles to be introduced and talked about during each session.</p> <p>Weekly lessons using the Jigsaw planning.</p> <p><i>Focus on children speaking clearly, listening to each other and responding to what other pupils have said.</i></p> <p>Book Work:</p> <p>One piece recorded weekly in class PSHE book.</p>					

Year
3

Being Me in My World

Getting to Know Each Other

I recognise my worth and can identify positive things about myself and my achievements

I can set personal goals I value myself and know how to make someone else feel welcome and valued

Our Nightmare School

I can face new challenges positively, make responsible choices and ask for help when I need it

I recognise how it feels to be happy, sad or scared and am able to identify if others are feeling these emotions

Our Dream School

I know why rules are needed and how they relate to rights and responsibilities

I know how to make others feel valued

Rewards and Consequences

I understand that my actions affect myself and others and I care about other people's feelings
I understand that my behaviour brings rewards/consequences

Our Learning Charter

I can make responsible choices and take action
I can work

co-operatively in a group

Owning Our Learning Charter

I understand my actions affect others and try to

Celebrating Differences

Families

I understand that everybody's family is different and important to them

I appreciate my family/the people who care for me

Family Conflict

I understand that differences and conflicts happen among family members

I know how to calm myself down

Witness and Feelings

I know what it means to be a witness to bullying

I know some ways of helping to make someone who is being bullied feel better

Witness and Solutions

I know that witnesses can make a situation better or worse by what they do

I can problem solve a bullying situation with others

Words That Harm

I recognise that some words are used in hurtful ways

I try hard not to use hurtful words

Celebrating Difference - Compliments

I can tell you about a time when my words affected someone's feelings and what the consequences were
I know how to give and receive compliments

Article 14: (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other

Dreams and Goals

Dreams and Goals

I can tell you about a person who has faced challenges and achieved success

I respect/admire people who overcome obstacles and achieve their dreams/goals

My Dreams and Ambitions

I can identify a dream / ambition that is important to me

I can imagine how I'll feel when I achieve my goal / ambition

A New Challenge

I enjoy facing learning challenges, working out the best ways to achieve them

I can break down a goal into steps and know how others could help me to achieve it

Our New Challenge

I am motivated and enthusiastic about achieving our new challenge

I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge

Our New Challenge - Overcoming Obstacles

I can recognise obstacles which might hinder my achievement and can take steps to overcome them
I can manage feelings of frustration that may arise when obstacles occur

Celebrating My Learning

I can evaluate my learning process and identify how it can be better next time

I am confident in sharing my success with others

Healthy Me

Being Fit and Healthy

I understand how exercise affects my body and why my heart and lungs are important organs
I can set myself a fitness challenge

Being Fit and Healthy

I understand how exercise affects my body and why my heart and lungs are important organs
I can set myself a fitness challenge

What Do I know about Drugs?

I can tell you my knowledge of and attitude towards drugs

I can identify how I feel towards drugs

Being Safe

I can identify things, people and places that I need to keep safe from and can tell you strategies for staying safe and who to go to for help

I can express how being anxious or scared feels

Being Safe at Home

I understand that household substances and medicines can be harmful if not used correctly

I can take responsibility for keeping others and myself safe at home

My Amazing Body

Relationships

Family Roles and Responsibilities

I can identify the roles and responsibilities of my family and can reflect on the roles for males and females
I can describe how taking some responsibility in my family makes me feel

Friendship

I can identify and put into practice some of the skills of friendship
I know how to negotiate in conflict situations to try to find a win-win solution

Keeping Myself Safe

I know and can use some strategies for keeping myself safe
I know who to ask for help if I am worried or concerned

Being a Global Citizen 1

I can explain how some of the actions and work of people around the world help to influence my life

I can show an awareness of how this may affect my choices

Being a Global Citizen 2

I understand that my needs and rights are shared by children around the world and can identify how are lives might be different
I can empathise with children whose lives are different to mine and appreciate what I can learn from them

Celebrating My Web of Relationships

Changing Me

Growing Up

I understand that in animals and humans, changes happen when growing up.

Babies

I understand how young animals grow and what they need in order to do so.

I can express how I might feel if there was a new baby in my family

Changes

I recognise how I feel about changes happening to me and know how to cope with these feelings

Family Stereotypes

I can start to recognise stereotypical ideas I might have about parenting and family roles

I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes

Looking Ahead

I can identify what I am looking forward to in Year 4

I can start to think about changes I will make in Year 4 and know how to do this

	<p><i>see things from their point of view</i> <i>I am choosing to follow the Learning Charter</i></p> <p>Article 14: (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.</p>	<p>people from enjoying their rights.</p> <p>Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion.</p>	<p>Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives</p> <p>Article 28: (Right to education): All children have the right to a primary education, which should be free</p>	<p><i>I understand how complex my body is and how important it is to take care of it</i> <i>I respect my body and what it does for me</i></p> <p>Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being.</p> <p>Article 24 (Health and health services): Children have the right to good quality health care - the best health care possible - to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.</p>	<p><i>I know how to express my appreciation to my family and friends</i> <i>I enjoy being part of a family and friendship group</i></p> <p>Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.</p>	
<p>Year 4</p>	<p>Being Me in My World</p> <p>Becoming a Class Team <i>I know my attitudes and actions make a difference to the class team</i> <i>I know how it feels to be included or excluded in a group. I try to make people feel welcome and valued</i></p> <p>Being a School Citizen <i>I understand who is in my school community, the roles they play and how I fit in</i></p>	<p>Celebrating Differences</p> <p>Judging by Appearances <i>I understand that sometimes we make assumptions based on what people look like</i> <i>I try to accept people for who they are</i></p> <p>Understanding Influences <i>I understand what influences me to make assumptions based on how people look</i> <i>I can question why I think what I do about other people</i></p> <p>Understanding Bullying <i>I know that bullying is sometimes hard to spot and know what to do if I think it is going on</i></p>	<p>Dreams and Goals</p> <p>Hopes and Dreams <i>I can tell you about some of my hopes and dreams</i> <i>I know how it feels to have hopes and dreams</i></p> <p>Broken Dreams <i>I understand that sometimes hopes and dreams do not come true and that this can hurt</i> <i>I know how disappointment feels and can identify when I have felt that way</i></p> <p>Overcoming Disappointment <i>I know that reflecting on positive and happy</i></p>	<p>Healthy Me</p> <p>My Friends and Me <i>I recognise how friendship groups are formed, how I fit into them and the friends I value the most</i> <i>I recognise when others' actions make me feel embarrassed/hurt and help myself to manage these emotions</i></p> <p>Group Dynamics <i>I can recognise the changing dynamics between people in different groups. I</i></p>	<p>Relationships</p> <p>Relationship Web <i>I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</i> <i>I know how it feels to belong to a range of different relationships and can identify what I contribute to each one</i></p> <p>Love and Loss <i>I can identify someone I love and can express why they are special to me</i></p>	<p>Changing Me</p> <p>Unique Me <i>I understand that some of my personal characteristics have come from my birth parents</i> <i>I appreciate that I am a truly unique human being</i></p> <p>Circles of Change <i>I know how the circle of change works and can apply it to changes I want to make in my life</i> <i>I am confident enough to try to make changes when I believe they will benefit me</i></p> <p>Accepting Change</p>

<p>I can take on a role in a group and contribute to the outcome</p> <p>Rights, Responsibilities and Democracy</p> <p>I understand how democracy works through the school council</p> <p>I can recognise my contribution to making a whole school learning charter</p> <p>Rewards and Consequences</p> <p>I understand that my actions affect myself and others</p> <p>I care about others' feelings and empathise with them</p> <p>I understand how rewards and consequences motivate people's behaviour</p> <p>Our Learning Charter</p> <p>I understand how groups come together to make decisions</p> <p>I can take on a role in a group and contribute to the outcome</p> <p>Owning Our Learning Charter</p> <p>I understand how having a voice benefits the school community</p> <p>I understand how a school community benefits from a learning charter and can help others follow it</p> <p>Article 14: (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their</p>	<p>I know how it might feel to be a witness to/target of bullying</p> <p>Problem Solving</p> <p>I can tell you why sometimes witnesses join in with bullying and don't tell</p> <p>I can problem solve a bullying situation with others</p> <p>Special Me</p> <p>I can identify what is special about me and value the ways in which I am unique</p> <p>I like and respect the unique features of my physical appearance</p> <p>Celebrating Difference - How We Look</p> <p>I can tell you of a time when my first impression of someone changed when I got to know them</p> <p>I can explain why it is good to accept people for who they are</p> <p>Article 14: (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion.</p>	<p>experiences can help me to counteract disappointment</p> <p>I know how to cope with disappointment and how to help others cope with theirs</p> <p>Creating New Dreams</p> <p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p> <p>Achieving Goals</p> <p>I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group</p> <p>I can enjoy being part of a group challenge</p> <p>We Did It</p> <p>I can identify the contributions made by myself and others to the group's achievement</p> <p>I know how to share in the success of a group and how to store this success experience</p> <p>Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives</p> <p>Article 28: (Right to education): All children have the right to a primary education, which should be free</p>	<p>understand the roles I take on in situations</p> <p>I am aware of how people/ groups impact on me and recognise the people I most want to be friends with</p> <p>Smoking/Alcohol</p> <p>I understand the facts about smoking/alcohol and its effects on health and some of the reasons why some people choose to smoke/drink</p> <p>I can relate to feelings of shame/guilt and know how to act assertively to resist pressure</p> <p>Healthy Friendships</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this</p> <p>I can identify feelings of anxiety/fear associated with peer pressure</p> <p>Celebrating My Inner Strength and Assertiveness</p> <p>I know myself enough to have a clear picture of what is right and wrong</p> <p>I can tap into my inner strength and know how to be assertive</p> <p>Article 17 (Access to information; mass media): Children have the right to get information that is important to their</p>	<p>I know how people feel when they lose something/someone they love</p> <p>Memories</p> <p>I can tell you about someone I knew who I no longer see</p> <p>I understand that we can remember people even if we can no longer see them</p> <p>Are Animals Special</p> <p>I can explain different points of view on an animal rights issue</p> <p>I can express my own opinion and feelings about this</p> <p>Special Pets</p> <p>I understand how people feel when they love a special pet</p> <p>I understand that losing a special pet can be hard to cope with but it can be helpful to mark loss by celebrating special things about the pet</p> <p>Celebrating My Relationships with People and Animals</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p> <p>I can love and be loved</p> <p>Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the</p>	<p>I can identify changes that are out of my control which I have learnt to accept</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p> <p>Looking Ahead</p> <p>I can identify what I am looking forward to in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>
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	religion, as long as they are not stopping other people from enjoying their rights.			health and well-being. Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.	responsibility to respect the rights, freedoms and reputations of others.	
Year 5	<p>Being Me in My World</p> <p>My Year Ahead I can face new challenges positively and set personal goals I know what I value most about my school and can identify my hopes for this year</p> <p>Being Me in My World I understand my rights and responsibilities as a British Citizen I can empathise with people in this country whose lives are different to my own</p> <p>Year 5 Responsibilities I understand my rights and responsibilities as a British Citizen and as a member of my school I can empathise with people in this country whose lives are different to my own</p> <p>Rewards and Consequences I can make choices about my own behaviour because I understand</p>	<p>Celebrating Differences</p> <p>Different Cultures I understand that cultural differences sometimes cause conflict I am aware of my own culture</p> <p>Racism I understand what racism is I am aware of my attitude towards people of different races</p> <p>Rumours and Name Calling I understand how rumour spreading and name calling can be bullying behaviours I can tell you how I manage my feelings in bullying situations and for problem solving when I'm part of one</p> <p>Types of Bullying I can explain the difference between direct and indirect types of bullying I know some ways to encourage children to make other choices and know how to support children who are being bullied</p> <p>Does Money Matter? I can compare my life with people in the developing world</p>	<p>Dreams and Goals</p> <p>When I Grow Up I understand that I will need money to help me achieve some of my dreams I can identify what I'd like my life to be like when I grow up</p> <p>Investigate Jobs and Careers I know about a range of jobs and have explored how much people earn in different jobs I appreciate the contributions made by people in different jobs</p> <p>My Dream Job I can identify a job I'd like to do when I grow up and understand what motivates and what I need to do to achieve it I appreciate the opportunities that education gives me understanding how this will help build a future</p> <p>Dreams and Goals of Young People in Other Cultures</p>	<p>Healthy Me</p> <p>Smoking I know the health risk of smoking and can tell how it affects the heart and lungs I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p>Alcohol I know risks of misusing alcohol including anti-social behaviour and how it affects the liver and heart I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p> <p>Emergency Aid I know and can use emergency aid procedures and know how to help in emergency situations</p>	<p>Relationships</p> <p>Recognising Me I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I know how to keep building my own self-esteem</p> <p>Getting On and Falling Out I can recognise how friendships change, know how to make new friends and how to manage when I fall out with friends I know how to stand up for myself, negotiate and compromise I understand what it means to be attracted to someone I understand that relationships are personal</p> <p>Relationships and Technology I understand how to stay safe when using technology to</p>	<p>Changing Me</p> <p>Self and Body Image I am aware of my own self-image and how my body image fits unto that I know how to develop my own self-esteem</p> <p>Puberty for Girls I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and mentally I understand that puberty is a natural process that happens to everybody and that it is ok.</p> <p>Puberty for Boys I can describe how boys and girls bodies change during puberty I can express how I feel about the changes that will happen to me during puberty</p> <p>Looking Ahead I can identify what I am looking forward to about becoming a teenager and understand that this</p>

<p>how rewards and consequences feel I understand that my actions affect me and others</p> <p>Our Learning Charter I understand how an individual's behaviour can impact on a group I can contribute to the group and understand how we can function best as a whole</p> <p>Owning Our Learning Charter I understand how having a voice and democracy benefit the school community and know how to participate in this I understand why are school community benefits from a learning charter and can help others to follow it</p> <p>Article 14: (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.</p>	<p>I can appreciate the value of happiness regardless of material wealth</p> <p>Celebrating Difference across the World I can enjoy the experience of a culture other than my own I respect my own and other people's cultures</p> <p>Article 14: (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion.</p>	<p>I can describe the hopes/dreams of children in other cultures I can relate on how these relate to my own</p> <p>How Can We Support Each Other? I can learn from someone in another culture and can identify ways to support each other I appreciate the differences and similarities in aspirations</p> <p>Rallying Support I can encourage peers to support others to meet their aspirations, and suggest ways we might do this I understand why I am motivated to make a positive contribution</p> <p>Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives</p> <p>Article 28: (Right to education): All children have the right to a primary education, which should be free</p>	<p>I know how to keep myself calm in emergencies</p> <p>Body Image I know how media and celebrity culture promotes certain body types I can reflect on my own body image, know that it is positive and can accept and respect myself for who I am</p> <p>My Relationship with Food I can describe the different roles food can play in people's lives and explain how people develop eating disorders I respect and value my body</p> <p>Healthy Me I know what makes a healthy lifestyle and the choices I need to make to be happy and healthy I am motivated to keep myself healthy and happy</p> <p>Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being.</p> <p>Article 24 (Health and health services): Children have the right to good quality health care - the best</p>	<p>communicate with my friends I can resist pressure to use technology in ways which are risky</p> <p>Relationships and Technology I can explain how to stay safe when using technology to communicate with my friends I can resist pressure to use technology in ways which are risky</p> <p>Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.</p>	<p>brings growing responsibilities I am confident that I can cope with the changes that growing up will bring</p> <p>Looking Ahead to Year 6 I can identify what I am looking forward to in Year 6 I can start to think about changes I will make in Year 6 and know how to go about this</p>
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				health care possible - to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.		
Year 6	<p>Being Me in My World</p> <p>My Year Ahead I can identify my goals for this year. I feel welcomed and valued and know how to make others feel the same.</p> <p>Being a Global Citizen 1 I know there are universal rights for all children. I understand my own wants and needs and can compare these with children in different communities.</p> <p>Being a Global Citizen 2 I understand that my actions affect other people locally and globally. I understand my own wants and needs and can compare these with children in different communities.</p> <p>The Learning Charter I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand that my actions affect myself and others. I care about people's feelings and try to empathise.</p> <p>Our Learning Charter</p>	<p>Celebrating Differences</p> <p>Am I normal? I understand that there are different perceptions about what normal means. I can empathise with people who are living with disabilities.</p> <p>Understanding Disability I understand how having a disability could affect someone's life. I am aware of my attitude towards people with disabilities.</p> <p>Power Struggles I can explain some of the ways a person or a group can have power over another. I know how it can feel to be excluded or treated badly by being different in some way.</p> <p>Why Bully? I know some of the reasons why people use bullying behaviours. I can tell you a range of strategies in managing my feelings and problem solving in bullying situations.</p> <p>Celebrating Difference I can give examples of people with disabilities who lead amazing lives. I appreciate people for who they are.</p> <p>Celebrating Difference I can explain ways in which difference can be a source of celebration and conflict. I can show empathy with people in either situation.</p>	<p>Dreams and Goals</p> <p>Personal Living Goals I can set challenging but realistic goals for myself. I understand why it is important to stretch the boundaries of my learning.</p> <p>Steps to Success I can work out the step I need to reach my goal and understand how to motivate myself. I can set success criteria so that I know when I have achieved my goal.</p> <p>My Dream for the World I can identify and talk about problems in the world that concern me. I recognise the emotions I experience when I consider others in the world who are suffering.</p> <p>Helping to Make a Difference I can work with people to make the world a better place. I can empathise with people who are suffering.</p> <p>Helping to Make a Difference I can talk about some of the ways I can work with others to make the world a better place. I can identify why I am motivated to do this.</p> <p>Recognising Our Achievements I know what some people in my class like/admire about</p>	<p>Healthy Me</p> <p>Food I know the impact of food on the body. I am motivated to give my body the best combination of food for my physical and emotional health.</p> <p>Drugs I know about different types of drugs, their uses and effects on the body, particularly liver and heart. I am motivated to find ways to be happy and cope with life's situations.</p> <p>Alcohol I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this.</p> <p>Emergency Aid I know and can put into practice basic emergency aid procedures. I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen.</p>	<p>Relationships</p> <p>My Relationship Web I can identify the most significant people to be in my life so far. I understand how it feels in my life that are special to me.</p> <p>Love and Loss 1 I know some of the feelings we can have when someone dies or leaves. I can use some strategies to manage feelings associated with loss and can help others to do so.</p> <p>Love and Loss 2 I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when I am feeling those emotions and have strategies to manage them.</p> <p>Power and Control I can recognise when people are trying to gain control or power. I can demonstrate ways I could stand up for myself and my friends.</p> <p>Being Safe with Technology 1 I understand how technology can be used to gain or control power.</p>	<p>Changing Me</p> <p>My Self Image I am aware of my own self-image and how my body image fits into that. I know how to develop my own self-esteem.</p> <p>Puberty I can explain how boys' and girls' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty.</p> <p>Girl Talk/Boy Talk I can ask the questions I need answered about changes during puberty. I can reflect on how I feel about asking the questions and the answers I receive.</p> <p>Transition to Secondary I can identify what I am looking forward to and what worries me about the transition to secondary school. I know how to prepare myself emotionally for Secondary school.</p>

	<p>I understand how an individual's behaviour can impact on a group I can contribute to the group and understand how we can function best as a whole</p> <p>Owning Our Learning Charter</p> <p>I understand how democracy and having a voice benefits the school community I understand why our school community needs a learning charter and can help others to follow by modelling it</p> <p>Article 14: (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.</p>	<p>Article 14: (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion.</p>	<p>me and can accept their praise I can give praise and compliments to other people</p> <p>Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives</p> <p>Article 28: (Right to education): All children have the right to a primary education, which should be free</p>	<p>Emotional and Mental I understand what it means to be emotionally well and explore people's attitudes towards mental health/illness I know how to help myself feel emotionally healthy and can recognise when I need help with this</p> <p>Managing Stress I can recognise when I feel stressed and the triggers that cause this I can use strategies to manage stress and pressure</p> <p>Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being.</p> <p>Article 24 (Health and health services): Children have the right to good quality health care - the best health care possible - to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.</p>	<p>I use strategies to stop this from happening I can take responsibility for my own safety and well being</p> <p>Being Safe with Technology 2 I can use technology positively and safely to communicate with friends /family I can take responsibility for my own safety and well being</p> <p>Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.</p>	
KS2	<p>Co-ordinator expectations</p> <p>Articles to be introduced and talked about during each session.</p>					

Weekly lessons using the Jigsaw planning.

Focus on children speaking clearly, listening to each other and responding to what other pupils have said.

Book Work:

Children to reflect weekly in their PSHE diaries.