

PSHE Overview

	Nursery and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my World	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling
Celebrating Difference	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving Compliments	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Perceptions of normality Perceptions of disability Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy
Dreams and Goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and Celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
Healthy Me	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress

<p>Relationships</p>	<p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>
<p>Changing Me</p>	<p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>	<p>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p>	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>

	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Week 1	<p>Who... Me?!</p> <p>LO: To understand how it feels to belong and that we are similar and different.</p>	<p>What am I good at?</p> <p>LO: To know how it feels to be proud of something.</p>	<p>What is a challenge?</p> <p>LO: To understand what a challenge means.</p>	<p>What are my body parts?</p> <p>LO: To name parts of the body and understand being active keeps you healthy.</p>	<p>Who's in my family?</p> <p>LO: To identify who is in my family.</p>	<p>What is respect?</p> <p>LO: To name parts of the body and show respect for myself.</p>
Week 2	<p>How am I feeling today?</p> <p>LO: To understand how feeling happy and sad can be expressed.</p>	<p>How am I unique?</p> <p>LO: To identify ways I am special and unique.</p>	<p>Should I give up?</p> <p>LO: To know to keep on trying until I can do something.</p>	<p>How can I be healthy?</p> <p>LO: To know what I need to do to be healthy.</p>	<p>How do I make friends?</p> <p>LO: To understand how to make friends if I feel lonely.</p>	<p>What can I do to be healthy?</p> <p>LO: To know what to do to stay healthy (e.g. healthy food).</p>
Week 3	<p>How do others feel?</p> <p>LO: To work together and consider other people's feelings.</p>	<p>What different families are there?</p> <p>LO: To know that all families are different.</p>	<p>What is a goal?</p> <p>LO: To set a goal and work towards it.</p>	<p>What food is healthy?</p> <p>LO: To know some foods are healthier than others.</p>	<p>What do I like about my friends?</p> <p>LO: To identify things I like about my friends.</p>	<p>How do we grow up?</p> <p>LO: To understand we all grow from babies into children and then adults.</p>
Week 4	<p>Why should I be kind?</p> <p>LO: To use gentle hands and understand that it is good to be kind to people.</p>	<p>What different homes are there?</p> <p>LO: To know there are different homes.</p>	<p>How can I support someone?</p> <p>LO: To know some kind words which can encourage people.</p>	<p>Do I need sleep to stay healthy?</p> <p>LO: To know how to help myself go to sleep and that sleep is good for me.</p>	<p>What do I do if someone is mean?</p> <p>LO: To know what to do if someone is mean to me.</p>	<p>How do I change?</p> <p>LO: To know that you grow and change.</p>
Week 5	<p>What are my rights?</p> <p>LO: To understand children's rights.</p>	<p>How do I make friends?</p> <p>LO: To know how to make new friends.</p>	<p>What do I want to be when I grow up?</p> <p>LO: To think about the jobs I might want to do when I'm older.</p>	<p>When do I wash my hands?</p> <p>LO: To be able to wash hands and know the importance.</p>	<p>How do I manage my feelings?</p> <p>LO: To use Calm Me time to manage feelings.</p>	<p>How do I feel?</p> <p>LO: To understand how I feel about moving to Reception.</p>
Week 6	<p>What does it mean to be responsible?</p> <p>LO: To know what being responsible means.</p>	<p>How do I stand up for myself?</p> <p>LO: To use my words to stand up for myself.</p>	<p>What does feeling proud mean?</p> <p>LO: To feel proud when I achieve a goal.</p>	<p>Who are my safe adults?</p> <p>LO: To know my safe adults and how to stay safe if they are not close by me.</p>	<p>How can I be a team player?</p> <p>LO: To enjoy working together with friends.</p>	<p>What have I enjoyed about Nursery?</p> <p>LO: To remember some fun things from Nursery.</p>

Reception

	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Week 1	<p>Who... Me?!</p> <p>LO: To understand how it feels to belong and that we are similar and different.</p>	<p>What am I good at?</p> <p>LO: To identify something I am good at and understand everyone is good at different things.</p>	<p>What is a challenge?</p> <p>LO: To know perseverance tackles challenges.</p>	<p>Why do I need to exercise?</p> <p>LO: To understand that exercised keeps the body healthy.</p>	<p>What is my role?</p> <p>LO: To identify some jobs I do in my family.</p>	<p>What are my body parts?</p> <p>LO: To name parts of the body.</p>
Week 2	<p>How am I feeling today?</p> <p>LO: To recognise and manage my feelings.</p>	<p>How am I unique?</p> <p>LO: To understand that being different makes us special.</p>	<p>Should I give up?</p> <p>LO: To identify a time when I didn't give up until I achieved my goal.</p>	<p>Should I move or rest?</p> <p>LO: To understand how moving and resting are good for the body.</p>	<p>How do I make friends?</p> <p>LO: To understand how to make friends if I feel lonely.</p>	<p>What can I do to be healthy?</p> <p>LO: To know what to do to stay healthy (e.g. healthy food).</p>
Week 3	<p>How can I make the school a good place?</p> <p>LO: To work with others to make a school a good place to be.</p>	<p>Are all families the same?</p> <p>LO: To know we are all different but the same in some ways.</p>	<p>What is my goal?</p> <p>LO: To set a goal and work towards it.</p>	<p>Which foods are healthy?</p> <p>LO: To know how to make healthy eating choices.</p>	<p>How do I fix problems?</p> <p>LO: To know ways to solve problems with friends.</p>	<p>How do we grow up?</p> <p>LO: To understand we all grow from babies into children and then adults.</p>
Week 4	<p>Why is it good to be kind?</p> <p>LO: To understand why it is good to be kind and use gentle hands.</p>	<p>Are all homes the same?</p> <p>LO: To know why my home is special to me.</p>	<p>How can I encourage people?</p> <p>LO: To use kind words to encourage people.</p>	<p>Is sleep good for me?</p> <p>LO: To know how to help myself go to sleep and understand why sleep is good.</p>	<p>Why should I not use unkind words?</p> <p>LO: To understand the impact of unkind words.</p>	<p>How do I feel?</p> <p>LO: To be able to express how I feel about moving to Year 1.</p>
Week 5	<p>What are my rights?</p> <p>LO: To understand children's rights.</p>	<p>How can I be a kind friend?</p> <p>LO: To know how to be a kind friend.</p>	<p>Why will learning at school help in my future job?</p> <p>LO: To understand the link between learning and helping my job when I am older.</p>	<p>When do I wash my hands?</p> <p>LO: To wash hands thoroughly and understand its importance.</p>	<p>How do I manage my feelings?</p> <p>LO: To use Calm Me time to manage feelings.</p>	<p>What are my worries?</p> <p>LO: To understand my worries / things I am looking forward to in Year 1.</p>
Week 6	<p>What does it mean to be responsible?</p> <p>LO: To know what being responsible means.</p>	<p>What do I do if someone's unkind?</p> <p>LO: To know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>How does it feel to achieve a goal?</p> <p>LO: To understand how it feels when you achieve a goal and know what it means to feel proud.</p>	<p>Who are my safe adults?</p> <p>LO: To know my safe adults and how to stay safe if they are not close by me.</p>	<p>How can I be a good friend?</p> <p>LO: To know how to be a good friend.</p>	<p>What have I enjoyed about Reception?</p> <p>LO: To share some best bits from Reception.</p>

Outcomes

Wellbeing Curriculum: Nursery End of Year Outcomes

To be 'well-informed' to make 'sensible decisions' about:

- *To recognise a range of basic emotions (can we specify?)*
- *To know different ways in which people show emotion, through physical representation.*
- *To focus and hold attention in short, whole class activities and follow instructions.*
- *To speak confidently with peers and adults, and ask for help when needed.*
- *To put on own coat and socks independently.*
- *To use the toilet independently.*

Outcomes

Wellbeing Curriculum: Reception End of Year Outcomes

To be 'well-informed' to make 'sensible decisions' about:

- *Children can show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.*
- *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.*
- *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions using several ideas or actions*
- *Work and play cooperatively, taking turns with others.*
- *Form positive attachments to adults and friendships with peers.*
- *Show sensitivity to their own and other's needs.*
- *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.*
- *Explain the reasons for rules, know right from wrong and try to behave accordingly.*
- *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices*

Endpoints Nursery-Reception (assessment)

Topic	Endpoint	Social & Emotional Skills
Being me in my World	Children are able to talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feeling. identifying different ones and the causes these can have. Children can talk about working with others and why it is good to be kind and use gentle hands. They are able to discuss children's rights, especially linked to the right to learn and the right to play. The children can recognise and talk about what it means to be responsible.	<ul style="list-style-type: none"> • Identify feelings associated with belonging • Skills to play co-operatively with others • Be able to consider others' feelings • Identify feelings of happiness and sadness • Be responsible in the setting
Celebrating Difference	Children are able to think about things that they are good at whilst understanding that everyone is good at different things. They can talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children are able to talk about their homes and when asked, can explain why it is special to them. They can talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	<ul style="list-style-type: none"> • Recognise emotions when they or someone else is upset, frightened or angry • Identify and use skills to make a friend • Identify some ways they can be different and the same as others • Identify and use skills to stand up for themselves • Identify feelings associated with being proud

		<ul style="list-style-type: none"> • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Recognise similarities and differences between their family and other families
Dreams and Goals	<p>Children can talk about challenges and facing up to them. They can discuss not giving up and trying until they have achieved their goal. The children, with encouragement, can think about jobs that they might like to have when they are older. Children can associate what they learn now with being able to have the job they want. They are able to talk about achieving goals and the feelings linked to this.</p>	<ul style="list-style-type: none"> • Understand that challenges can be difficult • Resilience • Recognise some of the feelings linked to perseverance • Recognise how kind words can encourage people • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Feel proud • Celebrate success
Healthy Me	<p>Children know about their bodies; the names of some key parts as well as how to stay healthy. They are able to talk about food and that some foods are healthier than others. They can discuss the importance of sleep and what they can do to help themselves get to sleep. They are able to talk about hand washing and why it is important. Children recognise stranger danger and know what they should do if approached by someone they don't know.</p>	<ul style="list-style-type: none"> • Can explain what they need to do to stay healthy • Recognise how exercise makes them feel • Can give examples of healthy food • Can explain what to do if a stranger approaches them • Can explain how they might feel if they don't get enough sleep • Recognise how different foods can make them feel
Relationships	<p>Children can identify the key relationships in their lives. They know about families and the different roles people can have in a family. They are able to explore the friendships they have and what makes a good friend. They can apply and know simple strategies they can use to mend friendships. The children are familiar with Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>	<ul style="list-style-type: none"> • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset
Changing Me	<p>Children can identify how they have changed from being a baby and what may change for them in the future. They can identify the names and functions of some of the main parts of the body and discuss how these have changed. They know our bodies change in lots of different ways as we get older. Children can understand that change can bring about positive and negative feelings, and that sharing these can help. They can consider the role that memories can have in managing change.</p>	<ul style="list-style-type: none"> • Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify how they have changed from a baby • Can say what might change for them they get older • Can identify positive memories from the past year in school/home

	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Week 1	<p>How do I know I feel safe?</p> <p>LO: To know the feelings associated with feeling safe.</p>	<p>Are we all the same?</p> <p>LO: To know the similarities and differences of people in my class</p>	<p>How do I stay motivated when something is hard?</p> <p>LO: To set a simple, personal goal</p>	<p>What are healthy choices?</p> <p>LO: To know the difference between being healthy and unhealthy</p>	<p>What makes a family?</p> <p>LO: To know that there are different family types</p>	<p>What happens when we get older?</p> <p>LO: To know the life cycle of animals and humans</p>
Week 2	<p>How do we make our school community a better place?</p> <p>LO: To know the meaning of rights and responsibilities</p>	<p>How can I include others when working and playing?</p> <p>LO: To be able to share the characteristics of how we are different</p>	<p>How do I stay motivated when something is hard?</p> <p>LO: To set a goal, and work out how to meet it.</p>	<p>What are healthy choices?</p> <p>LO: To know how to make healthy choices (food)</p>	<p>What makes a friendship?</p> <p>LO: To identify the characteristics of a good friend</p>	<p>Is change OK?</p> <p>LO: To know what has changed and what has stayed the same</p>
Week 3	<p>How do we all have a right to learn?</p> <p>LO: To implement rights and responsibilities into our school</p>	<p>How do I help someone if they are being bullied?</p> <p>LO: To know what bullying is and how this might feel</p>	<p>How do I work well with a partner or group?</p> <p>LO: To know how to work well with others</p>	<p>How do I look after myself and keep myself clean?</p> <p>LO: To know how to maintain personal hygiene and use medicines safely</p>	<p>How do I greet my family or friends?</p> <p>LO: To know appropriate physical contact and personal preference</p>	<p>What happens when I grow up?</p> <p>LO: To know how my body has changed since I was a baby</p>
Week 4	<p>How do we care about others feelings?</p> <p>LO: To know the feelings associated with feeling valued</p>	<p>How do I help someone being bullied?</p> <p>LO: To know where to seek help if I am being bullied</p>	<p>How do I maintain a positive attitude?</p> <p>LO: To know how I feel when faced with a new challenge</p>	<p>How do I keep myself safe when using medicines?</p> <p>LO: To know how medicines can help us when we are poorly</p>	<p>Who can help me if I have a problem?</p> <p>LO: To know who can help me in the school community</p>	<p>What are the names of my body parts?</p> <p>LO: To know the names of female and male body parts</p>
Week 5	<p>How do I work well with others?</p> <p>LO: To know that choices can have consequences</p>	<p>How can I show kindness to make friends?</p> <p>LO: To know how to make new friends</p>	<p>How do I help others achieve their goal?</p> <p>LO: To know how to identify obstacles which make learning difficult and overcome these</p>	<p>How do I stay safe when crossing the road?</p> <p>LO: To know how to stay safe when crossing the road</p>	<p>How can I use my own qualities to build a relationship?</p> <p>LO: To know my personal qualities and how to use them</p>	<p>Does learning something new change me?</p> <p>LO: To know how my brain adapts to new learning</p>
Week 6	<p>Do I have to follow school rules?</p> <p>LO: To know how to follow rules and understand my choices within this</p>	<p>How do we give and receive compliments?</p> <p>LO: To know that difference makes us special and unique</p>	<p>How do we achieve our own dreams and goals?</p> <p>LO: To know the feelings associated with success and how to celebrate this</p>	<p>How can being healthy bring happiness?</p> <p>LO: To know the association between physical wellbeing and mental wellbeing</p>	<p>How do I show others that they are special to me?</p> <p>LO: To know how I feel about others</p>	<p>How do I cope with change?</p> <p>LO: To know the changes that have happened in my life and how this feels.</p>

Outcomes

Wellbeing Curriculum: Year 1 End of Year Outcomes

To be 'well-informed' to make 'sensible decisions' about:

- *To know and explain the feeling of belonging within different settings.*
- *To know what success looks and feels like.*
- *To know the meaning of bullying, and know how this might make a person feel.*
- *To identify the qualities of a good friendship.*
- *To know how to stay physically healthy through a healthy diet, exercise and keeping safe (e.g. medicines)*
- *To know different family types, and can explain how the needs of a person within a family might change as they grow from baby to adult.*

Endpoints (assessment)

Topic	Endpoint	Social & Emotional Skills
Being me in my World	Children are able to settle well into school routines and feel happy and confident to do so. They can separate from their parents, and move into class with new friends. Children can follow school rules, and identify where themselves or others are not following the rules. They can seek help if they are struggling to work with others, and suggest new ways to try to work in partners or groups (for example, by listening to another idea). Children can express a range (at least 3) feelings that they associate with new environments (school, clubs etc.)	<ul style="list-style-type: none"> • Understand that they are safe in their class • Identifying helpful behaviours to make the class a safe place • Understand that they have choices • Understanding that they are special • Identify what it's like to feel proud of an achievement • Recognise feelings associated with positive and negative consequences
Celebrating Difference	Children can explain in what ways they are similar to others and what way they are different. They can explain these in relation to at least one of the protected characteristics, and have a basic understanding of what this means. Children can explain the meaning of bullying, and describe how bullying might make themselves or another person feel. Children can explain what kind of relationships they have with other people and how these relationships make them feel. Children can explain how they support other friendships through their own person qualities (for example, by being a helpful person). Children can give examples of helpful behaviours and unhelpful behaviours in terms of sustaining friendships.	<ul style="list-style-type: none"> • Identify what is bullying and what isn't • Understand how being bullied might feel • Recognise ways in which they are the same as their friends and ways they are different • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special
Dreams and Goals	Children can tell you something they can do well (for example, playing football because they are good at kicking a ball) and tell you how they learn best (for example, sitting quietly and focusing). They can explain and model strategies for working with others, in both partners and groups and can overcome simple obstacles when doing this. Children can model success, and show the appropriate feelings when they achieve this. Children are beginning to formulate a goal for their future (e.g a job they wish to achieve)	<ul style="list-style-type: none"> • Recognise things that they do well • Explain how they learn best • Recognise their own feelings when faced with a challenge/obstacle • Recognise how they feel when they overcome a challenge/obstacle • Celebrate an achievement with a friend • Can store feelings of success so that they can be used in the future

<p>Healthy Me</p>	<p>Children can explain how to keep themselves healthy (eat fruit and vegetables, a healthy balanced diet, water, exercise, sleep, dental hygiene) and can give at least one example of how they might keep themselves healthy (for example, I play gymnastics after school). Children can explain the use of medicines within a household, and can explain the simple safety measures to ensure they are used safely by themselves and other household members. Children can cross a road safely. Children can explain a range of different family types, and know who their key attachments are within these. They can explain how their needs change as they grow from baby to adult.</p>	<ul style="list-style-type: none"> • Keep themselves safe • Recognise how being healthy helps them to feel happy • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Feel good about themselves when they make healthy choices • Realise that they are special
<p>Relationships</p>	<p>Children can identify a range of different family types (single parent families, nuclear family, lots of children, no children, blended families, extended families) and know the characteristics of a healthy family relationship, and healthy friend relationship. They can identify how and where to seek support, and how to ask for it. Children can share their personal qualities and use these to work well with others (e.g caring for someone when they don't want to join in with the group).</p>	<ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can show skills of friendship • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship
<p>Changing Me</p>	<p>Children can identify the process of adult development (from birth to elderly) and the key changes that happen (e.g growing). They can identify the age appropriate body parts. Children can explain how change feels and relate it to a real life example (e.g moving house).</p>	<ul style="list-style-type: none"> • Understand and accept that change is a natural part of getting older • Can suggest ways to manage change, e.g. moving to a new class • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning

	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Week 1	<p>What do I want to achieve this year?</p> <p>LO: To know my hopes and dreams and how to monitor progress towards this.</p>	<p>What is a gender stereotype?</p> <p>LO: To understand people make assumptions about boys and girls (stereotypes).</p>	<p>How can I set my own goals and achieve them?</p> <p>LO: To know what they have achieved, by reviewing initial targets and success.</p>	<p>How do I make healthy choices?</p> <p>LO: To know what your body needs to be healthy.</p>	<p>How is my family similar and how is it different?</p> <p>LO: To know the different relationships within a family and why it is important to co-operate.</p>	<p>What are life cycles?</p> <p>LO: To recognise cycles of life in nature.</p>
Week 2	<p>How can I contribute positively to my class?</p> <p>LO: To know there are rules and responsibilities working as part of a class.</p>	<p>What can boys and girls like?</p> <p>LO: To understand boy and girls can like and enjoy the same things.</p>	<p>What do I do if I find something hard?</p> <p>LO: To know strategies to support resilience and know when you are successful.</p>	<p>What can I do to relax?</p> <p>LO: To know the benefits of relaxation and some ways to do this.</p>	<p>What touch is acceptable?</p> <p>LO: To understand the different forms of physical contact and recognise some is acceptable and some is not.</p>	<p>How do our bodies change?</p> <p>LO: To understand growing is a natural process which is out of my control.</p>
Week 3	<p>How can I contribute ideas?</p> <p>LO: To know how to contribute ideas and listen to other members of the class.</p>	<p>When might bullying occur?</p> <p>LO: To understand that bullying is sometimes about difference.</p>	<p>Who do I work well with?</p> <p>LO: To know who I work well with and not so well with, and who helps me to learn.</p>	<p>How do medicines help me?</p> <p>LO: To know how medicines work within my body and how to use them safely.</p>	<p>How does conflict occur?</p> <p>LO: To know different reasons why conflict can occur and use positive problem solving to resolve this.</p>	<p>What changes has happened to my body?</p> <p>LO: To recognise my body has changed since I was a baby.</p>
Week 4	<p>What are rewards and consequences?</p> <p>LO: To understand what it takes to make a class a safe and fair place.</p>	<p>What do I do about bullying?</p> <p>LO: To recognise what is right and wrong and know how to look after myself.</p>	<p>Can I work well in a group?</p> <p>LO: To know how to work as part of a group.</p>	<p>What foods are healthy and how do I know this?</p> <p>LO: To sort foods into different food groups, and which are healthy.</p>	<p>Are secrets always secrets?</p> <p>LO: To know that sometimes it is good to keep a secret, but sometimes it is not.</p>	<p>Are girls and boys different?</p> <p>LO: To recognise physical differences between boys and girls and appreciate some parts are private.</p>
Week 5	<p>What is a learning charter?</p> <p>LO: To understand following a learning charter will help me and others learn.</p>	<p>How am I different from other members in my class?</p> <p>LO: To understand that it is OK to be different from other people and to be friends with them.</p>	<p>How do I know I can work well in a group?</p> <p>LO: To know how to work with others and reflect on success and struggles.</p>	<p>How do I make a healthy snack?</p> <p>LO: To know how to make a healthy snack and what food groups contribute to this.</p>	<p>Who do I trust, and how do I know?</p> <p>LO: To know what trust is and the characteristics of it.</p>	<p>What touch do I like, and what don't I like?</p> <p>LO: To know different forms of touch (e.g. hugging) and know which I like and don't like.</p>
Week 6	<p>What the consequences to choices?</p> <p>LO: To recognise the choices I make</p>	<p>How can we celebrate and be proud of our differences?</p> <p>LO: To know different ways I am not the same as my friends and celebrate this.</p>	<p>How can we celebrate our achievements?</p> <p>LO: To know how to share successes with other people.</p>	<p>Which foods give me energy?</p> <p>LO: To know which foods give my body energy.</p>	<p>How do I show appreciation for the people I care for?</p>	<p>What changes will I make next year?</p> <p>LO: To identify what I am looking forward to starting my new class next year.</p>

	and understand the consequences.				LO: To know how to express and receive appreciation for others.	
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Outcomes

Wellbeing Curriculum: Year 2 End of Year Outcomes

To be 'well-informed' to make 'sensible decisions' about:

- *To know and show **resilience** when approaching challenging tasks, including when working within a group.*
- *To know the features of a **healthy relationship**.*
- *To know how to ask for **help and support** in a range of contexts, to ensure personal health and wellbeing.*
- *To know the difference between a **male and a female**, including **stereotypical** and **societal** expectations and challenge this where appropriate.*
- *To **know and decide** on personal choices around own health, including physical and mental aspects of this.*
- *To **identify** own personal goals and begin to know the steps to achieve this.*

Topic	Endpoint	Social & Emotional Skills
Being me in my World	Children are able to discuss their hopes and fears for the year ahead. They can talk about feeling worried and recognising when they should ask for help and who to ask. They know about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children know about choices and the consequences of making different choices.	<ul style="list-style-type: none"> • Know how to make their class a safe and fair place • Show good listening skills • Be able to work co-operatively • Recognise own feelings and know when and where to get help • Recognise the feeling of being worried
Celebrating Difference	Children know about gender stereotypes. They can recognise differences and similarities that boys and girls can have and that is OK. They are able to explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. Children are able to share feelings associated with bullying and how and where to get help. They can explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.	<ul style="list-style-type: none"> • Explain how being bullied can make someone feel • Know how to stand up for themselves when they need to • Understand that everyone's differences make them special and unique • Understand that boys and girls can be similar in lots of ways and that is OK • Understand that boys and girls can be different in lots of ways and that is OK • Can choose to be kind to someone who is being bullied • Recognise that they shouldn't judge people because they are different
Dreams and Goals	Children are able to set realistic goals and know how they can achieve them. They are able to discuss perseverance when they find things difficult as well as recognise their strengths as a learner. Children can	<ul style="list-style-type: none"> • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well

	<p>participate in group work and reflect on with whom they worked well and with whom they didn't. They can reflect on sharing success with other people.</p>	<ul style="list-style-type: none"> • Be able to work as part of a group • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how it feels to be part of a group that succeeds and store this feeling
<p>Healthy Me</p>	<p>Children know about healthy food; they can talk about having a healthy relationship with food and can make healthy choices. Children can consider what makes them feel relaxed and stressed. They know about medicines, how they work and how to use them safely. Children can make healthy snacks and discuss why they are good for their bodies.</p>	<ul style="list-style-type: none"> • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Express how it feels to share healthy food with their friends
<p>Relationships</p>	<p>Children know the roles and responsibilities in a family and the importance of co-operation, appreciation and trust. They know about falling out and how to mend friendships. Children can practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children understand the importance of trust in relationships and what this feels like. They can identify two types of secret, and know why 'worry secrets' should always be shared with a trusted adult. Children are able to reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They are able practise strategies for being assertive when someone is hurting them or being unkind. Children know about people who can help them if they are worried or scared.</p>	<ul style="list-style-type: none"> • Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can identify the negative feelings associated with keeping a worry secret • Can identify who they trust in their own relationships • Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict • Can identify the feelings associated with trust • Can give and receive compliments • Can say who they would go to for help if they were worried or scared
<p>Changing Me</p>	<p>Children can compare different life cycles in nature, including that of humans. They are able reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Children are able to discuss how independence, freedoms and responsibility can increase with age. Children know the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They know that nobody has the right to hurt these parts of the body, and are aware about inappropriate touch and assertiveness. Children are able to practise a range of strategies for managing feelings and emotions. They know where they can get help if worried or frightened. Children know change is a natural and normal part of growing up and understand the range of emotions that can occur with change.</p>	<ul style="list-style-type: none"> • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future

- Can say what they are looking forward to in the next year

	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Week 1	<p>How do we make others feel welcome?</p> <p>LO: To be able to identify positive things about my own and other achievements.</p>	<p>What makes a family?</p> <p>LO: To understand that everybody's family is different and important to them.</p>	<p>How hard is it to achieve success?</p> <p>LO: To know how to overcome challenges and achieve success.</p>	<p>How do I keep fit and healthy?</p> <p>LO: To know how exercise affects our body and why the heart and lungs are important organs.</p>	<p>Does gender matter in family roles and responsibilities?</p> <p>LO: To know the roles and responsibilities of each member of my family and can reflection on the expectations of male and females.</p>	<p>How do babies grow?</p> <p>LO: To understand that in animals and humans, lots of changes happen from birth to fully grown.</p>
Week 2	<p>How do we make our school an even better place?</p> <p>LO: To be able to face new challenges positively, make responsible choices and ask for help when needed.</p>	<p>What is a family conflict?</p> <p>LO: To understand that differences and conflicts sometimes happen among family members.</p>	<p>What is my ambition?</p> <p>LO: To know how to identify person ambition through what is important to them.</p>	<p>What can affect my fitness and health?</p> <p>LO: To know that the amount of calories, fat, and sugar I put into my body will affect my health.</p>	<p>Can I use and apply my friendship skills?</p> <p>LO: To identify and put into practice some of the skills of friendship.</p>	<p>What does a baby need to survive?</p> <p>LO: To understand what a baby needs to live and grow.</p>
Week 3	<p>What does our dream school look like?</p> <p>LO: To know why rules are needed and how they relate to rights and responsibilities.</p>	<p>What is a bystander?</p> <p>LO: To know what it means to be a witness to bullying.</p>	<p>How do we break goals into steps?</p> <p>LO: To know how to enjoy new challenges and work out ways to achieve them.</p>	<p>What do I know about drugs?</p> <p>LO: To identify personal perspectives on drugs, and what they are.</p>	<p>How do I stay safe online?</p> <p>LO: To know and use different strategies for staying safe online.</p>	<p>What changes can happen to me in my life?</p> <p>LO: To identify how boys' and girls' bodies change on the outside during the growing up process.</p>
Week 4	<p>Why do we care about others feelings?</p> <p>LO: To know that our actions affect ourselves and others, and to show care towards others feelings.</p>	<p>How can I change a situation as a bystander?</p> <p>LO: To know that witnesses can make a situation better, or worse.</p>	<p>Who is responsible for my learning?</p> <p>LO: To know that I am responsible for my own learning and I am enthusiastic about achieving my goals.</p>	<p>How do I stay safe?</p> <p>LO: To know how to seek help and stay safe (drugs).</p>	<p>How do people around the world help me?</p> <p>LO: To know how the actions of others around the world influence my life.</p>	<p>How is my body going to change on the inside?</p> <p>LO: To identify how boys' and girls' bodies change on the inside during the growing up process.</p>
Week 5	<p>How do I make responsible choices?</p> <p>LO: To make responsible choices and take action.</p>	<p>How might words hurt me or others?</p> <p>LO: To recognise that some words are used in hurtful ways.</p>	<p>Are there any obstacles that may hinder my knowledge?</p> <p>LO: To know how to recognise obstacles and</p>	<p>How do I make a judgement as to what is safe?</p>	<p>What are my rights as a child?</p> <p>LO: To know how my needs and rights are shared by other children</p>	<p>What is a family stereotype?</p> <p>LO: To recognise stereotypical ideas I might</p>

			take steps to overcome them.	LO: To know and identify when something feels safe or unsafe.	around the world, and how our lives might be different.	have about parenting and family roles.
Week 6	How do I see things from other people's points of view? LO: To know that there are other points of view.	What is a compliment? LO: To recognise that words can affect people in different ways.	How can I improve my learning? LO: To evaluate my own learning and identify how to improve next time.	Is it easy to stay fit and healthy? LO: To understand how complex my body is and how important it is to take care of it.	What relationships do I appreciate? LO: To know how to express my appreciation to my friends and family.	What changes will I make next year? LO: To identify what I am looking forward to starting my new class next year.

Outcomes

Wellbeing Curriculum: Year 3 End of Year Outcomes

To be 'well-informed' to make 'sensible decisions' about:

- To celebrate difference, including the protected characteristics, when making friends and working with others.
- To be able to share personal success and feel proud of their achievements.
- To show empathy to others, including when making negative personal choices.
- To be able to demonstrate responses to conflict, and reflect where it went wrong.
- To know that medicines can contribute to overall health, including first aid.
- To use food packaging, developing their knowledge of food groups, and make healthy food choices.

Topic	Endpoint	Social & Emotional Skills
Being me in my World	Children can recognise their self-worth and identify positive things about themselves and their achievements. They are able to discuss new challenges and know how to face them with appropriate positivity. The children know the need for rules and how these relate to rights and responsibilities. They are able to explore choices and consequences. They can work collaboratively and see things from other people's points of view. The children know about different feelings and have the ability to recognise these feelings in themselves and others.	<ul style="list-style-type: none"> • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively • Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others
Celebrating Difference	Children know about families, that they are all different and that sometimes they fall out with each other. Children are able to practise methods to calm themselves down and can discuss the 'Solve it together' technique. Children are able to discuss being a witness (bystander) to bullying; they know how a witness has choices and how these choices can affect the bullying that is taking place. Children can talk about using problem-solving techniques in bullying situations. They are able to discuss name-calling and can choose not to use hurtful words. They also know about giving and receiving compliments and the feelings associated with this.	<ul style="list-style-type: none"> • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to show appreciation for their families, parents and carers • Empathise with people who are bullied • Employ skills to support someone who is bullied

		<ul style="list-style-type: none"> • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment
<p>Dreams and Goals</p>	<p>Children are able to look at examples of people who have overcome challenges to achieve success and can discuss what they can learn from these stories. Children can identify their own dreams and ambitions and discuss how it will feel when they achieve them. They can discuss facing learning challenges and identify their own strategies for overcoming these. Children are able to consider obstacles that might stop them from achieving their goals and know how to overcome these. They can reflect on their progress and successes and can identify what they could do better next time.</p>	<ul style="list-style-type: none"> • Can break down a goal into small steps • Can manage feelings of frustration linked to facing obstacles • Imagine how it will feel when they achieve their dream/ambition • Recognise other people's achievements in overcoming difficulties • Recognise how other people can help them to achieve their goals • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time
<p>Healthy Me</p>	<p>Children know about the importance of exercise and how it helps their body to stay healthy. They know about their heart and lungs and how they are very important. Children know facts about calories, fat and sugar. They are able to discuss what each of these are and how the amount they consume can affect their health. The children know about different types of drugs. They know the ones you take to make you better, as well as other drugs. Children are able to consider things, places and people that are dangerous and can link this to strategies for keeping themselves safe.</p>	<ul style="list-style-type: none"> • Respect their own bodies and appreciate what they do • Can take responsibility for keeping themselves and others safe • Identify how they feel about drugs • Can express how being anxious or scared feels • Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice
<p>Relationships</p>	<p>Children can identify the different expectations and roles that exist within the family home. They can identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They know why stereotypes can be unfair in careers. They understand that families should be founded on love, respect, appreciation, trust and co-operation. Children are able to use the Solve it together technique for negotiating conflict situations and understand the concept of a win-win outcome. Children have awareness of some rules for staying safe online. Children know that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade. They are able to identify the wants and needs of other children who are less fortunate and are able to compare these with their own. Children are aware of the universal rights.</p>	<ul style="list-style-type: none"> • Can identify the responsibilities they have within their family • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job or are less fortunate • Understand that they are connected to the global community in many different ways • Can use Solve it together in a conflict scenario and find a win-win outcome • Can identify similarities in children's rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community
<p>Changing Me</p>	<p>Children know about babies and what they need to grow and develop including parenting. Children know that it is usually the female that carries the baby in nature. Children recognise the outside body changes in males and females. They know that puberty is a natural part of growing up and know that it is a process for getting their</p>	<ul style="list-style-type: none"> • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries

bodies ready to make a baby when grown-up. Children recognise the inside body changes in males and females. Children know that females have eggs (ova) in their ovaries and know that these are released monthly. They understand if unfertilised by a male's sperm, it passes out of the body as a period. Children are able to discuss how they feel about puberty and growing up and know they should seek reassurance if anything is worrying them.

- Can suggest ways to help them manage feelings during changes they are more anxious about
- Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry
- Can express how they feel about babies
- Can describe the emotions that a new baby can bring to a family
- Can identify changes they are looking forward to in the next year

	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Week 1	<p>How do we become a team?</p> <p>LO: To know how attitudes and actions make a difference to feeling included.</p>	<p>Should we make friends based on what people look like?</p> <p>LO: To know that we sometimes make assumptions based on what people look like.</p>	<p>What are my hopes and dreams?</p> <p>LO: To know how it feels to have hopes and dreams.</p>	<p>Is it important to have lots of friends?</p> <p>LO: To recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p>	<p>Can jealousy affect a relationship?</p> <p>LO: To know situations that may cause jealousy within a relationship.</p>	<p>Who do I look like?</p> <p>LO: To understand that personal characteristics come from birth parents.</p>
Week 2	<p>Who is in my school community?</p> <p>LO: To know who is in their school community, and the roles they play.</p>	<p>What is an influence?</p> <p>LO: To know what might influence me to make assumptions.</p>	<p>Can dreams be broken?</p> <p>LO: To know that hopes and dreams sometimes do not come true, and this can hurt.</p>	<p>What is my role in a group?</p> <p>LO: To understand there are people who take on the roles of leaders or followers in a group.</p>	<p>What is loss and how could it feel?</p> <p>LO: To identify someone I love and express why they are special to me.</p>	<p>Why do people choose to have babies?</p> <p>LO: To identify the internal and external parts of male and female bodies that are necessary for making a baby.</p>
Week 3	<p>How can democracy help us to be an inclusive citizen?</p> <p>LO: To know how school councils and JLT support democracy in school.</p>	<p>Is bullying easy to spot?</p> <p>LO: To know that bullying can be hard to spot and how to find support (including witnesses).</p>	<p>How do you overcome disappointment?</p> <p>LO: To know that positive and happy experiences can help you counteract disappointment.</p>	<p>Is smoking bad for you?</p> <p>LO: To know the facts related to smoking and its effects on our health.</p>	<p>Why are memories important?</p> <p>LO: To know that we can remember people even if we can no longer see them.</p>	<p>What is puberty?</p> <p>LO: To know how puberty is linked to reproduction.</p>
Week 4	<p>Why should we care what others think?</p> <p>LO: To know that actions can affect themselves and others, and how to show empathy.</p>	<p>Is it okay to be a witness of bullying?</p> <p>LO: To know that witnesses sometimes join in with bullying, and somethings they don't tell.</p>	<p>Can I make different dreams and goals when ones fail?</p> <p>LO: To know that I can make new dreams and goals.</p>	<p>Is alcohol bad for you?</p> <p>LO: To know the facts related to alcohol and its effect, including financially.</p>	<p>How can relationships change?</p> <p>LO: To know how to make new friends and how to manage when I fall out with my friends.</p>	<p>How might you change to become who you are meant to be?</p> <p>LO: To know how the circle of change works and can apply it to changes I want to make in my life.</p>
Week 5	<p>How do we make decisions as a group?</p> <p>LO: To know how groups come together to make decisions.</p>	<p>How do we celebrate who we are?</p> <p>LO: To know and identify what is special about you and identify how you are unique.</p>	<p>How do I break goals into steps?</p> <p>LO: To know how to work out the steps to take to achieve a goal as part of a group.</p>	<p>If I feel peer pressure, what do I do?</p> <p>LO: To know when people are putting me under pressure and explain ways to resist this.</p>	<p>What is a girlfriend and boyfriend?</p> <p>LO: To that having a boyfriend/ girlfriend is a special relationship for when I am older.</p>	<p>What changes have happened to me so far?</p> <p>LO: To identify changes that have been and may continue to be outside of my control that I learnt to accept.</p>

Week 6	<p>What choices should I make?</p> <p>LO: To know how democracy can help local and wider communities.</p>	<p>Can an impression change about a person?</p> <p>LO: To know a time when an impression changed about a person.</p>	<p>How do I contribute to group work?</p> <p>LO: To identify the contributions made by myself and others to the group's achievement.</p>	<p>How do I celebrate my inner strength?</p> <p>LO: To know how to stand up for what I believe is right or wrong.</p>	<p>How do I show appreciation towards a friendship?</p> <p>LO: To know how to show love and appreciation to animals and people who are special to you.</p>	<p>What changes will I make next year?</p> <p>LO: To identify what I am looking forward to starting my new class next year.</p>
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Outcomes

Wellbeing Curriculum: Year 4 End of Year Outcomes

To be 'well-informed' to make 'sensible decisions' about:

- To be able to make informed choices about keeping yourself **healthy**, including a **healthy balanced diet**, the effects of **smoking and alcohol** and **good dental hygiene**.
- To be able to identify **peer pressure** and its characteristics, know the characteristics of **healthy and unhealthy relationships** within the **family and friendships**, and show an awareness of **tolerance of the protected characteristics**.
- To being able to **identify and regulate feelings and emotions**, even when you do not agree.
- To **be able to overcome disappointment and conflict** in a range of personal situations.
- To know the routes into **chosen careers**, and what these looks like for the future.
- To know and be able to use a **growth mindset**, showing **resilience** in hard tasks. They can identify the key features of the brain and how this links to learning.

Topic	Endpoint	Social & Emotional Skills
Being me in my World	The children can be part of a team. They can talk about attitudes and actions and their effects on the whole class. The children know about their school and its community, who all the different people are and what their roles are. They understand democracy and link this to their own School Council (JLT), what its purpose is and how it works. The children know about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also know about considering other people's feelings.	<ul style="list-style-type: none"> • Identify the feelings associated with being included or excluded • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Know how to regulate my emotions • Can make others feel cared for and welcome • Recognise the feelings of being motivated or unmotivated • Can make others feel valued and included • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices
Celebrating Difference	Children are able to consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They can explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They realise the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. Children can share	<ul style="list-style-type: none"> • Be comfortable with the way they look • Try to accept people for who they are • Be non-judgemental about others who are different • Identify influences that have made them think or feel positively/negatively about a situation

	<p>their own uniqueness and what is special about themselves. They can talk about first impressions and when their own first impressions of someone have changed.</p>	<ul style="list-style-type: none"> • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness • Identify when a first impression they had was right or wrong
<p>Dreams and Goals</p>	<p>Children can consider their hopes and dreams. They can discuss how it feels when dreams don't come true and know how to cope with/overcome feelings of disappointment. Children can discuss making new plans and setting new goals even if they have been disappointed. They can work in an explore group and overcome challenges together. They can reflect on their successes and the feelings associated with overcoming a challenge.</p>	<ul style="list-style-type: none"> • Have a positive attitude • Can identify the feeling of disappointment • Be able to cope with disappointment • Can identify what resilience is • Can identify a time when they have felt disappointed • Can talk about their hopes and dreams and the feelings associated with these • Help others to cope with disappointment • Enjoy being part of a group challenge • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time
<p>Healthy Me</p>	<p>Children know the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. Children are able to reflect on their friendships, how different people make them feel and which friends they value the most. Children also know about smoking and alcohol and its effects on health. They can identify reasons why people might drink or smoke. Finally, they know about peer pressure and how to deal with it successfully.</p>	<ul style="list-style-type: none"> • Can identify the feelings that they have about their friends and different friendship groups • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and know-how to be assertive • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with
<p>Relationships</p>	<p>Children know about jealousy and loss/ bereavement. They can identify the emotions associated with these relationship changes, the possible reasons for the change and know strategies for coping with the change. Children know that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children can use revisited skills of negotiation to help manage a change in a relationship. They know that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children know that relationship endings can be amicable.</p>	<ul style="list-style-type: none"> • Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate
<p>Changing Me</p>		<ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others

Children understand the bodily changes at puberty, particularly around menstruation. They are aware of sanitary health, including different sanitary and personal hygiene products. Children understand conception and sexual intercourse and know that a baby is formed by the joining of an ovum and sperm. They know that the ovum and sperm carry genetic information that carry personal characteristics. They know the feelings associated with change and how to manage these. Children understand the Jigsaw's Circle of change model (strategy for managing future changes).

- Can express any concerns they have about puberty
- Have strategies for managing the emotions relating to change
- Can express how they feel about having children when they are grown up
- Can say who they can talk to about puberty if they are worried
- Can apply the circle of change model to themselves to have strategies for managing change

	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Week 1	<p>What does my year ahead look like?</p> <p>LO: To know how to face new challenges positively and know what I value most about my school.</p>	<p>What is a culture, and do they all agree?</p> <p>LO: To know that cultural differences can sometimes cause conflict.</p>	<p>When I grow up, what is my dream lifestyle?</p> <p>LO: To know that I will need money to help me achieve some of my dreams.</p>	<p>Have I made a healthy choice?</p> <p>LO: To know the risks of smoking and how tobacco affects the lungs, liver and heart.</p>	<p>Who am I?</p> <p>LO: To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p>	<p>What is my self-image?</p> <p>LO: To be aware of my own self-image and how my body image fits into that.</p>
Week 2	<p>What is an inclusive citizen?</p> <p>LO: To know my rights and responsibilities as a citizen of my country.</p>	<p>What is racism?</p> <p>LO: To know what racism is and begin to be aware of own attitude towards people from different races.</p>	<p>How do I get money as an adult?</p> <p>LO: To know about a range of jobs and appreciate the contributions they make to society.</p>	<p>What happens when you use alcohol irresponsibly?</p> <p>LO: To know the risks of misusing alcohol, including anti-social behaviour.</p>	<p>Is it safe to be friends with someone online?</p> <p>LO: To know that belonging to an online community can have positive and negative consequences.</p>	<p>How does puberty effect the reproductive organs?</p> <p>LO: To know the emotional and physical female changes in more detail.</p>
Week 3	<p>How can I be an inclusive citizen at Carfield?</p> <p>LO: To know my rights and responsibilities as a member of my school.</p>	<p>What are rumours?</p> <p>LO: To know how rumour spreading and name calling can be bullying behaviours.</p>	<p>Why do I want that job and how do I get there?</p> <p>LO: To identify an occupation and understand what motivates them to achieve it.</p>	<p>What should I do in emergency situations?</p> <p>LO: To know basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</p>	<p>What is an online community?</p> <p>LO: To understand there are rights and responsibilities in an online community or social network.</p>	<p>How does puberty effect the reproductive organs?</p> <p>LO: To know the emotional and physical male changes in more detail.</p>
Week 4	<p>How do I make choices about my behaviours?</p> <p>LO: To know how to make choices on own behaviour and understand that actions affect me and others.</p>	<p>What different ways can bullying occur?</p> <p>LO: To know the different between direct and indirect bullying.</p>	<p>Is everyone's dreams and goals the same?</p> <p>LO: To know that dreams and goals of young people in other cultures may be different to mine.</p>	<p>How does the media promote body image?</p> <p>LO: To know how the media and social media can promote certain body types.</p>	<p>Can I be bullied online?</p> <p>LO: To know that there are rights and responsibilities when gaming online, and how to recognise any potential risk.</p>	<p>How can a baby be conceived?</p> <p>LO: To understand that sexual intercourse (and sometimes IVF) can lead to conception.</p>
Week 5	<p>How does my behaviour affect group functions?</p>	<p>Does money matter?</p>	<p>How can we support each other?</p>	<p>How can I have a healthy relationship with food?</p>	<p>What is a safe amount of screen time?</p>	<p>What do I look forward to about becoming a teenager?</p>

	LO: To know how an individual's behaviour can impact on a group.	LO: To compare life with the developing world and know that happiness can be valued regardless of material wealth.	LO: To know that communicating with someone in a different country means we learn from them.	LO: To know the different roles food can play in people's lives including negatively.	LO: To recognise when I am spending too much time using devices (screen time).	LO: To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).
Week 6	<p>How can I use my democracy skills to support my community?</p> <p>LO: To know how democracy can benefit the school and wider community.</p>	<p>How do we celebrate difference?</p> <p>LO: To know that cultures across the world are different to my own and show respect to this.</p>	<p>How can I encourage aspirations?</p> <p>LO: To know to encourage someone here and abroad to meet their aspirations and suggest ways we might do this.</p>	<p>How do I live a healthy lifestyle?</p> <p>LO: To know what makes a healthy lifestyle, enabling you to be healthy and happy.</p>	<p>How do I stay safe online?</p> <p>LO: To explain how to stay safe when using technology to communicate with my friends.</p>	<p>What changes will I make next year?</p> <p>LO: To identify what I am looking forward to starting my new class next year.</p>

Outcomes

Wellbeing Curriculum: Year 5 End of Year Outcomes

To be 'well-informed' to make 'sensible decisions' about:

- To know the **rights and responsibilities** related to the child, and how these support being an inclusive citizen (democracy, having a voice, participation).
- To know a range of **cultural differences**, and know how they can sometimes cause conflict.
- To know the different **types of bullying**, and know that rumours and name-calling can be forms of bullying.
- To give clarity to their **own personal success**, setting steps towards this and linking this to **financial gain and careers**.
- To know the challenges related to **substance misuse**, including anti-social behaviour, and **know how to seek support for this**.
- To be able to identify their **own self-recognition** and be proud of their achievements, building **their own self esteem**.
- To know what happens **during puberty**, and how this **links to reproduction**.

Topic	Endpoint	Social & Emotional Skills
Being me in my World	The children are able to think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They can explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children know about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also know about democracy, how it benefits the school and how they can contribute towards it.	<ul style="list-style-type: none"> • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Be able to identify what they value most about school • Identify hopes for the school year • Understand why the school community benefits from a Learning Charter

		<ul style="list-style-type: none"> • Be able to help friends make positive choices • Know how to regulate my emotions
Celebrating Difference	<p>Children are able to explore culture and cultural differences. They can link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They can discuss rumour spreading and name-calling. Children know that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. Children consider happiness regardless of material wealth and respecting other people's cultures.</p>	<ul style="list-style-type: none"> • Appreciate the value of happiness regardless of material wealth • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Develop respect for cultures different from their own • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied
Dreams and Goals	<p>Children can share their dreams and goals and know how they might need money to help them achieve them. They can consider jobs that people they know do, they can look at the fact that some jobs pay more money than others and can reflect on what types of jobs they might like to do when they are older. Children know the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>	<ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others • Appreciate the opportunities learning and education can give them
Healthy Me	<p>Children know the risks associated with smoking and how it affects the lungs, liver and heart. They know about the risks associated with alcohol misuse. They know basic first aid and emergency procedures (including the recovery position) and know how to contact the emergency services when needed. Children know how body types are portrayed in the media, social media and celebrity culture. They also know about eating disorders and people's relationships with food and know how this can be linked to negative body image pressures.</p>	<ul style="list-style-type: none"> • Respect and value their own bodies • Can reflect on their own body image and know how important it is that this is positive • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Accept and respect themselves for who they are • Be motivated to keep themselves healthy and happy
Relationships	<p>Children understand the importance of self-esteem and know ways in which this can be boosted. They know this is important in an online context as well as offline, and know mental health can be damaged by excessive comparison with others. Children are able to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They know about age-limits and also age-appropriateness. Children are aware of the SMARRT internet safety rules and can apply these in different situations. Children understand risk, pressure and influences. They know the physical and emotional aspects of</p>	<ul style="list-style-type: none"> • Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community/social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media

	<p>identifying when something online or in social media feels uncomfortable or unsafe. Children are aware of grooming and know how people online can pretend to be whoever they want. Children understand rights, responsibilities and respect with an angle on technology use. They know how to find ways to reduce their screen time. Children understand to be more discerning when viewing anything online or on social media.</p>	<ul style="list-style-type: none"> • Can say how to report unsafe online/social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks
<p>Changing Me</p>	<p>Children know about self-esteem, self-image and body image. They know that we all have perceptions about ourselves and others, and these may be right or wrong. They are able to reflect on how social media and the media can promote unhelpful comparison and know how to manage this. Children understand the bodily changes in males and females. They know about sexual intercourse (slightly more detail than in the previous year). Children can ask questions and seek clarification about anything they don't understand. Children understand the development of the foetus and understand a simple explanation about alternative ways of conception, e.g. IVF. Children know that having a baby is a personal choice. Children are aware of the reasons why people choose to be in a romantic relationship and not have a baby. Children are aware of what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They are able to consider the perceptions that surround teenagers and can reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.</p>	<ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self-image and body image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult

	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Week 1	<p><i>How do I know what my year goals are?</i></p> <p>LO: To be able to identify goals for the year, and understand fears and worries for the future</p>	<p>Am I normal?</p> <p>LO: To know that there are different perceptions about what normal means.</p>	<p><i>What are my learning strengths and how can I set personal goals?</i></p> <p>LO: To know my strengths as a learner and know how to set challenging goals</p>	<p><i>How do my choices about health benefit my wellbeing?</i></p> <p>LO: To know that health and wellbeing are related and impact on each other</p>	<p><i>How do I take care of my mental health?</i></p> <p>LO: To know how to take care of your personal mental health</p>	<p><i>What is self-esteem?</i></p> <p>LO: To reflect on self-image and body image</p>
Week 2	<p><i>What are my universal rights for children?</i></p> <p>LO: To know the universal rights for all children and how these are or are not met</p>	<p>How do others react to difference outside of my circle?</p> <p>LO: To know that other people can have different attitudes towards those who are different.</p>	<p><i>What steps do I take to reach my goal and how do I motivate myself?</i></p> <p>LO: To know the learning steps needed to reach a goal and know how to motivate myself to reach these</p>	<p><i>What are the effects of drugs on my body?</i></p> <p>LO: To know the different types of drugs and their uses and effects on the body</p>	<p><i>How do I take care of my mental health?</i></p> <p>LO: To know how to take care of your personal mental health</p>	<p><i>What happens do my body as I grow?</i></p> <p>LO: To know how girls and boys bodies change during puberty and how to look after yourself emotionally and physically</p>
Week 3	<p><i>How do my actions affect others?</i></p> <p>LO: To know that my actions affect other people locally and globally</p>	<p>What are power struggles and how do they occur?</p> <p>LO: To know that one group or another can have power over the other, and as a result people can feel excluded.</p>	<p><i>What barriers are faced across the world to meet goals?</i></p> <p>LO: To know and identify problems across the world and recognise how they feel</p>	<p><i>What is exploitation and how does this affect my mental health?</i></p> <p>LO: To know the impact of exploitation and ways to support</p>	<p><i>What does loss feel like?</i></p> <p>LO: To know the feelings associated with loss and the stages of grief</p>	<p><i>How does a baby develop?</i></p> <p>LO: To know how a baby develops from conception to birth</p>
Week 4	<p><i>How do my actions affect myself and others?</i></p> <p>LO: To know that I make my own choices about behaviour</p>	<p>Why do people bully?</p> <p>LO: To know some of the reasons why people using bullying behaviours.</p>	<p><i>How can I work with others to make the world a better place?</i></p> <p>LO: To know how to make the world a better place</p>	<p><i>Why do people join gangs and what risks might this bring?</i></p> <p>LO: To know why people join gangs and the risks this involves</p>	<p><i>How do I know when people are trying to take power and control?</i></p> <p>LO: To know how to stand up for yourself when others are trying to gain power and control</p>	<p><i>How to I show respect for other people?</i></p> <p>LO: To know the emotional changes in puberty including attraction towards others</p>
Week 5	<p><i>How does other people's behaviour impact on a group?</i></p> <p>LO: To know how an individual's behaviour can impact on a group</p>	<p>Why do people bully others because of their disability?</p> <p>LO: To be able to appreciate people for who they are and know the</p>	<p><i>Would the world be a better place if we worked together?</i></p> <p>LO: To be able to describe ways in which people work together and why</p>	<p><i>How do I keep myself emotionally well and know when I need help with this?</i></p> <p>LO: To know how to stay emotionally well</p>	<p><i>When online, how do I stay safe?</i></p> <p>LO: To know whether something online is safe and helpful, and what to do if it isn't</p>	<p><i>What is body image?</i></p> <p>LO: To know the importance of positive self esteem and what I can do to strengthen it</p>

		importance of the protected characteristics.	they are motivated to do this.			
Week 6	<p><i>What is democracy?</i></p> <p>LO: To know how democratic discussion benefits the school community</p>	<p><i>Can difference be a source of conflict?</i></p> <p>LO: To know that difference can be a source of conflict and a cause for celebration.</p>	<p><i>How do I praise success?</i></p> <p>LO: To know what people like or admire about me and accept their praise</p>	<p><i>How do I recognise stress and what are the implications?</i></p> <p>LO: to recognise stress and the triggers.</p>	<p><i>How do I use technology safely?</i></p> <p>LO: To know how to use technology safely and report concerns when needed</p>	<p><i>How do new beginnings feel?</i></p> <p>LO: To know and identify emotional changes in preparation to secondary school</p>

Outcomes

Wellbeing Curriculum: Year 6 End of Year Outcomes

To be 'well-informed' to make 'sensible decisions' about:

- To know how *global citizenship* and *children's rights* are important to their knowledge of the world
- To know that *anti-social behaviour* is wrong, but that there are many reasons people choose to do this.
- To know that *bullying can happen because of difference*, and as a result people can feel excluded
- To know what *motivates them* to make the *world a better place*.
- To know that *substance misuse* can impact on *others and individuals*.
- To know that *mental health* plays an important part of *staying healthy*.
- To know the key *changes in puberty* and know that when a child becomes an adult they may choose to reproduce.

Topic	Endpoint	Social & Emotional Skills
Being me in my World	The children are able discuss their year ahead. They can set goals and discuss their fears and worries about the future. The children know about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They are able to discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children know about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They can explore an individual's behaviour and the impact it can have on a group. They are able to talk about democracy, how it benefits the school and how they can contribute towards it.	<ul style="list-style-type: none"> • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role-model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions • Be able to make others feel welcomed and valued
Celebrating Difference	Children are able to discuss differences and similarities and that, for some people, being different is difficult. Children know about bullying and how people can have power over others in a group. They identify strategies for dealing with this as well as wider bullying issues. Children know about people with disabilities and can identify specific examples of disabled people who have amazing lives and achievements.	<ul style="list-style-type: none"> • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship

		<ul style="list-style-type: none"> • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Appreciate people for who they are • Show empathy
<p>Dreams and Goals</p>	<p>Children can share their own strengths and can further stretch themselves by setting challenging and realistic goals. They can discuss the learning steps they will need to take as well as talk about how to stay motivated. Children can reflect on various global issues and can explore places where people may be suffering or living in difficult situations. Whilst doing this, they can reflect on their own emotions linked to this learning. Children identify what they think their classmates like and admire about them, as well as give others praise and compliments.</p>	<ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning • Be able to give praise and compliments to other people when they recognise that person's achievements • Empathise with people who are suffering or living in difficult situations • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
<p>Healthy Me</p>	<p>Children are able to discuss take responsibility for their own physical and emotional health and the choices linked to this. They know about different types of drugs and the effects these can have on people's bodies. Children know about exploitation as well as gang culture and the associated risks. They know about mental health/illness and that people have different attitudes towards this. They know to recognise the triggers for and feelings of being stressed and know strategies they can use when they are feeling stressed.</p>	<ul style="list-style-type: none"> • Are motivated to care for their own physical and emotional health • Suggest strategies someone could use to avoid being pressured • Can use different strategies to manage stress and pressure • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Recognise that people have different attitudes towards mental health/illness
<p>Relationships</p>	<p>Children understand mental health and how to take care of their own mental well-being. They understand the grief cycle and its various stages, and are able to discuss the different causes of grief and loss. Children know that people can try to control them or have power over them. They are able to investigate online safety, learn how to judge if something is safe and helpful, as well as talk about communication with friends and family in a positive and safe way.</p>	<ul style="list-style-type: none"> • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being

Changing Me

Children know about puberty in boys and girls and the changes that will happen. They are able to reflect on how they feel about these changes. Children know about childbirth and the stages of development of a baby, starting at conception. They know what it means to be physically attracted to someone and the effect this can have upon the relationship. They know about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. Children understand self-esteem, why it is important and ways to develop it. Children are aware of the transition to secondary school (or next class) and know what they are looking forward to/are worried about and understand how they can prepare themselves mentally.

- Recognise ways they can develop their own self-esteem
- Can express how they feel about the changes that will happen to them during puberty
- Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to
- Recognise how they feel when they reflect on the development and birth of a baby
- Can celebrate what they like about their own and others' self-image and body image
- Use strategies to prepare themselves emotionally for the transition (changes) to secondary school