

Taking Care Project	Reception - taught Aut	Year 1 - taught Aut	Year 2 - taught Aut	Year 3 - taught Aut
	Feelings - I can talk and show how I feel. I know when I feel safe and happy. Body Awareness - I know when I don't feel safe. I can show where early warning signs are in the body. I know that it is important to tell an adult when I don't feel safe. EWS-Scary body feelings - I can name all the parts of my body. I know what touches I like and don't like. I know I can tell someone if I don't like the way someone touches me. Telling & secrets - I can say when I need help and who to ask. I understand that if I am worried about something I can talk to a trusted adult.	Feelings - I know when I feel safe and I can say what it feels like. I know what happens on the inside and the outside of my body when I am feeling safe and comfortable. I understand that different people can have different feelings about the same situation. Unsafe feelings & body awareness - I know what happens on the inside and the outside of my body when I feel unsafe. I know what my own early warning signs are and when I might get them. Body privacy & secrets - I know my body belongs to me and the parts of my body that are private and should not be touched without my permission. I know that I need to keep myself and others safe. Telling & Networks - I know that everyone has worries sometimes and I can talk	Feelings, right and responsibilities - I understand that all children have rights and I know that I have the right to feel safe. I can talk about the people and places that help me feel safe and comfortable. I can find a safe place to go to in my mind when I feel worried or stressed. Unsafe feelings & problem solving - I know why it is important to listen to my early warning signs. I understand what fun to feel scared means and why it is different to when I am unsafe. I can tell you what I like being scared by (what is fun to feel scared for me). Body awareness & persona space - I know the proper names for the parts of my body that are private (the ones covered by my underwear). I can use the 'Underwear Rule' to help me stay safe. Networks & using them - I know the difference between secrets and surprises. I can recognise safe and unsafe secrets and who I feel safe to tell. I know the people who look after me and who to go to if I am worried.	Feelings, rights & responsibilities - I know that a feeling is just a feeling. It's not good or bad, but I have choices about what I do with my feelings (my behaviour). I understand that I can feel different feelings at the same time. I understand that with my right to be safe comes a responsibility to keep others safe. Unsafe feelings - I know what my early warning signs are and how to manage them. I can identify when I get my EWS but it is a fun to feel scared or risking on purpose situation. I can give an example of when I have responded positively to my early warning signs. Body awareness & telling - I understand the difference between safe and unsafe touching. I know that no one has the right to touch us in a way that feels unsafe, not even someone in our family. I can use Stop-Think-Go to help me know what my options are if I start to feel unsafe. Networks & using them - I know what characteristics someone who can help me has. I can explain a time when I asked for help in school. I know where to get help outside school.

Taking Care Project	Year 4 - taught Aut	Year 5 - taught Aut	Year 6 - taught Aut
	Rights, responsibilities, feelings - I know about the United National Convention on the Rights of the Child and how these help children to be safe. I understand that the behaviours of some people can affect the rights of others. I know that with all rights come responsibilities. Safe & unsafe feelings - I understand the difference between a risk on purpose and when sometimes is unsafe. I can recognise that dares and not always safe. I know some ways to say no to dares that feel unsafe and that help me resist peers pressure. Secrets - I can understand the difference between safe and unsafe secrets and when to tell. I understand the difference between treats, bribes and threats and how to keep myself safe. Telling & networks - I understand that telling someone on my helping hand about my worries can help me feel safer. I can recognise that different people can help me with different things. I know that it is important to review the people who are on my helping hand and to know who else I can talk to in an emergency.	Rights & responsibilities, feelings - I understand that words can hurt other people's feelings. I understand how my behaviour and language can have an impact on others. I know how to step in/make a safety stop to keep myself safe. Safe feelings, fun to feel scared and EWS - I know the difference between a fun to feel scared and a risking on purpose activity. I understand the importance of choice, control and time limit in making safer choices. Secrets & networks - I know that no-one has the right to hurt children, not even someone they know. I understand that there's nothing so awful we can't talk about it with someone. I know that sometimes secrets can be unsafe and must not be kept. Telling & networks - I can say what the characteristics of a good friendship or network person are. I know how to get help if I feel unsafe with people. I can ask for help more than once if I need it.	Rights, responsibilities, feelings - I understand that people don't show their feelings for a different range of different reasons. I have the ability to recognise how stereotyping can stop us showing our feelings and keeping ourselves safe. Safe feelings, fun to feel scared & EWS - I understand the difference between safe and unsafe risks and how to handle them. I know that early warning signs are caused by the 'flight, fright, or freeze' response in our bodies. I understand why it is important to risk on purpose. Secrets & Networks - I know I need to ask and receive permission for some types of touch. I know when physical contact is unwanted and I know ways of resisting it. Using networks - I can recognise safe and unsafe people and places in the community. I understand that some people are more appropriate to talk to than others depending on the situation and what the issue is.

Relationships	Reception - taught Spr	Year 1 - taught Spr	Year 2 - taught Spr	Year 3 - taught Spr
	Know how to make friends - My Family and Me! - I can identify some of the jobs I do in my family and how I feel like I belong. Try to solve friendship problems when they occur - Make friends, make friends, never ever break friends! Part 1 - I know how to make friends to stop myself from feeling lonely. Help others to feel part of a group - Make friends, make friends, never ever break friends! Part 2 - I can think of ways to solve problems and stay friends. Show respect in how they treat others - Falling Out and Bullying Part 1 - I am starting to understand the impact of unkind words Know how to help themselves and others when they feel upset and hurt - Falling Out and Bullying Part 2 - I can use Calm Me time to manage my feelings. Know and show what makes a good relationship - Being the best friends we can be - I know how to be a good friend.	Know how to make friends - Families - I can identify the members of my family and understand that there are lots of different types of families. Try to solve friendship problems when they occur - Making Friends - I can identify what being a good friend means to me. Help others to feel part of a group - Greetings - I know appropriate ways of physical contact to greet my friends and know which ways I prefer. Show respect in how they treat others - People Who Help Us - I know who can help me in my school community. Know how to help themselves and others when they feel upset or hurt - Being My Own Best Friend - I can recognise my qualities as person and a friend. Know and show what makes a good relationship - Celebrating My Special Relationships - I can tell you why I appreciate someone who is special to me.	Know how to make friends - Families - I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. Try to solve friendship problems when they occur - Keeping Safe and exploring physical contact - I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. Help others to feel part of a group - Friends and Conflict - I can identify some of the things that cause conflict with my friends. Show respect in how they treat others - Secrets - I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. Know how to help themselves and others when they feel upset or hurt - Trust and Appreciation - I recognise and appreciate people who can help me in my family, my school and my community. Know and show what makes a good relationship - Celebrating My Special Relationships - I can express my appreciation for the people in my special relationships.	Know how to make friends - Family Roles and Responsibilities - I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. Try to solve friendship problems when they occur - Friendship - I can identify and put into practice some of the skills of friendship. Help others to feel part of a group - Keeping Myself Safe Online - I know and can use some strategies for keeping myself safe online. Show respect in how they treat others - Being a Global Citizen 1 - I can explain how some of the actions and work of people around the world help and influence my life. Know how to help themselves and others when they feel upset or hurt - Being a Global Citizen 2 - I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. Know and show what makes a good relationship - Celebrating My Web of Relationships - I know how to express my appreciation to my friends and family.

Relationships	Year 4 - taught Spr	Year 5 - taught Spr	Year 6 - taught Spr
	Know how to make friends - Jealousy - I can recognise situations which can cause jealousy in relationships. Try to solve friendship problems when they occur - Love and Loss - I can identify someone I love and can express why they are special to me. I know how most people feel when they lose someone or something they love. Help others to feel part of a group - Memories - I can tell you about someone I know that I no longer see. I understand that we can remember people even if we no longer see them. Show respect in how they treat others - Getting on and Falling Out - I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. Know how to help themselves and others when they feel upset or hurt - Girlfriends and Boyfriends - I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. Know and show what makes a good relationship - Celebrating My Relationships with People and Animals - I know how to show love and appreciation to the people and animals who are special to me.	Know how to make friends - Recognising Me - I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. Try to solve friendship problems when they occur - Safety with Online Communities - I understand that belonging to an online community can have positive and negative consequences. Help others to feel part of a group - Being in an Online Community - I understand there are rights and responsibilities in an online community or social network. Show respect in how they treat others - Online Gaming - I know there are rights and responsibilities when playing a game online. Know how to help themselves and others when they feel upset or hurt - My Relationship with Technology: screen time - I can recognise when I am spending too much time using devices (screen time). Know and show what makes a good relationship - Relationships and Technology - I can explain how to stay safe when using technology to communicate with my friends.	Know how to make friends - What is Mental Health? - I know that it is important to take care of my mental health. Try to solve friendship problems when they occur - My Mental Health - I know how to take care of my mental health. Help others to feel part of a group - Love and Loss - I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. Show respect in how they treat others - Power and Control - I can recognise when people are trying to gain power or control. Know how to help themselves and others when they feel upset or hurt - Being Online: Real or Fake? Safe or Unsafe? - I can judge whether something online is safe and helpful for me. Know and show what makes a good relationship - Using Technology Responsibly - I can use technology positively and safely to communicate with my friends and family.

Changing Me	Reception - taught Sum	Year 1 - taught Sum	Year 2 - taught Sum	Year 3 - taught Sum
	Understand that everyone is unique and special - My Body - I can name parts of the body. Can express how they feel when change happens - Respecting My Body - I can tell you some things I can do and foods I can eat to be healthy. Understand and respect the changes that they see in themselves - Growing Up - I understand that we all grow from babies to adults Understand and respect the changes that they see in other people - Fun and Fears Part 1 - I can express how I feel about moving to Year 1. Know who to ask for help if they are worried about change - Fun and Fears Part 2 - I can talk about my worries and/or the things I am looking forward to about being in Year 1. Are looking forward to change - Celebration - I can share my memories of the best bits of this year in Reception.	Understand that everyone is unique and special - Life cycles - I am starting to understand the life cycles of animals and humans. Can express how they feel when change happens - Changing Me - I can tell you some things about me that have changed and some things about me that have stayed the same. Understand and respect the changes that they see in themselves - My Changing Body - I can tell you how my body has changed since I was a baby. Understand and respect the changes that they see in other people - Boys' and Girls' Bodies - I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. Know who to ask for help if they are worried about change - Learning and Growing - I understand that every time I learn something new, I change a little bit. Are looking forward to change - Coping with Changes - I can tell you about changes that have happened in my life.	Understand that everyone is unique and special - Life Cycles in Nature - I can recognise cycles of life in nature. Can express how they feel when change happens - Growing from Young to Old - I can tell you about the natural process of growing from young to old and understand that this is not in my control. Understand and respect the changes that they see in themselves - The Changing Me - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. Understand and respect the changes that they see in other people - Boys' and Girls' Bodies - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. Know who to ask for help if they are worried about change - Assertiveness - I understand there are different types of touch and can tell you which ones I like and don't like. Are looking forward to change - Looking Ahead - I can identify what I am looking forward to when I move to my next class.	Understand that everyone is unique and special - How Babies Grow - I understand that lots of changes happen between conception and growing up. Can express how they feel when change happens - Babies - I understand how babies grow and develop in the mother's uterus and what they need to live and grow. Understand and respect the changes that they see in themselves - Outside Body Changes - I understand that bodies need to change so that when they grow up their bodies can make babies. I can identify how bodies change on the outside. Understand and respect the changes that they see in other people - Inside Body Changes - I can identify how bodies change on the inside and can tell you why these changes are necessary. Know who to ask for help if they are worried about change - Family Stereotypes - I can start to recognise stereotypical ideas I might have about parenting and family roles. Are looking forward to change - Looking Ahead - Identify what I am looking forward to when I move to my next class.

Changing me	Year 4 - taught Sum	Year 5 - taught Sum	Year 6 - taught Sum
	Understand that everyone is unique and special - Unique Me - I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. Can express how they feel when change happens - Having a Baby - I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand and respect the changes that they see in themselves - Girls and Puberty - I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Understand and respect the changes that they see in other people - Circles of Change - I know how the circle of change works and can apply it to changes I want to make in my life. Know who to ask for help if they are worried about change - Accepting Change - I can identify changes that have been and may continue to be outside of my control that I learnt to accept. Are looking forward to change - Looking Ahead - I can identify what I am looking forward to when I move to a new class.	Understand that everyone is unique and special - Self and Body Image - I am aware of my own self-image and how my body image fits into that. Can express how they feel when change happens - Puberty for Girls - I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. Understand and respect the changes that they see in themselves - Puberty for boys - I can describe how boys' and girls' bodies change during puberty. Understand and respect the changes that they see in other people - Conception - I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby. Know who to ask for help if they are worried about change - Looking Ahead - I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). Are looking forward to change - Looking Ahead 2 - I can identify what I am looking forward to when I move to my next class.	Understand that everyone is unique and special - My Self Image - I am aware of my own self-image and how my body image fits into that. Can express how they feel when change happens - Puberty - I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Understand and respect the changes that they see in themselves - Babies: Conception to Birth - I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Understand and respect the changes that they see in other people - Boyfriends and Girlfriends - I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. Know who to ask for help if they are worried about change - Real self and ideal self - I am aware of the importance of a positive self-esteem and what I can do to develop it. Are looking forward to change - The Year Ahead - I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

Health y me	Reception - taught Sum	Year 1 - taught Sum	Year 2 - taught Sum	Year 3 - taught Sum
	Have made a healthy choice - Everybody's Body - I understand that I need to exercise to keep my body healthy. Have eaten a healthy, balanced diet - We like to move it, move it! - I understand how moving and resting are good for my body. Have been physically active - Food, Glorious Food - I know which foods are healthy and not so healthy and can make healthy eating choices. Have tried to keep themselves and others safe - Sweet Dreams - I know how to help myself go to sleep and understand why sleep is good for me. Know how to be a good friend and enjoy healthy friendships - Keeping Clean - I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. Know how to keep calm and deal with difficult situations - Stranger Danger - I know what a stranger is and how to stay safe if a stranger approaches me. Add first aid objectives	Have made a healthy choice - Being Healthy - I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. Have eaten a healthy, balanced diet - Healthy Choices - I know how to make healthy lifestyle choices. Have been physically active - Clean and Healthy - I know how to keep myself clean and healthy and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly. Have tried to keep themselves and others safe - Medicine Safety - I understand that medicines can help me if I feel poorly and I know how to use them safely. Add objectives from fire safety visit	Have made a healthy choice - Being Healthy - I know what I need to keep my body healthy. Have eaten a healthy, balanced diet - Being Relaxed - I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. Have been physically active - Medicine Safety - I understand how medicines work in my body and how important it is to use them safely. Have tried to keep themselves and others safe - Healthy Eating - I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. First aid objectives add Sun safety lesson add	Have made a healthy choice - Being Fit and Healthy - I understand how exercise affects my body and know why my heart and lungs are such important organs. Have eaten a healthy, balanced diet - Being Fit and Healthy - I know that the amount of calories, fat and sugar I put into my body will affect my health. Have been physically active - What Do I Know About Drugs? - I can tell you my knowledge and attitude towards drugs. Have tried to keep themselves and others safe - Being Safe - I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.

Health y me	Year 4 - taught Sum	Year 5 - taught Sum	Year 6 - taught Sum
	Have made a healthy choice - My Friends and Me - I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. Have eaten a healthy, balanced diet - Group Dynamics - I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. Have been physically active - Smoking - understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. Have tried to keep themselves and others safe - Alcohol - I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. Add first aid st john ambulance objective	Have made a healthy choice - Smoking - I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. Have eaten a healthy, balanced diet - Alcohol - I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. Have been physically active - Emergency Aid - I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. Have tried to keep themselves and others safe - Body Image - I understand how the media, social media and celebrity culture promotes certain body types. Add first aid objective Fire visit objective	Have made a healthy choice - Taking responsibility for my health and well-being - I can take responsibility for my health and make choices that benefit my health and well-being Have eaten a healthy, balanced diet - Drugs - I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. Have been physically active - Exploitation - I understand that some people can be exploited and made to do things that are against the law Have tried to keep themselves and others safe - Gangs - I know why some people join gangs and the risks this involves Add red cross objective



Dreams and goals	Reception - taught Spr	Year 1 - taught Spr	Year 2 - taught Spr	Year 3 - taught transition day
	Stay motivated when doing something challenging - Challenge - I understand that if I persevere, I can tackle challenges. Keep trying even when it is difficult - Never Giving Up - I can tell you about a time I didn't give up until I achieved my goal. Work well with a partner or in a group - Setting a goal - I can set a goal and work towards it. Have a positive attitude - Obstacles and Support - I can use kind words to encourage people. Help others to achieve their goals - Flight to the Future - I understand the link between what I learn now and the job I might like to do when I'm older. Are working hard to achieve their own dreams and goals - Footprint Awards - I can say how I feel when I achieve a goal and know what it means to feel proud.	Stay motivated when doing something challenging - My Treasure Chest of Success - I can set simple goals. Keep trying even when it is difficult - Steps to Goals - I can set a goal and work out how to achieve it. Work well with a partner or in a group - Achieving Together - I understand how to work well with a partner. Have a positive attitude - Stretchy Learning - I can tackle a new challenge and understand this might stretch my learning. Help others to achieve their goals - Overcoming Obstacles - I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. Are working hard to achieve their own dreams and goals - Celebrating My Success - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.	Stay motivated when doing something challenging - Goals to Success - I can choose a realistic goal and think about how to achieve it. Keep trying even when it is difficult - My Learning Strengths - I carry on trying (persevering) even when I find things difficult. Work well with a partner or in a group - Learning with Others - I can recognise who I work well with and who it is more difficult for me to work with. Have a positive attitude - A Group Challenge - I can work well in a group. Help others to achieve their goals - Continuing Our Group Challenge - I can tell you some ways I worked well with my group. Are working hard to achieve their own dreams and goals - Celebrating Our Achievement - I know how to share success with other people.	Stay motivated when doing something challenging - Dreams and Goals - I can tell you about a person who has faced difficult challenges and achieved success. Keep trying even when it is difficult - My Dreams and Ambitions - I can identify a dream/ambition that is important to me. Work well with a partner or in a group - A New Challenge - I enjoy facing new learning challenges and working out the best ways for me to achieve them. Have a positive attitude - Our New Challenge - I am motivated and enthusiastic about achieving our new challenge. Help others to achieve their goals - Overcoming Obstacles - I can recognise obstacles which might hinder my achievement and can take steps to overcome them. Are working hard to achieve their own dreams and goals - Celebrating My Learning - I can evaluate my own learning process and identify how it can be better next time.

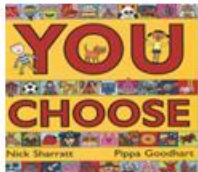
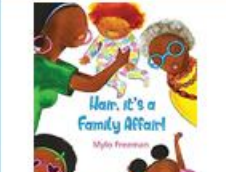
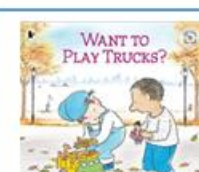
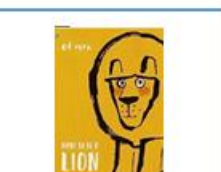
Dream and goals	Year 4 - taught transition day	Year 5 - taught transition day	Year 6 - taught transition day
	Stay motivated when doing something challenging - Hopes and Dreams - I can tell you about some of my hopes and dreams. Keep trying even when it is difficult - Broken Dreams - I understand that sometimes hopes and dreams do not come true and that this can hurt. Work well with a partner or in a group - Overcoming Disappointment - I know that reflecting on positive and happy experiences can help me to counteract disappointment. Have a positive attitude - Creating New Dreams - I know how to make a new plan and set new goals even if I have been disappointed. Help others to achieve their goals - Achieving Goals - I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group. Are working hard to achieve their own dreams and goals - We Did It! - I can identify the contributions made by myself and others to the group's achievement.	Stay motivated when doing something challenging - When I Grow Up (My Dream Lifestyle) - I understand that I will need money to help me achieve some of my dreams. Keep trying even when it is difficult - Investigate Jobs and Careers - I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. Work well with a partner or in a group - My Dream Job - I can identify a job I would like to do when I grow up and understand what motivates me and how to achieve it. Have a positive attitude - Dreams and Goals of Young People in Other Cultures - I can describe the dreams and goals of young people in a culture different to mine. Help others to achieve their goals - How Can We Support Each Other? - I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. Are working hard to achieve their own dreams and goals - Rallying Support - I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.	Stay motivated when doing something challenging - Personal Learning Goals - I know my learning strengths and can set challenging but realistic goals for myself. Keep trying even when it is difficult - Steps to Success - I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. Work well with a partner or in a group - My Dream for the World - I can identify problems in the world that concern me and talk to other people about them. Have a positive attitude - Helping to Make a Difference - I can work with other people to help make the world a better place. Help others to achieve their goals - Helping to Make a Difference - I can describe some ways in which I can work with other people to help make the world a better place. Are working hard to achieve their own dreams and goals - Recognising Our Achievements - I know what some people in my class like or admire about me and can accept their praise.

Celebrating Difference	Reception - taught Aut	Year 1 - taught Aut	Year 2 - taught Aut
	Accept that everyone is different - What I am good at? - I can identify something I am good at and understand everyone is good at different things Include others when working and playing - I'm Special, I'm Me! - I understand that being different makes us all special. Know how to help if someone is being bullied - Families - I know we are all different but the same in some ways. Try to solve problems - Houses and Homes - I can tell you why I think my home is special to me. Try to use kind words - Making Friends - I can tell you how to be a kind friend. Know how to give and receive compliments - Standing Up for Yourself - I know which words to use to stand up for myself when someone says or does something unkind.	Accept that everyone is different - The same as... - I can identify similarities between people in my class. Include others when working and playing - Different from... - I can identify differences between people in my class. Know how to help if someone is being bullied - What is 'bullying'? - I can tell you what bullying is. Try to solve problems - What do I do about bullying? - I know some people who I could talk to if I was feeling unhappy or being bullied. Use kind words - Making new friends - I know how to make new friends. Know how to give and receive compliments - Celebrating difference; celebrating me -I can tell you some ways I am different from my friends.	Accept that everyone is different - Boys and girls - I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). Include others when working and playing - Boys and girls - I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). Know how to help if someone is being bullied - Why does bullying happen? - I understand that bullying is sometimes about difference. Try to solve problems - Standing up for myself and others - I can recognise what is right and wrong and know how to look after myself. Try to use kind words - Gender Diversity -I understand that it is OK to be different from other people and to be friends with them. Know how to give and receive compliments - Celebrating difference and still being friends - I can tell you some ways I am different from my friends.

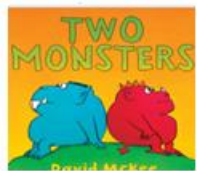
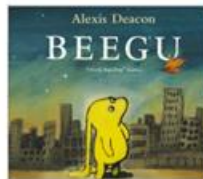
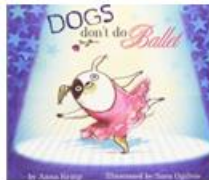
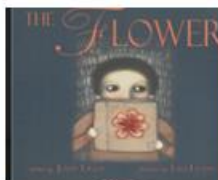
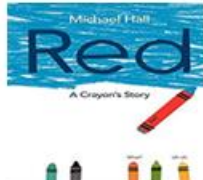
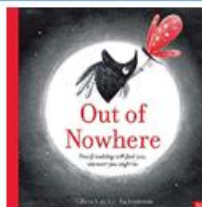


St Michael's C of E Primary Academy PSHE

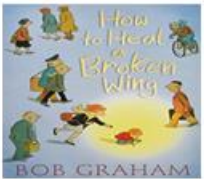
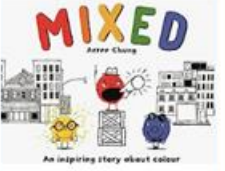
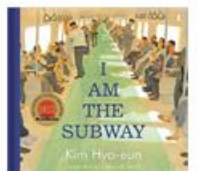
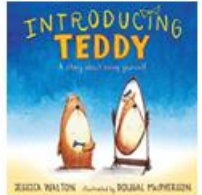
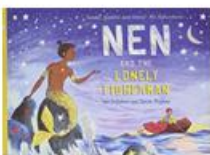


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
	To say what I think	To understand that it's OK to like different things	To make friends with someone different	To understand that all families are different	To celebrate my family	To know I can be friends with different people
Year 1						
	To know I belong	To think about what makes a good friend	To understand our bodies work in different ways	To understand what diversity is	To know that you belong	To know we are all different
Year 2						
	To like the way I am	To know we might like different things	To communicate in different ways	To have self-confidence	To work together	To understand how we are all different



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						
	To understand how difference can affect someone	To understand what 'discrimination' means	To find a solution of a problem	Use strategies to help someone who feels different	To be welcoming	To know that I can achieve my dreams
Year 4						
	To know when to be assertive	To understand why people choose to get married	To overcome language as a barrier	To ask questions	To be who you want to be	To understand how some changes are bigger than others



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5						
	To learn from our past	To justify my actions	To recognise when someone needs help	To consider responses to racist behaviour	To accept people who are different from me	To know I live in a community
Year 6						
	To challenge causes of racism	To consider responses to immigration	To overcome fears about difference	To consider how may life may change as I grow up	To consider language and freedom of speech	To understand the importance of seeking help from

