

PSHE (JIGSAW) – Substantive Knowledge Progression Document

This document outlines the progression of PSHE objectives, separated into the following areas:

Relationships:

- Anti-bullying
- Protected characteristics
- Friendships
- Family relationships
- People I can trust
- Safe relationships
- Loss
- Key vocabulary

Sex Education:

- Changes
- Reproduction
- Body parts
- Developing healthy relationships
- Key vocabulary

Safety, Physical Health & Mental Wellbeing:

- Staying safe
- Drugs education
- Physical health
- Mental health
- Key vocabulary

Citizenship and British Values:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance
- Key vocabulary

Learning Dispositions:

- Setting goals
- Persevering and coping with change (including transition to new year groups)
- Celebrating achievements
- Key vocabulary

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Relationships Education: Anti-Bullying				<ul style="list-style-type: none"> I know how being bullied might feel. (CyA: Au2) I know some people who I could talk to if I was feeling unhappy of being bullied. (CyA: Au2) I can tell you what bullying is. (CyA: Au2) I know when and how to stand up for myself and others. (CyB: Au2) I can recognise what is right and wrong, and know how to look after myself. (CyB: Au2) 	<ul style="list-style-type: none"> I know what it means to be a witness to bullying. (CyA: Au2) I know some words are used in hurtful ways. (CyA: Au2) I know some ways of helping to make someone who is bullied feel better. (CyA: Au2) I can problem-solve a bullying situation with others. (CyA: Au2; CyB: Au2) I know what to do if I think someone is being bullied. (CyB: Au2) 	<ul style="list-style-type: none"> I know what to do if I think someone is being bullied. (CyA: Au2) I can tell you a range of strategies to deal with bullying situations. (CyA: Au2) I know how to stand up for myself and how to negotiate and compromise. (CyA: Su1) I know some of the reasons why people use bullying behaviours. (CyB: Au2) I can show empathy with people. (CyB: Au2)
Relationships Education: Protected Characteristics	<ul style="list-style-type: none"> I notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities, etc. I can notice differences between people. 	<ul style="list-style-type: none"> I notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities, etc. I can notice differences between people. 	<ul style="list-style-type: none"> I will learn about different religions, views and values through special places, books, people and objects. I can recognise that people have different beliefs and celebrate special times in different ways. I can recognise some environments that are different from the one in which I live. 	<ul style="list-style-type: none"> I can identify similarities and differences between people in my class. (CyA: Au2) I know that these differences make us all special and unique. (CyA: Au2) 	<ul style="list-style-type: none"> I know how the lives of children around the world may be the same or different. (CyA: Su1) I can empathise with children whose lives are different to mine. (CyA: Su1) I know that, sometimes, we make assumptions based on what people look like. (CyB: Au2) I can try to accept people for who they are. (CyB: Au2) I can tell you a time when my first impression of someone changed when I got to know them. (CyB: Au2) 	<ul style="list-style-type: none"> I know that, sometimes, we make assumptions based on what people look like. (CyA: Au2) I know what is special about me and value the ways in which I am unique. (CyA: Au2) I know that my first impression of someone may change when I get to know them. (CyA: Au2) I can talk about my own culture and respect others. (CyA: Au2) I can show a positive attitude towards people from different races. (CyA: Au2) I can appreciate the value of happiness regardless of material wealth. (CyA: Au2) I know how to keep building my own self-esteem. (CyA: Su1) I know there are different perceptions about what normal means. (CyB: Au2) I can empathise with people who are living with disabilities. (CyB: Au2)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Relationships Education: Friendships</p>	<ul style="list-style-type: none"> I can develop friendships with other children. I am beginning to play with one or more children. Extending and elaborating play ideas. I am beginning to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in a game, and suggesting other ideas. I am beginning to show 'effortful control', for example, waiting for a turn. I am beginning to gradually understand how others might be feeling. I am starting to develop conversation, often jumping from topic to topic. 	<ul style="list-style-type: none"> I am beginning to take turns. I can play with one child, extending and contributing during play. I am able to take turns in role-play. I am beginning to understand how someone else might feel. I am beginning to show confidence with others during a social situation. 	<ul style="list-style-type: none"> I am building new, positive relationships with children and staff in my new class. I have friendships and may have a special friend. I am building relationships through play and talk to many of my peers. I am continuing to build strong bonds with other children in my school, for example, getting them a tissue. I can use talk to resolve conflict, discussing my ideas and giving reasons. I may comfort a friend who is upset. I can use reason and resolutions with other children to play fair. 	<ul style="list-style-type: none"> I know how to make new friends. (CyA: Au2; CyB: Au2) I know appropriate ways of physical contact to greet my friends, and know which ways I prefer. (CyA: Su1) I can identify what being a good friend means to me. (CyA: Su1) I can tell you some ways that I am unique and different from my friends. (CyB: Au2) I can identify some of the things that cause conflict with my friends. (CyB: Su1) I can tell you why I appreciate someone who is special to me. (CyA: Su1) I know that sometimes people make assumptions about boys and girls (stereotypes). (CyB: Au2) I can demonstrate how to use the positive problem solving technique to resolve problems with my friends. (CyB: Su1) 	<ul style="list-style-type: none"> I know how to calm myself down and can use the 'Solve it' technique. (CyA: Au2) I can give and receive compliments and express appreciation, and know how this feels. (CyA: Au2) I know how to negotiate in conflict situations to try to find a win-win solution. (CyA: Su1) I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. (CyA: Su1) I can identify what is special about me and value the ways in which I am unique. (CyB: Au2) I know how it feels to belong and contribute to a range of different relationships. (CyB: Su1) I can identify someone I love and can express why they are special to me. (CyB: Su1) I can explain different points of view on an animal rights issue. (CyB: Su1) I know how most people feel when they lose someone or something they love. (CyB: Su1) I know how people feel when they love a special pet. (CyB: Su1) I can love & be loved. (CyB: Su1) 	<ul style="list-style-type: none"> I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. (CyA: Su1) I can recognise the feeling of jealousy, where it comes from and how to manage it. (CyA: Su1)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Relationships Education: Family Relationships</p>	<ul style="list-style-type: none"> I can develop a sense of family to my family and my key worker. I have a sense of my own immediate family, relationships and pets. I can make connections between the features of my family and other families. 	<ul style="list-style-type: none"> I know who is in family and why they are special to me. I know about my family celebrations. 	<ul style="list-style-type: none"> I know who is in family and why they are special to me. I know about my family celebrations. 	<ul style="list-style-type: none"> I know how it feels to belong to a family, and care about the people who are important to me. (CyA: Su1) I can identify the members of my family, and understand that there are lots of different types of families. (CyA: Su1) I know that everyone's family is different and understand that most people value their family. (CyB: Su1) 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 co-operate. (CyB: Su1) I can recognise and appreciate people who can help me, my family, my school and my community. (CyB: Su1) 	<ul style="list-style-type: none"> I know that everybody's family is different and important to them. (CyA: Au2) I know that differences and conflicts sometimes happen among family members. (CyA: Au2) I can appreciate my family/the people who care for me. (CyA: Au2) I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. (CyA: Su1) I can describe how taking some responsibility in my family makes me feel. (CyA: Su1) I can explain how some of the actions and work of people around the world help and influence my life. (CyA: Su1) 	<ul style="list-style-type: none"> I know how it feels to have people in my life that are special to me. (CyB: Su1) I can identify the most significant people to be in my life so far. (CyB: Su1)

Relationships Education: People I Can Trust	<ul style="list-style-type: none"> I can recognise and am calmed by a familiar and friendly voice. 	<ul style="list-style-type: none"> I can recognise and am calmed by a familiar and friendly voice. 	<ul style="list-style-type: none"> I can talk about my feelings to trusted adults or special friends. 	<ul style="list-style-type: none"> I know who can help me in my school community. (CyA:Su1) I know when I need help, and know how to ask for it. (CyA:Su1) I know ways to praise myself. (CyA:Su1) I know how to get help if I am being bullied. (CyB:Su1) I know how it feels to trust someone. (CyB:Su1) 	<ul style="list-style-type: none"> I know who to ask for help if I am worried or concerned. (CyA:Su1) 	<ul style="list-style-type: none"> I know and understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/ girlfriend. (CyA:Su1) I know how to stay safe when using technology to communicate with my friends. (CyA:Su1) I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others. (CyA:Su1)
Relationships Education: Safe Relationships	<ul style="list-style-type: none"> I am beginning to make myself understood and can become frustrated when I am now. 	<ul style="list-style-type: none"> I can share how I am feeling with a member of staff. 	<ul style="list-style-type: none"> I can talk to children and adults in my class and I am beginning to ask for help when I need it. I can form positive attachments to adults and friendships with peers. I may come into school upset but can be comforted by adults. I have an adult in school that I trust and can talk to. 	<ul style="list-style-type: none"> I know that there are lots of forms of physical contact within a family, and know which forms of contact are or are not acceptable (CyB:Su1) I know which types of physical contact I like, and don't like, and can talk about this. (CyB:Su1) I know that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. (CyB:Su1) 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. (CyB:Su1) 	<ul style="list-style-type: none"> I know and can use some strategies for keeping myself safe. (CyA:Su1) I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant. (CyB:Su1) 	<ul style="list-style-type: none"> I know how to explain some of the ways in which one person or a group can have power over another. (CyB:Su1) I know how technology can be used to try to gain power or control and I can use strategies to prevent this from happening. (CyB:Su1) I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. (CyB:Su1) I can take responsibility for my own safety and well-being. (CyB:Su1) I can use technology positively and safely to communicate with my friends and family. (CyB:Su1)
Relationships Education: Loss					<ul style="list-style-type: none"> I know how most people feel when they lose someone or something they love. (CyB:Su1) I know that we can remember people even if we no longer see them. (CyB:Su1) I know how people feel when they love a special pet. (CyB:Su1) I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet. (CyB:Su1) 	<ul style="list-style-type: none"> I know some of the feelings we can have when someone dies or leaves. (CyB:Su1) I know that there are different stages of grief and that there are different types of loss that cause people to grieve. (CyB:Su1) I can use some strategies to manage feelings associated with loss and can help other people to do so. (CyB:Su1) I can recognise when I am feeling those emotions and have strategies to manage them. (CyB:Su1)

Relationships Education: Key Vocabulary

different
same
sharing
care
trust
feeling

similar
bullying
deliberate
unfair
unique
belong relationships
qualities
community
self-belief

conflict
gay
compliment
solve
unisex
respect
stereotypes
hazards
relieved
inequality
deprivation
justice
equality

culture
racism
race
discrimination
cyber bullying
rumour
homophobic
loyalty
empathy
identity
characteristics
vulnerable
attributes
self-esteem
negotiate
compromise
trust
betrayal
attraction
pressure
harm
comfortable
jealousy
resist
risk
body language

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sex Education: Changes	<ul style="list-style-type: none"> I know that changes happen as we grow, and this is okay. (Y1:Su2) I know that changes are okay, and that sometimes they will happen whether I want them to or not. (Y1:Su2) I know that growing up is natural, and that everybody grows at different rates. (Y1:Su2) I know that every time I learn something new I change a little bit. (Y1:Su2) I can tell you some things about me that have changed, and some things about me that have stayed the same. (Y1:Su2) I can tell you how my body has changed since I was a baby. (Y1:Su2) I can tell you about changes that have happened in my life. (Y1:Su2) 	<ul style="list-style-type: none"> I know that there are some changes that are out of my control, and can recognise how I feel about this. (Y2:Su2) I can tell you about the natural process of growing from young to old, and understand that this is not in my control. (Y2:Su2) I can identify people that I can respect that are older than me. (Y2:Su2) I can recognise how my body has changed since I was a baby, and where I am in the continuum from young to old. (Y2:Su2) 	<ul style="list-style-type: none"> I know that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. (Y3:Su2) I know that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. (Y3:Su2) I know how I feel about these changes happening to me and know how to cope with those feelings. (Y3:Su2) I can identify how boys' and girls' bodies change on the outside during this growing up process. (Y3:Su2) I can tell you why these changes are necessary so that their bodies can make babies when they grow up. (Y3:Su2) 	<ul style="list-style-type: none"> I know strategies to help me cope with the physical and emotional changes I will experience during puberty. (Y4:Su2) I know I am confident enough to try to make changes when I think they will benefit me. (Y4:Su2) I know how the circle of change works and can apply it to changes I want to make in my life. (Y4:Su2) 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. (Y4:Su2) I can identify changes that have been and may continue to be outside of my control that I learnt to accept. (Y4:Su2) I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. (Y4:Su2) 	<ul style="list-style-type: none"> I know that puberty is a natural process that happens to everybody and that it will be ok for me. (Y5:Su2) I know I am confident that I can cope with the changes that growing up will bring. (Y5:Su2) I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. (Y5:Su2) I can describe how boys' and girls' bodies change during puberty. (Y5:Su2) I can express how I feel about the changes that will happen to me during puberty. (Y5:Su2) 	<ul style="list-style-type: none"> I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this. (Y6:Su2) I can ask the questions I need answered about changes during puberty. (Y6:Su2) I can reflect on how I feel about asking the questions and about the answers I receive. (Y6:Su2)
Sex Education: Reproduction	<ul style="list-style-type: none"> I know the life cycles of animals and humans. (Y1:Su2) 	<ul style="list-style-type: none"> I know the life cycles of animals and humans. (Y1:Su2) 	<ul style="list-style-type: none"> I know how babies grow and develop in the mother's uterus. (Y3:Su2) I know what a baby needs to live and grow. (Y3:Su2) I can express how I feel when I see babies or baby animals. (Y3:Su2) I can express how I might feel if I had a new baby in my family. (Y3:Su2) I can start to recognise stereotypical ideas I might have about parenting and family roles. (Y3:Su2) I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. (Y3:Su2) 	<ul style="list-style-type: none"> I know that some of my personal characteristics have come from my birth parents and this happens because I am made from the joining of their egg and sperm. (Y4:Su2) I know that I am a truly unique human being. (Y4:Su2) I know that having a baby is a personal choice and can express how I feel about having children when I am an adult. (Y4:Su2) 	<ul style="list-style-type: none"> I know that sexual intercourse can lead to conception and that is how babies are usually made. (Y5:Su2) I know that sometimes people need IVF to help them have a baby. (Y5:Su2) I know how amazing it is that human bodies can reproduce in these ways. (Y5:Su2) 	<ul style="list-style-type: none"> I know how I feel when I reflect on the development and birth of a baby. (Y6:Su2) I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. (Y6:Su2)

Sex Education: Body Parts	<ul style="list-style-type: none"> I know that I need to respect my body and understand which parts are private. (Y1: Au2) I can identify the parts of the body that make boys different from girls, and can use the correct names for these: penis, testicles, and vagina, and know that some parts of my body are private. (Y1: Au2; Y2: Au2) 	<ul style="list-style-type: none"> I know that I need to respect my body and understand which parts are private. (Y1: Au2) I can identify the parts of the body that make boys different from girls, and can use the correct names for these: penis, testicles, and vagina, and know that some parts of my body are private. (Y1: Au2; Y2: Au2) 	<ul style="list-style-type: none"> I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. (Y4: Su2) 	<ul style="list-style-type: none"> I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. (Y4: Su2) 		
Sex Education: Developing Healthy Relationships					<ul style="list-style-type: none"> I know how to develop my own self-esteem. (Y5: Su2) I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). (Y5: Su2) 	<ul style="list-style-type: none"> I know how being physically attracted to someone changes the nature of the relationship. (Y6: Su2)
Sex Education: Key Vocabulary	<p>life cycles female male vagina mature penis</p>		<p>birth uterus womb sperm roles affection puberty testicles penis ovaries egg vagina stereotypes</p>		<p>self-image self-esteem perception affirmation characteristics puberty menstruation periods tampons ovary vagina womb uterus sperm semen testicles penis erection ejaculation wet dream hormones conception contraception fertilisation embryo making love sexual intercourse umbilical cord</p>	

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Personal Safety, Physical health and Mental Wellbeing: Staying Safe			<ul style="list-style-type: none"> When out of school, I know it is important to listen to keep safe, such as cars or stranger danger. I am beginning to understand why listening is important to help us learn and keep us safe. I am developing my independence and can manage my behaviour in a range of situations in school. 	<ul style="list-style-type: none"> I know how to keep safe when crossing the road, and about people who can help me to feel safe. (CyA:Sp2) 	<ul style="list-style-type: none"> I know to respect my body and appreciate what it does for me. (CyA:Sp2) I can identify things, people and places that safe or unsafe, and can tell you some strategies for keeping myself safe. (CyA:Sp2) I can take responsibility for keeping myself and others safe at home. (CyA:Sp2) I can recognise when people are putting me under pressure & can explain ways to resist this. (CyB:Sp2) 	<ul style="list-style-type: none"> I can respect and value my body. (CyA:Sp2) I can keep myself healthy and happy. (CyA:Sp2) I know how to give my body the best combination of food for my physical and emotional health. (CyB:Sp2) I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen. (CyB:Sp2)
Personal Safety, Physical health and Mental Wellbeing: Drugs Education				<ul style="list-style-type: none"> I know that all household products, including medicines, can be harmful if not used properly. (CyA:Sp2) I know that medicines can help & I know that an adult must help me to use them safely. (CyA:Sp2) I know how medicines work in my body, and how important it is to use them safely. (CyB:Sp1) 	<ul style="list-style-type: none"> I know that, like medicines, some household substances can be harmful if not used correctly. (CyA:Sp2) I can talk about how I feel about drugs. (CyA:Sp2) 	<ul style="list-style-type: none"> I know the health risks of smoking and vaping and can tell you how tobacco affects the lungs, liver and heart. (CyA:Sp2) I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. (CyA:Sp2)
Personal Safety, Physical health and Mental Wellbeing: Physical Health	<ul style="list-style-type: none"> I am learning to use the toilet with help, and then independently. I am becoming increasingly independent as I get dressed and undressed. For example, putting my arms in a coat. 	<ul style="list-style-type: none"> I am learning to use the toilet with help, and then independently. I am becoming increasingly independent as I get dressed and undressed. For example, putting my arms in a coat. 	<ul style="list-style-type: none"> I am becoming more independent at coming into school in the morning and getting ready for home at home time. I am using the toilet independently most of the time. I know that it's okay to ask for help. I can put my own coat on and I am becoming more skilled in using buttons and zips. I am independently making healthy food choices, such as at dinner time. I can look after myself at school (personal and hygiene needs). 	<ul style="list-style-type: none"> I know the difference between being healthy and unhealthy. (CyA:Sp2) I know how to make healthy lifestyle choices. (CyA:Sp2) I know how to keep myself clean and healthy, and understand how germs cause disease or illnesses. (CyA:Sp2) I can tell you why I think my body is amazing. (CyA:Sp2) I know how to care for my body and keep it healthy and have a healthy relationship with food. (CyB:Sp1) I know which foods are most nutritious for my body. (CyB:Sp1) 	<ul style="list-style-type: none"> I know how exercise affects my body and know why my heart and lungs are such important organs. (CyA:Sp2) I can set myself a fitness challenge. (CyA:Sp2) I know the facts about smoking/vaping and its effect on health, and also some of the reasons some people start to smoke/vape. (CyB:Sp2) I know the facts about alcohol and its effect on health, particularly the liver, and also some of the reasons some people drink alcohol. (CyB:Sp2) 	<ul style="list-style-type: none"> I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help. (CyA:Sp2; CyB:Sp2) I know how the media and celebrity culture promotes certain body types. (CyA:Sp2) I know what makes a healthy lifestyle including healthy eating. (CyA:Sp2) I can make an informed decision about whether or not I choose to smoke, vape and/or drink alcohol & how to resist pressure. (CyA:Sp2) I know the impact of food on the body. (CyB:Sp2) I know about different types of drugs and their uses and their effects on the body. (CyB:Sp2) I can evaluate when alcohol is being used responsibly, anti-socially or being misused. (CyB:Sp2) I can tell you how I feel about using alcohol when I am older and my reasons for this. (CyB:Sp2)

Personal Safety, Physical health and Mental Wellbeing: Mental Health	<ul style="list-style-type: none"> I can talk about my feelings. For example: "I am sad because..." I feel strong enough to express a range of emotions. I am able to talk about and manage my emotions. 	<ul style="list-style-type: none"> I am starting to understand feelings. For example: happy, sad and tired. 	<ul style="list-style-type: none"> I know what makes me happy and keeps me healthy, and will do these things when possible. I can identify my own emotions and name them. If I am very upset, I know who I can talk to, or know some ways to calm myself down if needed. 	<ul style="list-style-type: none"> I know that I am special so I keep myself safe. (CyA:Sp2) I can recognise when I feel frightened, and know who to ask for help. (CyA:Sp2) I can recognise how being healthy can help me to feel happy. (CyA:Sp2) 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. (CyB:Sp1) 	<ul style="list-style-type: none"> I can express how being anxious or scared feels. (CyA:Sp2) I know when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions. (CyB:Sp2) I know myself well enough to have a clear picture of what I believe is right and wrong. (CyB:Sp2) I can recognise how different friendship groups are formed, how I fit into them and how they impact me. (CyB:Sp2) I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others. (CyB:Sp2) 	<ul style="list-style-type: none"> I know how to keep myself calm in emergencies. (CyA:Sp2) I can explain how people can develop eating problems (disorders) relating to body image pressures. (CyA:Sp2) I can positively reflect on my own body image and I accept and respect myself for who I am. (CyA:Sp2) I know how to find ways to be happy and cope with life's situations without using drugs. (CyB:Sp2) I know how to help myself feel emotionally healthy and can recognise when I need help with this. (CyB:Sp2) I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse. (CyB:Sp2) I can use different strategies to manage stress and pressure. (CyB:Sp2)
Personal Safety, Physical health and Mental Wellbeing: Key Vocabulary	healthy unhealthy organs clean safe trust			trust balanced hygienic	valued achievements goal fears harmful solutions support responsibilities consequences fairness challenge attitude anxious advice substances	Informed decision pressure eating disorder emergency procedure self-respect recovery position media respect

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Citizenship and British Values: Democracy		<ul style="list-style-type: none"> I can take turns speaking and listening during a conversation. 	<ul style="list-style-type: none"> I can work and play co-operatively and take turns with others. 	<ul style="list-style-type: none"> I know that I belong to my class. (CyA: Au1) I know how to make my class a safe place for everybody to learn. (CyA: Au1) I know my views are valued and can contribute to the learning charter. (CyA: Au1) I can help to make my class a safe and fair place. (CyB: Au1) 	<ul style="list-style-type: none"> I can work cooperatively in a group. (CyA: Au1) I know who is in my school community, the roles I play and how I fit. (CyB: Au1) I know how democracy works through the school council. (CyB: Au1) I know how groups come together to make decisions. (CyB: Au1) I know how democracy and having a voice benefits the school community. (CyB: Au1) I can take on a role in a group and contribute to the overall outcome. (CyB: Au1) 	<ul style="list-style-type: none"> I know what I value most about my school and can identify my hopes for this school year. (CyA: Au1) I know how an individual's behaviour can impact on a group. (CyA: Au1) I know how democracy and having a voice benefits the school community and know how to participate in this. (CyA: Au1; CyB: Au1) I can contribute to the group and understand how we can function best as a whole. (CyA: Au1; CyB: Au1)
Citizenship and British Values: of Law		<ul style="list-style-type: none"> I am beginning to follow rules. 	<ul style="list-style-type: none"> I am beginning to learn the classroom rules and follow these with some reminders. I have a good understanding of my behaviour expectations and guide others to follow them. I know and can follow the behaviour expectations of the school. I will, without question, follow instructions from my teacher or school adults. 	<ul style="list-style-type: none"> I can recognise the choices that I make, and understand the consequences. (CyA: Au1) I can recognise the range of feelings when I face certain consequences. (CyA: Au1) I know how following the Learning Charter will help me and others learn. (CyB: Au1) 	<ul style="list-style-type: none"> I can understand that my behaviour brings rewards/consequences. (CyA: Au1) I can choose to follow the Learning Charter. (CyA: Au1) I can understand why rules are needed and how they relate to rights and responsibilities. (CyA: Au1) I can make responsible choices and take action. (CyA: Au1) I can recognise my contribution to making a Learning Charter for the whole school. (CyB: Au1) 	<ul style="list-style-type: none"> 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. (CyB: Au1)
Citizenship and British Values: Individual Liberty	<ul style="list-style-type: none"> I can express my preferences and make decisions. I am beginning to thrive as I develop my self-assurance. 	<ul style="list-style-type: none"> I am developing ways of being assertive. I can talk about myself. 	<ul style="list-style-type: none"> I am developing an awareness of myself and I am forming my own opinions. I am using my preferences to choose what I'd like to do at school. I am proud of what I can do, and my achievements. 	<ul style="list-style-type: none"> I know the rights and responsibilities as a member of my class and school. (CyA: Au1; CyB: Au1) I can recognise how it feels to be proud of an achievement. (CyA: Au1) 	<ul style="list-style-type: none"> I can set personal goals. (CyA: Au1) I can face new challenges positively, make responsible choices and ask for help when I need it. (CyA: Au1) I know my worth and can identify positive things about myself and my achievements. (CyA: Au1) 	<ul style="list-style-type: none"> I know my rights and responsibilities as a British citizen and how my actions affect me and others. (CyA: Au1) I can face new challenges positively and know how to set personal goals. (CyA: Au1) I know that there are universal rights for all children but for some children these rights are not met. (CyB: Au1) I can identify my goals for this year, understand my fears and worries about the future and know how to express them. (CyB: Au1)

<p>Citizenship and British Values: Mutual Respect and Tolerance</p>			<ul style="list-style-type: none"> • I know if I have hurt someone's feelings and will apologise without being asked. • I show sensitivity to my own and other's needs. • I can listen more on the carpet, when being spoken to by my teachers and peers. • I can show respect to one-another and animals. • I apologise if I have hurt someone accidentally, or made someone else upset. 	<ul style="list-style-type: none"> • I can listen to other people and contribute my own ideas about rewards and consequences. (CyB: Au1) 	<ul style="list-style-type: none"> • I know that my actions affect myself and others and I care about other people's feelings and their point of view. (CyA: Au1) • I know to value myself and know how to make someone else feel welcome and valued. (CyA: Au1) • I know how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions. (CyA: Au1) • I can make others feel valued. (CyA: Au1; CyB: Au1) • I know my actions affect others and myself; I care about other people's feelings and try to empathise with them. (CyB: Au1) • I can be included in the world around me. (CyB: Au1) 	<ul style="list-style-type: none"> • I know how to feel welcome and valued and know how to make others feel the same. (CyB: Au1) • I know that my actions affect other people locally and globally; I care about other people's feelings and try to empathise with them. (CyB: Au1) • I can empathise with people whose lives are different from my own. (CyA: Au1) • I know my own wants and needs and can compare these with children in different communities. (CyB: Au1)
<p>Citizenship and British Values: Key Vocabulary</p>	<p>rules listen apologise sorry thank you kindness please</p>			<p>rights responsibilities consequences reward belonging proud</p>	<p>solutions fairness achievements valued goal support fears consequences</p>	<p>appreciation motivation vision empathise wealth poverty prejudice cooperation British citizen</p>

	Nursery 1 (Age 2 – 3)	Nursery 2 (Age 3 – 4)	Reception (Age 4 – 5)	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Learning Dispositions: Setting Goals	<ul style="list-style-type: none"> I can show an interest in different occupations. 	<ul style="list-style-type: none"> I can show an interest in different occupations. 	<ul style="list-style-type: none"> I can show an interest in different occupations. 	<ul style="list-style-type: none"> I can set a goal and work out how to achieve it. (CyA:Sp1) I can choose a realistic goal and think about how to achieve it. (CyB:Sp1) 	<ul style="list-style-type: none"> I can identify a dream/ambition that is important to me. (CyA:Sp1) I know how it feels to have hopes and dreams. (CyB:Sp1) I can tell you about some of my hopes and dreams. (CyB:Sp1) 	<ul style="list-style-type: none"> I know that I will need money to help me achieve some of my dreams. (CyA:Sp1) I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. (CyA:Sp1) I can identify what I would like my life to be like when I am grown up. (CyA:Sp1) 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). (CyB:Sp1) I can describe some ways in which I can work with other people to help make the world a better place and I can identify why I am motivated to do this. (CyB:Sp1)
Learning Dispositions: Persevering and Coping with Change	<ul style="list-style-type: none"> I can find ways of managing transitions, for example, from my parent to my key worker. I can feel confident when taken out around the school, and enjoy exploring new places with my key person. 	<ul style="list-style-type: none"> I can celebrate leaving nursery and starting reception. 	<ul style="list-style-type: none"> I am confident to try new things. I have developed resilience, independence and perseverance to support myself through transition and the next step in my school journey. I show emotional maturity, ready for the emotional resilience needed for KS1. 	<ul style="list-style-type: none"> I know how to work well with a partner. (CyA:Sp1) I can tell you how I learn best. (CyA:Sp1) I can tackle a new challenge and understand this might stretch my learning. (CyA:Sp1) I can identify how I feel when I am faced with a new challenge. (CyA:Sp1) I know how working with other people can help me to learn and solve problems. (CyB:Sp1) I can persevere, even when I find tasks difficult. (CyB:Sp1) I know some ways to cope with changes. (CyA:Su2) I can confidently say what I like and don't like, and can ask for help. (CyB:Su2) I can identify some of my hopes and fears for this year. (CyB:Su1) I can recognise when I feel worried, and know who to ask for help. (CyB:Su1) I know what I am looking forward to when I am in my next year group. (CyB:Su1) I know changes I will make when I am in my next year group. (CyB:Su1) 	<ul style="list-style-type: none"> I know facing a new learning challenge is enjoyable and how to work out the best ways for me to achieve them. (CyA:Sp1) I know to respect and admire people who overcome obstacles and achieve their dreams and goals. (CyA:Sp1) I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge. (CyA:Sp1) I understand that sometimes hopes and dreams do not come true and that this can hurt. (CyB:Sp1) I can evaluate my own learning process and identify how I can be better next time. (CyA:Sp1) I can break down a goal into a number of steps and know how others could help me to achieve it. (CyA:Sp1) I know how to cope with disappointment and how to help others cope with theirs. (CyA:Sp1; CyB:Sp1) I know what it means to be resilient and to have a positive attitude. (CyB:Sp1) I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this. (Y4:Su2) 	<ul style="list-style-type: none"> I know why I am motivated to make a positive contribution to supporting others. (CyA:Sp1) I know 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. (CyA:Sp1) 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. (CyB:Sp1) 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. (CyB:Sp1) I can start to think about changes I will make when I am in Year 6 and know how to go about this. (Y5:Su2) I know how to prepare myself emotionally for starting secondary school. (Y6:Su2) I can identify what I am looking forward to and what worries me about the transition to secondary school. (Y6:Su2)

Learning Dispositions: Celebrating Achievements		<ul style="list-style-type: none"> I am able to choose resources to help me to achieve. 	<ul style="list-style-type: none"> I can tell adults and my peers what I have achieved, and what I can do now. I am happy with myself, and proud of what I have achieved at school. I am proud of who I am and what I can do. I can talk about myself positively. I am becoming more proud of myself for achieving things such as achieving the Southcoates Value certificate. 	<ul style="list-style-type: none"> I know how to store the feelings of success in my internal treasure chest. (CyA:Sp1) I can identify and celebrate my successes and achievements. (CyA:Sp1; CyB:Sp1) I know how contributing to the success of a group feels. (CyB:Sp1) I can tell you some of my strengths as a learner. (CyB:Sp1) 	<ul style="list-style-type: none"> I can be confident in sharing my success with others and can store my feelings in my internal treasure chest. (CyA:Sp1) I know that reflecting on positive and happy experiences can help me to counteract disappointment. (CyB:Sp1) I know how to share in the success of a group. (CyB:Sp1) I can identify the contributions made by myself and others to the group's achievements. (CyB:Sp1) 	<ul style="list-style-type: none"> I can appreciate the contributions made by people in different jobs. (CyA:Sp1) I can appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future. (CyA:Sp1) I can appreciate the similarities and differences in aspirations between myself and young people in a different culture. (CyA:Sp1) I know what some people in my class like or admire about me and can accept their praise. (CyB:Sp1) I know how give praise and compliments to other people when I recognise their contributions and achievements. (CyB:Sp1)
Learning Dispositions: Key Vocabulary	<p>goals proud difficult</p>		<p>proud success achievements dreams teamwork challenge</p>	<p>perseverance obstacles ambitions cooperation motivation</p>	<p>lifestyle career profession salary contribution determination culture communication aspiration</p>	