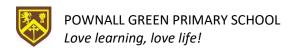
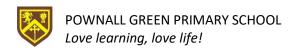


Personal,	Social and Emotional Development Early Learni	ing Goals
Self-regulation	Managing self	Building relationships
<ul> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>	<ul> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>	<ul> <li>Work and play cooperatively and take turns with others</li> <li>For positive attachments to adults and friendships with peers</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>
<ul> <li>Explain why it is important to keep clear</li> <li>Understand some basic hygiene routine</li> <li>Identify different members of the family</li> </ul>	n is y	dressing
	Self-regulation  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate  Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions  RSE (Christopher Winters)  Understand some areas in which childred Explain why it is important to keep clear Understand some basic hygiene routine Identify different members of the family	<ul> <li>Self-regulation</li> <li>Managing self</li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>

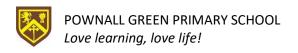


	Health and Wellbeing	<u>Relationships</u>	Living in the Wider World
	Healthy Lifestyles, Keeping Safe, Feelings and emotions	Healthy Relationships, Valuing Difference, Growing and changing	Rights and Responsibilities, Looking after our World, Money
A Year	1) Feelings and Emotions	1) Growing and changing	4) Rights and Responsibilities
A Year 1 met artist is able to	Recognising and sharing my feelings  recognise and name the four zones of regulation and some of their physical effects.  suggest ways to make myself and other people feel good or better if they have not-so-good feelings.  To know how to respond to feelings of jealousy.  2) Healthy Lifestyles  Exercise  name different exercises that can keep us active and name some of the benefits of physical exercise.  Healthy and unhealthy foods  name some healthy and unhealthy foods.  3) Keeping Safe  Keeping our bodies safe  describe some ways to stay healthy and explain why this is important.  describe when and how to take medicines safely and know who can give us medicine.	1) Growing and changing  Keeping clean	4) Rights and Responsibilities  Class Expectations/ Group Expectations  • give some examples of rules in school or at home and say why they are important  Manners  • give examples of using good manners and being courteous.  5) Looking after our World  Looking after our environment- Pownall Green  • give some examples of ways that we can help to keep our school clean and tidy.  • know examples of how sometimes our environment is not looked after.  6) Money  Where money comes from  • know how money is earned and what money is used for.  Keeping our money safe  • know how to keep our money safe  Wants and needs  • know the difference between something we want and something we need.  Transition  Change and loss  • give some examples of change and how it makes us feel
	know what first aid is and when it might be used.	<ul> <li>find ways to play together.</li> <li>know that the world is full of different people.</li> <li>work with different people.</li> </ul>	

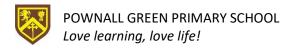


	Health and Wellbeing	<u>Relationships</u>	<u>Living in the Wider World</u>
	Healthy Lifestyles, Keeping Safe, Feelings and emotions	Healthy Relationships, Valuing Difference, Growing and changing	Rights and Responsibilities, Looking after our World, Money
A Year 2 met artist is able to	1) Feelings and Emotions  Emotions in different situations  • name different emotions and link them to different situations.  Body Language  • understand that feelings can be communicated with and without words.  Worry and Anger  • begin to name some skills for coping with the emotions of worry and anger.  2) Healthy Lifestyles  Understanding nutritional content  • read labels on different foods and begin to understand the nutritional content.	<ul> <li>4) Growing and changing         <u>Differences: Boys &amp; Girls</u> <ul> <li>To understand that some people have fixed ideas about what boys and girls can do</li> <li>To describe the difference between male and female babies</li> </ul> </li> <li><u>Differences: Male &amp; Female</u> <ul> <li>To describe some differences between male and female animals.</li> <li>To understand that making a new life needs a male and a female.</li> </ul> </li> <li><u>Naming the Body parts</u> <ul> <li>To describe the physical differences between males and females.</li> <li>To name the male and female body parts.</li> </ul> </li> </ul>	7) Rights and Responsibilities  Getting help from the community  • Emergency services- to know how to get help when needed  Expectations when living in the wider world  • To know how we behave when  • To know that we have a responsibility to look after things/places/people  8) Environment  Looking after our environment- Pownall Green (focus on energy)  • To know ways that we can save energy at school.  • To recognise things that show us that we don't always save energy at school.  Looking after our environment- Pownall Green (garden and grounds)  • To understand environmental issues affecting planet Earth.
	To know how exercise supports our physical and mental wellbeing  3) Keeping Safe Keeping our bodies safe     explore substances and situations that are safe or unsafe. To be able to identify hazardous substances.     consider safety rules for home and at school.  First Aid     explain some situations where someone might need to give someone first aid. Keeping safe in the sun     To know how to keep safe in the sun.	5) Healthy Relationships Our role as part of a family  To know what a healthy family relationship looks like To know what our role is as part of a family Characteristics of a friendship To identify how good friends act. To identify the virtues needed to resolve conflict between friends.  Privacy To understand the meaning of 'privacy' To know that it is not always right to keep secrets if they relate to being safe NSPCC – Talk PANTS and Stay Safe - Consent Appropriate and Inappropriate behaviours- teasing and bullying To know what bullying is and that it is inappropriate behaviour	9) Money Spending money safely  To know how to keep money safe.  Transition Change and Loss  To think about what can help when someone feels sad. Setting goals and recognising what we are good at  What do we want to achieve during year 2? How can we make sure that we achieve our goals? What happens if we don't manage to get there?

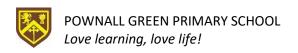
To understand what diversity is.		6) Valuing Difference (No Outsiders: Everyone Different, Everyone Welcome) Understanding diversity	
·		To have self-confidence.	
To communicate in dittorent ways		<ul><li>To understand what diversity is.</li><li>To communicate in different ways.</li></ul>	



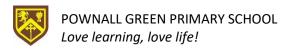
	Health and Wellbeing	<u>Relationships</u>	Living in the Wider World
	Healthy Lifestyles, Keeping Safe, Feelings and emotions	Healthy Relationships, Valuing Difference, Growing and changing	Rights and Responsibilities, Looking after our World, Money
A Year 3 met artist is able to	1) Feelings and Emotions  Everyday feelings  • To know the different feelings and emotions people experience  • To know how feelings and emotions change  • To know what makes people feel good  Expressing feelings  • To know about ways of expressing feelings and emotions and why this is important  Managing feelings  • To know about managing feelings and emotions in different situations  • To know how to get help, advice and support with feelings and emotions	4) Growing and changing  Differences: Male & Female  • Know some differences and similarities between males and females  • Name male and female body parts using agreed words  Personal Space (Consent)  • Identify different types of touch that people like and do not like  • Understand personal space  • Talk about ways of dealing with unwanted touch Family Differences  • Understand that all families are different and have different family members  • Identify who to go to for help and support.	7) Rights and Responsibilities  'A moral citizen'  To identify what is meant by 'a moral citizen.'  Know what 'morality' is  Know what a 'citizen' is.  Being involved in the community  Know what opportunities there are to be a moral citizen (thinking about Bramhall community in particular)  8) Money  Enterprise (link to Summer fair)  To understand how charities raise money.  Developing skills in enterprise  To plan a fundraiser.
	2) Healthy Lifestyles  Making choices  • Know that we should be active for at least an hour a day and know different ways we can achieve this.  • Understand the link between our physical health and our mental health.  Preparing healthy meals  • Plan and prepare a healthy packed lunch.  • Know what makes a balanced diet.  3) Keeping Safe  Hygiene and microbes  • To know about personal hygiene and the importance of handwashing.  • To know how microbes can spread from one person to another.  Smoking	5) Healthy Relationships Defining healthy friendships  • To define a healthy and unhealthy friendship and how a healthy relationship should make us feel  Making friends online  • To identify possible dangers and consequences of talking to strangers online.  How to respond when you think that someone is being bullied  • Know how to respond if someone is being bullied (signpost to support services)  • Recognise key adults who can help  6) Valuing Difference (No Outsiders: Everyone Different, Everyone Welcome) Discrimination and stereotypes  • To understand what discrimination means • To understand what a bystander is.	9) Environment Endangered species (sustainability)  • To know what 'endangered species' are • To know how humans are contributing to animals becoming endangered.  Healthy food that's good for the planet • to know how to balance our diet in a way that's good for both us and the planet.  Transition Setting goals and recognising what we are good at • To understand our responsibility when making goals for the future.  Managing conflicting feelings • To know some strategies to manage conflicting feelings.



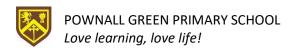
	<ul> <li>Know what effect smoking has on the lifestyle of a smoker.</li> <li>Know the effects of smoking on the body.</li> <li>Understand the impact of smoking and passive smoking.</li> <li>Understand how society responds to the impact of smoking and passive smoking.</li> </ul>	<ul> <li>To be welcoming</li> <li>To recognise a stereotype</li> <li>To recognise and help an outsider.</li> </ul>	
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	Health and Wellbeing	Relationships	Living in the Wider World
	Healthy Lifestyles, Keeping Safe, Feelings and emotions	Healthy Relationships, Valuing Difference, Growing and changing	Rights and Responsibilities, Looking after our World, Money
A Year 4 met artist is able to	1) Feelings and Emotions.  Mental health and self-care  • To recognise and name the four zones of regulation and their physical effects.  • To know what situations can affect mental health  • To have strategies to look after our mental health Jealousy  • Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy.  2) Healthy Lifestyles  Risks of an inactive lifestyle  • To know the risks associated with an inactive lifestyle (including obesity)  Dental Health  • To know about dental health and the benefits of good oral hygiene and dental flossing, including	4) . Growing and changing  The human lifecycle  To describe the main stages of the human lifecycle To describe the body changes that happen when a child grows up  What is puberty?  To discuss female and male body parts using agreed words To know some of the changes which happen to the body during puberty  Puberty changes and reproduction To know about the physical and emotional changes that happen in puberty To understand that children change into adults so that they are able to reproduce  Loss, Grief and Bereavement to recognise and name feelings associated with sadness and loss.	7) Rights and Responsibilities  Exploring risk  • To assess how risky different everyday activities are  • To describe how important it is to 'stop and think' before taking a risk  • To explain what makes a risk worth taking and what makes it too risky  Recognise and manage risk in our local area  • To know how to stay safe both outside and online.  Road safety  • To know the Stop, Look, Listen, Think sequence and safer places to cross the road.  8) Money  Managing money effectively  • To know how to save and budget  Loans and interest
	regular check-ups at the dentist.  3) Keeping Safe  Effects of alcohol  To know what alcohol is and how it affects the body  Alcohol and risk  To understand the risks that relate to drinking alcohol  Limits to drinking alcohol  To consider how society limits the drinking of alcohol  First Aid – Broken bones and choking  To know how to help someone who may have a broken bone.  To know how to help someone who is choking.	To identify some ways of coping with loss or grief.  Healthy Relationships Appropriate touch (Consent)  To identify how relationships can be healthy or unhealthy.  Online bullying (peer on peer abuse)  To develop coping strategies to use if we or someone we know is being bullied online.  Solving disputes and conflicts amongst friends  To identify the importance of listening to each other (restorative practice)  Olimpia Difference Andrew Moffat: No Outsiders: Everyone Different, Everyone Welcome	<ul> <li>To know when we would need to ask for a loan</li> <li>To understand that loans often come with interest</li> <li>To understand the consequence(s) of having lots of loans</li> <li>9) Looking after our World</li> <li>The oceans and plastic (sustainability)         <ul> <li>To know why our oceans are so important.</li> <li>To explore what plastic is and how it gets into the ocean.</li> </ul> </li> <li>The problem with plastic (sustainability)         <ul> <li>To understand the impact plastic is having on our oceans.</li> </ul> </li> <li>Saving the world (sustainability)         <ul> <li>To know what actions different people have already taken to tackle the problem of plastic.</li> </ul> </li> </ul>

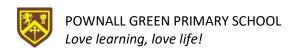


Assertiveness, finding common ground and showing acceptance	To think about what you can do to help.
To choose when to be assertive.     To find common ground     To show acceptance	Transition  Setting goals and recognising what we are good at  ■ To understand our responsibility when making goals for the future.  Conflicting feelings and how to manage them  ■ To know some strategies to manage conflicting feelings.

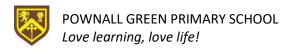


	Health and Wellbeing	<u>Relationships</u>	Living in the Wider World
	Healthy Lifestyles, Keeping Safe, Feelings and emotions	Healthy Relationships, Valuing Difference, Growing and changing	Rights and Responsibilities, Looking after our World, Money
A Year 5 met artist is able to	1) Feelings and Emotions  • To recognize and name the four zones of regulation and their physical effects.  Anger  • To know how to safely express the emotion of anger.  Adult and children's views on feelings and emotions  • To explore adults and children's views on feelings and emotions.  2) Healthy Lifestyles  What positively and negatively affects health and wellbeing?  • To understand the impact of media on our ability to make healthy choices.	4) Growing and changing  Talking about puberty  • To explain the main physical and emotional changes that happen during puberty.  • To ask questions about puberty with confidence.  Male and Female Changes  • To understand how puberty affects the reproductive organs  • To describe how to manage physical and emotional changes  Puberty and Hygiene  • To explain how to keep clean during puberty  • To explain how emotions change during puberty  • To know how to get support and help during puberty  Adults and children's views	Rights and Responsibilities  Moral issues      To develop skills in thinking and talking about moral issues.      To understand the importance of positive values in human relationships.  Fairness and rule of law      To understand why and how rules and laws protect us.      To know why different rules are needed in different situations.      To take part in making and changing rules.  Anti-social behaviour      To define what anti-social behaviour can affect people and communities.
	Making informed choices- benefits of a healthy and balanced diet  To know what different vitamins can be found in different foods. To know about people in and out of school who can support you to stay healthy.  3) Keeping Safe Legal and illegal drugs (to be tailored to match the range of drug knowledge and emotional maturity of the pupils in the class) To explore a range of legal and illegal drugs, their risks and effects To explore our attitudes towards drugs and drug users To know a range of skills to resist peer pressure.  First Aid – Burns To know how to help someone who has a burn.	<ul> <li>To explore adult and children's views on growing and changing.</li> <li>Healthy Relationships Image sharing (Consent)/peer on peer abuse)         <ul> <li>To identify the positive and negative consequences of sharing images online.</li> </ul> </li> <li>Friendship         <ul> <li>To explore friendship</li> </ul> </li> <li>Valuing Difference</li> <li>Same gender relationships and equal marriage         <ul> <li>To understand what the words 'gay', 'straight', 'bisexual' and 'lesbian' mean and how to use them appropriately.</li> <li>To have an awareness of 'equal marriage' in the UK.</li> <li>To think about what makes a supportive friend and how they can be one.</li> </ul> </li> </ul>	To know about the law, powers and consequences of anti-social behaviour.  Money Household budgeting To identify a range of common household expenses To use financial information to plan and manage a basic budget. To know that money is deducted from earnings to provide things we all need.  Exploring risk in relation to gambling To explain risk in relation to gambling (e.g Fortnite skins gambling)  Benvironment Climate change (sustainability) To know what climate change is.

Managing risk in the sun  To know how to manage risk in relatio exposure, including heat stroke and sk	<ul> <li>To know what impact climate change is having around the world.</li> <li>To know how humans are causing climate change.</li> <li>To know what we can do to stop climate change.</li> </ul> Transition
	<ul> <li>Setting goals and recognising what we are good at</li> <li>To understand our responsibility when making goals for the future.</li> </ul>



	Health and Wellbeing	<u>Relationships</u>	Living in the Wider World
	Healthy Lifestyles, Keeping Safe, Feelings and emotions	Healthy Relationships, Valuing Difference, Growing and changing	Rights and Responsibilities, Looking after our World, Money
A Year 6 met artist is able to	1) Feelings and Emotions  • To name the four zones of regulation and their physical effects.  Worry  • To identify how I can reduce the feeling of 'worry' in myself and others.  Social media and wellbeing  • To explore the impact of social media on wellbeing.  • To know the actions I can take to look after my wellbeing by balancing online and offline activity.  2) Healthy Lifestyles  Seeking health support  • To know how and where to seek support if you are worried about your health  Diets in the media  • To know what is meant by 'obesity' and 'malnourishment' and how they affect your physical, mental and emotional health.  • To consider different diets that are promoted in the media and the positive and negative effects of these.  The media and body image  • To explain how adverts can make people feel about their own bodies and appearance.  • To describe how the messages adverts send us about people's bodies and lifestyles might exaggerate what's real  3) Keeping Safe  Preventing early use  • To know what effect cannabis can have on your health and life.	4) Growing and changing/ 5) Healthy Relationships  Puberty and Reproduction  • To describe how and why the body changes during puberty in preparation for reproduction  • To talk about puberty and reproduction with confidence  Understanding relationships (consent/peer on peer abuse/sexual harassment)  • To discuss different types of adult relationships with confidence.  • To know what form of touching is appropriate.  Conception and Pregnancy  • To describe the decisions that have to be made before having a baby  • To know some basic facts about pregnancy and conception  Communicating in relationships (consent/peer on peer abuse/sexual harassment)  • To have considered when it is appropriate to share personal/private information in a relationship  • To know how and where to get support if an online relationship goes wrong  Growing and changing summative assessment  5) Healthy Relationships  Making friends online (consent/peer on peer abuse/sexual harassment)  • To know and understand why some applications have age restrictions  • To identify ways to keep yourself and others safe in a range of situations online and offline.	7) Rights and Responsibilities  The rights of a child- cultural practice and British Law  • To differentiate between needs and wants  • To develop an understanding of the UN convention on the Rights of the Child  • To know rights that some children in the other parts of the world do and do not have and some of the reasons for this.  Being British  • To understand that living together peacefully requires mutual understanding, respect, justice and equality.  • To know the 'principles' that we try to uphold in Britain that help us to achieve justice, respect and equality for all.  Democracy and Rule of Law  • To appreciate the importance of having rules and laws in society.  • To understand the term 'democracy' and how it functions in school and wider society.  • To recognise the different types of governing systems that exist across the world.  8) Money  How does money affect my feelings?  • To understand how money choices can affect emotional health  • To understand the concept of debt and the impact it can have on a person and their family  • To know sources of advice available to support emotional wellbeing  9) Environment  Sustainable development



- To know the risks and effects of volatile substance abuse.
- To know how to access help and support.

#### First Aid - Unresponsive - Breathing and Not Breathing

 To know how to help someone who is unresponsive and breathing.

#### What makes people the same? What makes people different?

The Proud Trust – Trans Positive education

- To explore similarities and differences in our identity
- To explore gender stereotypes and gender expectations that exist within society.
- To understand the terms 'trans', 'non-binary' and 'cis.'

#### Recognising and challenging stereotypes

- To know about important people in history who have taken positive action against discrimination
- To explore how we can make everyone feel comfortable with who they are

- To know what sustainable development means.
- To understand environmental issues such as pollution, climate change and over-use of natural resources.
- To think about how we can be more sustainable at home.

#### **Transition**

### Feelings and common anxieties

- To recognise, talk about and manage feelings about starting secondary school.
- To know how and why friendships change and develop.
- To know how to manage relationships positively, both online and offline.