



**EARLY LEARNING GOALS**

Pupils should be taught to:

**Self-Regulation.**

- 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 involving several ideas or actions.

**Managing Self.**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.
- 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

**Building Relationships.**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

At Old Basford School we use Development Matters, Birth to Five Matters and the Early Learning Goals as guidance to support the carefully planned curriculum we have designed and created especially for the children in our school community. These documents provide an overview of how children learn and develop and they guide our team to make informed decisions based on what each individual child needs to learn and be able to do next.

**Personal, Social & Emotional Development (Summary of Statutory Educational Programme)**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

**Continuous Provision**

In continuous provision, children will: work cooperatively with others in a variety of learning areas. They will be encouraged to share, take turns and interact appropriately with each other. Through shared play the children will show an understanding of the needs of others and begin to regulate their own behaviour accordingly. They will be encouraged to build their resilience when faced with challenges and problem solve as needed. They will build good relationships with their peers and the adults through shared play experiences.

**Focused Learning**

**Personal, Social & Emotional Development**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery Skills</b>						
<b>N1</b>			To separate from main carer and learn to adapt to the Nursery environment.	To select and use resources with support if needed.	To separate from main carer and learn to adapt to the Nursery environment.	To select and use resources with support if needed.
<b>N2</b>	To separate from main carer and learn to adapt to the Nursery environment. To select and use activities and resources, with some support if needed. To wash hands after using the toilet. To follow daily routines and classroom rules.	To select and choose resources to achieve a goal. To be aware of behavioural expectations in the Nursery and develop their sense of responsibility. To show an awareness of the importance of oral health.	To learn how to share resources and play in a group. To learn to look after resources within the class. To listen to, and follow rules set. To take turns whilst playing and waiting patiently to have a go. To become more outgoing with familiar people.	To show independence in accessing and exploring the environment. To independently put on coats and use the toilet. To listen to, and follow rules set without an adult reminder. To learn to look after resources within the class.	To be able to initiate play with peers and keep play going by giving ideas. To become more outgoing with unfamiliar people. To show more confidence in new social situations. To begin to find solutions to conflicts. To show an awareness of how others may be feeling.	To gain enough confidence to talk to adults and peers about their thoughts and feelings. To begin to be assertive towards others where necessary. To make healthy choices about food and activity.
<b>Reception Skills</b>	To know and demonstrate friendly behaviour. To be a good friend. To join in with whole group activities.	To identify ways of being helpful to others and how this will make them feel. To see themselves as a valued individual.	To make the right choices and face the consequences of not making the right ones. Show resilience and perseverance in the face of challenge.	To identify and moderate own feelings socially and emotionally. Show resilience and perseverance in the face of challenge.	To look after themselves through healthy eating and regular exercise. To identify and moderate own feelings socially and emotionally.	To look after themselves through healthy eating, regular exercise, good sleep, oral hygiene and road safety. To identify and moderate own feelings socially and emotionally.

		To choose an activity independently. To learn right from wrong.		To build constructive and respectful relationships.		Show resilience and perseverance in the face of challenge.	Show resilience and perseverance in the face of challenge.
<b>Nursery Knowledge</b>				To understand that their adult / carer will return for them at the end of the session.	To know and understand how to use basic resources with support if needed.	To understand that their adult / carer will return for them at the end of the session.	To know and understand how to use basic resources with support if needed.
<b>N2</b>		To know that they can approach adults in Nursery when needed.  To know they can select and use activities and resources, with some support if needed.  To understand the need to wash hands after using the toilet.  To know how to follow daily routines and classroom rules.	To know how to adapt behaviour to suit classroom routines.  To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.  To know they can select and choose resources to achieve a goal.	To know how to manage their emotions in different situations.  To know that there are boundaries set.  To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.  To know that we must respect our resources and put them back when we have finished with them.  To know that when playing in a group they need to share and also know that they will get a turn.	To be aware of the different areas in the Nursery and how to explore them safely.  To understand they can approach an adult if they need support.  To know how to independently put on coats and use the toilet.  To understand the importance of listening to, and following rules set.  To learn to look after resources within the class.	To know that to play nicely it's important to share and take turns.  To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.  To know that it is OK to engage with others, even if in a different environment.  To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.	To know how to talk politely and develop an understanding of what is appropriate.  To know that it is OK to challenge others, but they must remember to always be kind.  To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.  To begin to be assertive towards others where necessary.  To know how to make healthy choices about food and activity.
<b>Reception Knowledge</b>		To understand, describe and show friendly behaviour.  To know how to take turns with their friends.  To know how to join in with whole group activities.  To understand how to choose an activity independently.  To understand right from wrong.	To understand why different people, celebrate different things.  To know ways of being helpful to others and how this will make them feel.  To understand that they themselves are a valued individual.	To be able to talk about why a someone has made a poor choice and what the consequences are.  To know how to display resilience and perseverance in the face of challenge.  To understand how to build constructive and respectful relationships.	To know how to identify and moderate own feelings socially and emotionally.  To know how to display resilience and perseverance in the face of challenge.	To understand how to look after themselves through healthy eating and regular exercise.  To know how to identify and moderate own feelings socially and emotionally.  To know how to display resilience and perseverance in the face of challenge.	To know how to look after themselves through healthy eating, regular exercise, good sleep, oral hygiene and road safety.  To know how to identify and moderate own feelings socially and emotionally.  To know how to display resilience and perseverance in the face of challenge.
<b>Key Vocabulary</b>	<b>Tier 1:</b>	happy, sad, wash, clean, love, cry	happy, sad, wash, clean, love, cry	happy, sad, wash, clean, love, cry	happy, sad, wash, clean	happy, sad, wash, clean	happy, sad, wash, clean
	<b>Tier 2:</b>	feelings, angry, cross, excited, share, take turns, healthy, fair, upset, try, germs, sob, cheerful, glum, relate, frown, sulk, shy	feelings, angry, cross, excited, share, take turns, healthy, fair, upset, try, germs, sob, cheerful, glum, relate, frown, sulk, shy	feelings, angry, cross, excited, share, take turns, healthy, fair, upset, try, germs, sob, cheerful, glum, relate, frown, sulk, shy	feelings, angry, cross, excited, share, take turns, healthy, fair, upset, try, germs, sob, comfort, cheerful, glum, relate, frown, sulk, shy	feelings, angry, cross, excited, share, take turns, healthy, fair, upset, try, germs, sob, comfort, cheerful, glum, relate, frown, sulk, shy	feelings, angry, cross, excited, share, take turns, healthy, fair, upset, try, germs, sob, comfort, cheerful, glum, relate, frown, sulk, shy
	<b>Tier 3:</b>	emotions, frustrated, worried, confused, challenge, exercise, affection, respect, polite, emotional, wail, sympathetic, scowl, nervous	emotions, frustrated, worried, confused, challenge, exercise, affection, respect, polite, emotional, wail, sympathetic, scowl, nervous	emotions, frustrated, worried, confused, challenge, exercise, affection, respect, polite, emotional, wail, sympathetic, scowl, nervous	emotions, frustrated, worried, confused, challenge, exercise, reflect, affection, unique, respect, appreciate, polite, tranquil, emotional, wail, sympathetic, empathy, scowl, nervous, awesome, regret	emotions, frustrated, worried, confused, challenge, exercise, reflect, affection, unique, respect, appreciate, polite, tranquil, emotional, wail, sympathetic, empathy, scowl, nervous, awesome, regret	emotions, frustrated, worried, confused, challenge, exercise, reflect, affection, unique, respect, appreciate, polite, tranquil, emotional, wail, sympathetic, empathy, scowl, nervous, awesome, regret

**OBS Achievement Aspirations- 'Regulate'**

**N1: To learn the words to describe positive and negative feelings.**

Milestone 1: To learn new words for emotions through books and stories.

Milestone 2: To use words for emotions during Jigsaw activities or within role-play.

**N2: To know a range of breathing techniques to help me feel calm.**

Milestone 1: To take part in calm time each day.

Milestone 2: To practise new breathing techniques with adult support.  
**F2: To have a toolkit of strategies to manage emotions and enhance wellbeing.**  
 Milestone 1: To take part in Calm Time each day.  
 Milestone 2: To learn to label their feelings and ways to express them appropriately.  
 Milestone 3: To explore a variety of ways to relax and be calm.

F2					
BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	DREAMS AND GOALS	HEALTHY ME	RELATIONSHIPS	CHANGING ME
<ul style="list-style-type: none"> <li>*Know they have a right to learn and play, safely and happily</li> <li>*Know that some people are different from themselves</li> <li>*Know that hands can be used kindly and unkindly</li> <li>*Know special things about themselves</li> <li>*Know how happiness and sadness can be expressed</li> <li>*Know that being kind is good</li> </ul>	<ul style="list-style-type: none"> <li>*Know what being unique means</li> <li>*Know the names of some emotions such as happy, sad, frightened, angry</li> <li>*Know why having friends is important</li> <li>*Know some qualities of a positive friendship</li> <li>*Know that they don't have to be 'the same as' to be a friend</li> <li>*Know what being proud means and that people can be proud of different things</li> <li>*Know that people can be good at different things</li> <li>*Know that families can be different</li> <li>*Know that people have different homes and why they are important to them</li> <li>*Know different ways of making friends</li> <li>*Know different ways to stand up for myself</li> </ul>	<ul style="list-style-type: none"> <li>*Know what a challenge is</li> <li>*Know that it is important to keep trying</li> <li>*Know what a goal is</li> <li>*Know how to set goals and work towards them</li> <li>*Know which words are kind</li> <li>*Know some jobs that they might like to do when they are older</li> <li>*Know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>*Know when they have achieved a goal</li> </ul>	<ul style="list-style-type: none"> <li>*Know what the word 'healthy' means</li> <li>*Know some things that they need to do to keep healthy</li> <li>*Know the names for some parts of their body</li> <li>*Know when and how to wash their hands properly</li> <li>*Know how to say no to strangers</li> <li>*Know that they need to exercise to keep healthy</li> <li>*Know how to help themselves go to sleep and that sleep is good for them</li> <li>*Know what to do if they get lost</li> </ul>	<ul style="list-style-type: none"> <li>*Know what a family is</li> <li>*Know that different people in a family have different responsibilities (jobs)</li> <li>*Know some of the characteristics of healthy and safe friendships</li> <li>*Know that friends sometimes fall out</li> <li>*Know some ways to mend a friendship</li> <li>*Know that unkind words can never be taken back and they can hurt</li> <li>*Know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>*Know some reasons why others get angry</li> </ul>	<p><b>JIGSAW</b></p> <ul style="list-style-type: none"> <li>*Know who to talk to if they are feeling worried</li> <li>*Know that sharing how they feel can help solve a worry</li> <li>*Know that remembering happy times can help us move on</li> </ul> <p><b>CHRISTOPHER WINTERS</b></p> <ul style="list-style-type: none"> <li>*the importance of and how to maintain personal hygiene.</li> <li>* the names for the main parts of the body (including external genitalia- family names accepted and correct vocabulary taught alongside).</li> <li>*about people who look after them, their family networks and who to go to if they need help.</li> </ul>
<ul style="list-style-type: none"> <li>*Identify feelings associated with belonging</li> <li>*Skills to play co-operatively with others</li> <li>*Be able to consider others' feelings</li> <li>*Identify feelings of happiness and sadness</li> <li>*Be responsible in the setting</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise emotions when they or someone else is upset, frightened or angry</li> <li>*Identify and use skills to make a friend</li> <li>*Identify some ways they can be different and the same as others</li> <li>*Identify and use skills to stand up for themselves</li> <li>*Identify feelings associated with being proud</li> <li>*Identify things they are good at</li> <li>*Be able to vocalise success for themselves and about others successes</li> <li>*Recognise similarities and differences between their family and other families</li> </ul>	<ul style="list-style-type: none"> <li>*Understand that challenges can be difficult</li> <li>*Resilience</li> <li>*Recognise some of the feelings linked to perseverance</li> <li>*Recognise how kind words can encourage people</li> <li>*Talk about a time that they kept on trying and achieved a goal</li> <li>*Be ambitious</li> <li>*Feel proud</li> <li>*Celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>*Can explain what they need to do to stay healthy</li> <li>*Recognise how exercise makes them feel</li> <li>*Can give examples of healthy food</li> <li>*Can explain what to do if a stranger approaches them</li> <li>*Can explain how they might feel if they don't get enough sleep</li> <li>*Recognise how different foods can make them feel</li> </ul>	<ul style="list-style-type: none"> <li>*Can identify what jobs they do in their family and those carried out by parents/carers and siblings</li> <li>*Can suggest ways to make a friend or help someone who is lonely</li> <li>*Can use different ways to mend a friendship</li> <li>*Can recognise what being angry feels like</li> <li>*Can use Calm Me when angry or upset</li> </ul>	<p><b>JIGSAW</b></p> <ul style="list-style-type: none"> <li>*Recognise that changing class can elicit happy and/or sad emotions</li> <li>*Can say how they feel about changing class</li> <li>*Can say what might change for them they get older</li> <li>*Can identify positive memories from the past year in school/home</li> </ul> <p><b>CHRISTOPHER WINTERS</b></p> <ul style="list-style-type: none"> <li>*Understand some areas in which the children can look after themselves e.g. dressing and undressing</li> <li>*Explain why it is important to keep clean</li> <li>*Understand some basic hygiene routines.</li> <li>*Identify different members of the family</li> <li>*Understand how members of a family can help each other.</li> </ul>

BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	DREAMS AND GOALS	HEALTHY ME	RELATIONSHIPS	CHANGING ME
<ul style="list-style-type: none"> <li>*Understand their own rights and responsibilities with their classroom</li> <li>*Understand that their choices have consequences</li> <li>*Understand that their views are important</li> <li>*Understand the rights and responsibilities of a member of a class</li> </ul>	<ul style="list-style-type: none"> <li>*Know what bullying means</li> <li>*Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>*Know that people are unique and that it is OK to be different</li> <li>*Know skills to make friendships</li> <li>*Know that people have differences and similarities</li> </ul>	<ul style="list-style-type: none"> <li>*Know how to set simple goals</li> <li>*Know how to achieve a goal</li> <li>*Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>*Know when a goal has been achieved</li> <li>*Know how to work well with a partner</li> <li>*Know that tackling a challenge can stretch their learning</li> </ul>	<ul style="list-style-type: none"> <li>*Know the difference between being healthy and unhealthy</li> <li>*Know some ways to keep healthy</li> <li>*Know how to make healthy lifestyle choices</li> <li>*Know that all household products, including medicines, can be harmful if not used properly</li> <li>*Know that medicines can help them if they feel poorly</li> <li>*Know how to keep safe when crossing the road</li> <li>*Know how to keep themselves clean and healthy</li> <li>*Know that germs cause disease/illness</li> <li>*Know about people who can keep them safe</li> </ul>	<ul style="list-style-type: none"> <li>*Know that everyone's family is different</li> <li>*Know that families are founded on belonging, love and care</li> <li>*Know that physical contact can be used as a greeting</li> <li>*Know how to make a friend</li> <li>*Know who to ask for help in the school community</li> <li>*Know that there are lots of different types of families</li> <li>*Know the characteristics of healthy and safe friends</li> <li>*Know about the different people in the school community and how they help</li> </ul>	<p><b>JIGSAW</b></p> <ul style="list-style-type: none"> <li>*Know that learning brings about change.</li> </ul> <p><b>CHRISTOPHER WINTERS</b></p> <ul style="list-style-type: none"> <li>*the importance of and how to maintain personal hygiene.</li> <li>*about the process of growing from young to old and how people's needs change.</li> <li>* the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>*about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</li> </ul>
<ul style="list-style-type: none"> <li>*Understand that they are safe in their class</li> <li>*Identifying helpful behaviours to make the class a safe place</li> <li>*Understand that they have choices</li> <li>*Understanding that they are special</li> <li>*Identify what it's like to feel proud of an achievement</li> <li>*Recognise feelings associated with positive and negative consequences</li> </ul>	<ul style="list-style-type: none"> <li>*Identify what is bullying and what isn't</li> <li>*Understand how being bullied might feel</li> <li>*Recognise ways in which they are the same as their friends and ways they are different</li> <li>*Know ways to help a person who is being bullied</li> <li>*Identify emotions associated with making a new friend</li> <li>*Verbalise some of the attributes that make them unique and special</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise things that they do well</li> <li>*Explain how they learn best</li> <li>*Recognise their own feelings when faced with a challenge/obstacle</li> <li>*Recognise how they feel when they overcome a challenge/obstacle</li> <li>*Celebrate an achievement with a friend</li> <li>*Can store feelings of success so that they can be used in the future</li> </ul>	<ul style="list-style-type: none"> <li>*Keep themselves safe</li> <li>*Recognise how being healthy helps them to feel happy</li> <li>*Recognise ways to look after themselves if they feel poorly</li> <li>*Recognise when they feel frightened and know how to ask for help</li> <li>*Feel good about themselves when they make healthy choices</li> <li>*Realise that they are special</li> </ul>	<ul style="list-style-type: none"> <li>*Can express how it feels to be part of a family and to care for family members</li> <li>*Can say what being a good friend means</li> <li>*Can identify forms of physical contact they prefer</li> <li>*Can say no when they receive a touch they don't like</li> <li>*Can show skills of friendship</li> <li>*Can praise themselves and others</li> <li>*Can recognise some of their personal qualities</li> <li>*Can say why they appreciate a special relationship</li> </ul>	<p><b>JIGSAW</b></p> <ul style="list-style-type: none"> <li>*Can express why they enjoy learning.</li> <li>*Can suggest ways to manage change</li> </ul> <p><b>CHRISTOPHER WINTERS</b></p> <ul style="list-style-type: none"> <li>*Know how to keep clean and look after oneself</li> <li>*Understand that babies become children and then adults</li> <li>*Know the differences between boy and girl babies</li> <li>*Know that there are different types of family.</li> <li>*Know which people we can ask for help.</li> </ul>

**YEAR 2**

BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	DREAMS AND GOALS	HEALTHY ME	RELATIONSHIPS	CHANGING ME
<ul style="list-style-type: none"> <li>*Understand the rights and responsibilities of class members</li> <li>*Know about rewards and consequences and that these stem from choices</li> <li>*Know that it is important to listen to other people</li> <li>*Understand that their own views are valuable</li> <li>*Know that positive choices impact positively on self-learning and the learning of others</li> <li>*Identifying hopes and fears for the year ahead</li> </ul>	<ul style="list-style-type: none"> <li>*Know the difference between a one-off incident and bullying</li> <li>*Know that sometimes people get bullied because of difference</li> <li>*Know that friends can be different and still be friends</li> <li>*Know there are stereotypes about boys and girls</li> <li>*Know where to get help if being bullied</li> <li>*Know that it is OK not to conform to gender stereotypes</li> <li>*Know it is good to be yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Know how to choose a realistic goal and think about how to achieve it</li> <li>*Know that it is important to persevere</li> <li>*Know how to recognise what working together well looks like</li> <li>*Know what good group-working looks like</li> <li>*Know how to share success with other people</li> </ul>	<ul style="list-style-type: none"> <li>*Know what their body needs to stay healthy</li> <li>*Know what relaxed means</li> <li>*Know why healthy snacks are good for their bodies</li> <li>*Know which foods given their bodies energy</li> <li>*Know that it is important to use medicines safely</li> <li>*Know what makes them feel relaxed/stressed</li> <li>*Know how medicines work in their bodies</li> </ul>	<ul style="list-style-type: none"> <li>*Know that there are lots of forms of physical contact within a family</li> <li>*Know how to stay stop if someone is hurting them</li> <li>*Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>*Know what trust is</li> <li>*Know that everyone's family is different</li> <li>*Know that families function well when there is trust, respect, care, love and co-operation</li> </ul>	<p><b>JIGSAW</b></p> <ul style="list-style-type: none"> <li>*Know who to ask for help if they are worried or frightened</li> <li>*Know there are different types of touch and that some are acceptable and some are unacceptable</li> <li>*Know that some changes are out of an individual's control</li> </ul> <p><b>CHRISTOPHER WINTERS</b></p> <ul style="list-style-type: none"> <li>*About the process of growing from young to old and how people's needs change.</li> </ul>

	*Know the difference between right and wrong and the role that choice has to play in this		*Know how to make some healthy snacks	*Know some reasons why friends have conflicts *Know that friendships have ups and downs and sometimes change with time *Know how to use the Mending Friendships or Solve it together problem-solving methods	*the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
*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	*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	*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 *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	*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	*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	<b>JIGSAW</b> *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 *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  <b>CHRISTOPHER WINTERS</b> *Understand that some people have fixed ideas about what boys and girls can do *Describe the differences between male and female babies. *Understand that making a new life needs a male and a female. *Describe the physical differences between males and females. *Name the male and female body parts.

**YEAR 3**

<b>BEING ME IN MY WORLD</b>	<b>CELEBRATING DIFFERENCE</b>	<b>DREAMS AND GOALS</b>	<b>HEALTHY ME</b>	<b>RELATIONSHIPS</b>	<b>CHANGING ME</b>
* Know that the school has a shared set of values *Know why rules are needed and how these relate to choices and consequences *Know that actions can affect others' feelings *Know that others may hold different views *Understand that they are important *Know what a personal goal is *Understanding what a challenge is	*Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do *Know that conflict is a normal part of relationships *Know that some words are used in hurtful ways and that this can have consequences *Know why families are important *Know that everybody's family is different	*Know that they are responsible for their own learning *Know what an obstacle is and how they can hinder achievement *Know how to take steps to overcome obstacles *Know what dreams and ambitions are important to them *Know about specific people who have overcome difficult challenges to achieve success *Know how they can best overcome learning challenges	*Know how exercise affects their bodies *Know that the amount of calories, fat and sugar that they put into their bodies will affect their health *Know that there are different types of drugs *Know that there are things, places and people that can be dangerous *Know when something feels safe or unsafe *Know why their hearts and lungs are such important organs	*Know that different family members carry out different roles or have different responsibilities within the family *Know some of the skills of friendship, e.g. taking turns, being a good listener *Know some strategies for keeping themselves safe online *Know that they and all children have rights (UNCRC) *Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc	<b>JIGSAW</b> *Know that change can bring positive and negative feelings. *To know about different gender stereotypes *To have a positive outlook at times of change.  <b>CHRISTOPHER WINTERS</b> *the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.

	*Know that sometimes family members don't get along and some reasons for this	*Know what their own strengths are as a learner *Know how to evaluate their own learning progress and identify how it can be better next time	*Know a range of strategies to keep themselves safe *Know that their bodies are complex and need taking care of	*Know how some of the actions and work of people around the world help and influence my life *Know the lives of children around the world can be different from their own	*to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe to be wrong. *to be aware of different types of relationships, including those between friends and families, civil partnerships and marriage. *to judge what kind of physical contact is acceptable or unacceptable and how to respond.
*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	*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 *Be able to recognise, accept and give compliments *Recognise feelings associated with receiving a compliment	*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	*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	*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	<b>JIGSAW</b> *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 identify changes they are looking forward to in the next year  <b>CHRISTOPHER WINTERS</b> *Know some differences and similarities between males and females. *Name male and female body parts using agreed words. *Identify different types of touch that people like and do not like. *Understand personal space. *Talk about ways of dealing with unwanted touch. *Understand that all families are different and have different family members. *Identify who to go to for help and support.

**YEAR 4**

<b>BEING ME IN MY WORLD</b>	<b>CELEBRATING DIFFERENCE</b>	<b>DREAMS AND GOALS</b>	<b>HEALTHY ME</b>	<b>RELATIONSHIPS</b>	<b>CHANGING ME</b>
*Know their place in the school community *Know what democracy is (applied to pupil voice in school) *Know how groups work together to reach a consensus *Know that having a voice and democracy benefits the school community *Know how individual attitudes and actions make a difference to a class	*Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying *Know the reasons why witnesses sometimes join in with bullying and don't tell anyone *Know that sometimes people make assumptions about a person because of the way they look or act *Know there are influences that can affect how we judge a person or situation	*Know how to make a new plan and set new goals even if they have been disappointed *Know how to work as part of a successful group *Know how to share in the success of a group *Know what their own hopes and dreams are *Know that hopes and dreams don't always come true	*Know that there are leaders and followers in groups *Know the facts about smoking and its effects on health *Know the facts about alcohol and its effects on health, particularly the liver *Know ways to resist when people are putting pressure on them *Know what they think is right and wrong	*Know some reasons why people feel jealousy *Know that loss is a normal part of relationships *Know that negative feelings are a normal part of loss *Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe *Know that jealousy can be damaging to relationships	<b>JIGSAW</b> *Know that change can bring about a range of different emotions *Know that change is a normal part of life and that some cannot be controlled and have to be accepted  <b>CHRISTOPHER WINTERS</b>

<ul style="list-style-type: none"> <li>*Know about the different roles in the school community</li> <li>*Know that their own actions affect themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>*Know what to do if they think bullying is or might be taking place</li> <li>*Know that first impressions can change</li> </ul>	<ul style="list-style-type: none"> <li>*Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>*Know how to work out the steps they need to take to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>*Know how different friendship groups are formed and how they fit into them</li> <li>*Know which friends they value most</li> <li>*Know that they can take on different roles according to the situation</li> <li>*Know some of the reasons some people start to smoke</li> <li>*Know some of the reasons some people drink alcohol</li> </ul>	<ul style="list-style-type: none"> <li>*Know that memories can support us when we lose a special person or animal</li> </ul>	<ul style="list-style-type: none"> <li>*how their body will, and emotions may, change as they approach and move through puberty.</li> <li>*to recognise that they may experience conflicting emotions and when they might need to listen to their emotions to overcome them.</li> <li>*about human reproduction</li> </ul>
<ul style="list-style-type: none"> <li>*Identify the feelings associated with being included or excluded</li> <li>*Be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>*Know how to regulate my emotions</li> <li>*Can make others feel cared for and welcome</li> <li>*Recognise the feelings of being motivated or unmotivated</li> <li>*Can make others feel valued and included</li> <li>*Understand why the school community benefits from a Learning Charter</li> <li>*Be able to help friends make positive choices</li> </ul>	<ul style="list-style-type: none"> <li>*Be comfortable with the way they look</li> <li>*Try to accept people for who they are</li> <li>*Be non-judgemental about others who are different</li> <li>*Identify influences that have made them think or feel positively/negatively about a situation</li> <li>*Identify feelings that a bystander might feel in a bullying situation</li> <li>*Identify reasons why a bystander might join in with bullying</li> <li>*Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> <li>*Identify their own uniqueness</li> <li>*Identify when a first impression they had was right or wrong</li> </ul>	<ul style="list-style-type: none"> <li>*Have a positive attitude</li> <li>*Can identify the feeling of disappointment</li> <li>*Be able to cope with disappointment</li> <li>*Can identify what resilience is</li> <li>*Can identify a time when they have felt disappointed</li> <li>*Can talk about their hopes and dreams and the feelings associated with these</li> <li>*Help others to cope with disappointment</li> <li>*Enjoy being part of a group challenge</li> <li>*Can share their success with others</li> <li>*Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<ul style="list-style-type: none"> <li>*Can identify the feelings that they have about their friends and different friendship groups</li> <li>*Recognise negative feelings in peer pressure situations</li> <li>*Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>*Can tap into their inner strength and know-how to be assertive</li> <li>*Recognise how different people and groups they interact with impact on them</li> <li>*Identify which people they most want to be friends with</li> </ul>	<ul style="list-style-type: none"> <li>*Can identify feelings and emotions that accompany jealousy</li> <li>*Can suggest positive strategies for managing jealousy</li> <li>*Can identify people who are special to them and express why</li> <li>*Can identify the feelings and emotions that accompany loss</li> <li>*Can suggest strategies for managing loss</li> <li>*Can tell you about someone they no longer see</li> <li>*Can suggest ways to manage relationship changes including how to negotiate</li> </ul>	<p><b>JIGSAW</b></p> <ul style="list-style-type: none"> <li>*Can appreciate their own uniqueness and that of others</li> <li>*Have strategies for managing the emotions relating to change</li> <li>*Can apply the circle of change model to themselves to have strategies for managing change</li> </ul> <p><b>CHRISTOPHER WINTERS</b></p> <ul style="list-style-type: none"> <li>*describe the main stages of the human life cycle</li> <li>*describe the body changes that happen when a child grows up.</li> <li>*Discuss male and female body parts using agreed words.</li> <li>*Know some of the changes which happen to the body during puberty.</li> <li>*Know about the physical and emotional changes that happen during puberty.</li> <li>*Understand that children develop into adults so that they can reproduce.</li> </ul>

**YEAR 5**

<b>BEING ME IN MY WORLD</b>	<b>CELEBRATING DIFFERENCE</b>	<b>DREAMS AND GOALS</b>	<b>HEALTHY ME</b>	<b>RELATIONSHIPS</b>	<b>CHANGING ME</b>
<ul style="list-style-type: none"> <li>*Understand how democracy and having a voice benefits the school community</li> <li>*Understand how to contribute towards the democratic process</li> <li>*Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>*Know how to face new challenges positively</li> <li>*Understand how to set personal goals</li> </ul>	<ul style="list-style-type: none"> <li>*Know external forms of support in regard to bullying e.g. Childline</li> <li>*Know that bullying can be direct and indirect</li> <li>*Know what racism is and why it is unacceptable</li> <li>*Know what culture means</li> <li>*Know that differences in culture can sometimes be a source of conflict</li> <li>*Know that rumour-spreading is a form of bullying online and offline</li> <li>*Know how their life is different from the lives of children in the developing world</li> </ul>	<ul style="list-style-type: none"> <li>*Know about a range of jobs that are carried out by people I know</li> <li>*Know the types of job they might like to do when they are older</li> <li>*Know that young people from different cultures may have different dreams and goals</li> <li>*Know that they will need money to help them to achieve some of their dreams</li> <li>*Know that different jobs pay more money than others</li> </ul>	<ul style="list-style-type: none"> <li>*Know basic emergency procedures, including the recovery position</li> <li>*Know the health risks of smoking</li> <li>*Know how smoking tobacco affects the lungs, liver and heart</li> <li>*Know how to get help in emergency situations</li> <li>*Know that the media, social media and celebrity culture promotes certain body types</li> <li>*Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure</li> </ul>	<ul style="list-style-type: none"> <li>*Know that there are rights and responsibilities in an online community or social network</li> <li>*Know that there are rights and responsibilities when playing a game online</li> <li>*Know that too much screen time isn't healthy</li> <li>*Know how to stay safe when using technology to communicate with friends</li> <li>*Know that a personality is made up of many different characteristics, qualities and attributes</li> </ul>	<p><b>JIGSAW</b></p> <ul style="list-style-type: none"> <li>*Know the importance of self-esteem and what they can do to develop it.</li> <li>*Know what perception means and that perceptions can be right or wrong</li> <li>*Start to think about changes in Year 6</li> </ul> <p><b>CHRISTOPHER WINTERS</b></p> <ul style="list-style-type: none"> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• to recognise that they may</li> </ul>

*Know how an individual's behaviour can affect a group and the consequences of this		*Know that communicating with someone from a different culture means that they can learn from them and vice versa  *Know ways that they can support young people in their own culture and abroad	*Know some of the risks linked to misusing alcohol, including antisocial behaviour *Know what makes a healthy lifestyle	*Know that belonging to an online community can have positive and negative consequences	experience conflicting emotions and when they might need to listen to their emotions or overcome them • to feel confident to raise their own concerns, to recognise and care about other people's feelings
*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 *Be able to help friends make positive choices *Know how to regulate my emotions	*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	*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	*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	*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 *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	<b>JIGSAW</b> *Recognise ways they can develop their own self-esteem *use strategies to prepare themselves for changes ahead <b>CHRISTOPHER WINTERS</b> *Explain the main physical and emotional changes that happen during puberty *Ask questions about puberty with confidence *Understand how puberty affects the reproductive organs *Describe how to manage physical and emotional changes *Explain how to keep clean during puberty *Explain how emotions change during puberty *Know how to get support and help during puberty

**YEAR 6**

<b>BEING ME IN MY WORLD</b>	<b>CELEBRATING DIFFERENCE</b>	<b>DREAMS AND GOALS</b>	<b>HEALTHY ME</b>	<b>RELATIONSHIPS</b>	<b>CHANGING ME</b>
*Know about children's universal rights (United Nations Convention on the Rights of the Child) *Know about the lives of children in other parts of the world *Know that personal choices can affect others locally and globally *Know how to set goals for the year ahead *Understand what fears and worries are *Understand that their own choices result in different consequences and rewards *Understand how democracy and having a voice benefits the school community *Understand how to contribute towards the democratic process  <b>FIRST AID- BLEEDING</b>	*Know that people can hold power over others individually or in a group *Know that power can play a part in a bullying or conflict situation *Know that there are different perceptions of 'being normal' and where these might come from *Know that difference can be a source of celebration as well as conflict *Know that being different could affect someone's life *Know why some people choose to bully others *Know that people with disabilities can lead amazing lives	*Know their own learning strengths *Know what their classmates like and admire about them *Know a variety of problems that the world is facing *Know some ways in which they could work with others to make the world a better place *Know what the learning steps are they need to take to achieve their goal *Know how to set realistic and challenging goals	*Know how to take responsibility for their own health *Know what it means to be emotionally well *Know how to make choices that benefit their own health and well-being *Know about different types of drugs and their uses *Know how these different types of drugs can affect people's bodies, especially their liver and heart *Know that stress can be triggered by a range of things *Know that being stressed can cause drug and alcohol misuse *Know that some people can be exploited and made to do things that are against the law *Know why some people join gangs and the risk that this can involve	*Know that there are rights and responsibilities in an online community or social network *Know that there are rights and responsibilities when playing a game online *Know that too much screen time isn't healthy *Know how to stay safe when using technology to communicate with friends *Know that a personality is made up of many different characteristics, qualities and attributes *Know that belonging to an online community can have positive and negative consequences	<b>JIGSAW</b> *Know the importance of self-esteem and what they can do to develop it *Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class <b>CHRISTOPHER WINTERS</b> *know how their body will, and emotions may, change as they approach and move through puberty *know about human reproduction *know the importance of protecting to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage *to recognise what constitutes

					positive healthy relationships and develop the skills to form them
<ul style="list-style-type: none"> <li>*Know own wants and needs</li> <li>*Be able to compare their life with the lives of those less fortunate</li> <li>*Demonstrate empathy and understanding towards others</li> <li>*Can demonstrate attributes of a positive role-model</li> <li>*Can take positive action to help others</li> <li>*Be able to contribute towards a group task</li> <li>*Know what effective group work is</li> <li>*Know how to regulate my emotions</li> <li>*Be able to make others feel welcomed and valued</li> </ul>	<ul style="list-style-type: none"> <li>*Empathise with people who are different and be aware of my own feelings towards them</li> <li>*Identify feelings associated with being excluded</li> <li>*Be able to recognise when someone is exerting power negatively in a relationship</li> <li>*Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>*Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>*Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>*Appreciate people for who they are</li> <li>*Show empathy</li> </ul>	<ul style="list-style-type: none"> <li>*Understand why it is important to stretch the boundaries of their current learning</li> <li>*Be able to give praise and compliments to other people when they recognise that person's achievements</li> <li>*Empathise with people who are suffering or living in difficult situations</li> <li>*Set success criteria so that they know when they have achieved their goal</li> <li>*Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> </ul>	<ul style="list-style-type: none"> <li>*Are motivated to care for their own physical and emotional health</li> <li>*Suggest strategies someone could use to avoid being pressured</li> <li>*Can use different strategies to manage stress and pressure</li> <li>*Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>*Identify ways that someone who is being exploited could help themselves</li> <li>*Recognise that people have different attitudes towards mental health/illness</li> </ul>	<ul style="list-style-type: none"> <li>*Can suggest strategies for building self-esteem of themselves and others</li> <li>*Can identify when an online community/social media group feels risky, uncomfortable, or unsafe</li> <li>*Can suggest strategies for staying safe online/ social media</li> <li>*Can say how to report unsafe online/social network activity</li> <li>*Can identify when an online game is safe or unsafe</li> <li>*Can suggest ways to monitor and reduce screen time</li> <li>*Can suggest strategies for managing unhelpful pressures online or in social networks</li> </ul>	<p><b>JIGSAW</b></p> <ul style="list-style-type: none"> <li>*celebrate what they like about their own and others' self- image and body-image</li> <li>*Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li> </ul> <p><b>CHRISTOPHER WINTERS</b></p> <ul style="list-style-type: none"> <li>*Talk about puberty and reproduction with confidence</li> <li>*Know some basic facts about pregnancy and conception</li> <li>*Discuss different types of adult relationships with confidence</li> <li>*Know what form of touching is appropriate</li> </ul>