

Being Me in My World	Year 3	Year 4	Year 5	Year 6
<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 about the different roles in the school community • Know that their own actions affect themselves and others 	<ul style="list-style-type: none"> • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how to face new challenges positively • Understand how to set personal goals • Know how an individual's behaviour can affect a group and the consequences of this 	<ul style="list-style-type: none"> • 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
<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively • Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others 	<ul style="list-style-type: none"> • Identify the feelings associated with being included or excluded • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Know how to regulate my emotions • Can make others feel cared for and welcome • Recognise the feelings of being motivated or unmotivated • Can make others feel valued and included • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices 	<ul style="list-style-type: none"> • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Be able to identify what they value most about school • Identify hopes for the school year • Understand why the school community benefits from school rules • Be able to help friends make positive choices Know how to regulate my emotions 	<ul style="list-style-type: none"> • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role-model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions • Be able to make others feel welcomed and valued

Celebrating Difference	Year 3	Year 4	Year 5	Year 6
<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> • 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 sometimes family members don't get along and some reasons for this 	<ul style="list-style-type: none"> • 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 what to do if they think bullying is or might be taking place • Know that first impressions can change 	<ul style="list-style-type: none"> • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know what racism is and why it is unacceptable • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know that rumour-spreading is a form of bullying online and offline • Know how their life is different from the lives of children in the developing world 	<ul style="list-style-type: none"> • 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
<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to show appreciation for their families, parents and carers • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment 	<ul style="list-style-type: none"> • Be comfortable with the way they look • Try to accept people for who they are • Be non-judgemental about others who are different • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness • Identify when a first impression they had was right or wrong 	<ul style="list-style-type: none"> • Appreciate the value of happiness regardless of material wealth • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Develop respect for cultures different from their own • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied 	<ul style="list-style-type: none"> • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Appreciate people for who they are • Show empathy

Changing Me	Year 3	Year 4	Year 5	Year 6
<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> • Know the names of male and female private body parts • Know that private body parts are special and that no one has the right to hurt these • Know that in nature it is usually the female that carries the baby • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child • Know who to ask for help if they are worried or frightened 	<ul style="list-style-type: none"> • Know that personal characteristics are inherited from birth parents • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty • 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 	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that becoming a teenager involves various changes and also brings growing responsibility • Know that personal hygiene is important during puberty and as an adult • Know what perception means and that perceptions can be right or wrong 	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know how being physically attracted to someone changes the nature of the relationship • 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
<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> • 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 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 express how they feel about babies • Can describe the emotions that a new baby can bring to a family • Can identify changes they are looking forward to in the next year 	<ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Have strategies for managing the emotions relating to change • Can apply the circle of change model to themselves to have strategies for managing change 	<ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self-image and body image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<ul style="list-style-type: none"> • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • Can celebrate what they like about their own and others' self-image and body image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school

Healthy Me	Year 3	Year 4	Year 5	Year 6
<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> • 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 a range of strategies to keep themselves safe • Know that their bodies are complex and need taking care of 	<ul style="list-style-type: none"> • 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 how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that they can take on different roles according to the situation • Know some of the reasons some people start to smoke • Know some of the reasons some people drink alcohol 	<ul style="list-style-type: none"> • Know basic emergency procedures, including the recovery position • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • 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 • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know what makes a healthy lifestyle 	<ul style="list-style-type: none"> • 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
<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> • Respect their own bodies and appreciate what they do • Can take responsibility for keeping themselves and others safe • Identify how they feel about drugs • Can express how being anxious or scared feels • Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice 	<ul style="list-style-type: none"> • Can identify the feelings that they have about their friends and different friendship groups • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and know-how to be assertive • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with 	<ul style="list-style-type: none"> • Respect and value their own bodies • Can reflect on their own body image and know how important it is that this is positive • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Accept and respect themselves for who they are • Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> • Are motivated to care for their own physical and emotional health • Suggest strategies someone could use to avoid being pressured • Can use different strategies to manage stress and pressure • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Recognise that people have different attitudes towards mental health/illness

Relationships	Year 3	Year 4	Year 5	Year 6
<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • 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 • Know that memories can support us when we lose a special person or animal 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family
<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> • Can identify the responsibilities they have within their family • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job or are less fortunate • Understand that they are connected to the global community in many different ways • Can use Solve it together in a conflict scenario and find a win-win outcome • Can identify similarities in children's rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	<ul style="list-style-type: none"> • Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate 	<ul style="list-style-type: none"> • Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community/social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • 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 	<ul style="list-style-type: none"> • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being

Dreams and Goals	Year 3	Year 4	Year 5	Year 6
<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • 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 reflecting on positive and happy experiences can help them to counteract disappointment • Know how to work out the steps they need to take to achieve a goal 	<ul style="list-style-type: none"> • Know about a range of jobs that are carried out by people I know • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that they will need money to help them to achieve some of their dreams • Know that different jobs pay more money than others • 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 	<ul style="list-style-type: none"> • 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
<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> • Can break down a goal into small steps • Can manage feelings of frustration linked to facing obstacles • Imagine how it will feel when they achieve their dream/ambition • Recognise other people's achievements in overcoming difficulties • Recognise how other people can help them to achieve their goals • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> • Have a positive attitude • Can identify the feeling of disappointment • Be able to cope with disappointment • Can identify what resilience is • Can identify a time when they have felt disappointed • Can talk about their hopes and dreams and the feelings associated with these • Help others to cope with disappointment • Enjoy being part of a group challenge • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others • Appreciate the opportunities learning and education can give them 	<ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning • Be able to give praise and compliments to other people when they recognise that person's achievements • Empathise with people who are suffering or living in difficult situations • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances

