

Curriculum Intent
Key Stages 1 & 2
Subject long-term planning
Subject: PHSE



**PENK VALLEY
ACADEMY TRUST**

*Learning
Together*



	Half term 1	2	3	4	5	6
Title	Marvelous Me!	Let's Celebrate!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!
Overall intent-rationale Why this? Why now?	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p><u>Being Me in My World</u></p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>Jigsaw supports EYFS curriculum and development of PSED (Personal, Social and Emotional Development)</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p><u>Celebrating Difference</u></p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>Jigsaw supports EYFS curriculum and development of PSED (Personal, Social and Emotional Development)</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p><u>Dreams and Goals</u></p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>Jigsaw supports EYFS curriculum and development of PSED (Personal, Social and Emotional Development)</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p><u>Healthy Me</u></p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>Jigsaw supports EYFS curriculum and development of PSED (Personal, Social and Emotional Development)</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p><u>Relationships</u></p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>Jigsaw supports EYFS curriculum and development of PSED (Personal, Social and Emotional Development)</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p><u>Changing Me</u></p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>Jigsaw supports EYFS curriculum and development of PSED (Personal, Social and Emotional Development)</p>
Key concepts Knowledge & skills	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self-esteem <p>Students know:</p> <ul style="list-style-type: none"> How it feels to belong That we are similar and different 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self-esteem Similarities and differences <p>Students know:</p> <ul style="list-style-type: none"> We are all good at different things 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self-esteem Growth mindset <p>Students know:</p> <ul style="list-style-type: none"> That if I persevere I can tackle challenges 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self-esteem Growth mindset <p>Students know:</p> <ul style="list-style-type: none"> That we need exercise to keep our bodies healthy 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self-esteem Teamwork <p>Students know:</p> <ul style="list-style-type: none"> How to make friends and stop from feeling lonely 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self-esteem Growth Mindset Managing change Life cycles <p>Students know:</p>

	<ul style="list-style-type: none"> • That we have different feelings • Why it is good to be kind and have gentle hands • What it means to be responsible <p>Students can:</p> <ul style="list-style-type: none"> • Start to recognise and manage their feelings • Start to understand children's rights to learn and play • Talk about why we should be kind to others and have gentle hands 	<ul style="list-style-type: none"> • That being different makes us special • We are all different but the same in some ways • Ways to stand up for themselves when someone is unkind <p>Students can:</p> <ul style="list-style-type: none"> • Talk about an obvious similarity and difference between myself and a friend • Talk about why my home is special to me • Identify something I am good at 	<ul style="list-style-type: none"> • If I don't give up I am more likely to achieve my goal • What it means to feel proud • That what I learn now may link to the job I might like to do when I am older <p>Students can:</p> <ul style="list-style-type: none"> • Set a goal and work towards it • Use kind words to encourage people • Say how I feel when I achieve a goal 	<ul style="list-style-type: none"> • Which foods are healthy and not so healthy • How to help myself go to sleep and why sleep is good for me • Why handwashing is important • What a stranger is and how to stay safe <p>Students can:</p> <ul style="list-style-type: none"> • Can make healthy eating choices • Can wash my hands thoroughly • Talk about what a stranger is and how to keep safe 	<ul style="list-style-type: none"> • How to be a good friend • Beginning to understand the impact of unkind words <p>Students can:</p> <ul style="list-style-type: none"> • Identify some of the jobs I do in my family • Talk about ways to solve problems and stay friends • Use Calm Me time to manage my feelings 	<ul style="list-style-type: none"> • We have different parts of our bodies • We can make certain decisions to help us stay healthy • We all grow from babies to adults • We have different feelings at different times <p>Students can:</p> <ul style="list-style-type: none"> • Name parts of the body • Talk about some things I can do to be healthy • Talk about how I feel moving to Year 1
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Key stage: 1

Subject: PHSE

Year: 1

School: Marshbrook First School

	1	2	3	4	5	6
Title	Being Me	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overall intent – rationale Why this? Why now?	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y1, children will have learnt a similar unit with the fundamental concepts.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y1, children will have learnt a similar unit with the fundamental concepts.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y1, children will have learnt a similar unit with the fundamental concepts.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y1, children will have learnt a similar unit with the fundamental concepts.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y1, children will have learnt a similar unit with the fundamental concepts.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y1, children will have learnt a similar unit with the fundamental concepts.</p>
Key concepts knowledge & skills (Must be all three)	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem <p>Students know: How to use their jigsaw journal That they belong to their class How to make their class safe for everyone to learn That they are valued and rewarded That their actions have consequences</p>	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self-esteem Similarities & Differences <p>Students know: There are similarities and differences between them and other members of their class What bullying is</p>	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem Growth mindset <p>Students know: What dreams and goals mean How to set a goal and achieve it How to work well with a partner How to face and overcome a challenge</p>	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem Growth mindset <p>Students know: What healthy and unhealthy means How to make healthy lifestyle choices How to stay clean and healthy That all household products including medicines can be</p>	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem Teamwork <p>Students know: How it feels to belong to a family and how to care for people How to make a good friend What is appropriate physical contact with their friends and which one they prefer Who can help them in their school community When I need help and who to ask Ways to praise myself</p>	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem Growth mindset Managing change Lifestyles <p>Students know: That animals and humans all have a lifecycle That changes are OK and will sometimes happen whether they want them to or not That everyone grows up and grows at different rates That males and females have different body parts</p>

	<p>Students can: Show their ideas in their jigsaw journal Identify ways in which they belong to their class Identify how to stay safe at school Identify different rewards that they can achieve Recognise different feelings they have when their actions have consequences</p>	<p>Who to talk to if they or their classmates are being bullied How to make new friends</p> <p>Students can: Identify similarities and differences between themselves and other children Identify how they feel if they are bullied Be kind to children who are bullied Identify ways in which to make a new friend</p>	<p>What obstacles might make achieving a challenge more difficult That we have different feelings when we achieve or don't achieve our dreams and goals</p> <p>Students can: Set simple goals Name something they are good at Set a goal and identify how to achieve it Tell you how they learn best Show evidence of how to accomplish a challenge Identify how they feel when facing a challenge Identify obstacles that might hinder them Tell you how they feel when they succeed in achieving their goals and dreams and/or overcoming a challenge</p>	<p>harmful if not used properly Some ways to help themselves when they feel poorly How to stay safe when crossing the road and who can help me That their bodies are amazing and how to look after it and stay healthy</p> <p>Students can: Describe what healthy and unhealthy means Identify examples from the eatwell plate to have a healthy balanced diet Name activities and things we need to do to be healthy Name some household products and medicines Identify how these products are packaged or kept to keep us safe Identify the rules for crossing the road safely Name who can help me and how cross the road</p>	<p>Students can: Identify different members of their family Name different kinds of families Identify what being a good friend means to them Recognise which forms of physical contact are acceptable and not acceptable Recognise their qualities as a person and friend Tell you why they appreciate someone who is special to them</p>	<p>That some of their body parts are private That learning makes small changes Some ways to cope with changes</p> <p>Students can: Name the different stages of the lifecycle of a human and an animal Say what has changed about themselves and stayed the same Tell you how their body has changed since they were a baby Name parts of the male and female body to include penis, vagina, testicles, vulva and anus Tell you about the changes that have happened to their life</p>
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Key stage: 1

Subject: PHSE

Year: 2

School: Marshbrook First School

	1	2	3	4	5	6
Title	Being Me	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overall intent – rationale Why this? Why now?	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y1, children will have learnt a similar unit with the fundamental concepts.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y1, children will have learnt a similar unit with the fundamental concepts.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y1, children will have learnt a similar unit with the fundamental concepts.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y1, children will have learnt a similar unit with the fundamental concepts.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y1, children will have learnt a similar unit with the fundamental concepts.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y1, children will have learnt a similar unit with the fundamental concepts.</p>
Key concepts knowledge & skills (Must be all three)	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem <p>Students know:</p> <ul style="list-style-type: none"> why rules are needed and how they relate to rights and responsibilities. that my actions affect myself and 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem Similarities and differences <p>Students know:</p> <ul style="list-style-type: none"> That bullying is sometimes about differences 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem Growth mindset <p>Students know:</p> <ul style="list-style-type: none"> What dreams and goals are. Some of their own strengths as a learner. Why it is important to be able to 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem Growth mindset <p>Students know:</p> <ul style="list-style-type: none"> What I need to keep my body healthy. How medicines work in my body and how to use them safely. 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem Teamwork <p>Students know:</p> <ul style="list-style-type: none"> How it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. Which types of physical contact I like and don't like and can talk about this <p>Students can:</p> <ul style="list-style-type: none"> Identify the members in their family and understand my relationship with them. 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem Growth mindset Managing change Life cycles <p>Students know:</p> <ul style="list-style-type: none"> That in animals and humans lots of changes happen between conception and growing up. <p>Students can:</p> <ul style="list-style-type: none"> Recognise cycles of life in nature. Tell you about the natural process of growing old and

	<p>others and I care about other people's feelings.</p> <p>Students can:</p> <ul style="list-style-type: none"> Identify hopes and fears for the year. Recognise the choices I make and understand the consequence Understand the rights and responsibilities for being a member of my class. Work collaboratively. Recognise when I feel worried and know when to ask for help. 	<ul style="list-style-type: none"> Some ways in which boys and girls are different and accept that this is OK. How someone who is bullied feels <p>Students can:</p> <ul style="list-style-type: none"> Start to understand that sometimes people make assumptions about boys and girls (stereotypes). Recognise what is right and wrong and know how to look after myself. Understand that it is OK to be different from other people and to be friends with them. 	<p>work with others.</p> <p>Students can:</p> <ul style="list-style-type: none"> Tell you some ways that they worked well in a group. Tell you how to work successfully with others. Evaluate my own learning process and identify how it can be better next time. Carry on trying to persevere. Recognise who I work well with. Share success with other people. 	<ul style="list-style-type: none"> How to make some healthy snacks. Which foods to eat to give my body energy. What it means to be relaxed. <p>Students can:</p> <ul style="list-style-type: none"> Make healthy snacks. Express how it feels to share healthy foods with my friends. Feel positive about keeping my body healthy. Have a healthy relationship with food. 	<ul style="list-style-type: none"> Understand that there are lots of forms of physical contact and that some forms are not acceptable. Identify some of the things that cause conflict between my friends. Recognise when it is good to keep a secret and good when not to keep a secret. Recognise and appreciate people who can help me in my family, my school and my community. Accept that everyone's family is different and understand that most people value their family. Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends. 	<p>understand that this is not in my control.</p> <ul style="list-style-type: none"> Recognise how my body has changed since I was a baby and where I am on the continuum from young to old. 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. Understand there are different types of touch and can tell you which ones I like and don't like Identify what I am looking forward to when I move to my next class
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Key stage: 2

Subject: PHSE

Year: 3

School: Marshbrook First School

	Half term 1	2	3	4	5	6
Unit Title	Being Me	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overall intent – rationale Why this? Why now?	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y2, children will have learnt a similar unit with the fundamental concepts at a KS1 level.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y2, children will have learnt a similar unit with the fundamental concepts at a KS1 level.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y2, children will have learnt a similar unit with the fundamental concepts at a KS1 level.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y2, children will have learnt a similar unit with the fundamental concepts at a KS1 level.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y2, children will have learnt a similar unit with the fundamental concepts at a KS1 level.</p>	<p>PSHE is delivered to cover a range of topics through 'Jigsaw.'</p> <p>Jigsaw gives children the tools to have the best life possible. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.</p> <p>In Y2, children will have learnt a similar unit with the fundamental concepts at a KS1 level.</p>
Key concepts knowledge & skills (Must be all three)	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem <p>Students know:</p> <ul style="list-style-type: none"> why rules are needed and how they relate to rights and responsibilities. that my actions affect myself and others and I care about 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem Similarities and differences <p>Students know:</p> <ul style="list-style-type: none"> That everybody's family is different and important to them. That differences and conflicts 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem Growth mindset <p>Students know:</p> <ul style="list-style-type: none"> What dreams and goals are. How to recognise obstacles in my way to achieving my goals. <p>Students can:</p> <ul style="list-style-type: none"> Tell you about a person who has faced difficult challenges and achieved success. 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem Growth mindset <p>Students know:</p> <ul style="list-style-type: none"> How exercise affects my body and know why my heart and lungs are such important organs. 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem Teamwork <p>Students know:</p> <ul style="list-style-type: none"> How my needs and rights are shared by children around the world and can identify how our lives may be different. Know some strategies for 	<p>Students understand:</p> <ul style="list-style-type: none"> Identity and belonging Friendships Family Self esteem Growth mindset Managing change Life cycles <p>Students know:</p> <ul style="list-style-type: none"> That in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.

	<p>other people's feelings.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Make responsible choices and take action. • Face new challenges. positively, make responsible choices and ask for help when I need it. 	<p>sometimes happen among family members</p> <ul style="list-style-type: none"> • What it means to be a witness to bullying. • That witnesses can make the situation better or worse by what they do <p>Students can:</p> <ul style="list-style-type: none"> • Recognise when some words are used in hurtful ways. • Tell you about a time when my words affected someone's feelings and what the consequences were. 	<ul style="list-style-type: none"> • Identify a dream/ambition that is important to me. • Face new learning challenges and working out the best ways for me to achieve them. • Recognise obstacles which might hinder my achievement and can take steps to overcome them. • Evaluate my own learning process and identify how it can be better next time. 	<ul style="list-style-type: none"> • That the amount of calories, fat and sugar I put into my body will affect my health. • How complex my body is and how important it is to take care of it. <p>Students can:</p> <ul style="list-style-type: none"> • Tell you my knowledge and attitude towards drugs. • Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. • Identify when something feels safe or unsafe • 	<p>keeping myself safe online.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Express my appreciation to my friends and family. • Explain how some of the actions and work of people around the world help and influence my life. • Use some strategies for keeping myself safe online. • Identify and put into practice some of the skills of friendship eg. taking turns, being a good listener. 	<ul style="list-style-type: none"> • How babies grow and develop in the mother's uterus. • I understand what a baby needs to live and grow. • That boys' and girls' bodies need to change so that when they grow up their bodies can make babies. <p>Students can:</p> <ul style="list-style-type: none"> • 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. • Identify how boys' and girls' bodies change on the outside during this growing up process. • Start to recognise stereotypical ideas I might have about parenting and family roles. • Identify what I am looking forward to when I move to my next class.
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	1	2	3	4	5	6
Title	Being in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overall intent – rationale	PSHE is delivered to cover a range of topics through 'Jigsaw.'	PSHE is delivered to cover a range of topics through 'Jigsaw.'	PSHE is delivered to cover a range of topics through 'Jigsaw.'	PSHE is delivered to cover a range of topics through 'Jigsaw.'	PSHE is delivered to cover a range of topics through 'Jigsaw.'	PSHE is delivered to cover a range of topics through 'Jigsaw.'
Why this? Why now?	In Year 3, children will have learnt why rules are needed, how they relate to rights and responsibilities, and that their actions affect themselves and others.	In Year 3, children will have learnt that everyone's family is different, differences and conflicts sometimes happen in families, what to do if they witness bullying and how witnesses' actions can make situations better or worse.	In Year 3, children will have learnt to identify their own dreams and goals, understand that barriers to achieving these can happen and recognise ways to overcome them.	In Year 3, children will have learnt that exercise and diet are important for their bodies to remain healthy. And that they can identify things e.g. drugs that are not safe for their bodies and should be kept away from.	In Year 3, children will have learnt how to keep themselves safe online, appreciate the actions of others and how to be a good friend.	In Year 3, children will have learnt about how they grow from conception and how their bodies change as they mature.
Key concepts knowledge & skills (Must be all three)	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> Identity and belonging Asking for help Growth mindset Teamwork Self esteem Friendships <p><u>Students know:</u></p> <ul style="list-style-type: none"> That their attitudes and actions make a difference to the class team. Who is part of the school community and the part everyone plays. How democracy works and their rights and responsibilities as a child. What empathy means. <p><u>Students can:</u></p> <ul style="list-style-type: none"> Develop teamwork skills. 	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> Identity and belonging Asking for help Similarities and differences Self esteem Friendships <p><u>Students know:</u></p> <ul style="list-style-type: none"> that we can sometimes make assumptions based on what people look like. that bullying can be hard to spot and they know what to do if they think something is going on. Why people may join in with bullying. Ways in which we are all unique. That first impressions can be changed. <p><u>Students can:</u></p> <ul style="list-style-type: none"> Understand what influences themselves 	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> Growth mindset Teamwork Self esteem Friendships Managing change <p><u>Students know:</u></p> <ul style="list-style-type: none"> What are their hopes and dreams. That not all hopes and dreams can come true. Reflecting on happy and positive experiences can counteract disappointment. That to achieve a goal, steps to success must be created. <p><u>Students can:</u></p> <ul style="list-style-type: none"> Talk about how their hopes and dreams make them feel. Talk about disappointments when hopes and dreams do not materialise. 	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> Identity and belonging Asking for help Growth mindset Teamwork Self esteem Friendships <p><u>Students know:</u></p> <ul style="list-style-type: none"> That there are different types of friends and friendship groups. That there are different roles to take on in a friendship group e.g. leaders and followers. The facts about smoking and its effects on health. About peer pressure. What is right and wrong. <p><u>Students can:</u></p> <ul style="list-style-type: none"> Identify feeling they have about their friends 	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> Identity and belonging Similarities and differences Teamwork Self esteem Friendships Managing change <p><u>Students know:</u></p> <ul style="list-style-type: none"> What jealousy is. what love and loss is. That friendships can change. That having a girlfriend or boyfriend is a special relationship to have when they are older. How to show love and appreciation to those who are special to them. <p><u>Students can:</u></p> <ul style="list-style-type: none"> Recognise situations that cause jealousy and identify feelings 	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> Identity and belonging Asking for help Similarities and differences Growth mindset Teamwork Self esteem Family Friendships Lifecycles Managing change <p><u>Students know:</u></p> <ul style="list-style-type: none"> that some of their personal characteristics come from their parents. About the parts of the male and female reproductive organs. How a girls body changes in order for her to have a baby as an adult.

	<ul style="list-style-type: none"> Recognise how everyone is important in the school community. Recognise ways to create a positive learning environment (rewards and sanctions). Suggest rights and responsibilities for the classroom. 	<p>when making assumptions.</p> <ul style="list-style-type: none"> Try to accept people for who they are. Describe how it might feel to witness bullying. Problem solve a bullying situation. Identify ways that their physical appearance is unique. <p>Explain why it is good to accept people for who they are.</p>	<ul style="list-style-type: none"> have strategies to cope with disappointment. Collaborate with others to achieve a group goal. <p>Identify contributions made by themselves and others to achieve a goal.</p>	<p>and different friendship groups and which they value the most.</p> <ul style="list-style-type: none"> Identify the role they take on in a friendship group. Identify reasons for people starting to smoke including peer pressure. Recognise negative feelings in peer pressure situations. Be assertive in peer pressure situations. 	<p>associated with jealousy.</p> <ul style="list-style-type: none"> Recognise someone they love and express how special they are to them. Recognise how people feel when they lose someone or something that is important to them. Understand that we can remember people even if we can no longer see them. Make new friends and negotiate and compromise when they fall out with friends. <p>Love and be loved.</p>	<ul style="list-style-type: none"> That they can make changes to their life when they choose to. That some changes are outside of their control. <p><u>Students can:</u></p> <ul style="list-style-type: none"> recognise how they are unique. label the external and internal male and female reproductive organs. Describe the physical and emotional changes associated with puberty. be confident to make changes to their live when they want to. Express fears and concerns about changes which are out of their control and know how to manage these feelings positively. <p>Identify what they are looking forward to in their new school and reflect on changes they would like to make next year and how they might address these.</p>
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