



BJS PSHE Curriculum

| Year 3 | | | | |
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| Term and Topic | Learning objectives | Vocabulary | PSHE Learning Outcome | Global Citizenship |
| Aut 1 Being me in My World | <ul style="list-style-type: none"> - Help others to feel welcome - Try to make our school community a better place - Think about everyone's right to learn - Care about other people's feelings - Work well with others - Choose to follow the learning charter | <i>Welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, co-operate, rights, responsibilities, rewards, consequences, choices, learning, charter, challenge, group dynamics, team work</i> | <p>I recognise my worth and can identify positive things about myself and my achievements.</p> <p>I can set personal goals</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others and I care about other people's feelings</p> <p>I can make responsible choices and take action</p> <p>I understand my actions affect others and try to see things from their points of view</p> | <p>British values</p> <p>Personal goals (respect)</p> <p>Social justice</p> <p>Caring for our world</p> |



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| <p>Aut 2 Celebrating Difference</p> | <ul style="list-style-type: none"> - Accept that everyone is different - Include others when working and playing - Know how to help if someone is being bullied - Try to solve problems - Try to use kind words - Know how to give and receive compliments | <p><i>Family, loving, caring, safe, connected, difference, special, witness, bystander, bullying, gay, unkind, feelings, tell, compliment, special, unique, difference, similarity</i></p> | <p>I appreciate my family/the people who care for me</p> <p>I know how to calm myself down and can use the 'Solve it together' technique</p> <p>I know some ways of helping to make someone who is bullied feel better</p> <p>I can problem-solve a bullying situation with others</p> <p>I try hard not to use hurtful words (e.g. gay, fat)</p> <p>I can give and receive compliments and know how this feels</p> | <p>British values (mutual respect, tolerance)</p> <p>personal goals (respect)</p> <p>Diversity</p> |
| <p>Spr 1 Dreams and Goals</p> | <ul style="list-style-type: none"> - Stay motivated when doing something challenging - Keep trying even when it is difficult - Work well with a partner or in a group - Have a positive attitude - Help others to achieve their goals - Are working hard to achieve their own dreams and goals | <p><i>Perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, team work, enterprise, design, cooperation, challenge, product, team work, cooperation, strengths, motivated, enthusiastic, efficient, responsible, review, success, self-review, celebrate, evaluate</i></p> | <p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I can identify a dream/ambition that is important to me</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>I can be motivated and enthusiastic about achieving our new challenge</p> <p>I can recognise obstacles which might hinder my achievement and take steps to overcome them</p> | <p>Personal goals (resilience)</p> |



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| <p>Spr 2</p> <p>Healthy Me</p> | <ul style="list-style-type: none"> - Have made a healthy choice - Have eaten a healthy, balanced diet - Have been physically active - Have tried to keep themselves and others safe - Know how to be a good friend and enjoy healthy friendships - Know how to keep calm and deal with difficult situations | <p><i>Oxygen, energy, calories/ kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, drugs, attitude, safe, anxious, scared, strategy, advice, dangerous, emergency, harmful, risk, feelings, complex, appreciate</i></p> | <p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify things, people and places that I need to keep safe from</p> <p>I know some strategies for keeping myself safe, who to go to for help and how to call emergency services</p> <p>I can identify when something feels safe or unsafe</p> <p>I understand how complex my body is and how important it is to take care of it</p> | <p>Personal goals (respect)</p> |
| <p>Sum 1</p> <p>Relationships</p> | <ul style="list-style-type: none"> - Know how to make friends - Try to solve friendship problems when they occur - Help others to feel part of a group - Show respect in how they treat others - Know how to help themselves and others when they feel upset or hurt - Know and show what makes a good relationship | <p><i>Male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotype, conflict, solution, problem solving, friendship, safe, unsafe, risky, internet, social media, private messaging (pm), gaming, global, communications, transport, interconnected, food journeys, climate, trade, inequality, needs, wants, rights, deprivation, united nations, equality, justice, happiness, celebrating, relationships, friendship, family, appreciation</i></p> | <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>I can identify and put into practice some of the skills of friendship e.g. Taking turns, being a good listener</p> <p>I know and can use some strategies for keeping myself safe online</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p> | <p>Social justice</p> |



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| | | | <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends and family</p> | |
| <p>Sum 2</p> <p>Changing Me</p> | <ul style="list-style-type: none"> - Understand that everyone is unique and special - Can express how they feel when change happens - Understand and respect the changes that they see in themselves - Understand and respect the changes that they see in other people - Know who to ask for help if they are worried about change - Are looking forward to change | <p><i>Birth, animals, babies, mother, growing up, grow, uterus, womb, nutrients, survive, love, affection, care, change, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum/ova, womb/uterus, vagina, breasts, stereotypes, task, roles, challenge, excited, nervous, anxious</i></p> | <p>I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby</p> <p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can identify what I am looking forward to when I move to my next class</p> | <p>Personal goals (respect, adaptability)</p> |



Year 4

| Term and Topic | Learning objectives | Vocabulary | PSHE Learning Outcome | Global Citizen Links |
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| Aut 1 Being me in My World | <ul style="list-style-type: none"> - Help others to feel welcome - Try to make our school community a better place - Think about everyone's right to learn - Care about other people's feelings - Work well with others - Choose to follow the Learning Charter | <i>Included, excluded, welcome, valued, team, charter, role, job description, school, community, responsibility, rights, responsibilities, democracy, reward, consequence, democratic, decisions, rights, responsibilities, voting, democracy, authority, learning charter, role, contribution, observer, decisions, choices, democracy, UN convention on rights of the child, learning charter</i> | <p>I know my attitudes and actions make a difference to the class team</p> <p>I understand who is in my school community, the roles they play and how I fit in</p> <p>I understand how democracy works through the School Council</p> <p>I understand that my actions affect myself and others</p> <p>I care about other people's feelings and try to empathise with them</p> <p>I understand how groups come together to make decisions</p> <p>I understand how democracy and having a voice benefits the school community</p> | <p>British values</p> <p>personal goals (respect)</p> <p>social justice</p> <p>caring for our world</p> |



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| <p>Aut 2 Celebrating Difference</p> | <ul style="list-style-type: none"> - Accept that everyone is different - Include others when working and playing - Know how to help if someone is being bullied - Try to solve problems - Try to use kind words - Know how to give and receive compliments | <p><i>Character, assumption, judgement, surprised, different, appearance, accept, assumption, influence, appearance, opinion, attitude, judgement, bullying, friend, secret, deliberate, on purpose, bystander, witness, bully, problem solve, cyber bullying, text message, website, troll, unique, different, characteristics, physical features, impression, changed, judgement, assumption, influence, special, different, accept</i></p> | <p>I understand that, sometimes, we make assumptions based on what people look like</p> <p>I understand what influences me to make assumptions based on how people look</p> <p>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</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>I can identify what is special about me and value the ways in which I am unique</p> <p>I can tell you a time when my first impression of someone changed when I got to know them</p> | <p>British values (mutual respect, tolerance)</p> <p>personal goals (respect)</p> <p>Diversity</p> |
| <p>Spr 1 Dreams and Goals</p> | <ul style="list-style-type: none"> - Stay motivated when doing something challenging - Keep trying even when it is difficult - Work well with a partner or in a group - Have a positive attitude - Help others to achieve their goals | <p><i>Dream, hope, goal, determination perseverance, resilience, positive, attitude, disappointment, fears, hurt, resilience, positive experiences, plans, cope, help, self-belief, motivation, perseverance, determination, goal, commitment, team work, enterprise, design, cooperation, positive attitude, review, disappointment, learning</i></p> | <p>I can tell you about some of my hopes and dreams</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment</p> | <p>Personal goals (resilience)</p> |



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| | <ul style="list-style-type: none"> - Are working hard to achieve their own dreams and goals | <i>strengths, success, celebrate, evaluate</i> | <p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p> <p>I can identify the contributions made by myself and others to the group's achievement</p> | |
| Spr 2 Healthy Me | <ul style="list-style-type: none"> - Have made a healthy choice - Have eaten a healthy, balanced diet - Have been physically active - Have tried to keep themselves and others safe - Know how to be a good friend and enjoy healthy friendships - Know how to keep calm and deal with difficult situations | <i>Friendships, emotions, healthy relationships, friendship groups, value, roles, leader, follower, assertive, agree/disagree, smoking vaping, pressure, peers, guilt, advice, alcohol, liver disease, pressure, peers, anxiety, fear, believe, opinion, right, wrong</i> | <p>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p> | Personal goals (respect) |



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| <p>Sum 1 Relationships</p> | <ul style="list-style-type: none"> - Know how to make friends - Try to solve friendship problems when they occur - Help others to feel part of a group - Show respect in how they treat others - Know how to help themselves and others when they feel upset or hurt - Know and show what makes a good relationship | <p><i>Relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, memories, special, remember, friendships, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable, special, love, appreciation, symbol, care</i></p> | <p>I can recognise situations which can cause jealousy in relationships</p> <p>I can identify someone I love and can express why they are special to me</p> <p>I can tell you about someone I know that I no longer see</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p> | <p>Social justice</p> |
| <p>Sum 2 Changing Me</p> | <ul style="list-style-type: none"> - Understand that everyone is unique and special - Can express how they feel when change happens - Can express how they feel when change happens - Understand and respect the changes that they see in themselves - Understand and respect the changes that they see in other people | <p><i>personal, unique, characteristics, parents, sperm egg/ ovum, penis, testicles, vagina/ vulva, womb/ uterus, ovaries, making love, having sex, sexual Intercourse, fertilise conception, puberty, menstruation, periods, circle, seasons, change, control, acceptance, nervous, anxious</i></p> | <p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I understand what responsibilities there are in parenthood and the joy it can bring</p> | <p>Personal goals (respect, adaptability)</p> |



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| | | | <p>I can consider what has influenced my life and what might influence the lives of other people</p> <p>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</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>I can identify what I am looking forward to when I move to a new class</p> | |
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| Year 5 | | | | |
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| Term and Topic | Learning objectives | Vocabulary | PSHE Learning Outcome | Global Citizen Links |
| Aut 1 Being me in My World | <ul style="list-style-type: none"> - Help others to feel welcome - Try to make our school community a better place - Think about everyone's right to learn | <i>Included, excluded, welcome, valued, team, charter, role, job description, school, community, responsibility, rights, responsibilities, democracy, reward, consequence, democratic,</i> | <p>I can face new challenges positively and know how to set personal goals</p> <p>I know how to use my Jigsaw Journal</p> | <p>British values</p> <p>Personal goals (respect)</p> <p>Social justice</p> <p>Caring for our world</p> |



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| | <ul style="list-style-type: none"> - Care about other people's feelings - Work well with others - Choose to follow the Learning Charter | <i>decisions, rights, responsibilities, voting, democracy, authority, learning charter, role, contribution, observer, decisions, choices, democracy, UN convention on rights of the child, learning charter</i> | <p>I understand my rights and responsibilities as a citizen of my country</p> <p>I understand my rights and responsibilities as a citizen of my country and as a member of my school</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p> | |
| Aut 2 Celebrating Difference | <ul style="list-style-type: none"> - Accept that everyone is different - Include others when working and playing - Know how to help if someone is being bullied - Try to solve problems - Try to use kind words - Know how to give and receive compliments | <i>Character, assumption, judgement, surprised, different, appearance, accept, assumption, influence, appearance, opinion, attitude, judgement, bullying, friend, secret, deliberate, on purpose, bystander, witness, bully, problem solve, cyber bullying, text message, website, troll, unique, different, characteristics, physical features, impression, changed, judgement, assumption, influence, special, different, accept, racist, homophobic, continuum, developing world, direct and indirect bullying, culture, similarity, difference, culture wheel</i> | <p>I understand that cultural differences sometimes cause conflict</p> <p>I understand what racism is</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>I can explain the difference between direct and indirect types of bullying</p> <p>I can compare my life with people in the developing world</p> <p>I can understand a different culture from my own</p> | <p>British values (mutual respect, tolerance)</p> <p>Personal goals (respect)</p> <p>Diversity</p> |



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| <p>Spr 1</p> <p>Dreams and Goals</p> | <ul style="list-style-type: none"> - Stay motivated when doing something challenging - Keep trying even when it is difficult - Work well with a partner or in a group - Have a positive attitude - Help others to achieve their goals - Working hard to achieve their own dreams and goals | <p><i>Dream, hope, goal, determination perseverance, resilience, positive, attitude, disappointment, fears, hurt, resilience, positive experiences, plans, cope, help, self-belief, motivation, perseverance, determination, goal, commitment, team work, enterprise, design, cooperation, positive attitude, review, disappointment, learning strengths, success, celebrate, evaluate, feeling, achievement, adult, lifestyle, job, career, salary, contribution, society, money, culture, sponsorship, communication, rallying, team-work, aspiration</i></p> | <p>I understand that I will need money to help me achieve some of my dreams</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>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</p> | <p>Personal goals (resilience)</p> |
| <p>Spr 2</p> <p>Healthy Me</p> | <ul style="list-style-type: none"> - Know what is a healthy choice - Understand what a healthy, balanced diet is - Understand what being physically active is - Trying to keep themselves and others safe - Know how to be a good friend and enjoy healthy friendships - Know how to keep calm and deal with difficult situations | <p><i>Smoking, choices, healthier behaviour, less healthy, behaviour, informed decision, pressure, media, influence, vaping, emergency, procedure, recovery, position, calm, level-headed, body image, social media, celebrity, altered, self-respect, comparison, eating problem, eating disorder, respect, pressure, debate, opinion, fact, choices, healthy lifestyle, motivation</i></p> | <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> | <p>Personal goals (respect)</p> |



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| | | | <p>I understand how the media, social media and celebrity culture promotes certain body types</p> <p>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</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> | |
| <p>Sum 1</p> <p>Relationships</p> | <ul style="list-style-type: none"> - Know how to make friends - Try to solve friendship problems when they occur - Help others to feel part of a group - Show respect in how they treat others - Know how to help themselves and others when they feel upset or hurt - Know and show what makes a good relationship | <p><i>Characteristics, personal qualities, attributes, self-esteem, responsibility/being, responsible, age, restriction, social network, community, online, off line, responsibility, rights, risky, age restriction, community, violence, appropriate, grooming, trolled, gambling/betting, trustworthy, devices, screen time, social, mental health, physical health, personal information, safe, choices, vulnerable, risk, rights, responsibilities</i></p> | <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I understand that belonging to an online community can have positive and negative consequences</p> <p>I understand there are rights and responsibilities in an online community or social network</p> <p>I know there are rights and responsibilities when playing a game online</p> <p>I can recognise when I am spending too much time using devices (screen time)</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> | <p>Social justice</p> |
| <p>Sum 2</p> <p>Changing Me</p> | <ul style="list-style-type: none"> - Understand that everyone is unique and special - Can express how they feel when change happens | <p><i>Self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, puberty, menstruation, periods, menstrual, towels, menstrual pads, tampons,</i></p> | <p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> | <p>Personal goals (respect, adaptability)</p> |



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| | <ul style="list-style-type: none"> - Understand and respect the changes that they see in themselves - Understand and respect the changes that they see in other people - Know who to ask for help if they are worried about change - Are looking forward to change | <i>ovary/ ovaries, vagina, oestrogen, vulva, womb/uterus, puberty, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo</i> <i>umbilical cord, contraception, fertility treatment (ivf), teenager, milestone, perceptions, puberty, responsibilities,</i> <i>consent, change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious</i> | <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I can identify what I am looking forward to when I move to my next class.</p> | |
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| Year 6 | | | | |
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| Term and Topic | Learning objectives | Vocabulary | PSHE Learning Outcome | Global Citizen Links |
| Aut 1 Being me in My World | <ul style="list-style-type: none"> - Help others to feel welcome - Try to make our school community a better place - Think about everyone's right to learn - Care about other people's feelings - Work well with others - Choose to follow the Learning Charter | <i>Goals, worries, fears, value, welcome, choice, Ghana, West Africa, cocoa, plantation, cocoa pods, rights, community, education, wants, needs, Maslow, empathy, comparison, opportunities, education, choices, behaviour, rights, responsibilities, rewards, consequences, empathise, learning charter, obstacles, rights, responsibilities, rewards, consequences,</i> | <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand that my actions affect other people locally and globally</p> | <p>British values</p> <p>Personal goals (respect)</p> <p>Social justice</p> <p>Caring for our world</p> |



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| | | <i>cooperation, collaboration, legal, illegal, lawful, laws, learning charter, collaboration, participation, motivation, rights, responsibilities, rewards, consequences, democracy, decision, proud</i> | <p>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</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community</p> | |
| Aut 2 Celebrating Difference | <ul style="list-style-type: none"> - Accept that everyone is different - Include others when working and playing - Know how to help if someone is being bullied - Try to solve problems - Try to use kind words | <i>Normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, male, female, biological sex, stereotype, individuality, diverse, different, equality, fairness, identity, gender identity, transgender, non-binary, courage, fairness, rights, power, struggle, imbalance, control, harassment, bullying, bullying behaviour, direct, indirect, argument, recipient, para olympian, achievement, accolade, disability, sport, perseverance, admiration, stamina</i> | <p>I understand there are different perceptions about what normal means</p> <p>I understand that everyone has a right to be who they are</p> <p>I can explain some of the ways in which one person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can give examples of people with disabilities who lead amazing lives</p> | <p>British values (mutual respect, tolerance)</p> <p>Personal goals (respect)</p> <p>Diversity</p> |
| Spr 1 Dreams and Goals | <ul style="list-style-type: none"> - Stay motivated when doing something challenging - Keep trying even when it is difficult - Work well with a partner or in a group - Have a positive attitude | <i>Dream, hope, goal, learning, strengths, stretch, achievement, personal, realistic, unrealistic, feeling, achievement, success, criteria, learning steps, money, global, issue, suffering, concern, hardship, sponsorship, suffering, empathy, motivation, admire,</i> | <p>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)</p> <p>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</p> | <p>Personal goals (resilience)</p> |



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| | <ul style="list-style-type: none"> - Help others to achieve their goals - Are working hard to achieve their own dreams and goals | <i>respect, achievement, praise, compliment, contribution, recognition</i> | <p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I can work with other people to help make the world a better place</p> <p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I know what some people in my class like or admire about me and can accept their praise</p> | |
| Spr 2 Healthy Me | <ul style="list-style-type: none"> - Have made a healthy choice - Have eaten a healthy, balanced diet - Have been physically active - Have tried to keep themselves and others safe - Know how to be a good friend and enjoy healthy friendships - Know how to keep calm and deal with difficult situations | <i>Responsibility, choice, immunisation, prevention, drugs, effects, motivation, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, synthetic highs, new psychoactive substances, exploited, vulnerable, drugs, criminal, gangs, strategies, reputation, anti-social behaviour, crime, mental health, emotional health, mental illness, symptoms, stress, triggers, managing stress, pressure</i> | <p>I can take responsibility for my health and make choices that benefit my health and well-being</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I understand that some people can be exploited and made to do things that are against the law</p> <p>I know why some people join gangs and the risks this involves</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse</p> | Personal goals (respect) |
| Sum 1 Relationships | <ul style="list-style-type: none"> - Know how to make friends - Try to solve friendship problems when they occur | <i>Mental health, ashamed, stigma, stress, anxiety, support, worried, signs, warning, self-harm, emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock,</i> | <p>I know that it is important to take care of my mental health</p> <p>I know how to take care of my mental health</p> | Social justice |



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| | <ul style="list-style-type: none"> - Help others to feel part of a group - Show respect in how they treat others - Know how to help themselves and others when they feel upset or hurt - Know and show what makes a good relationship | <i>hopelessness, anger, acceptance, bereavement, coping strategies, power, control, authority, bullying, script, assertive, strategies, risks, pressure, influences, self-control, real/fake, true/untrue, assertiveness, judgement, communication, technology, power, control, cyberbullying, abuse, safety</i> | <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>I can recognise when people are trying to gain power or control</p> <p>I can judge whether something online is safe and helpful for me</p> <p>I can use technology positively and safely to communicate with my friends and family</p> | |
| <p>Sum 2</p> <p>Changing Me</p> | <ul style="list-style-type: none"> - Understand that everyone is unique and special - Can express how they feel when change happens - Understand and respect the changes that they see in themselves - Understand and respect the changes that they see in other people - Know who to ask for help if they are worried about change - Are looking forward to change | <i>Self-image, self-esteem, real self, celebrity, puberty, menstruation, periods, sanitary towels, sanitary pads, tampons ovary/ ovaries, vagina, oestrogen, vulva, womb/uterus, puberty, sperm, semen, testicles/testes, erection, ejaculation, wet dream, clitoris, larynx, facial hair, growth spurt, hormones, feeling moody, relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, Labour, Contractions, Cervix, Midwife, contraception, fertility treatment (IVF), attraction, relationship, pressure, love, sexting, transition, secondary</i> | <p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend</p> <p>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> | <p>Personal goals (respect, adaptability)</p> |



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| | | | I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. | |
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