

<p style="text-align: center;">PSHCE</p> 	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn 1 Thrive assessment</p> <p>Protective Behaviours/ Fresh Start</p> <p><i>Mutual respect – rule of law- liberty.</i></p>	<ul style="list-style-type: none"> •To understand feelings and emotion in themselves and others •Understanding unsafe feelings and body awareness •Understand body privacy and secrets •Learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends) •To recognise what is fair and unfair, kind and unkind, what is right and wrong 	<ul style="list-style-type: none"> •What is ‘safe’ and who is safe and why. •Do we have the right to feel safe? •Children to have an understanding of feelings. •Children to identify safe and unsafe feelings. •Children to establish an emotional vocabulary. •Children to understand their body and who it belongs to. •Children to understand safe touching. •Children to understand privacy •Children to understand that they have the right to say NO. •Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends) •To recognise what is fair and unfair, kind and unkind, what is right and wrong 	<ul style="list-style-type: none"> •What is ‘safe’ and who is safe and why. •Do we have the right to feel safe? •Children to have an understanding of feelings. •Children to identify safe and unsafe feelings. •Children to establish an emotional vocabulary. •Children to gain a knowledge and understanding of rights and responsibilities. •Children to understand privacy •Children to understand that they have the right to say NO. •Children to understand their body and who it belongs to. •Children to understand safe touching. 	<ul style="list-style-type: none"> •Children to have an understanding of feelings. •Children to identify safe and unsafe feelings. •Children to establish an emotional vocabulary. •Children to gain a knowledge and understanding of rights and responsibilities. •Children to identify safe people and why they are safe •Children to understand what safe and unsafe secrets are. •Children to establish which adults they can trust and go to for help. •Children to have a clear knowledge on what to do if something appears risky. •Discuss E-Safety 	<ul style="list-style-type: none"> •Children to establish their knowledge and understanding of feelings. •Children to understand their body clues to feelings •Children to gain a knowledge and understanding of rights and responsibilities. •Children to identify safe people and why they are safe •Children to understand what safe and unsafe secrets are. Children to establish which adults they can trust and go to for help. -Children to have a clear knowledge on what to do if something appears risky. •Discuss E-Safety 	<ul style="list-style-type: none"> •Children to establish their knowledge and understanding of feelings. •Children to understand their body clues to feelings •Children to gain a knowledge and understanding of rights and responsibilities. •Children to identify safe people and why they are safe •Children to understand what safe and unsafe secrets are. •Children to establish which adults they can trust and go to for help. •Children to have a clear knowledge on what to do if something appears risky. •Discuss E-Safety
<p>Autumn 2 Thrive assessment</p> <p>Anti-Bullying/ Be Friendly Be Wise</p> <p><i>Mutual respect - Tolerance -Rule of law</i></p>	<ul style="list-style-type: none"> •I can tell you what being a good friend means to me. •I can tell you what a bully is. •I can recognise how my actions and words could affect others. •To recognise what is fair and unfair, kind and unkind, what is right and wrong •To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say •I can tell how my body changes when I start to feel angry. •Understand that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 	<ul style="list-style-type: none"> •I can make someone else feel good by giving them a compliment •I can see things from someone else’s point of view. •To recognise what is fair and unfair, kind and unkind, what is right and wrong •I know what happens on the inside and the outside of my body when I start to get angry. •I can recognise when I am angry and know ways to calm myself down. •Understand that people’s bodies and feelings can be hurt (including what makes them feel comfortable and 	<ul style="list-style-type: none"> •I know how to positively express my opinions. •I can accept the views and opinions of others. •I understand the effect of my behaviour on others. •To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships •To recognise ways in which a relationship can be unhealthy and who to talk to if they need support •To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) •To reflect on and celebrate 	<ul style="list-style-type: none"> •I know what my triggers for anger are and I know ways to calm myself down. •I know who can help me to resolve conflict. •I can use peaceful problem solving to sort out difficulties. •I am getting better at taking responsibility for my actions towards others. •To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships •To recognise ways in which a relationship can be unhealthy and who to talk to if they need support •To know that their actions 	<ul style="list-style-type: none"> •I can use peaceful problem solving to sort out difficulties. •I know that accepting differences can lead to a good friendship •I am able to see a situation from another person’s perspective. •I know I am responsible for the choices I make and the way I behave, even if I am very angry. •To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships •To recognise ways in which a relationship can be unhealthy and who to talk to if they need 	<ul style="list-style-type: none"> •I understand how it might feel to be excluded or treated badly because of being different in some way. •I know how my behaviour is linked to my thoughts and feelings. •I know it is important in a conflict situation to talk about how I am feeling. •I can consider the short and long term consequences of my behaviour to make the right choice, even when angry. •To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships •To recognise ways in which a relationship can be unhealthy and who to talk to if they need

		<p>uncomfortable)</p> <ul style="list-style-type: none"> •Understand that there are different types of teasing and bullying, that these are wrong and unacceptable •Know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<p>their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>	<p>affect themselves and others</p> <ul style="list-style-type: none"> •To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) •To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals 	<p>support</p> <ul style="list-style-type: none"> •To know that their actions affect themselves and others •To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) •To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals 	<p>support</p> <ul style="list-style-type: none"> •To know that their actions affect themselves and others •To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) •To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
<p><u>Spring 1</u> Thrive assessment</p> <p>E Safety</p> <p><i>It's good to be different</i></p>	<ul style="list-style-type: none"> •Understand what action to take when they feel unsure about something. •Know that some internet sites are for older children. •Understand that you should not share your special details. •Understand what action you can take to ensure your safety online. 	<ul style="list-style-type: none"> •Understand that you should not share your special details. •Identify when you should not share your special details. •Understand what action to take when they feel unsure about something. •Understand what action you can take to ensure your safety online. •Understand how to use ICT respectfully inside and outside of school. 	<ul style="list-style-type: none"> •To assess current e-safety knowledge. • To understand what information should not be given out <i>inc cyberbullying</i>. •To begin to identify who is trustable online. • To understand how to avoid viruses and malicious links. • To understand which online sources are reliable. •Understand what action to take when they feel unsure about something <i>inc cyberbullying</i>. 	<ul style="list-style-type: none"> • To understand we leave a digital footprint when we go online. • To understand what information should not be given out <i>inc cyberbullying</i>. •To begin to identify who is trustable online. • To understand how to avoid viruses and malicious links. • To understand which online sources are reliable. •Understand what action to take when they feel unsure about something <i>inc cyberbullying</i>. 	<ul style="list-style-type: none"> •Understand the inherent dangers of using the internet and mobile technology: personal information. •Understand what cyber bullying is and how to deal with it. •Understand which games and social media are appropriate for year 5. •Understand what cyber bullying is and how to deal with it. •Understand the inherent dangers of using the internet and mobile technology: digital footprints. • Recognise how images in the media do not always reflect reality and can affect how people feel about themselves •Understand who is responsible for helping me stay safe and how these people can help. 	<ul style="list-style-type: none"> •Understand the inherent dangers of using the internet and mobile technology. •Understand how you leave digital footprint. •Understand that the internet does not always reflect reality. • Recognise how images in the media do not always reflect reality and can affect how people feel about themselves (it's good to be different) • Understand who is responsible for helping me stay safe and how these people can help.
<p><u>Spring 2</u> Healthy Life Styles</p> <p><i>Individual liberty</i></p>	<ul style="list-style-type: none"> •To know that people need different kinds of food to keep themselves healthy •To know that to be healthy you need to be active. •To know how to stay healthy through hygiene routines. 	<ul style="list-style-type: none"> •To know that a range of food types are needed to have a healthy diet. •To know the importance of exercise and how it keeps us healthy. •To be able to describe range of feelings to others and to know strategies to manage feelings. 	<ul style="list-style-type: none"> •To know that there are different food groups and a balanced diet is needed to be healthy. •To know how to keep healthy through the right amount of exercise and rest. •To Know the difference between physical and mental health and what helps us have a healthy mind. 	<ul style="list-style-type: none"> •To know what positively and negatively affects physical, mental and emotional health. •To know what makes positive healthy relationships and how to maintain them. •To know who helps us to stay healthy and safe and how to get their help. 	<ul style="list-style-type: none"> •To recognise how images in the media can affect how people feel about themselves- positive body image. •To understand how to resist pressures to do something dangerous or unhealthy. •To recognise ways in which relationships can be unhealthy and who to talk to if they need support. •To research, discuss and debate topical issues relating to health. 	<ul style="list-style-type: none"> •To understand how the body will, and emotions may, change as they get older and hygiene routines needed. •To understand what positively and negatively affects physical, mental and emotional health. •To research, discuss and debate topical issues relating to health and wellbeing and offer recommendations to appropriate people.
<p><u>Summer 1</u> Community/ It's Our World</p>	<ul style="list-style-type: none"> •Understand that people and other living things have needs and that they have responsibilities to meet them •Understand people who help 	<ul style="list-style-type: none"> •Understand that people and other living things have needs and that they have responsibilities to meet them •Understand people who help 	<ul style="list-style-type: none"> •Understand that individuals can influence what happens in the local community •Be aware of a range of jobs in our local community and 	<ul style="list-style-type: none"> •Understand that individuals can influence what happens in the global environment •To research, discuss and debate topical issues, problems and events concerning health and 	<ul style="list-style-type: none"> •Recognise that individuals can influence what happens in the wider community. •Learn about local voluntary and community groups 	<ul style="list-style-type: none"> •Learn about local voluntary and community groups •Be able to work as part of a group to set goals and work on a project to raise money

<p>Democracy Tolerance</p>	<p>us in our school community</p> <ul style="list-style-type: none"> •Be aware of a range of jobs at home and in school •Understand how we can help and how we are responsible for our local community •Understand how we can help and how we are responsible for our local community 	<p>us in our school community</p> <ul style="list-style-type: none"> •Understand what anti social behaviour is and how it might affect our school •Be aware of a range of jobs in our school community •Understand how we can help and how we are responsible for our school community •Understand how we can help and how we are responsible for our school community 	<p>understand the support they provide</p> <ul style="list-style-type: none"> •To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing •Understand how we can help and how we are responsible for our local community •Understand how we can help our local environment and how we are responsible for our local community 	<p>wellbeing and offer their recommendations to appropriate people</p> <ul style="list-style-type: none"> •To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing •Be aware of a range of jobs in our global environment and understand the support they provide •Understand how we can help and how we are responsible for our global environment •Understand how we can help the environment and how we are responsible for our global environment 	<ul style="list-style-type: none"> •Be able to work as part of a group to set goals and work on a project to raise money •Understand the importance of measuring the impact of projects •To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people •To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 	<ul style="list-style-type: none"> •Understand the importance of measuring the impact of projects •To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people •To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
<p>Summer 2 RSE / Moving Up</p>	<ul style="list-style-type: none"> •Know how to keep clean and look after oneself •Know how people grow and change •Understand that babies become children and then adults •Know the differences between boy and girl babies •Know there are different types of families •Know which people we can ask for help 	<ul style="list-style-type: none"> •Talk about the ways boys and girls can be the same and different •Understand that some people have fixed ideas about what boys and girls can do •Describe the difference between male and female babies •Describe some differences between male and female animals •Describe some differences between boys and girls •Understand that making a new life needs a male and a female •Describe the physical differences between males and females •Name the male and female body parts 	<ul style="list-style-type: none"> •Know some differences and similarities between males and females •Name male and female body parts using agreed words •Identify different types of touch that people like and do not like •Understand personal space •Talk about ways of dealing with unwanted touch •Understand that all families are different and have different family members •Identify who to go to for help and support 	<ul style="list-style-type: none"> •Describe the main stages of the human lifecycle •Describe the body changes that happen when a child grows up •Know that during puberty the body changes from a child into a young adult •Understand why the body changes during puberty •Identify some basic facts about pregnancy •Know about the physical and emotional changes that happen in puberty •Know that each person experiences puberty differently 	<ul style="list-style-type: none"> •Explain the main physical and emotional changes that happen during puberty •Ask questions about puberty with confidence •Understand how puberty affects the body and the emotions •Describe how to manage physical and emotional changes •Explain how to stay clean during puberty •Describe how emotions change during puberty •Know how to get help and support during puberty. 	<ul style="list-style-type: none"> • Describe how and why the body changes during puberty in preparation for reproduction •Talk about puberty and reproduction with confidence •Discuss different types of adult relationships with confidence •Explain how babies are made •Describe the decisions that have to be made before having a baby •Know some basic facts about pregnancy and conception.
<p>CGNN:</p> <ul style="list-style-type: none"> • To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • To recognise how images in the media do not always reflect reality and can affect how people feel about themselves <p>Election of JLT and ABC and prefects.</p> <ul style="list-style-type: none"> • Democracy. 						