



St. George's

Church of England Primary School



PSHE Curriculum

PSHE Overview

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum should:

- * Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- * Prepare pupils at the school for the opportunities, responsibilities and experiences they may experience in later life.

At St George's, we teach personal, social, health education as a whole school approach to help underpin children's development as individuals as we strongly believe that this supports their learning capacity.

The scheme of work we follow is the 'Jigsaw' programme. This offers a comprehensive, carefully thought through programme of study which brings consistency and progression to our children's learning in this very important curriculum area.

PSHE supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as significantly contributing to our school's safeguarding and equality duties, the

Our PSHE Intent

At St George's CE Primary we want our pupils to be happy, kind and unique. We encourage children to appreciate each other and be polite and helpful young citizens. It is our intent, that within a modern, social culture, we will prepare children with the skills and resilience required to be a confident and responsible individual.

Alongside parents, we will aim to nurture the development of personal aspirations and to recognise their goals and potentials in life. By providing a safe environment for children, we will also encourage children to take risks and not be afraid of failure or mistakes; instead celebrating the learning they can take from these setbacks.

Children's mental health is of paramount importance to us and we want children, parents and carers to know where and how to access appropriate help and support.

Through our curriculum, our school environment, our Christian distinctiveness and the strength of our relationships, we strive to promote pupil's self esteem and emotional and physical well being and help them to form and maintain worthwhile and satisfying relationships based on respect (our core high 5 value) for themselves and for others, at home, at school and in the community.

PSHE Knowledge and Skills

The Jigsaw programme has a clear progression of skills and knowledge within the 6 jigsaw pieces. The progression of knowledge and social and emotional skills shows what will be taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

Being me in my world

This puzzle includes understanding my place in the class, school and global community as well as devising learning charters.



Celebrating differences

This puzzle includes anti-bullying (cyber and homophobic bullying included) and diversity work.



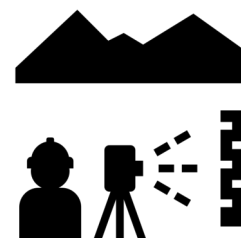
Dreams and Goals

This puzzle includes goal setting, aspirations for yourself and the world and working together.

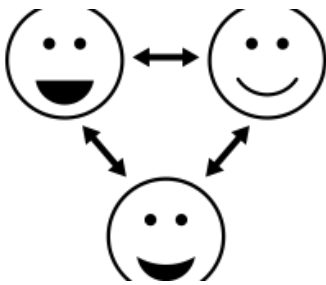


Healthy Me

Includes drugs and alcohol education, self esteem and confidence as well as healthy lifestyle choices.

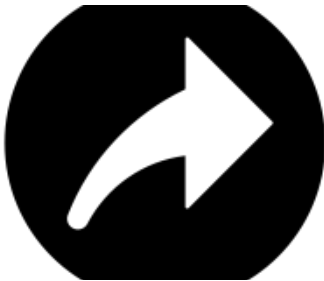


PSHE Knowledge and Skills



Relationships

This puzzle includes understanding friendships, family and other relationships, conflict resolution and communication skills.



Changing Me

This puzzle includes sex education and relationships education in the context of coping positively with change (includes age appropriate sex education)

PSHE Assessment



Assessment

Staff here at St George's are eager to ensure that all children are making progress with their learning through their Jigsaw experience. Therefore, each puzzle has a built in assessment talk, usually in Piece 5 or 6. The task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two options. The task can usually be used as evidence in the child's Jigsaw Journal.

Each puzzle has a set of three attainment descriptors for each year group:

Working towards

Working At

Working beyond

At the beginning of a puzzle children will be given the 'My Jigsaw Learning Record' for that puzzle, so that it is clear to them what they are aiming to achieve. The children stick this into their jigsaw journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor they think they have achieved. The teacher does the same and facilitates a conversation with the child about their learning progress for that puzzle.

Where am I with my learning?
Colour in the box to show where you think you are.
Does your teacher agree with you?

	Working towards		Working at		Working beyond	
How am I doing?	I can tell you some basic rules about how to stay safe when using technology to communicate with my friends		I can explain how to stay safe when using technology to communicate with my friends		I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe	
	Me	Teacher	Me	Teacher	Me	Teacher
	I can tell you some reasons why using technology to communicate could lead to harm for myself or others		I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others		I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures	
	Me	Teacher	Me	Teacher	Me	Teacher

PSHE Overview

	Autumn	Spring	Summer
R	<p>Being me in my world</p> <ul style="list-style-type: none"> Self Identity Understanding feelings Being in a classroom Being gentle Rights and Responsibilities <p>Celebrating Differences</p> <ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Challenges Perseverance Goal Setting Overcoming obstacles Seeking help Jobs Achieving goals <p>Healthy Me</p> <ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<p>Relationships</p> <ul style="list-style-type: none"> Family life Friendship Breaking friendships Falling out Dealing with bullying Being a good friend <p>Changing Me</p> <ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
1	<p>Being me in my world</p> <ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter <p>Celebrating Differences</p> <ul style="list-style-type: none"> Similarities and Differences <p>Understanding bullying and knowing how to deal with it</p> <ul style="list-style-type: none"> Making new friends Celebrating the differences in everyone 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievements Tackling new challenges Identifying and overcoming obstacles Feeling of success <p>Healthy Me</p> <ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Medicine safety Road safety Linking health and happiness 	<p>Relationships</p> <ul style="list-style-type: none"> Belonging to a family Making friend/being a good friend Physical contact preferences People who help us Qualities as a friends and person Self –acknowledgment Celebrating special relationships <p>Changing Me</p> <ul style="list-style-type: none"> Life cycles—animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growth and learning Coping with change Transition

PSHE Overview

	Autumn	Spring	Summer
2	<p>Being me in my world</p> <p>Happiness and fear for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p> <p>Celebrating Differences</p> <p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating differences and remaining friends</p>	<p>Dreams and Goals</p> <p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strength</p> <p>Learning with others</p> <p>Group co-operation</p> <p>Contributing to and sharing success</p> <p>Healthy Me</p> <p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p>Relationships</p> <p>Different types of families</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p> <p>Changing Me</p> <p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p>
3	<p>Being me in my world</p> <p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspective</p> <p>Celebrating Differences</p> <p>Families and their differences</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Dreams and Goals</p> <p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm,</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning process</p> <p>Managing feelings</p> <p>Simple budgeting</p> <p>Healthy Me</p> <p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and offline scenarios</p> <p>Healthy and safe choices</p>	<p>Relationships</p> <p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends.</p> <p>Changing Me</p> <p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p>

PSHE Overview

	Autumn	Spring	Summer
4	<p>Being me in my world</p> <ul style="list-style-type: none"> Being part of a class team Being a good citizen Rights, responsibilities and democracy Rewards and consequences Group decision making Having a voice What motivates behaviour <p>Celebrating Differences</p> <ul style="list-style-type: none"> Challenging assumptions Judging my appearance Accepting self and others Understanding influences Understanding bullying Problem solving Identifying how special and unique everyone is First impressions 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Hopes and Dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes <p>Healthy Me</p> <ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<p>Relationships</p> <ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals <p>Changing Me</p> <ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
5	<p>Being me in my world</p> <ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and Responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating <p>Celebrating Differences</p> <ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumour and name calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in difference cultures Supporting others (charity) Motivation <p>Healthy Me</p> <ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food 	<p>Relationships</p> <ul style="list-style-type: none"> Self recognition and self worth Building self esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules <p>Changing Me</p> <ul style="list-style-type: none"> Self and body image Influence of online and media on body image Puberty for boys and girls Conception (including IVF) Coping with change

PSHE Overview

	Autumn	Spring	Summer
6	<p>Being me in my world</p> <ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy Anti-social behaviour Role-modelling <p>Celebrating Differences</p> <ul style="list-style-type: none"> Perception of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Personal learning goals, in and out of school Success Criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments <p>Healthy Me</p> <ul style="list-style-type: none"> Taking personal responsibility How substance affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<p>Relationships</p> <ul style="list-style-type: none"> Mental health Identifying mental health worries and sources to support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use <p>Changing Me</p> <ul style="list-style-type: none"> Self image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting

Year R Autumn 1—Milestones

Being me in my world

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know special things about themselves</p> <p>Know that some people are different from themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know that being kind is good</p> <p>Know they have a right to learn and play, safely and happily.</p>	<p>Identify feelings associated with belonging</p> <p>Identify feelings of happiness and sadness</p> <p>Skills to play co-operatively with others</p> <p>Be able to consider others' feelings</p> <p>Be responsible in the setting</p>	<p>What does it feel like to belong?</p> <p>What's special about you?</p> <p>How do people show they are happy or sad?</p> <p>What sort of things can you do to be kind?</p> <p>How do you play nicely with other children?</p> <p>How are you different from someone else?</p>
Vocabulary	<p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>		

Year 1 Autumn 1—Milestones

Being me in my world

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Understand the rights and responsibilities of a member of a class.</p> <p>Understand that their views are important.</p> <p>Understand that their choices have consequences.</p> <p>Understand their own rights and responsibilities within their class.</p>	<p>Understand that they are special</p> <p>Understand that they are safe in the class</p> <p>Identifying helpful behaviours to help make the class a safe place</p> <p>Identify what it is like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices</p>	<p>What do you do in class to help others?</p> <p>What do you do to help your teacher?</p> <p>What does it feel like to be safe?</p> <p>Can you tell me something you were really proud of? How did it make you feel inside?</p> <p>What sort of things does your teacher say or do when then they are pleased?</p> <p>What choices can you make to be helpful and kind in school at home?</p>
Vocabulary	<p>Safe</p> <p>Special</p> <p>Calm</p> <p>Belonging</p> <p>Rights</p> <p>Responsibilities</p> <p>Rewards</p> <p>Proud</p> <p>Consequences</p> <p>Upset</p> <p>Disappointed</p>		

Year 2 Autumn 1—Milestones

Being me in my world

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Identify hopes and fears for year ahead</p> <p>Understand the rights and responsibilities of class members</p> <p>Know that it is important to listen to other people</p> <p>Understand that their views are valuable</p> <p>Know about rewards and consequences and these stem from choices</p> <p>Know that positive choices impact positively in self learning and the learning of others.</p>	<p>Recognise own feelings and know when and where to get help</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Recognise the feeling of being worried</p> <p>Be able to work cooperatively.</p>	<p>What are you looking forward to this year?</p> <p>Are you worried about anything that might happen this year?</p> <p>Can you tell me some good choices a person can make in school?</p> <p>How do you show you are a good listener?</p> <p>What do you do to get on with other children?</p>
Vocabulary	<p>Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-operate, Problem Solving</p>		

Year 3 Autumn 1—Milestones

Being me in my world

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Understand that they are important</p> <p>Know what a personal goal is</p> <p>Understand what a challenge is</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p> <p>Know that school has a shared set of values</p>	<p>Recognise self worth</p> <p>Identify personal strength</p> <p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p> <p>Make people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively.</p>	<p>What would your 'nightmare school' look, sound and feel like?</p> <p>What would your 'dream school' sound and feel like?</p> <p>What are emotions?</p> <p>Can you name some?</p> <p>Can you give some examples of positive choices that could lead to a reward?</p> <p>Why is making someone feel welcome an important skill?</p>
Vocabulary	<p>Welcome, Valued, Achieves, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Solutions, Dream, Co-operate, Group Dynamics, Team Work, Belong</p>		

Year 4 Autumn 1—Milestones

Being me in my world

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know their place in</p> <p>Know what democracy is</p> <p>Know that their own actions affect themselves and others</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p>	<p>Identify the feelings associates with being included and excluded</p> <p>Can make others feel valued and included</p> <p>Be able to take on a role in a group discussion/task and contribute to the overall outcome.</p> <p>Can make others feel cared for and welcomed</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions.</p>	<p>What makes an effective class team?</p> <p>How do al the different people in school work together so that it tuns well?</p> <p>Do you have choices about how to behave? How do rules, rewards and consequences help with this?</p> <p>What do you think democracy is?</p> <p>What skills do you have that can help a team work well together?</p>
Vocabulary	<p>Included, Excluded, Welcome, Valued, Team, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Contribution, UN Convention on Rights of Child (UNCRC)</p>		

Year 5 Autumn 1—Milestones

Being me in my world

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know how to face new challenges positively</p> <p>Understand how to set a personal goal</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>	<p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively.</p> <p>Be able to help friends make positive choices.</p> <p>Know how to regulate my emotions.</p>	<p>What makes an effective class team?</p> <p>How do all the different people in school work together so that it runs well?</p> <p>Do you have choices about how to behave? How do rules, rewards and consequences help with this?</p> <p>What do you think democracy is?</p> <p>What skills do you have that can help a team work well together?</p>
Vocabulary	<p>Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on the Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy</p>		

Year 6 Autumn 1—Milestones

Being me in my world

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Know about children’s universal rights</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Understand that their own choices result in different consequences and rewards.</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>	<p>Be able to make others feel welcomed and valued</p> <p>Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role model</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p>	<p>How does your teacher use the Jigsaw Chime to teach you mindfulness?</p> <p>What are some of your hopes and dreams?</p> <p>What are some of the Universal Rights that all children share across the world?</p> <p>What have you learnt about children’s lives in other parts of the world? What do you think and feel about this?</p> <p>Are your wants and needs similar or different from other children in the world?</p> <p>Why do we have laws in this country?</p> <p>What is a role model? Can you think of some good examples?</p>
Vocabulary	Goals, Worries, Fears, Values, Welcome, Choice, Ghana, West Africa, Illegal, Laws, Wants, Needs, Obstacles, Education, Opportunities, Legal, Proud, Compassion		

Year R Autumn 2—Milestones

Celebrating Differences

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know what being proud means and that people can be proud of different things</p> <p>Know that people can be good at different things</p> <p>Know what being unique means</p> <p>Know that families can be different</p> <p>Know that people have different homes and why they are important to them</p> <p>Know different ways to make friends</p> <p>Know different ways to stand up for yourself</p> <p>Know the names of some emotions</p> <p>Know that you don't have to be 'the same as' to be a friend</p>	<p>Identify feelings associated with being proud</p> <p>Identifying things they are good at</p> <p>Be able to vocalise success for themselves and about others successes</p> <p>Identify some ways they can be different and the same as others</p> <p>Recognise similarities and differences between their family and other families</p> <p>Identify and use skills to make friends</p> <p>Identify and use skills to stand up for themselves</p> <p>Recognise emotions when they or someone else is upset, frightened or angry</p>	<p>Can you say how you are different from a friend?</p> <p>Can you say how you are the same as a friend?</p> <p>What makes a family?</p> <p>What makes you proud?</p> <p>What are you good at doing?</p> <p>Are all families the same?</p>
Vocabulary	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family		

Year 1 Autumn 2—Milestones

Celebrating Differences

	Knowledge	Social and Emotional Skills	Questions for family learning
Vocabulary	<p>Know that people have differences and similarities.</p> <p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy.</p> <p>Know skills to make friendships</p> <p>Know that people are unique and that it is OK to be different</p>	<p>Recognise ways in which they are same as their friends and ways they are different.</p> <p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might make you feel</p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making new friends</p> <p>Verbalise some of the attributes that make them unique and special.</p>	<p>Can you say how you are different from a friend?</p> <p>Can you say how you are the same as a friend?</p> <p>What can you do to make a friend?</p> <p>How can you tell when someone is feeling sad, angry or upset?</p> <p>If someone is making you feel sad or upset what can you do?</p>
	<p>Similarity</p> <p>Same as</p> <p>Different from</p> <p>Bullying</p> <p>Bullying behaviour</p> <p>Deliberate</p> <p>On purpose</p> <p>Unfair</p> <p>Included</p> <p>Bully/Bullied</p> <p>Celebrations</p>		

Year 2 Autumn 2—Milestones

Celebrating Differences

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know that there are stereotypes about boys and girls</p> <p>Know that it is OK not to conform to gender and stereotypes</p> <p>Know it is good to be yourself</p> <p>Know that sometimes people get bullied because of differences</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p> <p>Know that friends can be different and still be friends</p> <p>Know where to get help if being bullied and difference between one off incident and bullying</p>	<p>Understand that boys and girls can be similar in lots of ways and that is OK</p> <p>Understand that boys and girls can be different in lots of ways and that is OK</p> <p>Explain how being bullied can make someone feel</p> <p>Can choose to be kind to someone who is being bullied</p> <p>Know how to stand up for themselves when they need to</p> <p>Recognise they shouldn't judge people because they are different</p> <p>Understand that everyone's difference makes them special</p>	<p>What is bullying?</p> <p>Do all boys have to be the same, and all girls?</p> <p>Are stereotypes fair?</p> <p>Can a person be friends with someone who is different from them?</p> <p>Can we choose how we treat other people?</p> <p>Can being different be used as a reason for bullying?</p> <p>If you were worried about bullying what could you do?</p>
Vocabulary	<p>Boys, Girls, Similarities, Assumptions, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Stand up for it, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value</p>		

Year 3 Autumn 2—Milestones

Celebrating Differences

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Know that sometimes family members don't get along and some reasons for this</p> <p>Know that conflict is a normal part of relationships</p> <p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know that some words are used in hurtful ways and that this can have consequences.</p>	<p>Be able to show appreciation for their families, parents and carers</p> <p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family.</p> <p>Empathise with people who are bullied</p> <p>Employ skills to support someone who is bullied</p> <p>Be able to problem solve a bullying situation</p> <p>Be able to recognise , accept and give compliments</p> <p>Recognise feelings associates with receiving a compliment</p>	<p>How can you help to solve a disagreement between two people?</p> <p>What is a bystander in a bullying situation?</p> <p>How could a bystander make a bullying situation worse or better?</p> <p>What types of bullying do you know about?</p> <p>How does it feel to give and receive a compliment?</p>
Vocabulary	<p>Family, Loving, Caring, Safe, Connected, Difference, Special, Solve it together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequence, Hurtful, Compliment, Unique</p>		

Year 4 Autumn 2—Milestones

Celebrating Differences

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <p>Know there are influences that can affect how we judge a person or situation</p> <p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Know what to do if they think bullying is, or might be taking place</p> <p>Know the reasons why witnesses sometimes join with bullying and don't tell anyone</p> <p>Know that first impressions can</p>	<p>Try to accept people for who they are</p> <p>Identify influences that have made them think or feel positively/negatively about a situation</p> <p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Identify own uniqueness</p> <p>Be comfortable with the way they look</p> <p>Be non judgmental about others who are different</p>	<p>What is a assumption?</p> <p>Are assumptions always right?</p> <p>What can influence us to make an unfair judgment about someone else?</p> <p>Is social media always helpful?</p> <p>What's good/bad about social media?</p> <p>What is a stereotype?</p> <p>What stereotypes do you see on social media, in movies or on TV?</p> <p>Are stereotypes fair?</p> <p>Do you know the rules for staying safe with technology?</p>
Vocabulary	<p>Character, Assumption, Judgment, Surprised Different, Appearance, Accept, Influence, Opinion, Attitude, Bystander, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem Solve, Cyber bullying, Text message, Website, Troll</p>		

Year 5 Autumn 2—Milestones

Celebrating Differences

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know what culture means</p> <p>Know the differences in culture can sometimes be a source of conflict</p> <p>Know what racism is and why it is unacceptable</p> <p>Know that rumour spreading is a form of bullying on and offline</p> <p>Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know how their life is different from the lives of children in the developing world</p>	<p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make their own choices</p> <p>Be able to support children who are being bullied</p> <p>Appreciate the value of happiness in regardless of</p>	<p>What is our culture?</p> <p>Can people with different cultures be friends?</p> <p>How can differences in culture cause conflict?</p> <p>What is racism?</p> <p>Why is racism unfair?</p> <p>What are your feelings about racism?</p> <p>Is money more important than happiness?</p> <p>What can we do to help people who are less fortunate than us?</p>
Vocabulary	<p>Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Bullying, Rumour, Name calling, Racist, Homophobic, Cyber bullying, Texting, Indirect, direct,</p>		

Year 6 Autumn 2—Milestones

Celebrating Differences

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that being different could affect someone's life</p> <p>Know that power can play a part in a bullying or conflict situation</p> <p>Know that people can hold power over others individually or in a group</p> <p>Know why some people choose to bully others</p> <p>Know that people with disabilities can lead amazing lives</p> <p>Know that difference can be a source of celebration as well as conflict</p>	<p>Emphasise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Use a range of strategies when involved on a bullying situation or in situations where difference is a source of conflict</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p>	<p>What is prejudice and discrimination, can you give me an example?</p> <p>Why is there an Equality Act in the UK? Who does it protect and why?</p> <p>What role does power play in a bullying situation?</p> <p>Why do some people choose to bully?</p> <p>Can difference be a source of celebration?</p>
Vocabulary	<p>Normal, Ability, disability, visual impairment, empathy, perception, diversity, transgender, courage, fairness, rights, imbalance, harassment, bullying, accolade</p>		

Year R Spring 1—Milestones

Dreams and Goals

	Knowledge	Social and Emotional Skills	Questions for family learning
Vocabulary	<p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p> <p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p>	<p>Understand that challenges can be difficult</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Talk about a time that they kept trying and achieved a goal</p> <p>Be ambitious</p> <p>Resilience</p> <p>Recognise how kind words can encourage people</p> <p>Feel proud</p> <p>Celebrate success</p>	<p>What is a challenge?</p> <p>How does it feel when you think you can't do something?</p> <p>What job would you like when you are older?</p> <p>What goals have you set?</p> <p>Why is it important to keep trying?</p> <p>How do you like to celebrate when you achieve something?</p> <p>How can we celebrate together?</p>
	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage		

Year 1 Spring 1—Milestones

Dreams and Goals

	Knowledge	Social and Emotional Skills	Questions for family learning
Vocabulary	<p>Know how to set a simple goal</p> <p>Know how to achieve a goal</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p>	<p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Celebrate an achievement with a friend</p> <p>Recognise their own feelings when faced with a challenge</p> <p>Recognise their own feeling when they are faced with an obstacle</p> <p>Recognise how they feel when they overcome an obstacle</p> <p>Can store feelings of success so they can be used in the future.</p>	<p>What goals have you set at school?</p> <p>What goal would like to set for home?</p> <p>What do you need to do achieve your goal?</p> <p>How do you feel when something is difficult?</p> <p>How do you feel when you have achieved your goal</p> <p>How can we celebrate your achievements together?</p>
	<p>Proud</p> <p>Success</p> <p>Achievement</p> <p>Goal</p> <p>Treasure</p> <p>Coins</p> <p>Goal</p> <p>Stepping stones</p> <p>Working together</p> <p>Team Work</p> <p>Stretchy/Challenge</p>		

Year 2 Spring 1—Milestones

Dreams and Goals

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group working looks like</p> <p>Know how to share success with other people</p>	<p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>What goals have you set at school?</p> <p>What goal would you like to set at home?</p> <p>What do you need to do to achieve this goal?</p> <p>How do you feel when you have achieved a goal?</p> <p>How do you like to celebrate when you achieve something you are proud of?</p>
Vocabulary	<p>Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficulty, Easy. Learning together, Partner, Team work</p>		

Year 3 Spring 1—Milestones

Dreams and Goals

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know about specific people who have overcome difficult challenges to achieve success</p> <p>Know what dreams and ambitions are important to them</p> <p>Know that they are responsible for their own learning</p> <p>Know what their strengths are as a learner</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p>	<p>Recognise other people's achievements in overcoming difficulties</p> <p>Imagine how it feel when they achieve their dream/ambition</p> <p>Can break down a goal into small steps</p> <p>Recognise how other people can help them to achieve</p> <p>Can manage feelings of frustration linked to facing obstacles</p> <p>Can share success with others</p>	<p>Can you tell me about someone who overcame an obstacle to achieve your goal</p> <p>What ambition is important to you?</p> <p>What can you do if something is difficult?</p> <p>How does it feel to be stuck?</p> <p>How can I help you to achieve your goal?</p> <p>What might it feel like when you achieve your goal?</p>
Vocabulary	<p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Cooperation, Motivated, Enthusiastic, Excited, Responsible, Frustration</p>		

Year 4 Spring 1—Milestones

Dreams and Goals

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know what their own hopes and dreams are</p> <p>Know that hopes and dreams don't always come true</p> <p>Know that reflecting on positive and happy experiences can help the to counteract disappointment</p> <p>Know hoe to make a new plan and set new goals even if they have been disappointed.</p> <p>Know how to work out the steps they need to take to achieve a goal</p> <p>Know how to work as part of a successful group</p>	<p>Can talk about their hopes and dreams and the feelings associated with these</p> <p>Can identify the feelings of disappointed</p> <p>Can identify a time when they have felt disappointed.</p> <p>Help others cope with disappointed</p> <p>Be able to cope with disappointed</p> <p>Have a positive attitude</p> <p>Enjoy being part of a group challenge.</p>	<p>What are your hopes and dreams?</p> <p>Can you tell me about a time that one of your dreams didn't come true?</p> <p>What can we do when we feel disappointed?</p> <p>What is resilience?</p> <p>Describe how it felt when you achieved your goal?</p> <p>Can I tell you what my dreams and goals were when I was your age?</p>
Vocabulary			

Year 5 Spring 1—Milestones

Dreams and Goals

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know that they will need money to help them to achieve some of their dreams</p> <p>Know about a range of jobs that are carried out by people I know</p> <p>Know that different jobs pay more money than others</p> <p>Know the types of jobs they might like to do when older</p> <p>Know that young people from different cultures may have different dreams and goals</p> <p>Know that communicating with someone from a different culture means that they can learn from them ad vice versa</p>	<p>Verbalise what they would like their life to be like when they grow up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>Appreciate the opportunities learning and education can give them</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>Appreciate the differences between themselves and someone from a different culture</p>	<p>What are your dreams and goals?</p> <p>Why might you need money to help you achieve your dreams and goals?</p> <p>What jobs are you interested in doing when you grow up?</p> <p>Hoe much do these jobs pay?</p> <p>Shall I share with you what my dreams and goals were when I was at school?</p>
Vocabulary	<p>Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Society, Determination, Motivation, Aspiration, Culture, Communication</p>		

Year 6 Spring 1—Milestones

Dreams and Goals

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know their own learning strengths</p> <p>Know how to set realistic and challenging goals</p> <p>Know what the learning steps are they need to take to achieve their goal</p> <p>Know how to work with other people to make the world a better place</p> <p>Know a variety of problems that the world is facing</p>	<p>Understand why it is important to stretch the boundaries of their current learning</p> <p>Set success criteria so that they know when they have achieved their goal</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</p>	<p>What are your learning strengths?</p> <p>What goal have you set at school?</p> <p>What goal have you set at home?</p> <p>How can I help you achieve your goals?</p> <p>What problems in the world are you worried about?</p> <p>Is there anything we can do to help?</p>
Vocabulary	<p>Dream, Hope, Goal, Learning, Strengths, Stretch, Money, Global, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Contribute</p>		

Year R Spring 2—Milestones

Healthy Me

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know the names for some parts of their body</p> <p>Know what the word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know they need to exercise to keep healthy</p> <p>Know how to help themselves to go sleep and that sleep is good for them</p> <p>Know when and how to wash their hands properly</p>	<p>Recognise how exercise makes them feel</p> <p>Recognise how different foods can make them feel</p> <p>Can explain what they need to stay healthy</p> <p>Can give examples of healthy food</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Can explain what to do if a stranger approaches them</p>	<p>Can you tell me which parts of the body you know the names for?</p> <p>What do we need to do to be healthy?</p> <p>What food do we eat that is healthy?</p> <p>What can you do to help yourself get to sleep?</p> <p>What would you do if a stranger approached you</p>
Vocabulary	<p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust</p>		

Year 1 Spring 2—Milestones

Healthy Me

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyles choices</p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease/illness</p> <p>Know that all household products, including medicines, can be harmful if not used properly.</p> <p>Know that medicines can help them if poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know about people who can</p>	<p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p> <p>Keep themselves safe</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and how to ask for help</p> <p>Recognise how being healthy helps them to feel happy</p>	<p>Can you give me an example of a healthy/unhealthy choice?</p> <p>How do you feel when you make a healthy choice?</p> <p>Can you tell me something that is special about you?</p> <p>What can you do when you feel poorly?</p> <p>Can you talk about a time when you felt frightened?</p> <p>Who can you ask for help when you feel frightened?</p>
Vocabulary	<p>Healthy, unhealthy, balanced, exercise, sleep, choices, keeping clean, toiletry items (e.g. toothbrush, shampoo, soap), hygienic, safe, medicines, trust, safe, green cross code</p>		

Year 2 Spring 2—Milestones

Healthy Me

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know what their bodies need to stay healthy</p> <p>Know what relaxed means</p> <p>Know what makes them feel relaxed/stressed</p> <p>Know how medicines work in their bodies</p> <p>Know that is important to use medicines safely</p> <p>Know how to make some healthy snacks</p> <p>Know why healthy snacks are good for their bodies</p>	<p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship about food</p> <p>Express how it feel to share healthy food with their friends</p>	<p>What does your body need to stay healthy?</p> <p>What does relaxed mean?</p> <p>What makes you feel relaxed/stressed?</p> <p>What types of medicine can I give you?</p> <p>What are these medicines for?</p> <p>What snacks could you eat before exercise?</p>
Vocabulary	<p>Healthy choices, Lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious</p>		

Year 3 Spring 2—Milestones

Healthy Me

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know how exercise affects your body</p> <p>Know why their hearts and lungs are such important organs</p> <p>Know that the amount of calories, fat and sugar they put into bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know that their bodies are complex and need taking care of</p>	<p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Respect own bodies and appreciate what they do</p>	<p>How does exercise affect your body?</p> <p>What do your hearts and lungs do?</p> <p>What drugs do you know about? How do you feel about drugs?</p> <p>Tell me about some things/ places/people that you think might be dangerous</p> <p>Can you tell me about a time when you felt unsafe?</p>
Vocabulary			

Year 4 Spring 2—Milestones

Healthy Me

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know how different friendship groups are formed and how they fit into them?</p> <p>Know which friends they value the most</p> <p>Know that there are leaders and followers in group</p> <p>Know they can take on different roles according to the situation</p> <p>Know the facts about smoking and its effects on health</p> <p>Know some of the reasons some people start to smoke</p> <p>Know the facts about alcohol and its effects on health</p> <p>Know the reasons some people drink alcohol</p>	<p>Can identify the feelings that they have about their friends and different friendships groups</p> <p>Recognise how different people and groups they interact with impact them</p> <p>Identify which people they most want to be friends with</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know how to be assertive</p>	<p>Who are your friends? How do you make them feel?</p> <p>Which groups do you spend time with</p> <p>How do you feel when you are with the different groups?</p> <p>Can you tell me about a time when you were the leader/follower in the group?</p> <p>How can smoking affect people's health?</p> <p>How can drinking affect people's health?</p> <p>What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do?</p>
Vocabulary	<p>Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear</p>		

Year 5 Spring 2—Milestones

Healthy Me

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know the health risks of smoking</p> <p>Know how smoking tobacco affects the lungs, liver and heart</p> <p>Know some of the risks linked to misusing alcohol, including antisocial behaviour</p> <p>Know basic emergency procedures including recovery position</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image</p>	<p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decision about whether they choose to drink alcohol when they are older</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Accept and respect themselves for who they are</p> <p>Respect and value their own bodies</p>	<p>What are the risks of smoking/misusing alcohol?</p> <p>What emergency procedures have you learnt?</p> <p>How do you contact the police/ambulance service/fire department?</p> <p>Why do some people have eating problems?</p> <p>Can you tell me about a time when someone tried to make you do something you didn't want to do?</p> <p>What do you enjoy about how we try to keep healthy in our family?</p> <p>Are there ways we could be healthier?</p>
Vocabulary	<p>Choices, Healthy Behaviour, Unhealthy behaviour, Informed decision , Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level headed, Body image, Social Media, Celebrity, Altered, Self-respect, Comparison, Eating Problem, Eating disorder, Respect, Debate, Opinion</p>		

Year 6 Spring 2—Milestones

Healthy Me

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know how to take responsibility for their own health</p> <p>Know how to makes choices that benefit their own health and well being</p> <p>Know about different types of drugs and their uses</p> <p>Know how these different types of drugs can affect people's bodies, especially their liver and heart</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk this involves</p> <p>Know that being stressed can</p>	<p>Are motivated to care for their own physical and emotional health</p> <p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Identify ways someone who is being exploited could help themselves</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Recognise that people have different attituded towards mental health/illness</p>	<p>What can you do to keep yourself physically/mentally well?</p> <p>What types of drugs do you know about?</p> <p>What makes you feel stressed?</p> <p>What helps you when you feel stressed?</p> <p>What can you do if someone is putting pressure on you?</p>
Vocabulary			

Year R Summer 1—Milestones

Relationships

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know what a family is</p> <p>Know that different people in a family have different responsibilities (jobs)</p> <p>Know some of the characteristics of healthy and safe friendship</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know some reasons why others get angry</p>	<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can use different ways to mend a friendship</p> <p>Can recognise what being angry feels like</p>	<p>What jobs do mummy/daddy do around the house?</p> <p>Who are your friends?</p> <p>Who is n your family?</p> <p>How do your friends make you feel?</p> <p>What do you do if your friend makes you upset?</p> <p>Can you tell me about a time when you felt angry?</p>
Vocabulary	Family, Jobs, Relationships, Friend, Lonely, Argue, Fall out, Words, Feelings, Angry, Upset,		

Year 1 Summer 1—Milestones

Relationships

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know that everyone's family is different</p> <p>Know that there are lots of different types of families</p> <p>Know that families are founded on belonging, love and care</p> <p>Know how to make a friend</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know that physical contact can be used as a greeting</p> <p>Know about the different people in the school community and how they help</p> <p>Know who to ask for help in the school community</p>	<p>Can express how it feel to be part of a family and to care for family members.</p> <p>Can say what being a good friend means</p> <p>Can show skills of friendship</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can way why the appreciate a special relationship.</p>	<p>Who is in our family?</p> <p>Do any of your friends have a family that is different?</p> <p>What does 'being a good friend' mean?</p> <p>Who are your good friends?</p> <p>Who do you/don't you hug?</p> <p>Who can you ask for help at school?</p> <p>Can we share what we both like best about our family, and what we are grateful for?</p>
Vocabulary	<p>Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Touch, Feel, Like, Dislike, Community, Feelings, Confidence, Praise, Skills, Self-belief, Proud, Celebrate, Relationships, Special , Appreciate</p>		

Year 2 Summer 1—Milestones

Relationships

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know that different family members carry out different roles or have different responsibilities within the family</p> <p>Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Know some of the skills of friendship</p> <p>Know some strategies for keeping themselves online</p> <p>Know how to some of the actions and work of people around the world help and influence</p> <p>Know that they and all children have right (UNCRC)</p> <p>Know the lives of children around the world can be different from their own</p>	<p>Can identify the responsibilities they have within their family</p> <p>Know how to access help if they are concerned about anything on social media or the internet</p> <p>Can empathise with people from other countries who may not have a fair job/less fortunate</p> <p>Understand that they are connected to the global community in many different ways</p> <p>Can identify similarities in children rights around the world</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p>What jobs do I/mummy/daddy do around the house?</p> <p>What makes a good friend?</p> <p>Can you tell me about a time when you were really good at sharing/taking turns/listening?</p> <p>How can you stay safe online?</p> <p>What would you do if you saw or heard something online that made you worried?</p> <p>What rights do children have?</p>
Vocabulary			

Year 3 Summer 1—Milestones

Relationships

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know some reasons why people feel jealously?</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that memories can support us when we lose a special person or animal</p> <p>Know that change is a natural part of relationships/friendship</p> <p>Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</p>	<p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p> <p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p>	<p>Can you tell me about a time when you felt jealous? Did it affect how you behaved?</p> <p>Can we tell each other about the people we love?</p> <p>Do you miss seeing anyone?</p> <p>Who could we make a memory box for?</p> <p>Have you ever fallen out with any of your friends? What happened? How did you resolve it?</p> <p>Do you have any friends you fall out with a lot?</p>
Vocabulary			

Year 4 Summer 1—Milestones

Relationships

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know some reasons why people feel jealously?</p> <p>Know that jealously can be damaging to relationships</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that memories can support us when we lose a special person or animal</p> <p>Know that change is a natural part of relationships/friendship</p> <p>Know that sometimes it is better for a friendship/relationship to end it is causing</p>	<p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p> <p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p>	<p>Can you tell me about a time when you felt jealous? Did it affect how you behaved?</p> <p>Can we tell each other about the people we love?</p> <p>Do you miss seeing anyone?</p> <p>Who could we make a memory box for?</p> <p>Have you ever fallen out with any of your friends? What happened? How did you resolve it?</p> <p>Do you have any friends you fall out with a lot?</p>
Vocabulary			

Year 5 Summer 1—Milestones

Relationships

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have a positive and negative consequence</p> <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that too much screen time isn't healthy</p>	<p>Can suggest strategies for building self esteem of themselves and others</p> <p>Can identify when an online community/social media group feels risky, uncomfortable or unsafe</p> <p>Can suggest strategies for staying safe online/social media</p> <p>Can suggest ways to monitor and reduce screen time</p>	<p>What online games do you like to play?</p> <p>Do you ever talk to people you don't know online?</p> <p>How do you know if people you talk to online are really who they say they are?</p> <p>How shall we spend some special family time?</p>
Vocabulary			

Year 6 Summer 1—Milestones

Relationships

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain power or control over them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively.</p>	<p>Recognise that people can get problems with their mental health and that is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p>	<p>What is mindfulness?</p> <p>What tips can you give me for taking care of my own mental health?</p> <p>What is the grief cycle?</p> <p>How can we deal with grief?</p> <p>How do you know if a website is genuine?</p>
Vocabulary			

Year R Summer 2—Milestones

Changing Me

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know the names and functions of some parts of the body</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>Can identify how they have changed from a baby</p> <p>Can say what might change for them when they get older</p> <p>Recognise that changing class can elicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/growing up</p> <p>Can identify positive memories from the past year in school/home</p>	<p>Which parts of your body do you the names of?</p> <p>Who can you talk to if you ever feel worried or frightened?</p> <p>Can you tell mw about a time when you felt really happy?</p>
Vocabulary	<p>Eye, Foot, Eyebrow, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>		

Year 1 Summer 2—Milestones

Changing Me

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which body parts are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if</p>	<p>Understand and accept that change is a natural part of getting older</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby</p> <p>Can express why they enjoy learning</p> <p>Can suggest ways to manage change e.g. moving to a new class.</p>	<p>What is a life cycle?</p> <p>How will you change as you grow up?</p> <p>Who is the tallest/smallest in your class?</p> <p>Which parts of your body are private parts?</p> <p>What should you do if you don't like the way someone is touching you?</p> <p>Who can you talk to if you are ever worried or frightened?</p> <p>What is the best part about being your age?</p>
Vocabulary	<p>Changes, Life Cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p>		

Year 2 Summer 2—Milestones

Changing Me

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Know the physical differences between male and female bodies</p> <p>Know the correct names for private body parts</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried</p> <p>Know there are different types of touch and some are acceptable and some unacceptable</p>		

Vocabulary

Year 3 Summer 2—Milestones

Changing Me

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the females that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the changes on the inside that happen during</p>	<p>Can express how they feel about babies</p> <p>Can describe the emotions that a new baby can bring to a family</p> <p>Can express hoe they feel about puberty</p> <p>Can say who they can talk to about puberty if they have any worries</p> <p>Can identify stereotypical family roles and changes these ideas</p> <p>Can identify changes they are looking forward to in the next year</p>	<p>Can you tell me about some of the changes that happen to a puppy/kitten/baby as they grow up?</p> <p>Can we talk about some of the changes that are going to happen to you as you grow up?</p> <p>Do you have any questions about the changes that are going to happen?</p>

Vocabulary

Year 4 Summer 2—Milestones

Changing Me

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining a sperm</p> <p>Know that babies are made by a sperm joining an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how bodies change at puberty</p> <p>Know that change is normal and it can not be changed.</p>	<p>Can appreciate their own uniqueness and that of others</p> <p>Can express how they feel about having children when they grow up</p> <p>Can express concerns they have about puberty</p> <p>Can say who they can talk to about puberty if they are worried</p> <p>Have strategies for managing emotions relating to change</p>	<p>Which of your characteristics did you get from birth parents?</p> <p>Do you have any questions about the changes that happen to a girl when they grow up?</p> <p>Do you have any questions about how babies are made?</p>
Vocabulary			

Year 5 Summer 2—Milestones

Changing Me

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know what perception means and that perceptions can be right and wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Can celebrate what they like about their own and others' self image and body image</p> <p>Can suggest ways to boost self esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p> <p>Can ask questions about puberty to seek clarification</p> <p>Can express how they feel about having a romantic relationship when they are an adult</p> <p>Can express how they feel</p>	<p>Can you tell me how you feel about yourself?</p> <p>What can people do if they don't feel great about themselves?</p> <p>Do you have any worries about puberty?</p> <p>Do you have any questions about how babies are conceived?</p> <p>What do you think it will be like when you are a teenager?</p> <p>What do you enjoy about being your age now?</p>
Vocabulary			

Year 6 Summer 2—Milestones

Changing Me

	Knowledge	Social and Emotional Skills	Questions for family learning
	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school.</p>	<p>Recognise ways they can develop their own self esteem</p> <p>Can express how they feel about the changes that will happen to them during puberty</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p> <p>Understand that mutual respect is essential in a relationship and they shouldn't feel pressured into doing something that they don't want to do</p> <p>Can celebrate what they like about their own and others' self image and body image</p> <p>Use strategies to prepare themselves emotionally for the transition to secondary school</p>	<p>Can we talk about the changes that will happen to your body over the next few years?</p> <p>How do you feel about these changes?</p> <p>What does mutual respect mean?</p> <p>Why is important in a relationship?</p> <p>What are you excited about in secondary school?</p> <p>What are you worried about in secondary school?</p> <p>What can we do with these worries?</p>
Vocabulary			