

JIGSAW - PSHC Progression of skills

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within all six Puzzles (units of work).

Being Me in My World – Autumn 1

EYFS	YEAR 1	YEAR 2
Making relationships D4 - To be interested in others' play and starting to join in D4 - To form a special relationship with another child D5 - To be able to initiate play, offering cues to peers to join them Self-confidence and self-awareness D5 - To be confident to talk to other children when playing and will communicate freely about home and community D6 - Can select and use resources with help ELG - Children are confident to try new activities	I feel special and safe in my class	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
Making relationships D4 - To be able to express their own feelings D4 - To respond to the feelings and wishes of others D4 - Begin to show an increasing ability to distract themselves when upset D5 - To usually be able to adapt behaviour to different events, social situations and changes to routine Self-confidence and self-awareness D6 - To be confident to talk to others about own needs, wants, interests and opinions ELG - They adjust their behaviour to different situations, and take changes of routine in their stride	I understand the rights and responsibilities as a member of my class I know that I belong to my class	I understand the rights and responsibilities for being a member of my class and school I recognise when I feel worried and know who to ask for help
Managing feelings and behaviour D4 - To be able to understand and co-operate with some boundaries and routines D5 - To usually be able to adapt behaviour to different events, social situations and changes to routine D5 - Begin to accept the needs of others and can take turns and share resources, sometimes with support from others ELG - They work as part of a group or class, and understand and follow the rules Self-confidence and self-awareness D5 - To enjoy responsibility of carrying out small tasks D5 - Welcome and value praise for what they have done	I understand the rights and responsibilities of being a member of my class I know how to make my class a safe place for everybody to learn	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
Managing feelings and behaviour D4 - To respond to the feelings and wishes of others D4 - To be aware that some actions can hurt or harm others D4 - To be able to inhibit their own actions/behaviours D6 - To understand that own actions affect other people ELG - Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules	I know my views are valued and can contribute to the Learning Charter I can recognise how it feels to be proud of an achievement	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
Managing feelings and behaviour D4 - To be able to inhibit their own actions/behaviours D4 - To be able to understand and co-operate with some boundaries and routines D6 - To understand that own actions affect other people D6 - Be aware of the boundaries set, and of behavioural expectations in the setting ELG - Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules	I can recognise the choices I make and understand the consequences I can recognise the range of feelings when I face certain consequences	I understand how following the Learning Charter will help me and others learn I can work cooperatively
Managing feelings and behaviour D4 - To be able to inhibit their own actions/behaviours D4 - To be able to understand and co-operate with some boundaries and routines D6 - To understand that own actions affect other people D6 - Be aware of the boundaries set, and of behavioural expectations in the setting ELG - Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules	I understand my rights and responsibilities within our Learning Charter I can understand my choices in following the Learning Charter	I understand how following the Learning Charter will help me and others learn I am choosing to follow the Learning Charter

Being Me in My World – Autumn 1

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals</p> <p>I value myself and know how to make someone else feel welcome and valued</p> <hr/> <p>I can face new challenges positively, make responsible choices and ask for help when I need it</p> <p>I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</p> <hr/> <p>I understand why rules are needed and how they relate to rights and responsibilities I know how to make others feel valued</p> <hr/> <p>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</p> <hr/> <p>I can make responsible choices and take action I can work cooperatively in a group</p> <hr/> <p>I understand my actions affect others and try to see things from their points of view I am choosing to follow the Learning Charter</p>	<p>I know my attitudes and actions make a difference to the class team</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued</p> <hr/> <p>I understand who is in my school community, the roles they play and how I fit I can take on a role in a group and contribute to the overall outcome</p> <hr/> <p>I understand how democracy works through the school council I can recognise my contribution to making a Learning Charter for the whole school</p> <hr/> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how rewards and consequences motivate people's behaviour</p> <hr/> <p>I understand how groups come together to make decisions I can take on a role in a group and contribute to the overall outcome</p> <hr/> <p>I understand how democracy and having a voice benefits the school community I understand why our school community benefits from a Learning Charter and can help others to follow it</p>	<p>I can face new challenges positively and know how to set personal goals</p> <p>I know what I value most about my school and can identify my hopes for this school year</p> <hr/> <p>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> <hr/> <p>I understand my rights and responsibilities as a British citizen and a member of my school I can empathise with people in this country whose lives are different to my own</p> <hr/> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel I understand that my actions affect me and others</p> <hr/> <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> <hr/> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this I understand why our school community benefits from a Learning Charter and can help others to follow it</p>	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I feel welcome and valued and know how to make others feel the same</p> <hr/> <p>I know that there are universal rights for all children but for many children these rights are not met I understand my own wants and needs and can compare these with children in different communities</p> <hr/> <p>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> <hr/> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <hr/> <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> <hr/> <p>I understand how democracy and having a voice benefits the school community I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself</p>

Celebrating Differences – Autumn 2

EYFS	YEAR 1	YEAR 2
<p>Making relationships</p> <p>D4 - Seeks out others to share experiences</p> <p>D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>ELG - Children play co-operatively, they show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness</p> <p>D4 - Expresses own preferences and interests</p> <p>D5 - Welcomes and values praise for what they have done</p> <p>D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>ELG - Children say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</p> <p>Managing feelings and behaviour</p> <p>D4 - Can express their own feelings. Responds to the feelings and wishes of others</p> <p>D5 - Begins to accept the needs of others</p> <p>ELG - They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations</p> <hr/> <p>Making relationships</p> <p>D4 - Seeks out others to share experiences</p> <p>Shows affection and concern for people who are special to them</p> <p>D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>ELG - They show sensitivity to others' needs and feelings</p> <p>Self-confidence and self-awareness</p> <p>D4 - Expresses own preferences and interests</p> <p>D5 - Will communicate freely about own home and community</p> <p>D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>ELG - They are confident to speak in a familiar group</p> <p>Managing feelings and behaviour</p> <p>D4 - Shows understanding and cooperates with some boundaries and routines. Can express their own feelings. Responds to the feelings others</p> <p>D6 - Aware of the boundaries set, and of behavioural expectations in the setting</p> <p>ELG - They work as part of a group or class, and understand and follow the rules</p> <hr/> <p>Making relationships</p> <p>D4 - Shows affection and concern for people who are special to them</p> <p>D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness</p> <p>D4 - Expresses own preferences and interests</p> <p>D5 - Is more outgoing towards unfamiliar people and more confident in new social situations</p> <p>D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour</p> <p>D4 - Can express their own feelings</p> <p>D5 - Begins to accept the needs of others</p> <p>D6 - Aware of the boundaries set, and of behavioural expectations in the setting</p> <p>ELG - They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations</p> <hr/> <p>Making relationships</p> <p>D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>ELG - They take account of one another's ideas about how to organise their activity</p> <p>Self-confidence and self-awareness</p> <p>D5 - Confident to talk to other children when playing, and will communicate freely about own home and community</p> <p>D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>ELG - They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities</p> <p>Managing feelings and behaviour</p> <p>D4 - Shows understanding and cooperates with some boundaries and routines</p> <p>D6 - Aware of the boundaries set, and of behavioural expectations in the setting</p> <p>ELG - They work as part of a group or class, and understand and follow the rules</p>	<p>I can identify similarities between people in my class</p> <p>I can tell you some ways in which I am the same as my friends</p> <hr/> <p>I can identify differences between people in my class</p> <p>I can tell you some ways I am different from my friends</p> <hr/> <p>I can tell you what bullying is</p> <p>I understand how being bullied might feel</p> <hr/> <p>I know some people who I could talk to if I was feeling unhappy or being bullied</p> <p>I can be kind to children who are bullied</p> <hr/> <p>I know how to make new friends</p> <p>I know how it feels to make a new friend</p> <hr/> <p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>I understand some ways in which boys and girls are similar and feel good about this</p> <hr/> <p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>I understand some ways in which boys and girls are different and accept that this is ok</p> <hr/> <p>I understand that bullying is sometimes about difference</p> <p>I can tell you how someone who is bullied feels</p> <p>I can be kind to children who are bullied</p> <hr/> <p>I can recognise what is right and wrong and know how to look after myself</p> <p>I know when and how to stand up for myself and others</p> <p>I know how to get help if I am being bullied</p> <hr/> <p>I know some ways to make new friends</p> <p>I know how it feels to be a friend and have a friend</p> <hr/> <p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>

<p>Making relationships</p> <p>D4 - Shows affection and concern for people who are special to them. May form a special friendship with another child</p> <p>D5 - Can play in a group, extending and elaborating play ideas. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>ELG - Children play co-operatively. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness</p> <p>D5 - Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community</p> <p>D6 - Confident to speak to others about own needs, wants, interests and opinions</p> <p>ELG - They are confident to speak in a familiar group</p> <p>Managing feelings and behaviour</p> <p>D4 - Responds to the feelings and wishes of others</p> <hr/> <p>Making relationships</p> <p>D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>D6 - Takes steps to resolve conflicts with other children, e.g. finding a compromise</p> <p>ELG - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness</p> <p>D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>ELG - They are confident to speak in a familiar group</p> <p>Managing feelings and behaviour</p> <p>D4 - Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do</p> <p>D5 - Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine</p> <p>D6 - Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p> <p>ELG - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules</p> <hr/>		
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Celebrating Differences – Autumn 2

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>I understand that everybody's family is different and important to them</p> <p>I appreciate my family/the people who care for me</p>	<p>I understand that, sometimes, we make assumptions based on what people look like</p> <p>I try to accept people for who they are</p>	<p>I understand that cultural differences sometimes cause conflict</p> <p>I am aware of my own culture</p>	<p>I understand there are different perceptions about what normal means</p> <p>I can empathise with people who are living with disabilities</p>
<p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know how to calm myself down and can use the 'Solve it together' technique</p>	<p>I understand what influences me to make assumptions based on how people look</p> <p>I can question why I think what I do about other people</p>	<p>I understand what racism is</p> <p>I am aware of my attitude towards people from different races</p>	<p>I understand how having a disability could affect someone's life</p> <p>I am aware of my attitude towards people with disabilities</p>
<p>I know what it means to be a witness to bullying</p> <p>I know some ways of helping to make someone who is bullied feel better</p>	<p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p>I know how it might feel to be a witness to and a target of bullying</p>	<p>I understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one</p>	<p>I can explain some of the ways in which one person or a group can have power over another</p> <p>I know how it can feel to be excluded or treated badly by being different in some way</p>
<p>I know that witnesses can make the situation better or worse by what they do</p> <p>I can problem-solve a bullying situation with others</p>	<p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>I can problem-solve a bullying situation with others</p>	<p>I can explain the difference between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>I know some of the reasons why people use bullying behaviours</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one</p>
<p>I recognise that some words are used in hurtful ways</p> <p>I try hard not to use hurtful words (e.g. gay, fat)</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>I can compare my life with people in the developing world</p> <p>I can appreciate the value of happiness regardless of material wealth</p>	<p>I can give examples of people with disabilities who lead amazing lives</p> <p>I appreciate people for who they are</p>
<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I know how to give and receive compliments</p>	<p>I can tell you 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>I can enjoy the experience of a culture other than my own</p> <p>I respect my own and other people's cultures</p>	<p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p> <p>I can show empathy with people in either situation</p>

Dreams and Goals – Spring 1

EYFS	YEAR 1	YEAR 2
Making relationships D5 - Keeps play going by responding to what others are saying or doing D6 - Explains own knowledge and understanding, and asks appropriate questions of others ELG - Take account of one another's ideas about how to organise their activity Self-confidence and self-awareness D5 - Shows confidence in asking adults for help ELG - They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities Managing feelings and behaviour D6 - Beginning to be able to negotiate and solve problems without aggression	I can set simple goals I can identify my successes and achievements	I can choose a realistic goal and think about how to achieve it I can identify my successes and achievements and know how this makes me feel (proud)
Making relationships D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Is more outgoing towards unfamiliar people and more confident in new social situations D6 - Confident to speak to others about own needs, wants, interests and opinions Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas Managing feelings and behaviour ELG - They work as part of a group or class, and understand and follow the rules	I can set a goal and work out how to achieve it I can tell you how I learn best	I can persevere even when I find tasks difficult I can tell you some of my strengths as a learner
Making relationships D6 - Explains own knowledge and understanding ELG - They show sensitivity to others' needs and feelings Self-confidence and self-awareness D4 - Expresses own preferences and interests D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas Managing feelings and behaviour D4 - Responds to the feelings and wishes of others D5 - Begins to accept the needs of others ELG - They work as part of a group or class	I understand how to work well with a partner I can celebrate achievement with my partner	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
	I can tackle a new challenge and understand this might stretch my learning I can identify how I feel when I am faced with a new challenge	I can work cooperatively in a group to create an end product I can work with other people to solve problems
	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	I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group
	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest	I know how to share success with other people I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud)

<p>Making relationships D4 - Shows affection and concern for people who are special to them D5 - Demonstrates friendly behaviour D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children ELG - Children play co-operatively. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D5 - Welcomes and values praise for what they have done D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <p>Managing feelings and behaviour D4 - seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and co-operates with some boundaries and routines. Can inhibit own actions/behaviours D5 - Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually adapt behaviour to different events, social situations and changes in routine D6 - Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy ELG - talk about their own and others' behaviour, and the consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules</p>		
<p>Making relationships D4 - Seeks out others to share experiences D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests. D5 - Confident to talk to other children when playing, and will communicate freely about own home and community. D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p>		
<p>Making relationships D4 - Seeks out others to share experiences. Shows affection and concern for people who are special to them D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Explains own knowledge and understanding ELG - They show sensitivity to others' needs and feelings</p> <p>Self-confidence and self-awareness D5 - Welcomes and values praise for what they have done D6 - Confident to speak to others about own needs, wants interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour D4 - Responds to the feelings and wishes of others</p>		

Dreams and Goals – Spring 1

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p> <hr/> <p>I can identify a dream/ambition that is important to me</p> <p>I can imagine how I will feel when I achieve my dream/ambition</p> <hr/> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>I can break down a goal into a number of steps and know how others could help me to achieve it</p> <hr/> <p>I am motivated and enthusiastic about achieving our new challenge</p> <p>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p> <hr/> <p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them</p> <p>I can manage the feelings of frustration that may arise when obstacles occur</p> <hr/> <p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and can store my feelings in my internal treasure chest</p>	<p>I can tell you about some of my hopes and dreams</p> <p>I know how it feels to have hopes and dreams</p> <hr/> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>I know how disappointment feels and can identify when I have felt that way</p> <hr/> <p>I know that reflecting on positive and happy 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> <hr/> <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> <hr/> <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> <hr/> <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 in my internal treasure chest</p>	<p>I understand that I will need money to help me achieve some of my dreams</p> <p>I can identify what I would like my life to be like when I am grown up</p> <hr/> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I appreciate the contributions made by people in different jobs</p> <hr/> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> <hr/> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I can reflect on how these relate to my own</p> <hr/> <p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</p> <hr/> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p> <p>I understand why I am motivated to make a positive contribution to supporting others</p>	<p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)</p> <p>I understand why it is important to stretch the boundaries of my current learning</p> <hr/> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>I can set success criteria so that I will know whether I have reached my goal</p> <hr/> <p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</p> <hr/> <p>I can work with other people to help make the world a better place</p> <p>I can empathise with people who are suffering or who are living in difficult situations</p> <hr/> <p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p> <hr/> <p>I know what some people in my class like or admire about me and can accept their praise</p> <p>I can give praise and compliments to other people when I recognise their contributions and achievements</p>

Healthy Me – Spring 2

EYFS	YEAR 1	YEAR 2
<p>Understanding the world D5 - Talks about why things happen and how things work D5 - Develop an understanding of growth, decay and changes over time Physical development - Health and self care D5 - Observes the effects of activity on their bodies D5 - Understands that equipment and tools have to be used safely Making relationships D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <hr/> <p>Understanding the world D5 - Develop an understanding of growth, decay and changes over time Physical development - Health and self care D5 - Observes the effects of activity on their bodies D6 - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health ELG - Children know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> <hr/> <p>Understanding the world D5 - Develop an understanding of growth, decay and changes over time Physical development - Health and self care D6 - Eats a healthy range of foodstuffs and understands need for variety of food D6 - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health ELG - Children know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> <hr/> <p>Understanding the world D5 - Develop an understanding of growth, decay and changes over time Physical development - Health and self care D5 - Can tell adults when hungry or tired or when they want to rest or play D6 - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health ELG - Children know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> <hr/> <p>Understanding the world D5 - Develop an understanding of growth, decay and changes over time Physical development - Health and self care D5 - Can usually manage washing and drying hands D6 - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health ELG - Children know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> <hr/> <p>Physical development - Health and self care D6 - Shows understanding of the need for safety when tackling new challenges, and manages some risks D6 - Practices some appropriate safety measures without direct supervision ELG - Children know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	<p>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</p> <hr/> <p>I know how to make healthy lifestyle choices I feel good about myself when I make healthy choices</p> <hr/> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/ illness I know that all household products including medicines can be harmful if not used properly I am special so I keep myself safe</p> <hr/> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely I know some ways to help myself when I feel poorly</p> <hr/> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe I can recognise when I feel frightened and know who to ask for help</p> <hr/> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy</p>	<p>I know what I need to keep my body healthy I am motivated to make healthy lifestyle choices</p> <hr/> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I can tell you when a feeling is weak and when a feeling is strong</p> <hr/> <p>I understand how medicines work in my body and how important it is to use them safely I feel positive about caring for my body and keeping it healthy</p> <hr/> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I have a healthy relationship with food and know which foods I enjoy the most</p> <hr/> <p>I can decide which foods to eat to give my body energy I have a healthy relationship with food and I know which foods are most nutritious for my body</p> <hr/> <p>I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends</p>

Healthy Me – Spring 2

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I can set myself a fitness challenge</p>	<p>I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions</p>	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</p>	<p>I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood</p> <p>I am motivated to give my body the best combination of food for my physical and emotional health</p>
<p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I can set myself a fitness challenge</p>	<p>I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations</p> <p>I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with</p>	<p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p>	<p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I am motivated to find ways to be happy and cope with life's situations without using drugs</p>
<p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify how I feel towards drugs</p>	<p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p>	<p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I know how to keep myself calm in emergencies</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p>
<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p>	<p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p>	<p>I understand how the media and celebrity culture promotes certain body types</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p>	<p>I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations</p> <p>I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen</p>
<p>I understand that, like medicines, some household substances can be harmful if not used correctly</p> <p>I can take responsibility for keeping myself and others safe at home</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I know how to help myself feel emotionally healthy and can recognise when I need help with this</p>
<p>I understand how complex my body is and how important it is to take care of it</p> <p>I respect my body and appreciate what it does for me</p>	<p>I know myself well enough to have a clear picture of what I believe is right and wrong</p> <p>I can tap into my inner strength and know how to be assertive</p>	<p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> <p>I am motivated to keep myself healthy and happy</p>	<p>I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse</p> <p>I can use different strategies to manage stress and pressure</p>

Relationships – Summer 1

EYFS	YEAR 1	YEAR 2
<p>Managing relationships D4 - To be able to show affection or concern for people who are special to them D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>Self-confidence and self-awareness D4 - To separate from their main carer with support and encouragement from a familiar adult D5 - To be confident to talk to other children when playing and will communicate freely about home and community ELG - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</p> <p>Managing feelings and behaviour D4 - To be able to express their own feelings</p> <hr/> <p>Managing relationships D4 - To be interested in others' play and starting to join in D4 - To seek out others to share experiences D4 - To form a special relationship with another child D5 - To be able to play in a group, extending and elaborating ideas D5 - To be able to initiate play, offering cues to peers to join them D5 - To keep play going by responding to what others are saying or doing D5 - To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Initiates conversations, attends to and takes account of what others say ELG - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <hr/> <p>Managing relationships D4 - To be interested in others' play and starting to join in D4 - To seek out others to share experiences D4 - To form a special relationship with another child D5 - To be able to play in a group, extending and elaborating ideas D5 - To be able to initiate play, offering cues to peers to join them D5 - To keep play going by responding to what others are saying or doing D5 - To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Initiates conversations, attends to and takes account of what others say ELG - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D6 - To describe self in positive terms and talk about abilities</p> <hr/> <p>Managing feelings and behaviour D4 - To be aware that some actions can hurt or harm others D4 - To be able to understand and co-operate with some boundaries and routines D6 - To understand that own actions affect other people D6 - Be aware of the boundaries set, and of behavioural expectations in the setting ELG - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p> <p>Self-confidence and self-awareness D5 - To show confidence in asking adults for help</p>	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I know how it feels to belong to a family and care about the people who are important to me</p> <hr/> <p>I can identify what being a good friend means to me</p> <p>I know how to make a new friend</p> <hr/> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>I can recognise which forms of physical contact are acceptable and unacceptable to me</p> <hr/> <p>I know who can help me in my school community</p> <p>I know when I need help and know how to ask for it</p> <hr/> <p>I can recognise my qualities as person and a friend</p> <p>I know ways to praise myself</p> <hr/> <p>I can tell you why I appreciate someone who is special to me</p> <p>I can express how I feel about them</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>I accept that everyone's family is different and understand that most people value their family</p> <hr/> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I know which types of physical contact I like and don't like and can talk about this</p> <hr/> <p>I can identify some of the things that cause conflict with my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p> <hr/> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</p> <hr/> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I understand how it feels to trust someone</p> <hr/> <p>I can express my appreciation for the people in my special relationships</p> <p>I am comfortable accepting appreciation from others</p>

<p>Managing feelings and behaviour</p> <p>D4 - To be aware that some actions can hurt or harm others</p> <p>D4 - To be able to understand and co-operate with some boundaries and routines</p> <p>D6 - To understand that own actions affect other people</p> <p>D6 - Be aware of the boundaries set, and of behavioural expectations in the setting</p> <p>ELG - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p> <p>Self-confidence and self-awareness</p> <p>D5 - To show confidence in asking adults for help</p> <hr/> <p>Managing feelings and behaviour</p> <p>D4 - To be aware that some actions can hurt or harm others</p> <p>D4 - To respond to the feelings and wishes of others</p> <p>D6 - To understand that their own actions affect other people</p> <p>Managing relationships</p> <p>D5 - To be able to initiate play, offering cues to peers to join them</p> <p>ELG - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>		
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Relationships – Summer 1

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>I can describe how taking some responsibility in my family makes me feel</p> <hr/> <p>I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener</p> <p>I know how to negotiate in conflict situations to try to find a win-win solution</p> <hr/> <p>I know and can use some strategies for keeping myself safe</p> <p>I know who to ask for help if I am worried or concerned</p> <hr/> <p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I can show an awareness of how this could affect my choices</p> <hr/> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</p> <hr/> <p>I know how to express my appreciation to my friends and family</p> <p>I enjoy being part of a family and friendship groups</p>	<p>I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</p> <p>I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them</p> <hr/> <p>I can identify someone I love and can express why they are special to me</p> <p>I know how most people feel when they lose someone or something they love</p> <hr/> <p>I can tell you about someone I know that I no longer see</p> <p>I understand that we can remember people even if we no longer see them</p> <hr/> <p>I can explain different points of view on an animal rights issue</p> <p>I can express my own opinion and feelings on this</p> <hr/> <p>I understand how people feel when they love a special pet</p> <p>I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet</p> <hr/> <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>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I know how to keep building my own self-esteem</p> <hr/> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I know how to stand up for myself and how to negotiate and compromise</p> <hr/> <p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend</p> <hr/> <p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>I can recognise the feeling of jealousy, where it comes from and how to manage it</p> <hr/> <p>I understand how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others</p> <hr/> <p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p>	<p>I can identify the most significant people to be in my life so far</p> <p>I understand how it feels to have people in my life that are special to me</p> <hr/> <p>I know some of the feelings we can have when someone dies or leaves</p> <p>I can use some strategies to manage feelings associated with loss and can help other people to do so</p> <hr/> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them</p> <hr/> <p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <hr/> <p>I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening</p> <p>I can take responsibility for my own safety and well-being</p> <hr/> <p>I can use technology positively and safely to communicate with my friends and family</p> <p>I can take responsibility for my own safety and well-being</p>

Changing Me – Summer 2

EYFS	YEAR 1	YEAR 2
<p>Making relationships D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Explains own knowledge and understanding, and asks appropriate questions of others</p> <hr/> <p>Making relationships D6 - Explains own knowledge and understanding, and asks appropriate questions of others Self-confidence and self-awareness D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - Say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas</p> <hr/> <p>Making relationships D4 - Seeks out others to share experiences. Shows affection and concern for people who are special to them D6 - Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings Self-confidence and self-awareness D5 - Confident to talk to other children when playing, and will communicate freely about own home and community D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p> <hr/> <p>Making relationships D6 - Explains own knowledge and understanding, and asks appropriate questions of others Self-confidence and self-awareness ELG - They are confident to speak in a familiar group, will talk about their ideas Managing feelings and behaviour ELG - They work as part of a group or class, and understand and follow the rules</p> <hr/> <p>Making relationships D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas Managing feelings and behaviour D4 - Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others D5 - Aware of own feelings ELG - Children talk about how they and others show feelings</p>	<p>Understand the life cycles of animals and humans. Understand that changes happen as we grow and that this is OK.</p> <p>Identify some things about me that have changed and some things about me that have stayed the same. Know that changes are OK and that sometimes they will happen whether I want them to or not.</p> <p>Explain how my body has changed since I was a baby. Understand that growing up is natural and that everybody grows at different rates.</p> <p>Understand that every time I learn something new I change a little bit. Enjoy learning new things</p> <p>Explain changes that have happened in my life. Know some ways to cope with changes.</p>	<p>Recognise cycles of life in nature. Understand there are some changes that are outside my control and can recognise how I feel about this.</p> <p>Talk about the natural process of growing from young to old and understand that this is not in my control. Identify people I respect who are older than me.</p> <p>Recognise how my body has changed since I was a baby and where I am on the continuum from young to old. Feel proud about becoming more Independent.</p> <p>Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. Respect my body and understand which parts are private</p> <p>Understand there are different types of touch and can tell you which ones I like and don't like. Say what I like and don't like and can ask for help</p> <p>Identify what I am looking forward to when I am in Year 3. Think about changes I will make when I am in Year 3 and know how to go about this</p>

<p>Making relationships D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <p>Managing feelings and behaviour D4 - Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others D5 - Aware of own feelings ELG - Children talk about how they and others show feelings</p> <hr/> <p>Making relationships D4 - Seeks out others to share experiences D5 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults D6 - Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others ELG - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness D4 - Expresses own preferences and interests D5 - Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. D6 - Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities ELG - They are confident to speak in a familiar group, will talk about their ideas</p> <hr/>		
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Changing Me – Summer 2

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals</p> <p>Recognise stereotypical ideas I might have about parenting and family roles. Express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p> <p>Recognise the physical differences between boys and girls use the correct names for parts of the body (penis, testicles and vagina) and appreciate that some parts of my body are private. Explain what I like and don't like about being a girl/ boy.</p> <p>Identify what I am looking forward to when I am in Year 4. Think about changes I will make when I am in Year 4 and know how to go about this.</p>	<p>Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. Appreciate that I am a truly unique human being</p> <p>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p>Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> <p>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p> <p>Understand how the circle of change works and can apply it to changes I want to make in my life. Make changes when I think they will benefit me.</p>	<p>Be aware of my own self-image and how my body image fits into that. Know how to develop my own self esteem.</p> <p>Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p> <p>Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen to me during puberty.</p> <p>Label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p> <p>Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) Know that I can cope with the changes that growing up will bring.</p> <p>Identify what I am looking forward to when I am in Year 6. Think about changes I will make when I am in Year 6 and know how to go about this.</p>	<p>Be aware of my own self-image and how my body image fits into that. Know how to develop my own self esteem</p> <p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Express how I feel about the changes that will happen to me during puberty</p> <p>Ask the questions I need answered about changes during puberty. Reflect on how I feel about asking the questions and about the answers I receive.</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>Understand that sometimes people need IVF to help them have a baby I appreciate how amazing it is that human bodies can reproduce in these ways.</p> <p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby</p> <p>Understand how being physically attracted to someone changes the nature of the relationship. Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</p>

	<p>Identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p> <p>Identify what I am looking forward to when I am 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>		<p>Identify what I am looking forward to and what worries me about the transition to secondary school.</p> <p>Know how to prepare myself emotionally for starting secondary school.</p>
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