



Becoming a PSHE Expert at Bonnygate Primary School Progression Map



Becoming a PSHE Expert at Bonnygate Primary School		
	A Nursery Bonnygate PSHE Expert will:	A Reception Bonnygate PSHE Expert will:
Being Me In My World	<ul style="list-style-type: none"> Be able to understand how it feels to belong and how we are similar and different. Be able to understand how feeling happy and sad can be expressed. Be able to work together and consider other people's feelings. Be able to use gentle hands and understand that it is good to be kind to people. Be able to start to understand children's rights and this means we should all be allowed to learn and play. Be able to learn what being responsible means. 	<ul style="list-style-type: none"> Be able to understand how it feels to belong and that we are similar and different. Be able to start to recognise and manage my feelings. Be able to enjoy working with others to make school a good place to be. Be able to understand why it is good to be kind and use gentle hands. Be able to start to understand children's rights and this means we should all be allowed to learn and play. Be able to learn what being responsible means.
Celebrating Differences	<ul style="list-style-type: none"> Be able to know how it feels to be proud of something I am good at. Be able to tell you one way why I am special and unique. Be able to know that all families are different. Be able to know there are lots of different houses and homes. Be able to tell you how I could make new friends. Be able to use my words to stand up for myself. 	<ul style="list-style-type: none"> Be able to identify something I am good at and understand everyone is good at different things. Be able to understand that being different makes us all special. Be able to know we are all different but the same in some ways. Be able to tell you why I think my home is special to me. Be able to tell you how to be a kind friend. Be able to know which words to use to stand up for myself when someone says or does something unkind.
Dreams and Goals	<ul style="list-style-type: none"> Be able to complete challenges. Be able to show perseverance. Be able to goal-set. Be able to start to overcome obstacles. Be able to seek for help. Be able to understand different jobs and their purpose. Be able to achieve goals. 	<ul style="list-style-type: none"> Be able to understand that if I persevere I can tackle challenges. Be able to tell you about a time I didn't give up until I achieved my goal. Be able to set a goal and work towards it. Be able to use kind words to encourage people. Be able to understand the link between what I learn now and the job I might like to do when I'm older. Be able to say how I feel when I achieve a goal and know what it means to feel proud.
Healthy Me	<ul style="list-style-type: none"> Be able to understand the importance of exercising bodies. Be able to understand the importance of physical activity and what types there are. Be able to understand the importance of healthy food. Be able to understand the importance of sleep. Be able to understand the importance of keeping clean. Be able to understand the importance of safety. 	<ul style="list-style-type: none"> Be able to understand that I need to exercise to keep my body healthy. Be able to understand how moving and resting are good for my body. Be able to know which foods are healthy and not so healthy and can make healthy eating choices. Be able to know how to help myself go to sleep and understand why sleep is good for me. Be able to wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. Be able to know what a stranger is and how to stay safe if a stranger approaches me.
Relationships	<ul style="list-style-type: none"> Be able to tell you about my family. Be able to understand how to make friends if I feel lonely. Be able to tell you some of the things I like about my friends. Be able to know what to say and do if somebody is mean to me. Be able to use Calm Me time to manage my feelings. Be able to work together and enjoy being with my friends. 	<ul style="list-style-type: none"> Be able to identify some of the jobs I do in my family and how I feel like I belong. Be able to know how to make friends to stop myself from feeling lonely. Be able to think of ways to solve problems and stay friends. Be able to start to understand the impact of unkind words. Be able to use Calm Me time to manage my feelings. Be able to know how to be a good friend.
Changing Me	<ul style="list-style-type: none"> Be able to name parts of my body and show respect for myself. Be able to tell you some things I can do and some food I can eat to be healthy. Be able to understand that we all start as babies and grow into children and then adults. Be able to know that I grow and change. Be able to talk about how I feel moving to School from Nursery. Be able to remember some fun things about Nursery this year. 	<ul style="list-style-type: none"> Be able to name parts of the body. Be able to tell you some things I can do and foods I can eat to be healthy. Be able to understand that we all grow from babies to adults. Be able to express how I feel about moving to Year 1. Be able to talk about my worries and/or the things I am looking forward to about being in Year 1. Be able to share my memories of the best bits of this year in Reception.



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	A Year 1 Bonnygate PSHE Expert will:	A Year 2 Bonnygate PSHE Expert will:
Being Me In My World	<ul style="list-style-type: none"> • Be able to feel special and safe in my class. • Be able to understand the rights and responsibilities as a member of my class. • Be able to know that I belong to my class. • Be able to understand the rights and responsibilities for being a member of my class. • Be able to know how to make my class a safe place for everybody to learn. • Be able to know my views are valued and can contribute to the Learning Charter. • Be able to recognise how it feels to be proud of an achievement. • Be able to can recognise the choices I make and understand the consequences. • Be able to recognise the range of feelings when I face certain consequences. • Be able to understand my rights and responsibilities within our Learning Charter. • Be able to understand my choices in following the Learning Charter. 	<ul style="list-style-type: none"> • Be able to identify some of my hopes and fears for this year. • Be able to recognise when I feel worried and know who to ask for help. • Be able to understand the rights and responsibilities for being a member of my class and school. • Be able to recognise when I feel worried and know who to ask for help. • Be able to understand the rights and responsibilities for being a member of my class. • Be able to help to make my class a safe and fair place. • Be able to listen to other people and contribute my own ideas about rewards and consequences. • Be able to help make my class a safe and fair place. • Be able to understand how following the Learning Charter will help me and others learn. • Be able to work cooperatively. • Be able to recognise the choices I make and understand the consequences. • Be able to choose to follow the Learning Charter.
Celebrating Differences	<ul style="list-style-type: none"> • Be able to identify similarities between people in my class. • Be able to tell you some ways in which I am the same as my friends. • Be able to identify differences between people in my class. • Be able to tell you some ways I am different from my friends. • Be able to can tell you what bullying is. • Be able to understand how being bullied might feel. • Be able to know some people who I could talk to if I was feeling unhappy or being bullied. • Be able to can be kind to children who are bullied. • Be able to know how to make new friends. • Be able to know how it feels to make a new friend. • Be able to can tell you some ways I am different from my friends. • Be able to understand these differences make us all special and unique. 	<ul style="list-style-type: none"> • Be able to start to understand that sometimes people make assumptions about boys and girls (stereotypes). • Be able to understand some ways in which boys and girls are similar and feel good about this. • Be able to start to understand that sometimes people make assumptions about boys and girls (stereotypes). • Be able to understand some ways in which boys and girls are different and accept that this is OK. • Be able to understand that bullying is sometimes about difference. • Be able to tell you how someone who is bullied feels I can be kind to children who are bullied. • Be able to recognise what is right and wrong and know how to look after myself. • Be able to know when and how to stand up for myself and others. • Be able to know how to get help if I am being bullied. • Be able to understand that it is OK to be different from other people and to be friends with them. • Be able to understand we shouldn't judge people if they are different. • Be able to know how it feels to be a friend and have a friend. • Be able to tell you some ways I am different from my friends. • Be able to understand these differences make us all special and unique.
Dreams and Goals	<ul style="list-style-type: none"> • Be able to set simple goals. • Be able to tell you about a thing I do well. • Be able to set a goal and work out how to achieve it. • Be able to tell you how I learn best. • Be able to understand how to work well with a partner. • Be able to celebrate achievement with my partner. • Be able to tackle a new challenge and understand this might stretch my learning. • Be able to identify how I feel when I am faced with a new challenge. • Be able to identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. • Be able to know how I feel when I see obstacles and how I feel when I overcome them. • Be able to tell you how I felt when I succeeded in a new challenge and how I celebrated it. • Be able to know how to store the feelings of success in my internal treasure chest. 	<ul style="list-style-type: none"> • Be able to choose a realistic goal and think about how to achieve it. • Be able to tell you things I have achieved and say how that makes me feel. • Be able to carry on trying (persevering) even when I find things difficult. • Be able to tell you some of my strengths as a learner. • Be able to recognise who I work well with and who it is more difficult for me to work with. • Be able to tell you how working with other people helps me learn. • Be able to work well in a group. • Be able to work with others in a group to solve problems. • Be able to tell you some ways I worked well with my group. • Be able to tell you how I felt about working in my group. • Be able to know how to share success with other • Be able to tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest people.

<p style="text-align: center;"><u>Healthy Me</u></p>	<ul style="list-style-type: none"> • Be able to understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. • Be able to feel good about myself when I make healthy choices. • Be able to know how to make healthy lifestyle choices. • Be able to feel good about myself when I make healthy choices. • Be able to know how to keep myself clean and healthy, and understand how germs cause disease/illness. • Be able to know that all household products including medicines can be harmful if not used properly. • Be able to know I am special so I keep myself safe. • Be able to understand that medicines can help me if I feel poorly and I know how to use them safely. • Be able to know some ways to help myself when I feel poorly. • Be able to know how to keep safe when crossing the road, and about people who can help me to stay safe. • Be able to recognise when I feel frightened and know who to ask for help. • Be able to tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. • Be able to recognise how being healthy helps me to feel happy. 	<ul style="list-style-type: none"> • Be able to know what I need to keep my body healthy. • Be able to be motivated to make healthy lifestyle choices. • Be able to show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. • Be able to tell you when a feeling is weak and when a feeling is strong. • Be able to understand how medicines work in my body and how important it is to use them safely. • Be able to feel positive about caring for my body and keeping it healthy. • Be able to sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. • Be able to have a healthy relationship with food and know which foods I enjoy the most. • Be able to make some healthy snacks and explain why they are good for my body. • Be able to express how it feels to share healthy food with my friends. • Be able to decide which foods to eat to give my body energy. • Be able to have a healthy relationship with food and I know which foods are most nutritious for my body.
<p style="text-align: center;"><u>Relationships</u></p>	<ul style="list-style-type: none"> • Be able to identify the members of my family and understand that there are lots of different types of families. • Be able to know how it feels to belong to a family and care about the people who are important to me. • Be able to identify what being a good friend means to me. • Be able to know how to make a new friend. • Be able to know appropriate ways of physical contact to greet my friends and know which ways I prefer. • Be able to recognise which forms of physical contact are acceptable and unacceptable to me. • Be able to know who can help me in my school community. • Be able to know when I need help and know how to ask for it. • Be able to recognise my qualities as person and a friend. • Be able to know ways to praise myself. • Be able to tell you why I appreciate someone who is special to me. • Be able to express how I feel about them. 	<ul style="list-style-type: none"> • Be able to identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. • Be able to accept that everyone's family is different and understand that most people value their family. • Be able to understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. • Be able to know which types of physical contact I like and don't like and can talk about this. • Be able to identify some of the things that cause conflict with my friends. • Be able to demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends. • Be able to understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. • Be able to know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. • Be able to recognise and appreciate people who can help me in my family, my school and my community. • Be able to understand how it feels to trust someone. • Be able to express my appreciation for the people in my special relationships. • Be able to be comfortable accepting appreciation from others.

Changing Me

- Be able to start to understand the life cycles of animals and humans.
- Be able to understand that changes happen as we grow and that this is OK.
- Be able to tell you some things about me that have changed and some things about me that have stayed the same.
- Be able to know that changes are OK and that sometimes they will happen whether I want them to or not.
- Be able to tell you how my body has changed since I was a baby.
- Be able to understand that growing up is natural and that everybody grows at different rates.
- Be able to 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.
- Be able to respect my body and understand which parts are private.
- Be able to understand that every time I learn something new I change a little bit.
- Be able to enjoy learning new things.
- Be able to tell you about changes that have happened in my life.
- Be able to know some ways to cope with changes.

- Be able to recognise cycles of life in nature.
- Be able to understand there are some changes that are outside my control and can recognise how I feel about this.
- Be able to tell you about the natural process of growing from young to old and understand that this is not in my control.
- Be able to identify people I respect who are older than me.
- Be able to recognise how my body has changed since I was a baby and where I am on the continuum from young to old.
- Be able to feel proud about becoming more independent.
- Be able to 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.
- Be able to tell you what I like/don't like about being a boy/girl.
- Be able to understand there are different types of touch and can tell you which ones I like and don't like.
- Be able to be confident to say what I like and don't like and can ask for help.
- Be able to identify what I am looking forward to when I move to my next class.
- Be able to start to think about changes I will make when I am in Year 3 and know how to go about this.



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Becoming a PSHE Expert at Bonnygate Primary School

A Year 3 Bonnygate PSHE Expert will:

A Year 4 Bonnygate PSHE Expert will:

Being Me In My World

- Be able to recognise my worth and can identify positive things about myself and my achievements.
- Be able to set personal goals.
- Be able to value myself and know how to make someone else feel welcome and valued.
- Be able to face new challenges positively, make responsible choices and ask for help when I need it.
- Be able to recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.
- Be able to understand why rules are needed and how they relate to rights and responsibilities.
- Be able to know how to make others feel valued.
- Be able to understand that my actions affect myself and others and I care about other people's feelings.
- Be able to understand that my behaviour brings rewards/consequences.
- Be able to make responsible choices and take action.
- Be able to work cooperatively in a group.
- Be able to understand my actions affect others and try to see things from their points of view.
- Be able to choose to follow the Learning Charter.

- Be able to know my attitudes and actions make a difference to the class team.
- Be able to know how good it feels to be included in a group and understand how it feels to be excluded.
- Be able to try to make people feel welcome and valued.
- Be able to understand who is in my school community, the roles they play and how I fit in.
- Be able to take on a role in a group and contribute to the overall outcome.
- Be able to understand how democracy works through the School Council.
- Be able to recognise my contribution to making a Learning Charter for the whole school.
- Be able to understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
- Be able to understand how rewards and consequences motivate people's behaviour.
- Be able to understand how groups come together to make decisions.
- Be able to take on a role in a group and contribute to the overall outcome.
- Be able to understand how democracy and having a voice benefits the school community.
- Be able to understand why our school community benefits from a Learning Charter and can help others to follow it.

Celebrating Differences

- Be able to understand that everybody's family is different and important to them.
- Be able to appreciate my family/the people who care for me.
- Be able to understand that differences and conflicts sometimes happen among family members.
- Be able to know how to calm myself down and can use the 'Solve it together' technique.
- Be able to know what it means to be a witness to bullying.
- Be able to know some ways of helping to make someone who is bullied feel better.
- Be able to know that witnesses can make the situation better or worse by what they do.
- Be able to problem-solve a bullying situation with others.
- Be able to recognise that some words are used in hurtful ways.
- Be able to try hard not to use hurtful words (e.g. gay, fat).
- Be able to tell you about a time when my words affected someone's feelings and what the consequences were.
- Be able to give and receive compliments and know how this feels.

- Be able to understand that, sometimes, we make assumptions based on what people look like.
- Be able to try to accept people for who they are.
- Be able to understand what influences me to make assumptions based on how people look.
- Be able to question why I think what I do about other people.
- Be able to know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.
- Be able to know how it might feel to be a witness to and a target of bullying.
- Be able to can tell you why witnesses sometimes join in with bullying and sometimes don't tell.
- Be able to problem-solve a bullying situation with others.
- Be able to identify what is special about me and value the ways in which I am unique.
- Be able to like and respect the unique features of my physical appearance.
- Be able to tell you a time when my first impression of someone changed when I got to know them.
- Be able to explain why it is good to accept people for who they are.

<p style="text-align: center;"><u>Dreams and Goals</u></p>	<ul style="list-style-type: none"> • Be able to tell you about a person who has faced difficult challenges and achieved success. • Be able to respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability). • Be able to identify a dream/ambition that is important to me. • Be able to imagine how I will feel when I achieve my dream/ambition. • Be able to enjoy facing new learning challenges and working out the best ways for me to achieve them. • Be able to break down a goal into a number of steps and know how others could help me to achieve it. • Be able to be motivated and enthusiastic about achieving our new challenge. • Be able to know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge. • Be able to recognise obstacles which might hinder my achievement and can take steps to overcome them. • Be able to manage the feelings of frustration that may arise when obstacles occur. • Be able to evaluate my own learning process and identify how it can be better next time. • Be able to be confident in sharing my success with others and can store my feelings in my internal treasure chest. 	<ul style="list-style-type: none"> • Be able to tell you about some of my hopes and dreams. • Be able to know how it feels to have hopes and dreams. • Be able to understand that sometimes hopes and dreams do not come true and that this can hurt. • Be able to know how disappointment feels and can identify when I have felt that way. • Be able to know that reflecting on positive and happy experiences can help me to counteract disappointment. • Be able to know how to cope with disappointment and how to help others cope with theirs. • Be able to know how to make a new plan and set new goals even if I have been disappointed. • Be able to know what it means to be resilient and to have a positive attitude. • Be able to know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. • Be able to can enjoy being part of a group challenge. • Be able to identify the contributions made by myself and others to the group's achievement. • Be able to know how to share in the success of a group and how to store this success experience in my internal treasure chest.
<p style="text-align: center;"><u>Healthy Me</u></p>	<ul style="list-style-type: none"> • Be able to understand how exercise affects my body and know why my heart and lungs are such important organs. • Be able to set myself a fitness challenge. • Be able to know that the amount of calories, fat and sugar I put into my body will affect my health. • Be able to know what it feels like to make a healthy choice. • Be able to tell you my knowledge and attitude towards drugs. • Be able to identify how I feel towards drugs. • Be able to identify things, people and places that I need to keep safe from. • Be able to know some strategies for keeping myself safe, who to go to for help and how to call emergency services. • Be able to express how being anxious or scared feels. • Be able to identify when something feels safe or unsafe. • Be able to take responsibility for keeping myself and others safe. • Be able to understand how complex my body is and how important it is to take care of it. • Be able to respect my body and appreciate what it does for me. 	<ul style="list-style-type: none"> • Be able to recognise how different friendship groups are formed, how I fit into them and the friends I value the most. • Be able to identify the feelings I have about my friends and my different friendship groups. • Be able to 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. • Be able to be aware of how different people and groups impact on me and can recognise the people I most want to be friends with. • Be able to understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. • Be able to recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. • Be able to understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. • Be able to recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. • Be able to recognise when people are putting me under pressure and can explain ways to resist this when I want. • Be able to identify feelings of anxiety and fear associated with peer pressure. • Be able to know myself well enough to have a clear picture of what I believe is right and wrong. • Be able to tap into my inner strength and know how to be assertive.

<u>Relationships</u>	<ul style="list-style-type: none"> • Be able to identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. • Be able to describe how taking some responsibility in my family makes me feel. • Be able to identify and put into practice some of the skills of friendship eg. taking turns, being a good listener. • Be able to know how to negotiate in conflict situations to try to find a win-win solution. • Be able to know and can use some strategies for keeping myself safe online. • Be able to know who to ask for help if I am worried or concerned about anything online. • Be able to explain how some of the actions and work of people around the world help and influence my life. • Be able to show an awareness of how this could affect my choices. • Be able to understand how my needs and rights are shared by children around the world and can identify how our lives may be different. • Be able to empathise with children whose lives are different to mine and appreciate what I may learn from them. • Be able to know how to express my appreciation to my friends and family. • Be able to enjoy being part of a family and friendship groups. 	<ul style="list-style-type: none"> • Be able to recognise situations which can cause jealousy in relationships. • Be able to identify feelings associated with jealousy and suggest strategies to problem-solve when this happens. • Be able to identify someone I love and can express why they are special to me. • Be able to know how most people feel when they lose someone or something they love. • Be able to tell you about someone I know that I no longer see. • Be able to understand that we can remember people even if we no longer see them. • Be able to recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. • Be able to know how to stand up for myself and how to negotiate and compromise. • Be able to understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. • Be able to understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend. • Be able to know how to show love and appreciation to the people and animals who are special to me. • Be able to be love and be loved.
<u>Changing Me</u>	<ul style="list-style-type: none"> • Be able to understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby. • Be able to express how I feel when I see babies or baby animals. • Be able to understand how babies grow and develop in the mother's uterus. • Be able to understand what a baby needs to live and grow. • Be able to express how I might feel if I had a new baby in my family. • Be able to understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. • Be able to identify how boys' and girls' bodies change on the outside during this growing up process. • Be able to recognise how I feel about these changes happening to me and know how to cope with those feelings. • Be able to identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. • Be able to recognise how I feel about these changes happening to me and know how to cope with these feelings. • Be able to start to recognise stereotypical ideas I might have about parenting and family roles. • Be able to express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. • Be able to identify what I am looking forward to when I move to my next class. • Be able to start to think about changes I will make next year and know how to go about this. 	<ul style="list-style-type: none"> • Be able to 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. • Be able to appreciate that I am a truly unique human being. • Be able to correctly label the internal and external parts of male and female bodies that are necessary for making a baby. • Be able to understand that having a baby is a personal choice and can express how I feel about having children when I am an adult. • Be able to 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. • Be able to have strategies to help me cope with the physical and emotional changes I will experience during puberty. • Be able to know how the circle of change works and can apply it to changes I want to make in my life. • Be able to be confident enough to try to make changes when I think they will benefit me. • Be able to identify changes that have been and may continue to be outside of my control that I learnt to accept. • Be able to express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. • Be able to identify what I am looking forward to when I move to a new class. • Be able to reflect on the changes I would like to make next year and can describe how to go about this.



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	A Year 5 Bonnygate PSHE Expert will:	A Year 6 Bonnygate PSHE Expert will:
Being Me In My World	<ul style="list-style-type: none"> • Be able to face new challenges positively and know how to set personal goals. • Be able to know what I value most about my school and can identify my hopes for this school year. • Be able to understand my rights and responsibilities as a citizen of my country. • Be able to empathise with people in this country whose lives are different to my own. • Be able to understand my rights and responsibilities as a citizen of my country and as a member of my school. • Be able to empathise with people in this country whose lives are different to my own. • Be able to make choices about my own behaviour because I understand how rewards and consequences feel. • Be able to understand that my actions affect me and others. • Be able to understand how an individual's behaviour can impact on a group. • Be able to contribute to the group and understand how we can function best as a whole. • Be able to understand how democracy and having a voice benefits the school community and know how to participate in this. • Be able to understand why our school community benefits from a Learning Charter and can help others to follow it. 	<ul style="list-style-type: none"> • Be able to identify my goals for this year, understand my fears and worries about the future and know how to express them. • Be able to feel welcome and valued and know how to make others feel the same. • Be able to know that there are universal rights for all children but for many children these rights are not met. • Be able to understand my own wants and needs and can compare these with children in different communities. • Be able to understand that my actions affect other people locally and globally. • Be able to understand my own wants and needs and can compare these with children in different communities. • Be able to make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. • Be able to understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. • Be able to understand how an individual's behaviour can impact on a group. • Be able to contribute to the group and understand how we can function best as a whole. • Be able to understand how democracy and having a voice benefits the school community. • Be able to understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.
Celebrating Differences	<ul style="list-style-type: none"> • Be able to understand that cultural differences sometimes cause conflict. • Be able to aware of my own culture. • Be able to understand what racism is. • Be able to aware of my attitude towards people from different races. • Be able to understand how rumour-spreading and name-calling can be bullying behaviours. • Be able to tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one. • Be able to explain the difference between direct and indirect types of bullying. • Be able to know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. • Be able to compare my life with people in the developing world. • Be able to appreciate the value of happiness regardless of material wealth. • Be able to understand a different culture from my own. • Be able to respect my own and other people's cultures. 	<ul style="list-style-type: none"> • Be able to understand there are different perceptions about what normal means. • Be able to empathise with people who are different. • Be able to understand how being different could affect someone's life. • Be able to be aware of my attitude towards people who are different. • Be able to explain some of the ways in which one person or a group can have power over another. • Be able to know how it can feel to be excluded or treated badly by being different in some way. • Be able to know some of the reasons why people use bullying behaviours. • Be able to tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one. • Be able to give examples of people with disabilities who lead amazing lives. • Be able to appreciate people for who they are. • Be able to explain ways in which difference can be a source of conflict and a cause for celebration. • Be able to show empathy with people in either situation.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dreams and Goals</p>	<ul style="list-style-type: none"> • Be able to understand that I will need money to help me achieve some of my dreams. • Be able to identify what I would like my life to be like when I am grown up. • Be able to know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. • Be able to appreciate the contributions made by people in different jobs. • Be able to identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. • Be able to appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future. • Be able to describe the dreams and goals of young people in a culture different to mine. • Be able to reflect on how these relate to my own. • Be able to 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. • Be able to appreciate the similarities and differences in aspirations between myself and young people in a different culture. • Be able to 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. • Be able to understand why I am motivated to make a positive contribution to supporting others. 	<ul style="list-style-type: none"> • Be able to know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal). • Be able to understand why it is important to stretch the boundaries of my current learning. • Be able to work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. • Be able to set success criteria so that I will know whether I have reached my goal. • Be able to identify problems in the world that concern me and talk to other people about them. • Be able to recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. • Be able to work with other people to help make the world a better place. • Be able to empathise with people who are suffering or who are living in difficult situations. • Be able to describe some ways in which I can work with other people to help make the world a better place. • Be able to identify why I am motivated to do this. • Be able to know what some people in my class like or admire about me and can accept their praise. • Be able to give praise and compliments to other people when I recognise their contributions and achievements.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Healthy Me</p>	<ul style="list-style-type: none"> • Be able to know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. • Be able to make an informed decision about whether or not I choose to smoke and know how to resist pressure. • Be able to know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. • Be able to make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure. • Be able to know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. • Be able to know how to keep myself calm in emergencies. • Be able to understand how the media, social media and celebrity culture promotes certain body types. • Be able to reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am. • Be able to describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures. • Be able to respect and value my body. • Be able to know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. • Be able to be motivated to keep myself healthy and happy. 	<ul style="list-style-type: none"> • Be able to take responsibility for my health and make choices that benefit my health and well-being. • Be able to be motivated to care for my physical and emotional health. • Be able to know about different types of drugs and their uses and their effects on the body particularly the liver and heart. • Be able to be motivated to find ways to be happy and cope with life’s situations without using drugs. • Be able to understand that some people can be exploited and made to do things that are against the law. • Be able to suggest ways that someone who is being exploited can help themselves. • Be able to know why some people join gangs and the risks this involves. • Be able to suggest strategies someone could use to avoid being pressurised. • Be able to understand what it means to be emotionally well and can explore people’s attitudes towards mental health/illness. • Be able to know how to help myself feel emotionally healthy and can recognise when I need help with this. • Be able to recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. • Be able to use different strategies to manage stress and pressure.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Relationships</p>	<ul style="list-style-type: none"> • Be able to have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. • Be able to know how to keep building my own self- esteem. • Be able to understand that belonging to an online community can have positive and negative consequences. • Be able to recognise when an online community feels unsafe or uncomfortable. • Be able to understand there are rights and responsibilities in an online community or social network. • Be able to recognise when an online community is helpful or unhelpful to me. • Be able to know there are rights and responsibilities when playing a game online. • Be able to recognise when an online game is becoming unhelpful or unsafe. • Be able to recognise when I am spending too much time using devices (screen time). • Be able to identify things I can do to reduce screen time, so my health isn't affected. • Be able to explain how to stay safe when using technology to communicate with my friends. • Be able to recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others. 	<ul style="list-style-type: none"> • Be able to know that it is important to take care of my mental health. • Be able to understand that people can get problems with their mental health and that it is nothing to be ashamed of. • Be able to know how to take care of my mental health. • Be able to help myself and others when worried about a mental health problem. • Be able to understand that there are different stages of grief and that there are different types of loss that cause people to grieve. • Be able to recognise when I am feeling those emotions and have strategies to manage them. • Be able to recognise when people are trying to gain power or control. • Be able to demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. • Be able to judge whether something online is safe and helpful for me. • Be able to resist pressure to do something online that might hurt myself or others. • Be able to use technology positively and safely to communicate with my friends and family. • Be able to take responsibility for my own safety and well-being.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Changing Me</p>	<ul style="list-style-type: none"> • Be able to aware of my own self-image and how my body image fits into that. • Be able to know how to develop my own self esteem. • Be able to explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. • Be able to understand that puberty is a natural process that happens to everybody and that it will be ok for me. • Be able to describe how boys' and girls' bodies change during puberty. • Be able to express how I feel about the changes that will happen to me during puberty. • Be able to understand that sexual intercourse can lead to conception and that is how babies are usually made. • Be able to understand that sometimes people need IVF to help them have a baby. • Be able to appreciate how amazing it is that human bodies can reproduce in these ways. • Be able to identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). • Be able to be confident that I can cope with the changes that growing up will bring. • Be able to identify what I am looking forward to when I move to my next class. • Be able to start to think about changes I will make next year and know how to go about this. 	<ul style="list-style-type: none"> • Be able to aware of my own self-image and how my body image fits into that. • Be able to know how to develop my own self esteem. • Be able to explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. • Be able to express how I feel about the changes that will happen to me during puberty. • Be able to describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • Be able to recognise how I feel when I reflect on the development and birth of a baby. • Be able to understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. • Be able to understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to. • Be able to be aware of the importance of a positive self-esteem and what I can do to develop it. • Be able to express how I feel about my self-image and know how to challenge negative 'body-talk'. • Be able to identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. • Be able to know how to prepare myself emotionally for the changes next year.