



	Personal, Social and Emotional Development Early Learning Goals		
	<u>Self-regulation</u>	<u>Managing self</u>	<u>Building relationships</u>
A Reception child at the expected level of development will...	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
	<p><b><u>RSE (Christopher Winters)</u></b></p> <ul style="list-style-type: none"> <li>• Understand some areas in which children can look after themselves e.g. dressing and undressing</li> <li>• Explain why it is important to keep clean</li> <li>• Understand some basic hygiene routines</li> <li>• Identify different members of the family</li> <li>• Understand how members of a family can help each other.</li> </ul>		



	<b>Health and Wellbeing</b> Healthy Lifestyles, Keeping Safe, Feelings and emotions	<b>Relationships</b> Healthy Relationships, Valuing Difference, Growing and changing	<b>Living in the Wider World</b> Rights and Responsibilities, Looking after our World, Money
<b>A Year 1 met artist is able to...</b>	<p><b>1) Feelings and Emotions</b></p> <p><u>Recognising and sharing my feelings</u></p> <ul style="list-style-type: none"> <li>recognise and name the four zones of regulation and some of their physical effects.</li> <li>suggest ways to make myself and other people feel good or better if they have not-so-good feelings.</li> <li>To know how to respond to feelings of jealousy.</li> </ul> <p><b>2) Healthy Lifestyles</b></p> <p><u>Exercise</u></p> <ul style="list-style-type: none"> <li>name different exercises that can keep us active and name some of the benefits of physical exercise.</li> </ul> <p><u>Healthy and unhealthy foods</u></p> <ul style="list-style-type: none"> <li>name some healthy and unhealthy foods.</li> </ul> <p><b>3) Keeping Safe</b></p> <p><u>Keeping our bodies safe</u></p> <ul style="list-style-type: none"> <li>describe some ways to stay healthy and explain why this is important.</li> <li>describe when and how to take medicines safely and know who can give us medicine.</li> </ul> <p><u>First Aid</u></p> <ul style="list-style-type: none"> <li>know what first aid is and when it might be used.</li> </ul>	<p><b>1) Growing and changing</b></p> <p><u>Keeping clean</u></p> <ul style="list-style-type: none"> <li>know how to keep clean and look after ourselves</li> </ul> <p><u>How humans grow and change</u></p> <ul style="list-style-type: none"> <li>understand some basic hygiene principles.</li> <li>Begin to talk about the concept of growing and changing.</li> </ul> <p><u>Families and care</u></p> <ul style="list-style-type: none"> <li>explore different types of families and know who to ask for help.</li> </ul> <p><b>2) Healthy Relationships</b></p> <p><u>Choosing and making friends</u></p> <ul style="list-style-type: none"> <li>understand how to be a good friend</li> <li>be able to recognise kind and thoughtful behaviours</li> </ul> <p><u>Secrets and keeping safe</u></p> <ul style="list-style-type: none"> <li>know that we shouldn't keep secrets that make us feel uncomfortable</li> <li>give examples of who we can talk to if we feel worried.</li> <li>NSPCC – Talk PANTS and stay safe (Consent)</li> </ul> <p><b>3) Valuing Difference</b></p> <p><u>Identifying and respecting difference</u></p> <ul style="list-style-type: none"> <li>know some ways in which we are different.</li> <li>join in.</li> <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>	<p><b>4) Rights and Responsibilities</b></p> <p><u>Class Expectations/ Group Expectations</u></p> <ul style="list-style-type: none"> <li>give some examples of rules in school or at home and say why they are important</li> </ul> <p><u>Manners</u></p> <ul style="list-style-type: none"> <li>give examples of using good manners and being courteous.</li> </ul> <p><b>5) Looking after our World</b></p> <p><u>Looking after our environment- Pownall Green</u></p> <ul style="list-style-type: none"> <li>give some examples of ways that we can help to keep our school clean and tidy.</li> <li>know examples of how sometimes our environment is not looked after.</li> </ul> <p><b>6) Money</b></p> <p><u>Where money comes from</u></p> <ul style="list-style-type: none"> <li>know how money is earned and what money is used for.</li> </ul> <p><u>Keeping our money safe</u></p> <ul style="list-style-type: none"> <li>know how to keep our money safe</li> </ul> <p><u>Wants and needs</u></p> <ul style="list-style-type: none"> <li>know the difference between something we want and something we need.</li> </ul> <p><u>Transition</u></p> <p><u>Change and loss</u></p> <ul style="list-style-type: none"> <li>give some examples of change and how it makes us feel</li> </ul>



	<p align="center"><b>Health and Wellbeing</b></p> <p align="center">Healthy Lifestyles, Keeping Safe, Feelings and emotions</p>	<p align="center"><b>Relationships</b></p> <p align="center">Healthy Relationships, Valuing Difference, Growing and changing</p>	<p align="center"><b>Living in the Wider World</b></p> <p align="center">Rights and Responsibilities, Looking after our World, Money</p>
<p><b>A Year 2 met artist is able to...</b></p>	<p><b>1) Feelings and Emotions</b></p> <p><u>Emotions in different situations</u></p> <ul style="list-style-type: none"> <li>name different emotions and link them to different situations.</li> </ul> <p><u>Body Language</u></p> <ul style="list-style-type: none"> <li>understand that feelings can be communicated with and without words.</li> </ul> <p><u>Worry and Anger</u></p> <ul style="list-style-type: none"> <li>begin to name some skills for coping with the emotions of worry and anger.</li> </ul> <p><b>2) Healthy Lifestyles</b></p> <p><u>Understanding nutritional content</u></p> <ul style="list-style-type: none"> <li>read labels on different foods and begin to understand the nutritional content.</li> </ul> <p><u>Exercise</u></p> <ul style="list-style-type: none"> <li>To know how exercise supports our physical and mental wellbeing</li> </ul> <p><b>3) Keeping Safe</b></p> <p><u>Keeping our bodies safe</u></p> <ul style="list-style-type: none"> <li>explore substances and situations that are safe or unsafe. To be able to identify hazardous substances.</li> <li>consider safety rules for home and at school.</li> </ul> <p><u>First Aid</u></p> <ul style="list-style-type: none"> <li>explain some situations where someone might need to give someone first aid.</li> </ul> <p><u>Keeping safe in the sun</u></p> <ul style="list-style-type: none"> <li>To know how to keep safe in the sun.</li> </ul>	<p><b>4) Growing and changing</b></p> <p><u>Differences: Boys &amp; Girls</u></p> <ul style="list-style-type: none"> <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> <p><u>Differences: Male &amp; Female</u></p> <ul style="list-style-type: none"> <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> <p><u>Naming the Body parts</u></p> <ul style="list-style-type: none"> <li>To describe the physical differences between males and females.</li> <li>To name the male and female body parts.</li> </ul> <p><b>5) Healthy Relationships</b></p> <p><u>Our role as part of a family</u></p> <ul style="list-style-type: none"> <li>To know what a healthy family relationship looks like</li> <li>To know what our role is as part of a family</li> </ul> <p><u>Characteristics of a friendship</u></p> <ul style="list-style-type: none"> <li>To identify how good friends act.</li> <li>To identify the virtues needed to resolve conflict between friends.</li> </ul> <p><u>Privacy</u></p> <ul style="list-style-type: none"> <li>To understand the meaning of 'privacy'</li> <li>To know that it is not always right to keep secrets if they relate to being safe</li> <li>NSPCC – Talk PANTS and Stay Safe - <b>Consent</b></li> </ul> <p><u>Appropriate and Inappropriate behaviours- teasing and bullying</u></p> <ul style="list-style-type: none"> <li>To know what bullying is and that it is inappropriate behaviour</li> </ul>	<p><b>7) Rights and Responsibilities</b></p> <p><u>Getting help from the community</u></p> <ul style="list-style-type: none"> <li>Emergency services- to know how to get help when needed</li> </ul> <p><u>Expectations when living in the wider world</u></p> <ul style="list-style-type: none"> <li>To know how we behave when...</li> <li>To know that we have a responsibility to look after things/places/people</li> </ul> <p><b>8) Environment</b></p> <p><u>Looking after our environment- Pownall Green (focus on energy)</u></p> <ul style="list-style-type: none"> <li>To know ways that we can save energy at school.</li> <li>To recognise things that show us that we don't always save energy at school.</li> </ul> <p><u>Looking after our environment- Pownall Green (garden and grounds)</u></p> <ul style="list-style-type: none"> <li>To understand environmental issues affecting planet Earth.</li> </ul> <p><b>9) Money</b></p> <p><u>Spending money safely</u></p> <ul style="list-style-type: none"> <li>To know how to keep money safe.</li> </ul> <p><u>Transition</u></p> <p><u>Change and Loss</u></p> <ul style="list-style-type: none"> <li>To think about what can help when someone feels sad.</li> </ul> <p><u>Setting goals and recognising what we are good at</u></p> <ul style="list-style-type: none"> <li>What do we want to achieve during year 2?</li> <li>How can we make sure that we achieve our goals?</li> <li>What happens if we don't manage to get there?</li> </ul>



		<p><b>6) Valuing Difference</b> <i>(No Outsiders: Everyone Different, Everyone Welcome)</i> <b><u>Understanding diversity</u></b></p> <ul style="list-style-type: none"><li>• To have self-confidence.</li><li>• To understand what diversity is.</li><li>• To communicate in different ways.</li></ul>	
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<b>A Year 3 met artist is able to...</b>	<p><b>1) Feelings and Emotions</b></p> <p><u>Everyday feelings</u></p> <ul style="list-style-type: none"> <li>To know the different feelings and emotions people experience</li> <li>To know how feelings and emotions change</li> <li>To know what makes people feel good</li> </ul> <p><u>Expressing feelings</u></p> <ul style="list-style-type: none"> <li>To know about ways of expressing feelings and emotions and why this is important</li> </ul> <p><u>Managing feelings</u></p> <ul style="list-style-type: none"> <li>To know about managing feelings and emotions in different situations</li> <li>To know how to get help, advice and support with feelings and emotions</li> </ul> <p><b>2) Healthy Lifestyles</b></p> <p><u>Making choices</u></p> <ul style="list-style-type: none"> <li>Know that we should be active for at least an hour a day and know different ways we can achieve this.</li> <li>Understand the link between our physical health and our mental health.</li> </ul> <p><u>Preparing healthy meals</u></p> <ul style="list-style-type: none"> <li>Plan and prepare a healthy packed lunch.</li> <li>Know what makes a balanced diet.</li> </ul> <p><b>3) Keeping Safe</b></p> <p><u>Hygiene and microbes</u></p> <ul style="list-style-type: none"> <li>To know about personal hygiene and the importance of handwashing.</li> <li>To know how microbes can spread from one person to another.</li> </ul> <p><u>Smoking</u></p>	<p><b>4) Growing and changing</b></p> <p><u>Differences: Male &amp; Female</u></p> <ul style="list-style-type: none"> <li>Know some differences and similarities between males and females</li> <li>Name male and female body parts using agreed words</li> </ul> <p><u>Personal Space (Consent)</u></p> <ul style="list-style-type: none"> <li>Identify different types of touch that people like and do not like</li> <li>Understand personal space</li> <li>Talk about ways of dealing with unwanted touch</li> </ul> <p><u>Family Differences</u></p> <ul style="list-style-type: none"> <li>Understand that all families are different and have different family members</li> <li>Identify who to go to for help and support.</li> </ul> <p><b>5) Healthy Relationships</b></p> <p><u>Defining healthy friendships</u></p> <ul style="list-style-type: none"> <li>To define a healthy and unhealthy friendship and how a healthy relationship should make us feel</li> </ul> <p><u>Making friends online</u></p> <ul style="list-style-type: none"> <li>To identify possible dangers and consequences of talking to strangers online.</li> </ul> <p><u>How to respond when you think that someone is being bullied</u></p> <ul style="list-style-type: none"> <li>Know how to respond if someone is being bullied (signpost to support services)</li> <li>Recognise key adults who can help</li> </ul> <p><b>6) Valuing Difference</b> (No Outsiders: Everyone Different, Everyone Welcome)</p> <p><u>Discrimination and stereotypes</u></p> <ul style="list-style-type: none"> <li>To understand what discrimination means</li> <li>To understand what a bystander is.</li> </ul>	<p><b>7) Rights and Responsibilities</b></p> <p><u>'A moral citizen'</u></p> <ul style="list-style-type: none"> <li>To identify what is meant by 'a moral citizen.'</li> <li>Know what 'morality' is</li> <li>Know what a 'citizen' is.</li> </ul> <p><u>Being involved in the community</u></p> <ul style="list-style-type: none"> <li>Know what opportunities there are to be a moral citizen (<i>thinking about Bramhall community in particular</i>)</li> </ul> <p><b>8) Money</b></p> <p><u>Enterprise</u> (link to Summer fair)</p> <ul style="list-style-type: none"> <li>To understand how charities raise money.</li> </ul> <p><u>Developing skills in enterprise</u></p> <ul style="list-style-type: none"> <li>To plan a fundraiser.</li> </ul> <p><b>9) Environment</b></p> <p><u>Endangered species (sustainability)</u></p> <ul style="list-style-type: none"> <li>To know what 'endangered species' are</li> <li>To know how humans are contributing to animals becoming endangered.</li> </ul> <p><u>Healthy food that's good for the planet</u></p> <ul style="list-style-type: none"> <li>to know how to balance our diet in a way that's good for both us and the planet.</li> </ul> <p><u>Transition</u></p> <p><u>Setting goals and recognising what we are good at</u></p> <ul style="list-style-type: none"> <li>To understand our responsibility when making goals for the future.</li> </ul> <p><u>Managing conflicting feelings</u></p> <ul style="list-style-type: none"> <li>To know some strategies to manage conflicting feelings.</li> </ul>



	<ul style="list-style-type: none"><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 style="list-style-type: none"><li>• To be welcoming</li><li>• To recognise a stereotype</li><li>• To recognise and help an outsider.</li></ul>	
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<b>A Year 4 met artist is able to...</b>	<p><b>1) Feelings and Emotions.</b></p> <p><b><u>Mental health and self-care</u></b></p> <ul style="list-style-type: none"> <li>To recognise and name the four zones of regulation and their physical effects.</li> <li>To know what situations can affect mental health</li> <li>To have strategies to look after our mental health</li> </ul> <p><b><u>Jealousy</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy.</li> </ul> <p><b>2) Healthy Lifestyles</b></p> <p><b><u>Risks of an inactive lifestyle</u></b></p> <ul style="list-style-type: none"> <li>To know the risks associated with an inactive lifestyle (including obesity)</li> </ul> <p><b><u>Dental Health</u></b></p> <ul style="list-style-type: none"> <li>To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul> <p><b>3) Keeping Safe</b></p> <p><b><u>Effects of alcohol</u></b></p> <ul style="list-style-type: none"> <li>To know what alcohol is and how it affects the body</li> </ul> <p><b><u>Alcohol and risk</u></b></p> <ul style="list-style-type: none"> <li>To understand the risks that relate to drinking alcohol</li> </ul> <p><b><u>Limits to drinking alcohol</u></b></p> <ul style="list-style-type: none"> <li>To consider how society limits the drinking of alcohol</li> </ul> <p><b><u>First Aid – Broken bones and choking</u></b></p> <ul style="list-style-type: none"> <li>To know how to help someone who may have a broken bone.</li> <li>To know how to help someone who is choking.</li> </ul>	<p><b>4) . Growing and changing</b></p> <p><b><u>The human lifecycle</u></b></p> <ul style="list-style-type: none"> <li>To describe the main stages of the human lifecycle</li> <li>To describe the body changes that happen when a child grows up</li> </ul> <p><b><u>What is puberty?</u></b></p> <ul style="list-style-type: none"> <li>To discuss female and male body parts using agreed words</li> <li>To know some of the changes which happen to the body during puberty</li> </ul> <p><b><u>Puberty changes and reproduction</u></b></p> <ul style="list-style-type: none"> <li>To know about the physical and emotional changes that happen in puberty</li> <li>To understand that children change into adults so that they are able to reproduce</li> </ul> <p><b><u>Loss, Grief and Bereavement</u></b></p> <ul style="list-style-type: none"> <li>to recognise and name feelings associated with sadness and loss.</li> <li>To identify some ways of coping with loss or grief.</li> </ul> <p><b>5) Healthy Relationships</b></p> <p><b><u>Appropriate touch (Consent)</u></b></p> <ul style="list-style-type: none"> <li>To identify how relationships can be healthy or unhealthy.</li> </ul> <p><b><u>Online bullying (peer on peer abuse)</u></b></p> <ul style="list-style-type: none"> <li>To develop coping strategies to use if we or someone we know is being bullied online.</li> </ul> <p><b><u>Solving disputes and conflicts amongst friends</u></b></p> <p>To identify the importance of listening to each other (restorative practice)</p> <p><b>6) Valuing Difference</b></p> <p><b><i>Andrew Moffat: No Outsiders: Everyone Different, Everyone Welcome</i></b></p>	<p><b>7) Rights and Responsibilities</b></p> <p><b><u>Exploring risk</u></b></p> <ul style="list-style-type: none"> <li>To assess how risky different everyday activities are</li> <li>To describe how important it is to ‘stop and think’ before taking a risk</li> <li>To explain what makes a risk worth taking and what makes it too risky</li> </ul> <p><b><u>Recognise and manage risk in our local area</u></b></p> <ul style="list-style-type: none"> <li>To know how to stay safe both outside and online.</li> </ul> <p><b><u>Road safety</u></b></p> <ul style="list-style-type: none"> <li>To know the <b>Stop, Look, Listen, Think</b> sequence and safer places to cross the road.</li> </ul> <p><b>8) Money</b></p> <p><b><u>Managing money effectively</u></b></p> <ul style="list-style-type: none"> <li>To know how to save and budget</li> </ul> <p><b><u>Loans and interest</u></b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>9) Looking after our World</b></p> <p><b><u>The oceans and plastic (sustainability)</u></b></p> <ul style="list-style-type: none"> <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> <p><b><u>The problem with plastic (sustainability)</u></b></p> <ul style="list-style-type: none"> <li>To understand the impact plastic is having on our oceans.</li> </ul> <p><b><u>Saving the world (sustainability)</u></b></p> <ul style="list-style-type: none"> <li>To know what actions different people have already taken to tackle the problem of plastic.</li> </ul>



		<p><b><u>Assertiveness, finding common ground and showing acceptance</u></b></p> <ul style="list-style-type: none"><li>• To choose when to be assertive.</li><li>• To find common ground</li><li>• To show acceptance</li></ul>	<ul style="list-style-type: none"><li>• To think about what you can do to help.</li></ul> <p><b>Transition</b></p> <p><b><u>Setting goals and recognising what we are good at</u></b></p> <ul style="list-style-type: none"><li>• To understand our responsibility when making goals for the future.</li></ul> <p><b><u>Conflicting feelings and how to manage them</u></b></p> <ul style="list-style-type: none"><li>• To know some strategies to manage conflicting feelings.</li></ul>
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	<b>Health and Wellbeing</b> Healthy Lifestyles, Keeping Safe, Feelings and emotions	<b>Relationships</b> Healthy Relationships, Valuing Difference, Growing and changing	<b>Living in the Wider World</b> Rights and Responsibilities, Looking after our World, Money
<b>A Year 5 met artist is able to...</b>	<p><b>1) Feelings and Emotions</b></p> <ul style="list-style-type: none"> <li>To recognize and name the four zones of regulation and their physical effects.</li> </ul> <p><b>Anger</b></p> <ul style="list-style-type: none"> <li>To know how to safely express the emotion of anger.</li> </ul> <p><b>Adult and children's views on feelings and emotions</b></p> <ul style="list-style-type: none"> <li>To explore adults and children's views on feelings and emotions.</li> </ul> <p><b>2) Healthy Lifestyles</b></p> <p><b>What positively and negatively affects health and wellbeing?</b></p> <ul style="list-style-type: none"> <li>To understand the impact of media on our ability to make healthy choices.</li> </ul> <p><b>Making informed choices- benefits of a healthy and balanced diet</b></p> <ul style="list-style-type: none"> <li>To know what different vitamins can be found in different foods.</li> <li>To know about people in and out of school who can support you to stay healthy.</li> </ul> <p><b>3) Keeping Safe</b></p> <p><b>Legal and illegal drugs</b> <i>(to be tailored to match the range of drug knowledge and emotional maturity of the pupils in the class)</i></p> <ul style="list-style-type: none"> <li>To explore a range of legal and illegal drugs, their risks and effects</li> <li>To explore our attitudes towards drugs and drug users</li> <li>To know a range of skills to resist peer pressure.</li> </ul> <p><b>First Aid – Burns</b></p> <ul style="list-style-type: none"> <li>To know how to help someone who has a burn.</li> </ul>	<p><b>4) Growing and changing</b></p> <p><b>Talking about puberty</b></p> <ul style="list-style-type: none"> <li>To explain the main physical and emotional changes that happen during puberty.</li> <li>To ask questions about puberty with confidence.</li> </ul> <p><b>Male and Female Changes</b></p> <ul style="list-style-type: none"> <li>To understand how puberty affects the reproductive organs</li> <li>To describe how to manage physical and emotional changes</li> </ul> <p><b>Puberty and Hygiene</b></p> <ul style="list-style-type: none"> <li>To explain how to keep clean during puberty</li> <li>To explain how emotions change during puberty</li> <li>To know how to get support and help during puberty</li> </ul> <p><b>Adults and children's views</b></p> <ul style="list-style-type: none"> <li>To explore adult and children's views on growing and changing.</li> </ul> <p><b>5) Healthy Relationships</b></p> <p><b>Image sharing (Consent)/peer on peer abuse)</b></p> <ul style="list-style-type: none"> <li>To identify the positive and negative consequences of sharing images online.</li> </ul> <p><b>Friendship</b></p> <ul style="list-style-type: none"> <li>To explore friendship</li> </ul> <p><b>6) Valuing Difference</b></p> <p><b>Same gender relationships and equal marriage</b></p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li><b>Rights and Responsibilities</b></li> </ul> <p><b>Moral issues</b></p> <ul style="list-style-type: none"> <li>To develop skills in thinking and talking about moral issues.</li> <li>To understand the importance of positive values in human relationships.</li> </ul> <p><b>Fairness and rule of law</b></p> <ul style="list-style-type: none"> <li>To understand why and how rules and laws protect us.</li> <li>To know why different rules are needed in different situations.</li> <li>To take part in making and changing rules.</li> </ul> <p><b>Anti-social behaviour</b></p> <ul style="list-style-type: none"> <li>To define what anti-social behaviour is.</li> <li>To know how anti-social behaviour can affect people and communities.</li> <li>To know about the law, powers and consequences of anti-social behaviour.</li> </ul> <ul style="list-style-type: none"> <li><b>Money</b></li> </ul> <p><b>Household budgeting</b></p> <ul style="list-style-type: none"> <li>To identify a range of common household expenses</li> <li>To use financial information to plan and manage a basic budget.</li> <li>To know that money is deducted from earnings to provide things we all need.</li> </ul> <p><b>Exploring risk in relation to gambling</b></p> <ul style="list-style-type: none"> <li>To explain risk in relation to gambling (e.g Fortnite skins gambling)</li> </ul> <p><b>3) Environment</b></p> <p><b>Climate change (sustainability)</b></p> <ul style="list-style-type: none"> <li>To know what climate change is.</li> </ul>



	<p><b><u>Managing risk in the sun</u></b></p> <ul style="list-style-type: none"><li>• To know how to manage risk in relation to sun exposure, including heat stroke and skin damage.</li></ul>	<ul style="list-style-type: none"><li>• To think about ways and words that can make all people feel welcome.</li></ul>	<ul style="list-style-type: none"><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> <p><b><u>Transition</u></b></p> <p><b><u>Setting goals and recognising what we are good at</u></b></p> <ul style="list-style-type: none"><li>• To understand our responsibility when making goals for the future.</li></ul>
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	<b>Health and Wellbeing</b> Healthy Lifestyles, Keeping Safe, Feelings and emotions	<b>Relationships</b> Healthy Relationships, Valuing Difference, Growing and changing	<b>Living in the Wider World</b> Rights and Responsibilities, Looking after our World, Money
<b>A Year 6 met artist is able to...</b>	<p><b>1) Feelings and Emotions</b></p> <ul style="list-style-type: none"> <li>To name the four zones of regulation and their physical effects.</li> </ul> <p><b>Worry</b></p> <ul style="list-style-type: none"> <li>To identify how I can reduce the feeling of ‘worry’ in myself and others.</li> </ul> <p><b>Social media and wellbeing</b></p> <ul style="list-style-type: none"> <li>To explore the impact of social media on wellbeing.</li> <li>To know the actions I can take to look after my wellbeing by balancing online and offline activity.</li> </ul> <p><b>2) Healthy Lifestyles</b></p> <p><b>Seeking health support</b></p> <ul style="list-style-type: none"> <li>To know how and where to seek support if you are worried about your health</li> </ul> <p><b>Diets in the media</b></p> <ul style="list-style-type: none"> <li>To know what is meant by ‘obesity’ and ‘malnourishment’ and how they affect your physical, mental and emotional health.</li> <li>To consider different diets that are promoted in the media and the positive and negative effects of these.</li> </ul> <p><b>The media and body image</b></p> <ul style="list-style-type: none"> <li>To explain how adverts can make people feel about their own bodies and appearance.</li> <li>To describe how the messages adverts send us about people’s bodies and lifestyles might exaggerate what’s real</li> </ul> <p><b>3) Keeping Safe</b></p> <p><b>Preventing early use</b></p> <ul style="list-style-type: none"> <li>To know what effect cannabis can have on your health and life.</li> </ul>	<p><b>4) Growing and changing/ 5) Healthy Relationships</b></p> <p><b>Puberty and Reproduction</b></p> <ul style="list-style-type: none"> <li>To describe how and why the body changes during puberty in preparation for reproduction</li> <li>To talk about puberty and reproduction with confidence</li> </ul> <p><b>Understanding relationships (consent/peer on peer abuse/sexual harassment)</b></p> <ul style="list-style-type: none"> <li>To discuss different types of adult relationships with confidence.</li> <li>To know what form of touching is appropriate.</li> </ul> <p><b>Conception and Pregnancy</b></p> <ul style="list-style-type: none"> <li>To describe the decisions that have to be made before having a baby</li> <li>To know some basic facts about pregnancy and conception</li> </ul> <p><b>Communicating in relationships (consent/peer on peer abuse/sexual harassment)</b></p> <ul style="list-style-type: none"> <li>To have considered when it is appropriate to share personal/private information in a relationship</li> <li>To know how and where to get support if an online relationship goes wrong</li> </ul> <p><b>Growing and changing summative assessment</b></p> <p><b>5) Healthy Relationships</b></p> <p><b>Making friends online (consent/peer on peer abuse/sexual harassment)</b></p> <ul style="list-style-type: none"> <li>To know and understand why some applications have age restrictions</li> <li>To identify ways to keep yourself and others safe in a range of situations online and offline.</li> </ul> <p><b>6) Valuing Difference</b></p>	<p><b>7) Rights and Responsibilities</b></p> <p><b>The rights of a child- cultural practice and British Law</b></p> <ul style="list-style-type: none"> <li>To differentiate between needs and wants</li> <li>To develop an understanding of the UN convention on the Rights of the Child</li> <li>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.</li> </ul> <p><b>Being British</b></p> <ul style="list-style-type: none"> <li>To understand that living together peacefully requires mutual understanding, respect, justice and equality.</li> <li>To know the ‘principles’ that we try to uphold in Britain that help us to achieve justice, respect and equality for all.</li> </ul> <p><b>Democracy and Rule of Law</b></p> <ul style="list-style-type: none"> <li>To appreciate the importance of having rules and laws in society.</li> <li>To understand the term ‘democracy’ and how it functions in school and wider society.</li> <li>To recognise the different types of governing systems that exist across the world.</li> </ul> <p><b>8) Money</b></p> <p><b>How does money affect my feelings?</b></p> <ul style="list-style-type: none"> <li>To understand how money choices can affect emotional health</li> <li>To understand the concept of debt and the impact it can have on a person and their family</li> <li>To know sources of advice available to support emotional wellbeing</li> </ul> <p><b>9) Environment</b></p> <p><b>Sustainable development</b></p>



	<ul style="list-style-type: none"> <li>To know the risks and effects of volatile substance abuse.</li> <li>To know how to access help and support.</li> </ul> <p><b><u>First Aid – Unresponsive – Breathing and Not Breathing</u></b></p> <ul style="list-style-type: none"> <li>To know how to help someone who is unresponsive and breathing.</li> </ul>	<p><b><u>What makes people the same? What makes people different?</u></b> <i>The Proud Trust – Trans Positive education</i></p> <ul style="list-style-type: none"> <li>To explore similarities and differences in our identity</li> <li>To explore gender stereotypes and gender expectations that exist within society.</li> <li>To understand the terms ‘trans’, ‘non-binary’ and ‘cis.’</li> </ul> <p><b><u>Recognising and challenging stereotypes</u></b></p> <ul style="list-style-type: none"> <li>To know about important people in history who have taken positive action against discrimination</li> <li>To explore how we can make everyone feel comfortable with who they are</li> </ul>	<ul style="list-style-type: none"> <li>To know what sustainable development means.</li> <li>To understand environmental issues such as pollution, climate change and over-use of natural resources.</li> <li>To think about how we can be more sustainable at home.</li> </ul> <p><b><u>Transition</u></b> <b><u>Feelings and common anxieties</u></b></p> <ul style="list-style-type: none"> <li>To recognise, talk about and manage feelings about starting secondary school.</li> <li>To know how and why friendships change and develop.</li> <li>To know how to manage relationships positively, both online and offline.</li> </ul>
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