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	Early Years	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Relationships Education	<p>Anti-bullying:</p> <ul style="list-style-type: none"> I know how to treat others. (CyA:Su1;CyB:Su1) I can think of ways to be respectful: sharing, taking turns and speaking kindly. (CyA:Su1;CyB:Su1) 	<p>Anti-bullying:</p> <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 can be kind to children who are bullied. (CA:Au2) I know when and how to stand up for myself and others. (CyB:Au2) I can tell you how someone who is being bullied feels. (CyB:Au2) I can be kind to children who are bullied. (CyB:Au2) I can recognise what is right and wrong, and know how to look after myself. (CyB:Au2) 	<p>Anti-bullying:</p> <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 when my words affected someone's feelings and what the consequences were. (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) I can try hard not to use hurtful words. (CyA:Au2) 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. (CyB:Au2) I know how it might feel to be a witness to and a target of bullying. (CyB:Au2) I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. (CyB:Au2) I can problem-solve a bullying situation with others. (CyB:Au2) 	<p>Anti-bullying:</p> <ul style="list-style-type: none"> 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. (CyA:Au2) I know why witnesses sometimes join in with bullying and sometimes don't tell. (CyA:Au2) I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one. (CyA:Au2) I can help to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. (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 tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of on. (CyB:Au2) I can show empathy with people in either situation. (CyB:Au2)
	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> I know some similarities and differences between people in my class. (CyA:Au2; CyB:Au2) 	<p>Protected Characteristics:</p> <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) 	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> I know how my needs and rights are shared by children around the world and can identify how our lives may be different. (CyA:Su1) I can empathise with children whose lives are different to mine and appreciate what I may learn from them. (CyA:Su1) I know that, sometimes, we make assumptions based on what people look like. (CyB:Au2) I know what influences me to make assumptions based on how people look. (CyB:Au2) I can try to accept people for who they are. (CyB:Au2) I can question why I think what I do about other people. (CyB:Au2) I can tell you a time when my first impression of someone changed when I got to know them. (CyB:Au2) 	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> I know that, sometimes, we make assumptions based on what people look like. (CyA:Au2) I know what influences me to make assumptions based on how people look. (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. (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 can respect my own and other people's cultures. (CyA:Au2) I know who I am as a person in terms of my characteristics and personal qualities. (CyA:Su1) 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 know how having a disability could affect someone's life. (CyB:Au2) I know about examples of people with disabilities who lead amazing lives. (CyB:Au2) I know how to explain ways in which difference can be a source of conflict and a cause for celebration. (CyB:Au2) I can empathise with people who are living with disabilities. (CyB:Au2)

Relationships Education	<p>Friendships:</p> <ul style="list-style-type: none"> I know how to meet new friends. (CyA: Au2; CyB: Au2) I can share games and toys with other children in my class. (CyA: Au2; CyB: Au2) I can share my ideas and feelings with others in the class who I like. (CyA: Su1; CyB: Su1) I know some similarities and differences between people in my class. (CyA: Au2; CyB: Au2) 	<p>Friendships:</p> <ul style="list-style-type: none"> I know how to make new friends. (CyA: Au2; CyB: Au2) I know how it feels to make a new friend. (CyA: 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 recognise my qualities as a person and a friend. (CyA: Su1) I know that differences make us all special and unique. (CyB: Au2) I can tell you some ways that I am 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 can express how I feel about them. (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) 	<p>Friendships:</p> <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 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 know how to express my appreciation to my friends and family. (CyA: Su1) I can identify and put into practice some of the skills of friendship eg. 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 can tell you the unique features of my physical appearance. (CyB: Au2) I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them. (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 can express my own opinion and feelings on this. (CyB: Su1) 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 know how to show love and appreciation to the people and animals who are special to me. (CyB: Su1) I can love and be loved. (CyB: Su1) 	<p>Friendships:</p> <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>Family Relationships:</p> <ul style="list-style-type: none"> I know how it feels to belong to a family, and care about the people that are important to me. (CyA: Su1; CyB: Su1) I can say some of the things I love about my family. (CyA: Su1; CyB: Su1) 	<p>Family Relationships:</p> <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 member 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) 	<p>Family Relationships:</p> <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) I can show an awareness of how this affect my choices. (CyA: Su1) 	<p>Family Relationships:</p> <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	<p>People I can Trust:</p> <ul style="list-style-type: none"> I know some people who I can talk to if I am feeling unhappy. (CyA: Au2; CyB: Au2) I can talk about how it feels when someone is unkind to me. (CyA: Au2; CyB: Au2) I can tell a teacher if I am unhappy, or someone has upset me. (CyA: Au2; CyB: Au2) I know who to trust in school. (CyA: Su1; CyB: Su1) I can list some of the adults in the school who I can talk to if I have a problem. (CyA: Su1; CyB: Su1) <p>Safe Relationships:</p> <ul style="list-style-type: none"> I can talk about how it feels when someone is unkind to me. (CyA: Au2; CyB: Au2) 	<p>People I can Trust:</p> <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: Au2) I know how it feels to trust someone. (CyB: Su1) <p>Safe Relationships:</p> <ul style="list-style-type: none"> I know that there are lots of forms of physical contact within a family, and know that some of this is acceptable, and some is not. (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) 	<p>People I can Trust:</p> <ul style="list-style-type: none"> I know who to ask for help if I am worried or concerned. (CyA: Su1) <p>Safe Relationships:</p> <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) 	<p>People I can Trust and Safe Relationships:</p> <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 others. (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) I can explain how to stay safe when using technology to communicate with my friends. (CyA: Su1) I know how to explain some of the ways in which one person or a group can have power over another. (CyB: Au2) 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 recognise when people are trying to gain power or control. (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) 							
			<p>Loss:</p> <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 tell you about someone I know that I no longer see. (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) 	<p>Loss:</p> <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) 							
	different similar feeling friends	sharing belonging care	family trust respect sharing	similar different bullying deliberate unfair celebration	unique family belong different same friendship	qualities helpful community self-belief relationships	family caring safe conflict gay bullying compliment solve unisex responsibilities	respect stereotypes conflict solution hazards safety rules worried relieved global	interconnected climate trade inequality needs wants deprivation justice equality	culture conflict culture wheel racism race discrimination ribbon bullying rumour homophobic personal qualities developing world	identity artefacts characteristics vulnerable attributes self-esteem negotiate compromise loyalty betrayal empathy

Early Years		Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sex Education							
<p>Changes:</p> <ul style="list-style-type: none"> I know some changes that I have experienced. (CyA:Su2;CyB:Su2) I know how change can feel sometimes. (CyA:Su2;CyB:Su2) I can describe some of the ways I have changed. (CyA:Su2;CyB:Su2) I can talk about some of the changes I like, or do not like, and why they make me feel this way. (CyA:Su2;CyB:Su2) 	<p>Changes:</p> <ul style="list-style-type: none"> I know some changes that I have experienced. (CyA:Su2;CyB:Su2) I know how change can feel sometimes. (CyA:Su2;CyB:Su2) I can describe some of the ways I have changed. (CyA:Su2;CyB:Su2) I can talk about some of the changes I like, or do not like, and why they make me feel this way. (CyA:Su2;CyB:Su2) 	<p>Changes:</p> <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) 	<p>Changes:</p> <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) 	<p>Changes:</p> <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) 	<p>Changes:</p> <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) 	<p>Changes:</p> <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) 	<p>Changes:</p> <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	<p>Reproduction:</p> <ul style="list-style-type: none"> I can talk about the things that people can do when they are babies, and talk about some of the things people can do when they grow older. (CyA:Su2;CyB:Su2) 	<p>Reproduction:</p> <ul style="list-style-type: none"> I can talk about the things that people can do when they are babies, and talk about some of the things people can do when they grow older. (CyA:Su2;CyB:Su2) 	<p>Reproduction:</p> <ul style="list-style-type: none"> I know the life cycles of animals and humans. (Y1:Su2) 	<p>Reproduction:</p> <ul style="list-style-type: none"> I know the life cycles of animals and humans. (Y1:Su2) 	<p>Reproduction:</p> <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) 	<p>Reproduction:</p> <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) 	<p>Reproduction:</p> <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) 	<p>Reproduction:</p> <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)
			<p>Body Parts:</p> <ul style="list-style-type: none"> I know that I need to respect my body and understand which parts are private. (Y1:Su2) <p>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:Su2;Y2:Su2)</p>		<p>Body Parts:</p> <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							<p>Developing Healthy Relationships:</p> <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) 	<p>Developing Healthy Relationships:</p> <ul style="list-style-type: none"> I know how being physically attracted to someone changes the nature of the relationship. (Y6:Su2)
	change grow new experience	life cycles female feelings changes male growing up vagina mature penis	changes birth growing up uterus womb nutrients survive	love affection care puberty testicles sperm penis	ovaries egg vagina stereotypes roles looking forward	self-image self-esteem perception affirmation characteristics aspects facial hair puberty menstruation periods tampons	ovary vagina womb uterus sperm semen testicles penis erection ejaculation wet dream	larynx growth spurt hormones conception contraception fertilisation embryo making love sexual intercourse umbilical cord body image

	Early Years	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Personal Safety, Physical Health and Mental Wellbeing	<p>Staying Safe:</p> <ul style="list-style-type: none"> I know how to keep safe when I am in different places. (CyA:Sp2; CyB:Sp2) I can talk about staying close to grown-ups I can trust. (CyA:Sp2; CyB:Sp2) I can list some of the places that it is safe to go to. (CyA:Sp2; CyB:Sp2) 	<p>Staying Safe:</p> <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) 	<p>Staying Safe:</p> <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 I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. (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 and can explain ways to resist this when I want. (CyB:Sp2) 	<p>Staying Safe:</p> <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)
		<p>Drugs Education:</p> <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 me if I feel poorly and I know how 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) 	<p>Drugs Education:</p> <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 tell you my knowledge and attitude towards drugs. (CyA:Sp2) I can identify how I feel towards drugs. (CyA:Sp2) 	<p>Drugs Education:</p> <ul style="list-style-type: none"> I know the health risks of smoking 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)
	<p>Physical Health:</p> <ul style="list-style-type: none"> I know about healthy and unhealthy eating. (CyA:Sp2; CyB:Sp2) I know some of the parts of my body on the inside and the outside. (CyA:Sp2; CyB:Sp2) I know how to keep myself clean. (CyA:Sp2; CyB:Sp2) I can list some healthy and unhealthy foods. (CyA:Sp2; CyB:Sp2) I can talk about my body. (CyA:Sp2; CyB:Sp2) I can tell you some of the organs of the body. (CyA:Sp2; CyB:Sp2) I can talk about washing my hands. (CyA:Sp2; CyB:Sp2) 	<p>Physical Health:</p> <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, and can identify some ways to keep it safe and healthy. (CyA:Sp2) I know how to care for my body and keep it healthy. (CyB:Sp1) I know the importance of having a healthy relationship with food. (CyB:Sp1) I know which foods are most nutritious for my body. (CyB:Sp1) I can sort foods in to the correct food groups and know which foods my body needs every day to keep me healthy. (CyB:Sp1) 	<p>Physical Health:</p> <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 and its effect on health, and also some of the reasons some people start to smoke. (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) 	<p>Physical Health:</p> <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 in emergency situations. (CyA: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 and the choices I need to make to be healthy and happy. (CyA:Sp2) I can make an informed decision about whether or not I choose to smoke and know how to resist pressure. (CyA:Sp2) I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure. (CyA:Sp2) I know the impact of food on the body e.g. creating energy, giving comfort and altering mood. (CyB:Sp2) I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. (CyB:Sp2) I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations. (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	<p>Mental Health:</p> <ul style="list-style-type: none"> I can talk about the things I am good at. (CyA:Sp1; CyB:Sp1) I can talk about feeling proud when I achieve. (CyA:Sp1; CyB:Sp1) 			<p>Mental Health:</p> <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) 			<p>Mental Health:</p> <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 what I believe is right and wrong. (CyB:Sp2) I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most. (CyB:Sp2) I can recognise the people I most want to be friends with and I am aware of how different people and groups impact on me. (CyB:Sp2) I can relate to feelings of shame and guilt and know who to act assertively to resist pressure from myself and others. (CyB:Sp2) 			<p>Mental Health:</p> <ul style="list-style-type: none"> I know how to keep myself calm in emergencies. (CyA:Sp2) I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. (CyA:Sp2) 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. (CyA:Sp2) I know what it means to be emotionally well and can explore people's attitudes towards mental health/illness. (CyB: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) 		
	healthy unhealthy body	organs clean	safe trust	healthy unhealthy safe	trust balances exercise	sleep hygienic	welcome valued achievements proud affirm goal emotions fears	solutions support responsibilities consequences fairness oxygen heartbeat fitness	challenge attitude safe anxious strategy advice substances harmful complex	choices healthy unhealthy behaviour informed decision pressure	emergency procedure respect calm body image media	celebrity altered self-respect pressure eating problem recovery position

	Early Years	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Citizenship and British Values	<p>Democracy:</p> <ul style="list-style-type: none"> I know that I belong to my class. (CyA:Au1; CyB:Au1) 	<p>Democracy:</p> <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) 	<p>Democracy:</p> <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) I can take on a role in a group and contribute to the overall outcome. (CyB:Au1) 	<p>Democracy:</p> <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) I can contribute to the group and understand how we can function best as a whole. (CyA:Au1) I know how democracy and having a voice benefits the school community. (CyB:Au1) I can contribute to the group and understand how we can function best as a whole. (CyB:Au1)
	<p>Rule of Law:</p> <ul style="list-style-type: none"> I know the rules of my class. (CyA:Au1; CyB:Au1) I can talk about how we are all expected to behave at school. (CyA:Au1; CyB:Au1) I can talk about the good and bad choices we make. (CyA:Au1; CyB:Au1) 	<p>Rule of Law:</p> <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 chart will help me and others learn. (CyB:Au1) 	<p>Rule of Law:</p> <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) 	<p>Rule of Law:</p> <ul style="list-style-type: none"> I can make choices about my own behaviour because I understand how rewards and consequences feel. (CyA:Au1) 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)
	<p>Individual Liberty:</p> <ul style="list-style-type: none"> I can talk about the things I like, and the things I am good at. (CyA:Au1; CyB:Au1) 	<p>Individual Liberty:</p> <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) 	<p>Individual Liberty:</p> <ul style="list-style-type: none"> I can set personal goals. (CyA:Au1) I can face new challenges positively, make responsible 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) 	<p>Individual Liberty:</p> <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 many 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)

Citizenship and British Values	<p>Mutual Respect and Tolerance:</p> <ul style="list-style-type: none"> I know how to make my class a safe place for everybody to learn. (CyA: Au1; CyB: Au1) 	<p>Mutual Respect and Tolerance:</p> <ul style="list-style-type: none"> I can listen to other people and contribute my own ideas about rewards and consequences. (CyB: Au1) 	<p>Mutual Respect and Tolerance:</p> <ul style="list-style-type: none"> I know that my actions affect myself and others and I care about other people’s feelings. (CyA: Au1) I know my actions affect others and try to see things from 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) I know my actions and attitudes make a difference to the class team. (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 try to make people feel welcome and valued. (CyB: Au1) I can be included in the world around me. (CyB: Au1) 	<p>Mutual Respect and Tolerance:</p> <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 in this country whose lives are different to my own. (CyA: Au1) I know my own wants and needs and can compare these with children in different communities. (CyB: Au1)
	<p>rules behaviour</p> <p>expect</p> <p>choice</p>	<p>rights responsibilities</p> <p>consequences reward</p> <p>belonging proud</p>	<p>welcome affirm solutions fairness</p> <p>valued goal achievements emotions</p> <p>proud fears consequences</p>	<p>education appreciation motivation vision hopes challenge rights</p> <p>motivation denied empathise wealth poverty prejudice</p> <p>rewards consequences choices cooperation collaboration British citizen</p>

	Early Years	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Learning Dispositions	<p>Setting Goals:</p> <ul style="list-style-type: none"> I know about setting goals. (CyA:Sp1; CyB:Sp1) I can think of some new skills that I would like to have and share. (CyA:Sp1; CyB:Sp1) 	<p>Setting Goals:</p> <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) 	<p>Setting Goals:</p> <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) 	<p>Setting Goals:</p> <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 know what job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. (CyA:Sp1) I can identify what I would like my life to be like when I am grown up. (CyA:Sp1) I can describe the dreams and goals of young people in a culture different to mine. (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 know why it is important to stretch the boundaries of my current learning. (CyB:Sp1) 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. (CyB:Sp1) 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. (CyB:Sp1)
	<p>Perseverance and Coping with Change:</p> <ul style="list-style-type: none"> I can talk about things that are hard to do. (CyA:Sp1; CyB:Sp1) 	<p>Perseverance and Coping with Change:</p> <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. (CyB:Sp1) I can persevere, even when I find tasks difficult. (CyB:Sp1) I can work with other people to solve problems. (CyB:Sp1) I can express how it felt to me working as part of a group. (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) I can identify what I am looking forward to when I am in my next year group. (CyB:Su2) 	<p>Perseverance and Coping with Change:</p> <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 how to be motivated and enthusiastic about achieving our new challenge. (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 can tell you about a person who has faced difficult challenges and achieved success. (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 imagine how I feel when I achieve my dream/ambition. (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 can manage the feelings of frustration that may arise when obstacles occur. (CyA:Sp1) I know how to cope with disappointment and how to help others cope with theirs. (CyB:Sp1) I know how to make a new plan and set new goals even if I have been disappointed. (CyB:Sp1) I know what it means to be resilient and to have a positive attitude. (CyB:Sp1) I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. (CyB:Sp1) I can enjoy being part of a group challenge. (CyB:Sp1) I can identify what I am looking forward to when I am in Year 5. (Y4:Su2) 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) 	<p>Perseverance and Coping with Change:</p> <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 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. (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 identify what I am looking forward to when I am in Year 6. (Y5:Su2) 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	<p>Celebrating Achievements:</p> <ul style="list-style-type: none"> I know how it feels to achieve a goal. (CyA:Sp1; CyB:Sp1) I can talk about the things I am good at. (CyA:Sp1; CyB:Sp1) I can talk about feeling proud when I achieve. (CyA:Sp1; CyB:Sp1) 	<p>Celebrating Achievements:</p> <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 my successes and achievements. (CyA:Sp1) I can celebrate achievement with my partner. (CyA:Sp1) I know how to share success with other people. (CyB:Sp1) I know how contributing to the success of a group feels, and I can store those feelings in my internal treasure chest. (CyB:Sp1) I can identify my successes and achievements and know how this makes me feel (proud). (CyB:Sp1) I can tell you some of my strengths as a learner. (CyB:Sp1) 	<p>Celebrating Achievements:</p> <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) 	<p>Celebrating Achievements:</p> <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 reflect on how these relate to my own. (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)
	<p>goals achieve achievement proud skill difficult</p>	<p>proud success achievements goal treasure learning dreams teamwork challenge</p>	<p>perseverance challenges success obstacles dreams goals ambitions enterprise team work cooperation motivation product efficient responsible</p>	<p>dream hope goal feelings achievement grown up lifestyle job career profession salary contribution society determination perseverance motivation Comic Relief culture sponsorship cooperation communication support rallying aspiration</p>