



Yearly Overview of PSHE Jigsaw documents
Bowdon Church School

Autumn One - Being Me in My World

Reception

Puzzle Outcome: Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter (see Piece 6)

<u>Weekly Celebration</u>	<u>Pieces</u>	<u>Learning Intentions</u>
Help others to feel welcome	1. Who... Me?!	I understand how it feels to belong and that we are similar and different
Try to make our Nursery/Pre-school community a better place	2. How am I feeling today?	I can start to recognise and manage my feelings
Think about everyone's right to learn	3. Being at School	I enjoy working with others to make school a good place to be
Care about other people's feelings	4. Gentle hands	I understand why it is good to be kind and use gentle hands
Work well with others	5. Our Rights	I am starting to understand children's rights and this means we should all be allowed to learn and play
Choose to follow the Learning Charter	6. Our responsibilities	I am learning what being responsible means

Year One

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Help others to feel welcome	1. Special and Safe <i>Safe, Special, Calm</i>	I know how to use my Jigsaw Journal	I feel special and safe in my class
Try to make our school community a better place	2. My Class <i>Belonging, Special, Rights Responsibilities</i>	I understand the rights and responsibilities as a member of my class	I know that I belong to my class
Think about everyone's right to learn	3. Rights and Responsibilities <i>Rights, Responsibilities Learning Charter</i>	I understand the rights and responsibilities for being a member of my class	I know how to make my class a safe place for everybody to learn
Care about other people's feelings	4. Rewards and Feeling Proud <i>Rights and Responsibilities, Learning Charter, Rewards, Proud</i>	I know my views are valued and can contribute to the Learning Charter	I recognise how it feels to be proud of an achievement

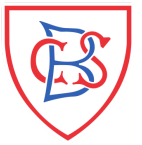


Work well with others	5. Consequences <i>Rights and responsibilities Learning Charter, Consequences, Upset Disappointed</i>	I can recognise the choices I make and understand the consequences	I recognise the range of feelings when I face certain consequences
Choose to follow the Learning Charter	6. Owning our Learning Charter <i>Rights, Responsibilities Learning Charter, Illustration, Rewards Consequences</i>	I understand my rights and responsibilities within our Learning Charter	I understand my choices in following the Learning Charter

Year Two

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Help others to feel welcome	1. Hopes and Fears for the Year <i>Worries, Hopes, Fears</i>	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal	I can recognise when I feel worried and know who to ask for help
Try to make our school community a better place	2. Rights and Responsibilities <i>Belonging, Rights, Responsibilities, Responsible, Actions</i>	I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions	I know how to help myself and others feel like we belong
Think about everyone's right to learn	3. Rewards and Consequences <i>Praise, Reward, Consequence, Positive, Negative, Choices</i>	I listen to other people and contribute my own ideas about rewards and consequences	I help make my class a safe and fair place
Care about other people's feelings	4. Rewards and Consequences <i>Praise, Reward, Consequences, Positive, Negative</i>	I can listen to other people and contribute my own ideas about rewards and consequences	I can help make my class a safe and fair place
Work well with others	5. Our Learning Charter <i>Co-operate Learning Charter, Rights Responsibilities, Rewards Consequences, Problem-solving, Choices</i>	I understand how following the Learning Charter will help me and others learn	I work cooperatively
Choose to follow the Learning Charter	6. Owning our Learning Charter <i>Learning Charter Responsibilities, Rights Rewards, Consequences Choices</i>	I recognise the choices I make and understand the consequences	I can follow the Learning Charter



Year Three

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Help others to feel welcome	1. Getting to Know Each Other, <i>Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm</i>	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal	I value myself and know how to make someone else feel welcome and valued
Try to make our school community a better place	2. Our Nightmare School <i>Emotions, Feelings, Nightmare, Fears, Worries Solutions, Support</i>	I can face new challenges positively, make responsible choices and ask for help when I need it	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions
Think about everyone's right to learn	3. Our Dream School <i>Rights, Responsibilities Learning, Charter, Nightmare, Dream</i>	I understand why rules are needed and how they relate to rights and responsibilities	I know how to make others feel valued
Care about other people's feelings	4. Rewards and Consequences <i>Behaviour, Rewards, Consequences, Actions,, Feelings, Rights,Responsibilities, Fairness, Choices</i>	I understand that my actions affect myself and others and I care about other people's feelings	I understand that my behaviour brings rewards/consequences
Work well with others	5. Our Learning Charter <i>Co-operate, Rights,, Responsibilities, Rewards Consequences, Choices Learning, Charter, Challenge, Group dynamics, Team work</i>	I can make responsible choices and take action	I can work cooperatively in a group
Choose to follow the Learning Charter	6. Owing our Learning Charter <i>Learning, Charter, Actions,, View point, Ideal school,, Belong</i>	I understand my actions affect others and try to see things from their points of view	I am choosing to follow the Learning Charter

Year Four

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

<u>Weekly Celebration</u>	<u>Piece & Key Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Help others to feel welcome	1. Becoming a Class 'Team' <i>Included, Excluded, Welcome, Valued, Team,Charter</i>	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued



Detailed Overview - PSHE

Try to make our school community a better place	2. Being a School Citizen <i>Role, Job description School Community Responsibility</i>	I understand who is in my school community, the roles they play, how I fit in and how I can contribute	I can take on a role in a group and contribute to the overall outcome
Think about everyone's right to learn	3. Rights, Responsibilities and Democracy, <i>Rights Responsibilities Democracy</i>	I understand how democracy works through the School Council	I can recognise my contribution to making a Learning Charter for the whole school
Care about other people's feelings	4. Rewards and Consequences <i>Reward, Consequence Democratic</i>	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I understand how rewards and consequences motivate people's behaviour
Work well with others	5. Our Learning Charter <i>Decisions, Rights Responsibilities, Voting Democracy, Authority Learning Charter, Role Contribution, Observer</i>	I understand how groups come together to make decisions	I can take on a role in a group and contribute to the overall outcome
Choose to follow the Learning Charter	6. Owning our Learning Charter <i>Decisions, Choices Democracy UN Convention on Rights of the Child Learning Charter</i>	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and can help others to follow it

Year Five

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Help others to feel welcome	1. My Year Ahead <i>Education, Appreciation Opportunities, Goals, Motivation, Vision Leadership, Hopes Challenge</i>	I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal	I know what I value most about my school and can identify my hopes for this school year
Try to make our school community a better place	2. Being a Citizen of My Country <i>Rights, Responsibilities Citizen, Denied Empathise, Refugee Persecution, Conflict Asylum, Migrant</i>	I understand my rights and responsibilities as a citizen of my country	I can empathise with people in this country whose lives are different to my own



Detailed Overview - PSHE

Think about everyone's right to learn	3. Year 5 Responsibilities, <i>Rights</i> <i>Wealth, Poverty</i> <i>Responsibilities, Prejudice,</i> <i>Citizen, Privilege, Deprive</i>	I understand my rights and responsibilities as a citizen of my country and as a member of my school	I can empathise with people in this country whose lives are different to my own
Care about other people's feelings	4. Rewards and Consequences <i>Rights, Responsibilities</i> <i>Rewards, Consequences</i> <i>Choices, Learning Charter</i>	I can make choices about my own behaviour because I understand how rewards and consequences feel	I understand that my actions affect me and others
Work well with others	5. Our Learning Charter <i>Rights, Responsibilities</i> <i>Rewards, Consequences</i> <i>Cooperation, Collaboration</i>	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function as a whole
Choose to follow the Learning Charter	6. Owing our Learning Charter <i>Learning Charter, Collaboration</i> <i>Participation, Motivation, Rights</i> <i>Responsibilities, Rewards,</i> <i>Consequences</i>	I understand how democracy and having a voice benefits the school community and know how to participate in this	I understand why our school community benefits from a Learning Charter and can help others to follow it

Year Six

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Help others to feel welcome	1. My Year Ahead <i>Goals, Worries, Fears, Value,</i> <i>Welcome</i>	I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal	I feel welcome and valued and know how to make others feel the same
Try to make our school community a better place	2. Being a Global Citizen 1 <i>Choice, Ghana, West Africa,</i> <i>Cocoa plantation, Cocoa pods, Rights, Community,</i> <i>Education</i>	I know that there are universal rights for all children but for many children these rights are not met	I understand my own wants and needs and can compare these with children in different communities
Think about everyone's right to learn	3. Being a Global Citizen 2 <i>Wants, Needs, Maslow</i> <i>Empathy, Comparison</i> <i>Opportunities, Education</i>	I understand that my actions affect other people locally and globally	I understand my own wants and needs and can compare these with children in different communities
Care about other people's feelings	4. The Learning Charter <i>Choices, Behaviour, Rights,</i> <i>Responsibilities, Rewards,</i> <i>Consequences, Empathise,</i> <i>Learning Charter, Obstacles</i>	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them



<p>Work well with others</p>	<p>5. Our Learning Charter <i>Rights, Responsibilities Rewards, Consequences Cooperation,, Collaboration, Legal, Illegal, Lawful</i></p>	<p>I understand how an individual's behaviour can impact on a group</p>	<p>I can contribute to the group and understand how we can function best as a whole</p>
<p>Choose to follow the Learning Charter</p>	<p>6. Owing our Learning Charter, Laws, Learning Charter, Collaboration Participation, Motivation Rights, Responsibilities Rewards, Consequences Democracy, Decision Proud</p>	<p>I understand how democracy and having a voice benefits the school community</p>	<p>I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself</p>



Autumn Two - Celebrating Difference

Reception

Puzzle Outcome: Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame (see Piece 2).

<u>Weekly Celebration</u>	<u>Piece</u>	<u>Learning Intentions</u>
Accept that everyone is different	1. What am I good at?	I can identify something I am good at and understand everyone is good at different things
Include others when working and playing	2. I'm Special, I'm Me!	I understand that being different makes us all special
Know how to help if someone is being bullied	3. Families	I know we are all different but the same in some ways
Try to solve problems	4. Homes	I can tell you why I think my home is special to me
Use kind words	5. Making Friends	I can tell you how to be a kind friend
Know how to give and receive compliments	6. Standing Up for Yourself	I know which words to use to stand up for myself when someone says or does something unkind

Year One

Puzzle Outcome: Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display (Puzzle Outcome: Gingerbread People from Pieces 1-6)

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Accept that everyone is different	1. The same as... <i>Similarity/similar, Same as</i>	I can identify similarities between people in my class	I can tell you some ways in which I am the same as my friends
Include others when working and playing	2. Different from... <i>Different from, Difference Similarity</i>	I can identify differences between people in my class	I can tell you some ways I am different from my friends
Know how to help if someone is being bullied	3. What is 'bullying'? <i>Bullying, Bullying behaviour, Courage, Deliberate, On purpose, Unfair</i>	I can tell you what bullying is	I understand how being bullied might feel
Try to solve problems	4. What do I do about bullying? <i>Included, Bully, Bullied</i>	I know some people who I could talk to if I was feeling unhappy or being bullied	I can be kind to children who are bullied
Use kind words	5. Making new friends <i>Different from, Same as, Included</i>	I know how to make new friends	I know how it feels to make a new friend
Know how to give and receive compliments	6. Celebrating difference; celebrating me, <i>Celebration,, Difference, Inclusive, Special, Unique</i>		I understand these differences make us all special and unique



Year Two

Puzzle Outcome: Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display (Trophy of Celebration Piece 6)

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Accept that everyone is different	1. Boys and girls <i>Similarities, Assumptions, Stereotypes</i>	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are similar and feel good about this
Include others when working and playing	2. Boys and girls <i>Boys, Girls, Similarities, Differences, Assumptions, Stereotypes, Special</i>	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are different and accept that this is OK
Know how to help if someone is being bullied	3. Why does bullying happen? <i>Bully, Purpose, Difference, Kind, Unkind, Inclusive, Feelings, Sad, Lonely, Help</i>	I understand that bullying is sometimes about difference	I can tell you how someone who is bullied feels I can be kind to children who are bullied
Try to solve problems	4. Standing up for myself and others <i>Bully, On Purpose, Stand up for, Help</i>	I can recognise what is right and wrong and know how to look after myself	I know when and how to stand up for myself and others I know how to get help if I am being bullied
Try to use kind words	5. Diversity <i>Male, Female, Difference, Diversity Fairness, Kindness</i>	I understand that it is OK to be different from other people and to be friends with them	I understand we shouldn't judge people if they are different I know how it feels to be a friend and have a friend
Know how to give and receive compliments	6. Celebrating difference and still being friends <i>Friends, Special, Unique, Different, Similarities, Value</i> Assessment Opportunity Puzzle Outcome: Trophy of Celebration	I can tell you some ways I am different from my friends	I understand these differences make us all special and unique

Year Three

Puzzle Outcome: Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display (Kite Templates: Piece 6)

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Accept that everyone is different	1. Families <i>Family, Loving, Caring, Safe, Connected, Difference, Special</i>	I understand that everybody's family is different and important to them	I appreciate my family/the people who care for me
Include others when working and playing	2. Family conflict <i>Family, Conflict, Solve it together, Solutions, Resolve</i>	I understand that differences and conflicts sometimes happen among family members	I know how to calm myself down and can use the 'Solve it together' technique



Know how to help if someone is being bullied	3. Witness and feelings <i>Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Banter</i>	I know what it means to be a witness to bullying	I know some ways of helping to make someone who is bullied feel better
Try to solve problems	4. Witness and solutions <i>Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell</i>	I know that witnesses can make the situation better or worse by what they do	I can problem-solve a bullying situation with others
Try to use kind words	5. Words that harm <i>Consequences, Hurtful Solve it together</i>	I recognise that some words are used in hurtful ways	I try hard not to use hurtful words (e.g. gay, fat)
Know how to give and receive compliments	6. Celebrating difference: compliments <i>Compliment, Special, Unique, Difference, Similarity</i> Assessment Opportunity Puzzle Outcome: Kites	I can tell you about a time when my words affected someone's feelings and what the consequences were	I can give and receive compliments and know how this feels

Year Four

Puzzle Outcome: Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display (Photo Frames: Piece 5)

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Accept that everyone is different	1. Judging by Appearances <i>Character, Assumption, Judgement, Surprised, Different, Appearance, Accept</i>	I understand that, sometimes, we make assumptions based on what people look like	I try to accept people for who they are
Include others when working and playing	2. Understanding influences <i>Assumption, Influence, Appearance, Opinion, Attitude, Judgement</i>	I understand what influences me to make assumptions based on how people look	I can question why I think what I do about other people
Know how to help if someone is being bullied	3. Understanding Bullying <i>Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness</i>	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure	I know how it might feel to be a witness to and a target of bullying
Try to solve problems	4. Problem-solving <i>Witness, Bystander, Bully Problem solve, Cyber bullying Text message, Website, Troll</i>	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell	I can problem-solve a bullying situation with others



Try to use kind words	5. Special Me Puzzle outcome: Frames <i>Special, Unique, Different Characteristics, Physical features</i>	I can identify what is special about me and value the ways in which I am unique	I like and respect the unique features of my physical appearance
Know how to give and receive compliments	6. Celebrating Difference: how we look <i>Impression, Changed, Judgement Assumption, Influence, Special Different, Accept</i>	I can tell you a time when my first impression of someone changed when I got to know them	I can explain why it is good to accept people for who they are

Year Five

Puzzle Outcome: Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display (Puzzle Outcome: Culture display - Pieces 5&6)

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Accept that everyone is different	1. Different cultures <i>Culture, Conflict, Difference, Similarity, Belong, Banter</i>	I understand that cultural differences sometimes cause conflict	I am aware of my own culture
Include others when working and playing	2. Racism <i>Racism, Colour, Race Discrimination, Culture, Ribbon, Banter</i>	I understand what racism is	I am aware of my attitude towards people from different races, cultures and ethnicities
Know how to help if someone is being bullied	3. Rumours and Name-calling <i>Bullying, Rumour, Name-calling Racist, Homophobic, Cyber bullying, Texting, Banter, Problem-solving</i>	I understand how rumour-spreading and name-calling can be bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
Try to solve problems	4. Types of Bullying <i>Bullying, Indirect, Direct Cyber bullying, Texting, Banter</i>	I can explain the difference between direct and indirect types of bullying	I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied
Try to use kind words	5. Does Money Matter? <i>Happiness, Difference, Culture, Similarity, Continuum, Developing world, Racism Discrimination, Direct and indirect bullying</i> Puzzle outcome: Culture displays	I can compare my life with people in the developing world	I can appreciate the value of happiness regardless of material wealth
Know how to give and receive compliments	6. Celebrating Difference across the world <i>Culture, Celebration, Artefacts, Display, Presentation</i> Assessment Opportunity	I can understand a different culture from my own	I respect my own and other people's cultures



Year Six

Puzzle Outcome: Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display (Puzzle Outcome: Admiration Accolades - Piece 5)

<u>Weekly Celebration</u>	<u>Piece & Key Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Accept that everyone is different	1. Am I Normal? <i>Normal, Ability, Disability Visual impairment, Empathy, Perception, Medication, Vision, Blind</i>	I understand there are different perceptions about what normal means	I can empathise with people who are different
Include others when working and playing	2. Understanding Difference <i>Viewpoint, Perspective, Assumption, Belonging, Experience, Equality Act Rights, Community, Respect, Empathy</i>	I understand how being different could affect someone's life	I am aware of my attitude towards people who are different to me
Know how to help if someone is being bullied	3. Power Struggles <i>Power, Struggle, Imbalance, Control, Harassment, Bullying Banter</i>	I can explain some of the ways in which one person or a group can have power over another	I know how it can feel to be excluded or treated badly by being different in some way
Try to solve problems	4. Why Bully <i>Bullying behaviour, Direct, Indirect, Argument, Recipient</i>	I know some of the reasons why people use bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
Try to use kind words	5. Celebrating Difference <i>Para Olympian, Achievement Accolade, Disability, Sport, Perseverance, Admiration, Stamina, Puzzle Outcome: Admiration Accolades</i>	I can give examples of people with disabilities who lead amazing lives	I appreciate people for who they are
Know how to give and receive compliments	6. Celebrating Difference <i>Celebration, Difference Conflict, Assessment Opportunity</i>	I can explain ways in which difference can be a source of conflict and a cause for celebration	I can show empathy with people in either situation



Spring One - Dreams and Goals

Reception

Puzzle Outcome: Help me fit together the six pieces of learning about Dreams and Goals to create the Garden of Dreams and Goals (see Piece 6)

<u>Weekly Celebration</u>	<u>Piece</u>	<u>Learning Intentions</u>
Stay motivated when doing something challenging	1. Challenge	I understand that if I persevere I can tackle challenges
Keep trying even when it is difficult	2. Never Giving Up	I can tell you about a time I didn't give up until I achieved my goal
Work well with a partner or in a group	3. Setting a goal	I can set a goal and work towards it
Have a positive attitude	4. Obstacles and Support	I can use kind words to encourage people
Help others to achieve their goals	5. Flight to the Future	I understand the link between what I learn now and the job I might like to do when I'm older
Are working hard to achieve their own dreams and goals	6. Footprint Awards	I can say how I feel when I achieve a goal and know what it means to feel proud

Year One

Puzzle Outcome: Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Stretchy flowers and dream wellies from Pieces 3 and 4)

<u>Weekly Celebration</u>	<u>Pieces and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Stay motivated when doing something challenging	1. My Treasure Chest of Success <i>Proud, Success, Achievement, Goal, Treasure, Coins</i>	I can set simple goals	I can tell you about a thing I do well
Keep trying even when it is difficult	2. Steps to Goals <i>Goal, Learning, Stepping stones,, Process, Garden, Dreams</i>	I can set a goal and work out how to achieve it	I can tell you how I learn best
Work well with a partner or in a group	3. Achieving Together <i>Working together, Team work Achievement, Celebrate</i> Puzzle outcome: Dream wellies	I understand how to work well with a partner	I can celebrate achievement with my partner
Have a positive attitude	4. Stretchy Learning <i>Learning, Stretchy, Challenge, Feelings</i> Puzzle outcome: Stretchy flowers	I can tackle a new challenge and understand this might stretch my learning	I can tell you how I feel when I am faced with a new challenge
Help others to achieve their goals	5. Overcoming Obstacles <i>Challenge, Obstacle, Overcome, Achieve, Goal, Stepping stones</i>	I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them	I can explain how I feel when I face obstacles and how I feel when I overcome them
Are working hard to achieve their own dreams and goals	6. Celebrating My Success <i>Celebration, Challenge, Internal treasure chest, Feelings, Goals, Dreams, Garden</i>	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	I know how to store the feelings of success in my internal treasure chest



Year Two

Puzzle Outcome: Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Pieces 4&5 Dream Birds)

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Stay motivated when doing something challenging	1. Goals to Success <i>Realistic, Proud, Success, Celebrate, Achievement, Goal</i>	I can choose a realistic goal and think about how to achieve it	I can tell you things I have achieved and say how that makes me feel
Keep trying even when it is difficult	2. My Learning Strengths <i>Strengths, Persevere, Challenge, Difficult, Easy</i>	I carry on trying (persevering) even when I find tasks difficult	I can tell you some of my strengths as a learner
Work well with a partner or in a group	3. Learning with Others <i>Learning together, Success, Celebrate Achievement, Goal, Partner, Team work</i>	I can recognise who I work well with and who it is more difficult for me to work with	I can tell you how working with other people helps me learn
Have a positive attitude	4. A Group Challenge <i>Learning together, Success, Celebrate, Achievement, Challenge, Product, Dream bird, Group, Team work, Problem-solve</i> Puzzle Outcome: Dream Birds	I can work well in a group to create an end product	I can work with other people in a group to solve problems
Help others to achieve their goals	5. Continuing Our Group Challenge <i>Learning together, Success, Celebrate, Achievement, Challenge, Product, Dream bird, Group, Team work, Problem-solve</i>	I can explain some of the ways I worked well in my group to create the end product	I can express how I felt to be working as part of this group
Are working hard to achieve their own dreams and goals	6. Celebrating Our Achievement <i>Learning together, Success, Celebrate, Dream, Goal, Garden, Achievement, Proud</i>	I know how to share success with other people	I know how contributing to the success of a group feels and I am able to store those feelings in my internal treasure chest (proud)

Year Three

Puzzle Outcome: Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Garden design/decoration: Pieces 3-5)

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Stay motivated when doing something challenging	1. Dreams and Goals <i>Perseverance, Challenges, Success, Obstacles, Dreams, Goals</i>	I can tell you about a person who has faced difficult challenges and achieved success	I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability)
Keep trying even when it is difficult	2. My Dreams and Ambitions <i>Dreams, Goals, Ambitions, Future</i>	I can identify a dream/ambition that is important to me	I can imagine how I will feel when I achieve my dream/ambition



Detailed Overview - PSHE

Work well with a partner or in a group	3. A New Challenge <i>Garden, Decoration, Dream, Goal, Team work, Leader, Design, Cooperation</i> Puzzle Outcome: Garden design/decoration	I enjoy facing new learning challenges and working out the best ways for me to achieve them	I can break down a goal into a number of steps and know how others could help me to achieve it
Have a positive attitude	4. Our New Challenge <i>Challenge, Product, Team work, Leadership, Cooperation, Strengths, Motivated, Enthusiastic Excited, Efficient, Responsible</i> Puzzle Outcome: Garden design/decoration	I can be motivated and enthusiastic about achieving our new challenge	I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge
Help others to achieve their goals	5. Our New Challenge - Overcoming Obstacles <i>Obstacles, Frustration, 'Solve it Together' Technique, Solution, Team work</i> Puzzle Outcome: Garden design/decoration	I can recognise obstacles which might hinder my achievement and take steps to overcome them	I know how to manage the feelings of frustration that may arise when obstacles occur
Are working hard to achieve their own dreams and goals	6. Celebrating My Learning <i>Review, Learning, Strengths, Success, Self-review, Celebrate, Evaluate</i> Assessment Opportunity	I can evaluate my own learning process and identify how it can be better next time	I can be confident in sharing my success with others and can store my feelings in my internal treasure chest

Year Four

Puzzle Outcome: Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Potato people: Piece 5)

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Stay motivated when doing something challenging	1. Hopes and Dreams <i>Dream, Hope, Goal, Determination Perseverance, Resilience, Positive Attitude</i>	I can tell you about some of my hopes and dreams	I know how it feels to have hopes and dreams
Keep trying even when it is difficult	2. Broken Dreams <i>Dreams, Goals, Hopes,, Disappointment, Fears, Hurt, Resilience</i>	I understand that sometimes hopes and dreams do not come true and that this can hurt	I know how disappointment feels and can identify when I have felt that way
Work well with a partner or in a group	3. Overcoming Disappointment <i>Positive experiences, Hopes, Dreams, Disappointment, Hurt, Goals, Plans, Cope, Help, Resilience</i>	I know that reflecting on positive and happy experiences can help me to counteract disappointment	I know how to cope with disappointment and how to help others cope with theirs
Have a positive attitude	4. Creating New Dreams <i>Resilience, Self-belief, Motivation Perseverance, Determination Goal, Dream, Commitment</i>	I know how to make a new plan and set new goals even if I have been disappointed	I know what it means to be resilient and to have a positive attitude



Help others to achieve their goals	5. Achieving Goals <i>Goal, Team work, Design, Cooperation</i> Puzzle Outcome: Potato People	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	I can enjoy being part of a group challenge
Are working hard to achieve their own dreams and goals	6. We Did It! <i>Resilience, Positive attitude, Review, Disappointment, Learning, Strengths, Success, Celebrate, Evaluate</i>	I can identify the contributions made by myself and others to the group's achievement	I know how to share in the success of a group and how to store this success experience in my internal treasure chest

Year Five

Puzzle Outcome: Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Piece 5-6: Supporting each other).

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Stay motivated when doing something challenging	1. When I Grow Up (My Dream Lifestyle) <i>Dream, Hope, Goal, Feeling Achievement, Money, Grown up, Adult, Lifestyle</i>	I understand that I will need money to help me achieve some of my dreams	I can identify what I would like my life to be like when I am grown up
Keep trying even when it is difficult	2. Investigate Jobs and Careers <i>Job, Career, Profession, Money, Salary, Contribution, Society</i>	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs	I appreciate the contributions made by people in different jobs
Work well with a partner or in a group	3. My Dream Job. Why I want it and the steps to get there <i>Dream, Hope, Job, Career, Goal, Determination, Perseverance, Motivation</i>	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it	I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future
Have a positive attitude	4. Dreams and Goals of Young People in Other Cultures, <i>Dream, Hope, Goal, Aspiration, Culture Country</i>	I can describe the dreams and goals of young people in a culture different to mine	I can reflect on how these relate to my own
Help others to achieve their goals	5. How Can We Support Each Other? <i>Aspiration, Dream, Goal, Culture, Sponsorship, Communication</i> Puzzle Outcome: Charity fundraising	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other	I appreciate the similarities and differences in aspirations between myself and young people in a different culture
Are working hard to achieve their own dreams and goals	6. Rallying Support <i>Support, Rallying, Sponsorship, Team work, Cooperation, Difference, Dream, Goal, Motivation, Aspiration</i>	I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	I understand why I am motivated to make a positive contribution to supporting others



Year Six

Puzzle Outcome: Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Piece 3: Flags and Piece 5: Fundraising event)

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Stay motivated when doing something challenging	1. Personal Learning Goals <i>Dream, Hope, Goal, Learning, Strengths, Stretch, Achievement, Personal, Realistic, Unrealistic</i>	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)	I understand why it is important to stretch the boundaries of my current learning
Keep trying even when it is difficult	2. Steps to Success <i>Dream, Hope, Goal, Feeling, Achievement, Success Criteria Learning steps</i>	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these	I can set success criteria so that I will know whether I have reached my goal
Work well with a partner or in a group	3. My Dream For the World <i>Dream, Hope, Goal, Feeling, Achievement, Money, Global, Issue, Suffering, Concern, Hardship</i> Puzzle outcome: Flags	I can identify problems in the world that concern me and talk to other people about them	I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations
Have a positive attitude	4. Helping to Make a Difference <i>Dream, Hope, Goal, Achievement, Money, Sponsorship, Suffering, Hardship, Empathy, Motivation</i> Puzzle outcome: Fundraising event	I can work with other people to help make the world a better place	I can empathise with people who are suffering or who are living in difficult situations
Help others to achieve their goals	5. Helping to Make a Difference <i>Dream, Hope, Goal, Achievement, Money, Sponsorship, Leader, Suffering, Hardship, Empathy, Motivation</i>	I can describe some ways in which I can work with other people to help make the world a better place	I can identify why I am motivated to do this
Are working hard to achieve their own dreams and goals	6. Recognising Our Achievements <i>Admire, Respect, Achievement, Praise, Compliment, Contribution, Recognition</i> Assessment Opportunity	I know what some people in my class like or admire about me and can accept their praise	I can give praise and compliments to other people when I recognise their contributions and achievements



Spring Two - Healthy Me

Reception

Puzzle Outcome: Help me fit together the six pieces of learning about Healthy Me to create the Bedtime section of the Healthy Me Recipe Book (see Piece 4)

<u>Weekly Celebration</u>	<u>Piece</u>	<u>Learning Intentions</u>
Have made a healthy choice	1. Everybody's Body	I understand that I need to exercise to keep my body healthy
Have eaten a healthy, balanced diet	2. We like to move it, move it!	I understand how moving and resting are good for my body
Have been physically active	3. Food Glorious Food	I know which foods are healthy and not so healthy and can make healthy eating choices
Have tried to keep themselves and others safe	4. Sweet Dreams	I know how to help myself go to sleep and understand why sleep is good for me
Know how to be a good friend and enjoy healthy friendships	5. Keeping Clean	I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
Know how to keep calm and deal with difficult situations	6. Safe Adults	I know who my safe adults are and how to stay safe if they are not close by me

Year One

Puzzle Outcome: Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book' Piece 6: Keeping clean and healthy

<u>Weekly Celebration</u>	<u>Pieces and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Have made a healthy choice	1. Being Healthy <i>Healthy, Unhealthy, Balanced, Exercise, Sleep</i>	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	I feel good about myself when I make healthy choices
Have eaten a healthy, balanced diet	2. Healthy Choices <i>Healthy, Unhealthy, Balanced,, Exercise,, Sleep, Choices</i>	I know how to make healthy lifestyle choices	I feel good about myself when I make healthy choices
Have been physically active	3. Clean and Healthy <i>Healthy, Clean, Body parts, Toiletry items, e.g. toothbrush, shampoo, soap, Hygienic, Safe, Germs, Virus</i>	I know how to keep myself clean and healthy, and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly	I am special so I keep myself safe
Have tried to keep themselves and others safe	4. Medicine Safety <i>Medicines, Healthy, Unhealthy Trust, Safe</i>	I understand that medicines can help me if I feel poorly and I know how to use them safely	I know some ways to help myself when I feel poorly
Know how to be a good friend and enjoy healthy friendships	5. Road Safety <i>Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait</i>	I know how to keep safe when crossing the road, and about people who can help me to stay safe	I can recognise when I feel frightened and know who to ask for help



Know how to keep calm and deal with difficult situations	6. Happy, Healthy Me <i>Keeping clean, Healthy</i> , Puzzle outcome: Keeping clean/ healthy	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can recognise how being healthy helps me to feel happy
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Year Two

Puzzle Outcome: Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book' (Piece 6: Healthy Recipes)

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Have made a healthy choice	1. Being Healthy <i>Healthy choices, Lifestyle, Motivation</i>	I know what I need to keep my body healthy	I am motivated to make healthy lifestyle choices
Have eaten a healthy, balanced diet	2. Being Relaxed <i>Relax, Relaxation, Tense, Calm, Stress</i>	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	I can tell you when a feeling is weak and when a feeling is strong
Have been physically active	3. Medicine Safety <i>Healthy, Unhealthy, Dangerous, Medicines, Safe, Body</i>	I understand how medicines work in my body and how important it is to use them safely	I feel positive about caring for my body and keeping it healthy
Have tried to keep themselves and others safe	4. Healthy Eating <i>Healthy, Unhealthy, Balanced diet, Portion, Proportion</i>	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy	I have a healthy relationship with food and know which foods I enjoy the most
Know how to be a good friend and enjoy healthy friendships	5. Healthy Eating <i>Healthy, Unhealthy, Balanced diet, Energy, Fuel, Nutritious</i>	I can make some healthy snacks and explain why they are good for my body	I can express how it feels to share healthy food with my friends
Know how to keep calm and deal with difficult situations	6. Happy, Healthy Me! <i>Healthy, Unhealthy, Balanced diet, Nutritious, Energy</i> Puzzle outcome: Healthy recipes Assessment Opportunity	I understand which foods to eat to give my body energy	I have a healthy relationship with food and I know which foods are most nutritious for my body

Year Three

Puzzle Outcome: Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book' (Piece 4: Keeping safe)

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Have made a healthy choice	1. Being Fit and Healthy <i>Oxygen, Energy, Calories/ Kilojoules, Heartbeat, Lungs, Heart, Fitness</i>	I understand how exercise affects my body and know why my heart and lungs are such important organs	I can set myself a fitness challenge

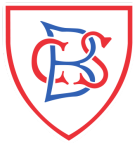


Have eaten a healthy, balanced diet	2. Being Fit and Healthy <i>Energy, Calories, Kilojoules, Labels, Sugar, Fat, Saturated Fat</i>	I know that the amount of calories, fat and sugar I put into my body will affect my health	I know what it feels like to make a healthy choice
Have been physically active	3. What Do I Know About Drugs? <i>Healthy, Drugs, Attitude</i>	I can tell you my knowledge and attitude towards drugs	I can identify how I feel towards drugs
Have tried to keep themselves and others safe	4. Being Safe <i>Safe, Anxious, Scared, Strategy, Advice, Dangerous, Emergency, Emergency Services, Ambulance, Fire engine, Police car, Coastguard</i> Puzzle outcome: Keeping safe	I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services	I can express how being anxious or scared feels
Know how to be a good friend and enjoy healthy friendships	5. Safe or Unsafe <i>Safe, Harmful, Risk, Feelings</i>	I can identify when something feels safe or unsafe	I can take responsibility for keeping myself and others safe
Know how to keep calm and deal with difficult situations	6. My Amazing Body <i>Complex, Appreciate, Body, Healthy</i> <i>Safe, Choice, Risk</i> Assessment Opportunity	I understand how complex my body is and how important it is to take care of it	I respect my body and appreciate what it does for me

Year Four

Puzzle Outcome: Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book' (Piece 5: Healthy Friendships)

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Have made a healthy choice	1. My Friends and Me <i>Friendships, Emotions, Healthy, Relationships, Friendship groups, Value</i>	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I can identify the feelings I have about my friends and my different friendship groups
Have eaten a healthy, balanced diet	2. Group Dynamics <i>Friendship groups, Roles, Leader, Follower, Assertive, Agree/disagree</i>	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations	I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with
Have been physically active	3. Smoking <i>Smoking, Vaping, Pressure, Peers, Guilt, Advice</i>	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
Have tried to keep themselves and others safe	4. Alcohol <i>Alcohol, Liver, Disease</i>	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others



Know how to be a good friend and enjoy healthy friendships	5. Healthy Friendships <i>Pressure, Peers, Anxiety, Fear</i> Puzzle Outcome: Healthy Friendships	I can recognise when people are putting me under pressure and can explain ways to resist this when I want	I can identify feelings of anxiety and fear associated with peer pressure
Know how to keep calm and deal with difficult situations	6. Celebrating My Inner Strength and Assertiveness <i>Believe, Assertive, Opinion, Right, Wrong</i> Assessment Opportunity	I know myself well enough to have a clear picture of what I believe is right and wrong	I can tap into my inner strength and know how to be assertive

Year Five

Puzzle Outcome: Help me fit together the six pieces of learning about Healthy Me to create ‘The Happy, Healthy Me Recipe Book’ (Piece 5: Healthy body image)

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Have made a healthy choice	1. Smoking <i>Choices, Healthier behaviour, Less healthy behaviour, Informed decision, Pressure Media, Influence, Vaping</i>	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure
Have eaten a healthy, balanced diet	2. Alcohol <i>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence</i>	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
Have been physically active	3. Emergency Aid <i>Emergency, Procedure, Recovery position, Calm, Level-headed</i>	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I know how to keep myself calm in emergencies
Have tried to keep themselves and others safe	4. Body Image <i>Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison</i>	I understand how the media, social media and celebrity culture promotes certain body types	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am
Know how to be a good friend and enjoy healthy friendships	5. My Relationship with Food <i>Body image, Informed decisions/choices, Pressure</i> Puzzle Outcome : Healthy Body Image	I can describe the different attitudes people have to food and how these can be affected by external influences	I respect and value my body
Know how to keep calm and deal with difficult situations	6. Healthy Me <i>Debate, Opinion, Fact, Choices, Healthy lifestyle, Motivation</i> Assessment Opportunity	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I am motivated to keep myself healthy and happy



Year Six

Puzzle Outcome: Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book' (Piece 6: Healthy body, healthy mind)

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Have made a healthy choice	1. Taking responsibility for my health and well-being <i>Responsibility, Choice, Immunisation, Prevention</i>	I can take responsibility for my health and make choices that benefit my health and well-being	I am motivated to care for my physical and emotional health
Have eaten a healthy, balanced diet	2. Drugs <i>Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, Synthetic highs, New psychoactive substances</i>	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart	I am motivated to find ways to be happy and cope with life's situations without using drugs
Have been physically active	3. Exploitation <i>Exploited, Vulnerable, Drugs, Criminal Illegal, Gangs</i>	I understand that some people can be exploited and made to do things that are against the law	I can suggest ways that someone who is being exploited can help themselves
Have tried to keep themselves and others safe	4. Gangs <i>Gang, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Illegal</i>	I know why some people join gangs and the risks this involves	I can suggest strategies someone could use to avoid being pressurised
Know how to be a good friend and enjoy healthy friendships	5. Emotional and Mental Health <i>Mental health, Emotional health, Mental illness, Symptoms</i>	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness	I know how to help myself feel emotionally healthy and can recognise when I need help with this
Know how to keep calm and deal with difficult situations	6. Managing Stress and Pressure <i>Stress, Triggers, Strategies, Managing Stress, Pressure</i> Puzzle Outcome: Healthy Body, Healthy Mind Assessment Opportunity	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse	I can use different strategies to manage stress and pressure



Summer One - Relationships

Reception

Puzzle Outcome: Help me fit together the six pieces of learning about Relationships to create mittens for the Relationship Fiesta (see Piece 6)

<u>Weekly Celebration</u>	<u>Piece</u>	<u>Learning Intentions</u>
Know how to make friends	1. My Family and Me!	I can identify some of the jobs I do in my family and how I feel like I belong
Try to solve friendship problems when they occur	2. Make friends, make friends, never ever break friends Part 1	I know how to make friends to stop myself from feeling lonely
Help others to feel part of a group	3. Make friends, make friends, never ever break friends Part 2	I can think of ways to solve problems and stay friends
Show respect in how they treat others	4. Falling Out and Bullying Part 1	I am starting to understand the impact of unkind words
Know how to help themselves and others when they feel upset and hurt	5. Falling Out and Bullying Part 2	I can use Calm Me time to manage my feelings
Know and show what makes a good relationship	6. Being the best friends we can be	I know how to be a good friend

Year One

Puzzle Outcome: Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta' Piece 6: Balloons

<u>Weekly Celebration</u>	<u>Pieces and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Know how to make friends	1. Families <i>Family, Belong, Different, Same</i>	I can identify the members of my family and understand that there are lots of different types of families	I know how it feels to belong to a family and care about the people who are important to me
Try to solve friendship problems when they occur	2. Making Friends <i>Friends, Friendship, Qualities, Caring, Sharing, Kind</i>	I can identify what being a good friend means to me	I know how to make a new friend
Help others to feel part of a group	3. Greetings <i>Greeting, Touch, Feel, Texture, Like, Dislike</i>	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can recognise which forms of physical contact are acceptable and unacceptable to me
Show respect in how they treat others	4. People Who Help Us <i>Help, Helpful, Community, Feelings</i>	I know who can help me in my school community	I know when I need help and know how to ask for it
Know how to help themselves and others when they feel upset or hurt	5. Being My Own Best Friend <i>Confidence, Praise, Qualities, Skills, Self belief, Incredible, Proud</i>	I can recognise my qualities as a person and a friend	I know ways to praise myself



Know and show what makes a good relationship	6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity <i>Celebrate, Relationships, Special, Appreciate, Feelings</i>	I can tell you why I appreciate someone who is special to me	I can express how I feel about them
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Year Two

Puzzle Outcome: Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta' Piece 6: Relationship Flag/Bunting

<u>Weekly Celebration</u>	<u>Pieces and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Know how to make friends	1. Families <i>Family, Different, Similarities, Special, Relationship, Important, Cooperate</i>	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I accept that everyone's family is different and understand that most people value their family
Try to solve friendship problems when they occur	2. Keeping Safe - exploring physical contact <i>Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable</i>	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	I know which types of physical contact I like and don't like and can talk about this
Help others to feel part of a group	3. Friends and Conflict <i>Friends, Likes/dislikes, Conflict, Point of view, Positive problem solving</i>	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends
Show respect in how they treat others	4. Secrets <i>Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Surprised, Happy, Sad, Frightened</i>	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
Know how to help themselves and others when they feel upset or hurt	5. Trust and Appreciation <i>Trust, Trustworthy, Honesty, Reliability</i>	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone
Know and show what makes a good relationship	6. Celebrating My Special Relationships <i>Compliments, Celebrate, Positive, Negative, Appreciate</i> Puzzle Outcome: Relationship Flag/Bunting Assessment Opportunity	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others



Year Three

Puzzle Outcome: Help me fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta' Piece 6: Appreciation Streamers

<u>Weekly Celebration</u>	<u>Piece and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Know how to make friends	1. Family Roles and Responsibilities <i>Male, Female, Unisex, Role, Job, Responsibilities, Differences, Similarities, Respect, Stereotype Careers</i>	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel
Try to solve friendship problems when they occur	2. Friendship <i>Conflict, Solution, Problem solving, Friendship, Win-win</i>	I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution
Help others to feel part of a group	3. Keeping Myself Safe Online <i>Safe, Unsafe, Risky, Internet Social media, Private Messaging (PM), Direct Messaging (DM), Gaming</i>	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online
Show respect in how they treat others	4. Being a Global Citizen 1 <i>Global, Communications, Transport, Interconnected, Food journeys, Climate, Trade, Inequality</i>	I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices
Know how to help themselves and others when they feel upset or hurt	5. Being a Global Citizen 2 <i>Needs, Wants, Rights Deprivation, United Nations Equality, Justice</i>	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can empathise with children whose lives are different to mine and appreciate what I may learn from them
Know and show what makes a good relationship	6. Celebrating My Web of Relationships <i>Happiness, Celebrating, Relationships, Friendship, Family, Thank you, Appreciation</i> Puzzle Outcome: Appreciation Streamers	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups

Year Four

Help me fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta' Piece 3: Memory Box

<u>Weekly Celebration</u>	<u>Pieces and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Know how to make friends	1. Jealousy <i>Relationship, Close, Jealousy Problem-solve, Emotions, Positive Negative</i>	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens



Try to solve friendship problems when they occur	2. Love and Loss <i>Loss, Strategy, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hopelessness, Relief, Acceptance, Depression</i>	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something they love
Help others to feel part of a group	3. Memories <i>Puzzle outcome: Memory Box, Souvenir, Memento, Memorial, Loss, Memories, Special, Remember</i>	I can tell you about someone I know that I no longer see	I understand that we can remember people even if we no longer see them
Show respect in how they treat others	4. Getting on and Falling Out <i>Friendships, Negotiate, Compromise, Trust, Loyalty, Anger, Betrayal, Empathy</i>	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise
Know how to help themselves and others when they feel upset or hurt	5. Girlfriends and Boyfriends <i>Boyfriend, Girlfriend, Attraction, Pressure, Personal, Comfortable</i>	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend
Know and show what makes a good relationship	6. Celebrating My Relationships with People and Animals <i>Special, Love, Appreciation, Symbol, Care, Assessment Opportunity</i>	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved

Year Five

Help me fit together the six pieces of learning about Relationships to create 'Our Relationships Fiesta'

Piece 3: Memory Box

Weekly Celebration	Pieces and Vocabulary	PSHE learning intention	Social and emotional development learning intention
Know how to make friends	1. Recognising Me <i>Characteristics, Personal qualities, Attributes, Self-esteem</i>	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem
Try to solve friendship problems when they occur	2. Safety with Online Communities <i>Responsibility/Being responsible, Age restriction</i>	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable
Help others to feel part of a group	3. Being in an Online Community <i>Social network, Community, Online, Offline, Responsibility, Rights, Risky</i>	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me



Show respect in how they treat others	4. Online Gaming <i>Age restriction, Community, Violence, Appropriate, Grooming, Trolled, Gambling/betting, Trustworthy, Responsibility, Rights, Risky</i>	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe
Know how to help themselves and others when they feel upset or hurt	5. My Relationship with Technology: screen time <i>Devices, Screen time, Social Off line, Mental health, Physical health</i>	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected
Know and show what makes a good relationship	6. Relationships and Technology <i>Personal information Safe, Online, Choices, Vulnerable Risk, Grooming, Rights, Responsibilities Assessment Opportunity Puzzle outcome: Internet Safety Poster (staying safe and happy online)</i>	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others

Year Six

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta' Piece 6: Internet Safety Presentation

<u>Weekly Celebration</u>	<u>Pieces and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Know how to make friends	1. What is Mental Health? <i>Mental health, Ashamed, Stigma, Stress, Anxiety, Support</i>	I know that it is important to take care of my mental health	I understand that people can get problems with their mental health and that it is nothing to be ashamed of
Try to solve friendship problems when they occur	2. My Mental Health <i>Mental health Worried, Signs, Stress, Anxiety Warning, Support</i>	I know how to take care of my mental health	I can help myself and others when worried about a mental health problem
Help others to feel part of a group	3. Love and Loss <i>Emotions, Feelings, Sadness, Loss Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger Acceptance, Bereavement Coping strategies</i>	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them
Show respect in how they treat others	4. Power and Control <i>Power, Control, Authority, Bullying, Script, Assertive Strategies</i>	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
Know how to help themselves and others when they feel upset or hurt	5. Being Online: Real or Fake? Safe or Unsafe? <i>Risks Pressure, Influences, Self-control Real/Fake, True/untrue, Assertiveness, Judgement</i>	I can judge whether something online is safe and helpful for me	I can resist pressure to do something online that might hurt myself or others



<p>Know and show what makes a good relationship</p>	<p>6. Using Technology Responsibly <i>Communication, Technology, Power, Control, Cyberbullying, Abuse, Safety</i> Puzzle Outcome: Internet Safety Presentation Assessment Opportunity</p>	<p>I can use technology positively and safely to communicate with my friends and family</p>	<p>I can take responsibility for my own safety and well-being</p>
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Summer Two - Changing Me

Reception

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change (see Piece 2)

<u>Weekly Celebration</u>	<u>Piece</u>	<u>Learning Intentions</u>
Understand that everyone is unique and special	1. My Body	I can name parts of the body
Can express how they feel when change happens	2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy
Understand and respect the changes that they see in themselves	3. Growing Up	I understand that we all grow from babies to adults
Understand and respect the changes that they see in other people	4. Fun and Fears Part 1	I can express how I feel about moving to Year 1
Know who to ask for help if they are worried about change	5. Fun and Fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1
Are looking forward to change	6. Celebration	I can share my memories of the best bits of this year in Reception

Year One

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display

Piece 5 Flowers

<u>Weekly Celebration</u>	<u>Pieces and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Understand that everyone is unique and special	1. Life cycles <i>Changes, Life cycle, Baby Adulthood</i>	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
Can express how they feel when change happens	2. Changing Me <i>Change, Life cycle, Baby Adult, Grown up</i>	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
Understand and respect the changes that they see in themselves	3. My Changing Body <i>Baby, Growing up, Adult, Change</i>	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies <i>Male, Female, Penis, Testicles, Vulva, Vagina, Anus</i>	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private
Know who to ask for help if they are worried about change	5. Learning and Growing Puzzle Outcome: Piece 5 <i>Flowers Learn, New, Grow, Change</i>	I understand that every time I learn something new I change a little bit	I enjoy learning new things



Are looking forward to change	6. Coping with Changes Assessment Opportunity <i>Change, Feelings, Anxious, Worried Excited, Coping</i>	I can tell you about changes that have happened in my life	I know some ways to cope with changes
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Year Two

Help me fit together the six pieces of learning about Changing Me to create Leaf Mobiles (Pieces 2 and 6)

Please note: Text in blue indicates content and vocabulary that you are most likely to want to check against your school policy in case decisions have been made to adapt or move this.

<u>Weekly Celebration</u>	<u>Pieces and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Understand that everyone is unique and special	1. Life Cycles in Nature <i>Change, Grow, Life cycle, Control, Baby, Adult, Fully grown</i>	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this
Can express how they feel when change happens	2. Growing from Young to Old <i>Growing up, Old, Young, Change, Respect, Appearance, Physical</i>	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
Understand and respect the changes that they see in themselves	3. The Changing Me <i>Baby, Toddler, Child, Teenager, Adult Independent, Timeline, Freedom, Responsibilities</i>	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies <i>Male, Female, Penis, Testicles, Vulva, Vagina, Anus, Public, Private</i>	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
Know who to ask for help if they are worried about change	5. Assertiveness <i>Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Comfortable, Uncomfortable</i>	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
Are looking forward to change	6. Looking Ahead <i>Change, Looking forward, Excited, Nervous, Anxious, Happy</i> Assessment Opportunity	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in my next class and know how to go about this



Year Three

Help me fit together the six pieces of learning about Changing Me to create the Ribbon of Change Mobiles
(Piece 6: Ribbon of Change Mobiles)

<u>Weekly Celebration</u>	<u>Pieces and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Understand that everyone is unique and special	1. How Babies Grow <i>Male, Female, Changes, Birth, Animals, Babies, Mother, Growing up</i>	I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby	I can express how I feel when I see babies or baby animals
Can express how they feel when change happens	2. Babies <i>Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care</i>	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
Understand and respect the changes that they see in themselves	3. Outside Body Changes <i>Change, Puberty, Control, Breasts</i>	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings
Understand and respect the changes that they see in other people	4. Inside Body Changes <i>Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/Ova, Womb/Uterus, Vagina, Breasts</i>	I can 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	I recognise how I feel about these changes happening to me and know how to cope with these feelings
Know who to ask for help if they are worried about change	5. Family Stereotypes <i>Stereotypes, Task, Roles, Challenge</i>	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
Are looking forward to change	6. Looking Ahead <i>Change, Looking forward, Excited, Nervous, Anxious, Happy</i> Assessment Opportunity Puzzle Outcome: Ribbon Mobiles	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make next year and know how to go about this

Year Four



Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display:
Pieces 4 & 6: Circles of Change

<u>Weekly Celebration</u>	<u>Pieces and Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Understand that everyone is unique and special	1. Unique Me <i>Personal, Unique, Characteristics, Parents, Gene</i>	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being
Can express how they feel when change happens	2a. Having a Baby (Alternative lesson for Piece 2) <i>Feelings, Responsibilities Carers, Characteristics, Language, Mannerisms Influence</i>	I understand what responsibilities there are in parenthood and the joy it can bring I can consider what has influenced my life and what might influence the lives of other people	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
Understand and respect the changes that they see in themselves	3. Puberty and Menstruation <i>Puberty, Menstruation, Menstrual Cycle, Periods, Menstrual Pads, Period Pants, Tampons, Vagina, Vulva, Ovaries, Oestrogen, Fallopian Tube, Fertilised, Hormone</i>	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty
Understand and respect the changes that they see in other people	4. Circles of Change Puzzle Outcome: Circles of Change, <i>Circle, Seasons, Change, Control</i>	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
Know who to ask for help if they are worried about change	5. Accepting Change <i>Range of emotions (see emotions card resource), Control, Change Acceptance</i>	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
Are looking forward to change	6. Looking Ahead Assessment Opportunity <i>Change, Looking forward, Excited, Nervous, Anxious, Happy</i>	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about these



Year Five

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display

Piece 6: Circles of Change

<u>Weekly Celebration</u>	<u>Pieces & Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Understand that everyone is unique and special	1. Self and Body Image <i>Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects Affirmation</i>	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
Can express how they feel when change happens	2. Puberty for Girls <i>Puberty, Menstruation, Periods Menstrual towels, Menstrual pads Tampons, Ovary/ Ovaries, Vagina Oestrogen, Vulva, Womb/Uterus Hormones</i>	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
Understand and respect the changes that they see in themselves	3. Puberty for boys <i>Puberty, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt Hormones</i>	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
Can express how they feel when change happens	2. <i>Having a Baby</i> <i>Sperm, Egg/Ovum, Penis, Testicles, Vagina, Womb/Uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise Conception</i>	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
Understand and respect the changes that they see in other people	4. <i>Conception</i> <i>Relationships, Conception, Making love, Sexual intercourse Fallopian tube, Fertilisation, Pregnancy, Embryo Umbilical cord, Contraception Fertility treatment (IVF)</i>	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways
Know who to ask for help if they are worried about change	5. Looking Ahead 1 Puzzle Outcome: Change Cards <i>Teenager, Milestone, Perceptions, Puberty, Responsibilities, Consent</i>	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
Are looking forward to change	6. Looking Ahead 2 <i>Change, Hope, Manage, Cope, Opportunities, Emotions, Fear Excitement, Anxious</i>	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.



Year Six

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display

Piece 4: Circles of Change

<u>Weekly Celebration</u>	<u>Pieces & Vocabulary</u>	<u>PSHE learning intention</u>	<u>Social and emotional development learning intention</u>
Understand that everyone is unique and special	1. My Self Image <i>Self-image, Self-esteem, Real self, Celebrity</i>	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
Can express how they feel when change happens	2. Puberty <i>Opportunities, Freedoms, Responsibilities, Puberty vocabulary as represented on the flash cards</i>	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
Understand and respect the changes that they see in themselves	3. Babies: Conception to Birth <i>Assessment Opportunity Pregnancy, Embryo, Foetus Placenta, Umbilical cord, Labour, Contractions, Cervix Midwife</i>	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
Understand and respect the changes that they see in other people	4. Boyfriends and Girlfriends, <i>Attraction, Relationship, Pressure, Love Sexting, Consent</i>	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
(As above)	4a. Adolescent Friendships <i>Independence, Identity, Values, Relationships, Pressure, Adolescent</i>	I know myself well enough to maintain positive relationships with others whilst still keeping my own identity	I can be assertive when appropriate
Know who to ask for help if they are worried about change	5. Real self and ideal self <i>Self-esteem, Negative body-talk, Choice, Feelings/emotions, Challenge Mental health</i>	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
Are looking forward to change	6. The Year Ahead <i>Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes Excitement</i>	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know how to prepare myself emotionally for the changes next year.