



PSHE – A Progression of Knowledge & Skills			
Year group	term	skills	knowledge
EL2	<p>Yearly composites:</p> <ul style="list-style-type: none"> • Able to tell an adult when they need to use the toilet and are beginning to become more independent. • Able to wait for their turn, sometimes with an adult to support. • Able to communicate their own feelings to others one to one and in small group discussions with support. • Children have developed their own friendships with other children. • Can separate from a parent or carer, sometimes with support from an adult. 		
	aut	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • To builds relationships with special people but may show anxiety in the presence of strangers <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • To show a sense of autonomy through asserting my ideas and preferences and making choices and decisions <p><u>Self Regulation</u></p> <ul style="list-style-type: none"> • To expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling 	<p><u>Managing Self</u></p> <ul style="list-style-type: none"> • To knows my own name, my preferences and interests and am becoming aware of my abilities
	spr	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • To shows empathy and concern for people who are special to me by partially matching others' feelings with my own, e.g. may offer a child a toy they know they like 	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • To shows some understanding that other people have perspectives, ideas and needs that are different to mine, e.g. may turn a book so you can see it <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • To develop an understanding of and interest in differences of gender, ethnicity and ability <p><u>Self Regulation</u></p> <ul style="list-style-type: none"> • To become more able to think about my feelings as my brain starts to develop the connections that help me manage my emotions
		<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • To seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • To experiment with my own and other people's views of who they are through my play and through trying out different behaviours <p><u>Self Regulation</u></p> <ul style="list-style-type: none"> • To respond to the feelings of others, showing concern and offering comfort • To begin to recognise that some actions can hurt or harm others and to begin to 	<p><u>Self Regulation</u></p> <ul style="list-style-type: none"> • To begin to recognise that some actions can hurt or harm others and to begin to stop myself from doing something I should not do



	<p>stop myself from doing something I should not do</p> <ul style="list-style-type: none"> • To participate more in collective cooperation as my experience of routines and boundaries grows 	
--	---	--

PSHE – A Progression of Knowledge & Skills			
Year group	term	skills	knowledge
YN	<p>Yearly composites:</p> <ul style="list-style-type: none"> • To play alongside other children in the setting independently and share resources, sometimes with support from an adult. • To understand and follow the class and school rules. • To begin to understand how others are feeling and show empathy if a child is sad or upset • To move from activity to activity independently during child initiated time, sometimes with support from an adult. • To manage their own personal hygiene (dry most days, communicate when they need the toilet, pull up and down their own clothes, wash hands) 		
	aut	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • To seek out companionship with adults and other children, sharing experiences and play ideas • To use my experiences of adult behaviours to guide my social relationships and interactions <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • To enjoy a sense of belonging through being involved in daily tasks <p><u>Self Regulation</u></p> <ul style="list-style-type: none"> • To express a wide range of feelings in my interactions with others and through my behaviour and play, including excitement and anxiety, guilt and self-doubt 	<p><u>Managing Self</u></p> <ul style="list-style-type: none"> • To become more aware of the similarities and differences between myself and others in more detailed ways and identify myself in relation to social groups and to my peers
	spr	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • To show increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • To be sensitive to others' messages of appreciation or criticism <p><u>Self Regulation</u></p> <ul style="list-style-type: none"> • To talk about how others might be feeling and respond according to my understanding of the other person's needs and wants 	<p><u>Managing Self</u></p> <ul style="list-style-type: none"> • To be aware of being evaluated by others and begin to develop ideas about myself according to the messages I hear from others <p><u>Self Regulation</u></p> <ul style="list-style-type: none"> • To be more able to recognise the impact of my choices and behaviours/actions on others and know that some actions and words can hurt others' feelings



	sum	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> To practise skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers To enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play <p><u>Managing Self</u></p> <ul style="list-style-type: none"> To show confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express my needs and ask adults for help 	<p><u>Self Regulation</u></p> <ul style="list-style-type: none"> To understands that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt my behaviour in favourable conditions
--	-----	---	--

PSHE – A Progression of Knowledge & Skills			
Year group	term	skills	knowledge
YR	<p>Yearly composite:</p> <ul style="list-style-type: none"> To talk about factors that influence my overall health and well being. To express my own feelings and show awareness and consideration of the feelings and needs of others. To show persistence and resilience when faced with challenges and unexpected outcomes. To have good friendships and talk about the things that make myself and my friends unique. To be able to confidently organise myself in the environment in accordance with the routines and procedures of the school day. 		
	aut	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> To develops particular friendships with other children, which help me to understand different points of view and to challenge my own and others' thinking <p><u>Managing Self</u></p> <ul style="list-style-type: none"> To show confidence in speaking to others about my own needs, wants, interests and opinions in familiar group <p><u>Self Regulation</u></p> <ul style="list-style-type: none"> To talks about my own and others' feelings and behaviour and its consequences To begin to manage my feelings and tolerate situations in which my wishes cannot be met 	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> To represents and recreate what I have learnt about social interactions from my relationships with close adults, in my play and relationships with others <p><u>Managing Self</u></p> <ul style="list-style-type: none"> To have a clear idea about what I want to do in my play and how I want to go about it <p><u>Self Regulation</u></p> <ul style="list-style-type: none"> To understands my own and other people's feelings, offering empathy and comfort
	spr	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> To be proactive in seeking adult support and able to articulate my wants and needs <p><u>Managing Self</u></p> <ul style="list-style-type: none"> To show confidence in choosing resources and perseverance in carrying out a chosen activity To recognise that I belong to different communities and social groups and 	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> To be increasingly flexible and cooperative as I am more able to understand other people's needs, wants and behaviours <p><u>Managing Self</u></p> <ul style="list-style-type: none"> To recognise that I belong to different communities and social groups and communicates freely about my own home and community



	<p>communicates freely about my own home and community</p> <p><u>Self Regulation</u></p> <ul style="list-style-type: none"> • To attempt to repair a relationship or situation where I have caused upset and understand how my actions impact other people • To seek support, "emotional refuelling" and practical help in new or challenging situations. 	
sum	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • To be increasingly socially skilled and to take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by myself, sometimes with support <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • To describe my competencies, what I can do well and am getting better at; describing myself in positive but realistic terms <p><u>Self Regulation</u></p> <ul style="list-style-type: none"> • To seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise 	<p><u>Managing Self</u></p> <ul style="list-style-type: none"> • To be more aware of my relationships to particular social groups and sensitive to prejudice and discrimination <p><u>Self Regulation</u></p> <ul style="list-style-type: none"> • To be aware of behavioural expectations and sensitive to ideas of justice and fairness
<p>Earling Learning Goals</p> <p><u>Building Relationships</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <p><u>Managing Self</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Self-Regulation</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 		

PSHE – A Progression of Knowledge & Skills

Year group	term	topic	skills	knowledge
------------	------	-------	--------	-----------



			<p>Unit Composite:</p> <p>To understand my role in the school community and know how to positively contribute to it.</p>	
	aut	Once Upon a Time	<p>Being Me in My World</p> <p>To recognise the choices I make and understand the consequences (L4)</p>	<p>Being Me in My World</p> <p>To understand the rights and responsibilities as a member of my class (L1)</p> <p>To understand the rights and responsibilities for being a member of my class (L2)</p> <p>To know my views are valued and can contribute to the Learning Charter (L3)</p> <p>To understand my rights and responsibilities within our Learning Charter (L5)</p>
			<p>Unit Composite:</p> <p>To understand the differences between people in order to treat people fairly.</p>	
			<p>Celebrating Difference</p> <p>To identify similarities between people in my class (L1)</p> <p>To identify differences between people in my class (L2)</p> <p>To tell you what bullying is (L3)</p> <p>To tell you some ways I am different from my friends (L6)</p>	<p>Celebrating Difference</p> <p>To know some people who I could talk to if I was feeling unhappy or being bullied (L4)</p> <p>To know how to make new friends (L5)</p>
Y1	spr	Animal Kingdom	<p>Unit Composite:</p> <p>To set and achieve goals by myself and with others.</p>	
			<p>Dreams and Goals</p> <p>To set simple goals (L1)</p> <p>To set a goal and work out how to achieve it (L2)</p> <p>To tackle a new challenge and understand this might stretch my learning (L4)</p> <p>To identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them (L5)</p> <p>To tell you how I felt when I succeeded in a new challenge and how I celebrated it (L6)</p>	<p>Dreams and Goals</p> <p>To understand how to work well with a partner (L3)</p>
			<p>Unit Composite:</p> <p>To know how to keep myself healthy and safe.</p>	



		<p>Trauma and Loss To recognise when I feel different emotions (L2) To name strategies that I will use when I am not in the green zone (L5)</p> <p>Healthy Me To can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. (L6)</p>	<p>Trauma and Loss To know the names of feelings (L1) To know how zones of regulation can help me understand my feelings (L3) To know what strategies might help me when I am not in the green zone (L4)</p> <p>Healthy Me To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy (L1) To know how to make healthy lifestyle choices (L2) To know how to keep myself clean and healthy, and understand how germs cause disease/illness (L3) To know that all household products including medicines can be harmful if not used properly (L3) To understand that medicines can help me if I feel poorly and I know how to use them safely (L4) To know how to keep safe when crossing the road, and about people who can help me to stay safe (L5)</p>
sum	We love London	<p>Unit Composite: To Know how to build and maintain healthy relationships</p>	
		<p>Relationships To identify what being a good friend means to me (L1) To recognise my qualities as person and a friend (L4) To tell you why I appreciate someone who is special to me (L5)</p>	<p>Relationships To know appropriate ways of physical contact to greet my friends and know which ways I prefer (L2) To know who can help me in my school community (L3)</p>
		<p>Unit Composite: To know and understand my body and it's changes</p>	
		<p>Changing Me To tell you some things about me that have changed and some things about me that have stayed the same (L2) To tell you how my body has changed since I was a baby (L3) To tell you about changes that have happened in my life (L4)</p>	<p>Changing Me To understand the life cycles of animals and humans (L1) To understand that every time I learn something new I change a little bit (L3)</p>



Year group	term	topic	skills	knowledge
	aut	Fire! Fire!	Unit Composite: To understand my role in the school community and know how to positively contribute to it.	
			Being Me in My World To identify some of my hopes and fears for this year (L1) To listen to other people and contribute my own ideas about rewards and consequences (L4) To recognise the choices I make and understand the consequences (L6)	Being Me in My World To understand the rights and responsibilities for being a member of my class and school (L2) To understand the rights and responsibilities for being a member of my class (L3) To understand how following the Learning Charter will help me and others learn (L5)
			Unit Composite: To understand the differences between people in order to treat people fairly.	
			Celebrating Difference To recognise what is right and wrong and know how to look after myself (L4) To tell you some ways I am different from my friends (L6)	Celebrating Difference To understand that sometimes people make assumptions about boys and girls (stereotypes) (L1 and 2) To understand that bullying is sometimes about difference (L3) To understand that it is OK to be different from other people and to be friends with them (L5)
Y2	spr	The secret garden	Unit Composite: To set and achieve goals by myself and with others.	
			Dreams and Goals To choose a realistic goal and think about how to achieve it (L1) To carry on trying (persevering) even when I find things difficult (L2) To recognise who I work well with and who it is more difficult for me to work with (L3) To work well in a group (L4) To tell you some ways I worked well with my group (L5)	Dreams and Goals To know how to share success with other people (L6)
			Unit Composite: To know how to keep myself healthy and safe.	
			Trauma and loss To identify how I am feeling (L1) To recognise if I am worried about something and can talk about my worries. (L5) Healthy Me (During Be Healthy Week)	Trauma and loss To understand things that can make us sad (L2) To understand it is normal to feel different emotions (L3) To know some things to say and do to comfort someone who is feeling sad. (L4) Healthy Me (During Be Healthy Week) To know what I need to keep my body



		<p>To show or tell you what relaxed means and to know some things that make me feel relaxed and some that make me feel stressed. (L2)</p> <p>To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. (L4)</p> <p>To make some healthy snacks and explain why they are good for my body. (L5)</p> <p>To decide which foods to eat to give my body energy. (L6)</p>	<p>healthy (L1)</p> <p>To understand how medicines work in my body and how important it is to use them safely (L3)</p>
sum	Globetrotter	<p>Unit Composite:</p> <p>To know how to build and maintain healthy relationships</p>	
		<p>Relationships</p> <p>To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females (L1)</p> <p>To identify some of the things that cause conflict with my friends (L3)</p> <p>To recognise and appreciate people who can help me in my family, my school and my community (L5)</p> <p>To express my appreciation for the people in my special relationships (L6)</p>	<p>Relationships</p> <p>To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not (L2)</p> <p>To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret (L4)</p>
		<p>Unit Composite:</p> <p>To know and understand my body and it's changes</p>	
		<p>Changing Me</p> <p>To recognise cycles of life in nature (L1)</p> <p>To tell you about the natural process of growing from young to old and understand that this is not in my control (L2)</p> <p>To recognise how my body has changed since I was a baby and where I am on the continuum from young to old (L3)</p> <p>To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, anus (L4)</p> <p>To understand there are different types of touch and can tell you which ones I like and don't like (L5)</p> <p>To identify what I am looking forward to when I move to my next class (L6)</p>	<p>Changing Me</p>



Year group	term	topic	skills	knowledge
Y3	aut	Settlers & Invaders	Unit Composite: To understand my role in the school community and know how to positively contribute to it.	
			Being Me in My World To recognise my worth and can identify positive things about myself and my achievements. (L1) To face new challenges positively, make responsible choices and ask for help when I need it (L2) To make responsible choices and take action (L5)	Being Me in My World To understand why rules are needed and how they relate to rights and responsibilities (L3) To understand that my actions affect myself and others and I care about other people's feelings (L4) To understand my actions affect others and try to see things from their points of view (L6)
			Unit Composite: To understand the differences between people in order to treat people fairly.	
			Celebrating difference To recognise that some words are used in hurtful ways (L5) To tell you about a time when my words affected someone's feelings and what the consequences were (L6)	Celebrating difference To understand that everybody's family is different and important to them (L1) To understand that differences and conflicts sometimes happen among family members (L2) to know what it means to be a witness to bullying (L3) To know that witnesses can make the situation better or worse by what they do (L6)
Y3	spr	Super Humans	Unit Composite: To evaluate myself and others' attempts to achieve goals and identify obstacles.	
			Dreams and Goals To tell you about a person who has faced difficult challenges and achieved success (L1) To identify a dream/ambition that is important to me (L2) To face new learning challenges and work out the best ways for me to achieve them (L3) To be motivated and enthusiastic about achieving our new challenge (L4) To evaluate my own learning process and identify how it can be better next time (L6)	Dreams and Goals To recognise obstacles which might hinder my achievement and take steps to overcome them (L5)
			Unit Composite: To understand what makes me healthy and safe.	
			Trauma and Loss To identify what someone else is feeling (L1)	Trauma and Loss To understand that living animals will eventually die (L2) To know how people say goodbye to a pet that has died (L3)



		<p>To recognise if I am worried about something and can talk about my worries. (L5)</p> <p>Healthy Me (During Be Healthy Week) To tell you my knowledge and attitude towards drugs. (L3) To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. (L4) To identify when something feels safe or unsafe. (L5)</p>	<p>To know that I am in control of my emotions. (L4)</p> <p>Healthy Me (During Be Healthy Week) To understand how exercise affects my body and know why my heart and lungs are such important organs (L1) To know that the amount of calories, fat and sugar I put into my body will affect my health (L2) To understand how complex my body is and how important it is to take care of it (L6)</p>
sum	Rainforest Explorers	<p>Unit Composite:</p> <p>To Know how to build and maintain healthy relationships</p>	
		<p>Relationships To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate (L1) To identify and put into practice some of the skills of friendship eg. taking turns, being a good listener (L2) To explain how some of the actions and work of people around the world help and influence my life (L4)</p>	<p>Relationships To know and can use some strategies for keeping myself safe online (L3) To understand how my needs and rights are shared by children around the world and can identify how our lives may be different. (L5) To know how to express my appreciation to my friends and family (L6)</p>
		<p>Unit Composite:</p> <p>To know and understand my body and it's changes</p>	
		<p>Changing Me To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina,) and To appreciate that some parts of my body are private (L2) To recognise stereotypical ideas I might have about parenting and family roles (L3) To identify what I am looking forward to when I move to my next class (L4)</p>	<p>Changing Me To understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby (L1)</p>



Year group	term	topic	skills	knowledge
Y4	aut	All the world's a stage	Unit Composite: To understand my role in the school community and know how to positively contribute to it.	
			Being Me in My World To know my attitudes and actions make a difference to the class team (L1)	Being Me in My World To understand who is in my school community, the roles they play and how I fit in (L2) To understand how democracy works through the School Council (L3) To understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them (L4) To understand how groups come together to make decisions (L5) To understand how democracy and having a voice benefits the school community (L6)
	spr	Rise of the Robots	Unit Composite: To understand the differences between people in order to treat people fairly.	
			Celebrating Difference To tell you why witnesses sometimes join in with bullying and sometimes don't tell (L4) To identify what is special about me and value the ways in which I am unique (L5) To tell you a time when my first impression of someone changed when I got to know them (L6)	Celebrating Difference To understand that, sometimes, we make assumptions based on what people look like (L1) To understand what influences me to make assumptions based on how people look (L2) To 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 (L3)
			Unit Composite: To evaluate myself and others' attempts to achieve goals and identify obstacles.	
			Dreams and Goals To tell you about some of my hopes and dreams (L1) To identify the contributions made by myself and others to the group's achievements (L6)	Dreams and Goals To understand that sometimes hopes and dreams do not come true and that this can hurt (L2) To know that reflecting on positive and happy experiences can help me to counteract disappointment (L3 and 4) To know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group (L5)



			<p>Unit Composite:</p> <p>To understand what makes me healthy and safe.</p>	
	sum	Extreme Earth	<p>Trauma and Loss</p> <p>To identify what happens to our bodies when we have feelings (L1)</p> <p>To explore how we might feel when people aren't around (L3)</p> <p>To take responsibility for my emotions and reactions (L5)</p> <p>Healthy Me (During Be Healthy Week)</p> <p>To recognise how different friendship groups are formed, how I fit into them and the friends I value the most. (L1)</p> <p>To recognise when people are putting me under pressure and can explain ways to resist this when I want. (L5)</p>	<p>Trauma and Loss</p> <p>To understand we are connected to important people no matter what (L2)</p> <p>To understand that I am responsible for my emotions and reactions (L4)</p> <p>Healthy Me (During Be Healthy Week)</p> <p>To 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 (L2)</p> <p>To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke (L3)</p> <p>To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol (L4)</p> <p>To know myself well enough to have a clear picture of what I believe is right and wrong (L6)</p>
			<p>Unit Composite: To Know how to build and maintain healthy relationships</p>	
			<p>Relationships</p> <p>To recognise situations which can cause jealousy in relationships (L1)</p> <p>To identify someone I love and can express why they are special to me (L2)</p> <p>To tell you about someone I know that I no longer see (L3)</p> <p>To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends (L4)</p>	<p>Relationships</p> <p>To know how to show love and appreciation to the people and animals who are special to me (L5)</p>
			<p>Unit Composite:</p> <p>To know and understand my body and it's changes</p>	
			<p>Changing Me</p> <p>To be aware of my own self-image and how my body image fits into that (L2)</p> <p>To identify changes that have been and may continue to be outside of my control that I learnt to accept (L4)</p> <p>To identify what I am looking forward to when I move to a new class (L5)</p>	<p>Changing Me</p> <p>To understand that some of my personal characteristics have come from my birth parents (L1)</p> <p>To know how the circle of change works and can apply it to changes I want to make in my life (L3)</p>



Year group	term	topic	skills	knowledge
Y5	aut	Meet the Greeks!	Unit Composite: To understand my role in the school community and know how to positively contribute to it.	
			Being Me in My World To face new challenges positively and know how to set personal goals (L1) To make choices about my own behaviour because I understand how rewards and consequences feel (L4)	Being Me in My World To understand my rights and responsibilities as a citizen of my country (L2) To understand my rights and responsibilities as a citizen of my country and as a member of my school (L3) To understand how an individual's behaviour can impact on a group (L5) To understand how democracy and having a voice benefits the school community and know how to participate in this (L6)
			Unit Composite: To understand the differences between people in order to treat people fairly.	
			Celebrating Difference To explain the difference between direct and indirect types of bullying (L4) To compare my life with people in the developing world (L5)	Celebrating Difference To understand that cultural differences sometimes cause conflict (L1) To understand what racism is (L2) To understand how rumour-spreading and name-calling can be bullying behaviours (L3) To understand a different culture from my own (L6)
	spr	Space Race	Unit Composite: To have and achieve dreams and goals to positively impact my future and the future of others.	
			Dreams and Goals To 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 (L3) To describe the dreams and goals of young people in a culture different to mine (L4) To 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 (L6)	Dreams and Goals To understand that I will need money to help me achieve some of my dreams (L1) To know about a range of jobs carried out by people I know and have explored how much people earn in different jobs (L2) To 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 (L5)
Unit Composite: To be responsible for my health, well-being and safety.				



		<p>Trauma and Loss To recognise and identify feelings related to sadness and loss (L2) To recognise and identify feelings associated with sadness and loss. To explore strategies to cope with loss. (L3) To recognise and identify feelings associated with sadness and loss. To explore strategies to cope with loss. (L4)</p> <p>Healthy Me (During Be Healthy Week) To 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. (L5)</p>	<p>Trauma and Loss To understand the use of the word loss (L1) To understand that grief changes over time. (L5)</p> <p>Healthy Me (During Be Healthy Week) To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. (L1) To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart (L2) To know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations (L3) To understand how the media, social media and celebrity culture promotes certain body types (L4) To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy (L6)</p>
sum	Eco-Warriors	<p>Unit Composite: To Know how to build and maintain healthy relationships</p>	
		<p>Relationships To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities (L1) To recognise when I am spending too much time using devices (screen time) (L5) To explain how to stay safe when using technology to communicate with my friends (L6)</p>	<p>Relationships To understand that belonging to an online community can have positive and negative consequences (L2) To understand there are rights and responsibilities in an online community or social network (L3) To know there are rights and responsibilities when playing a game online (L4)</p>
		<p>Unit Composite: To know and understand my body and it's changes</p>	
		<p>Changing Me To 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 (L3) To describe how boys' and girls' bodies change during puberty (L2) To identify how boys' and girls' bodies change on the outside during this growing up process To identify what I am looking forward to when I move to my next class. (L5)</p>	<p>Changing Me To understand how babies grow and develop in the mother's uterus (L1) To understand what a baby needs to live and grow (L1) To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies (L4)</p>



Year group	term	topic	skills	knowledge
Y6	aut	Blitz & Black outs	Unit Composite: To understand my role in the school community and know how to positively contribute to it.	
			Being Me in My World To identify my goals for this year, understand my fears and worries about the future and know how to express them (L1) To identify choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities (L4)	Being Me in My World To know that there are universal rights for all children but for many children these rights are not met (L2) To understand that my actions affect other people locally and globally (L3) To understand how an individual's behaviour can impact on a group (L5) To know how democracy and having a voice benefits the school community (L6)
			Unit Composite: To understand the differences between people in order to treat people fairly.	
			Celebrating Difference To identify and explain some of the ways in which one person or a group can have power over another. (L3) To identify and explain ways in which difference can be a source of conflict and a cause for celebration (L6)	Celebrating Difference To know there are different perceptions about what normal means (L1) To know how being different could affect someone's life (L2) To know some of the reasons why people use bullying behaviours (L4) To identify and give examples of people with disabilities who lead amazing lives (L5)
	spr	Rivers of Time	Unit Composite: To have and achieve dreams and goals to positively impact my future and the future of others.	
			Dreams and Goals To identify the learning steps I need to take to reach my goal and understand how to motivate myself to work on these (L2) To identify problems in the world that concern me and talk to other people about them (L3) To identify that working with other people can help make the world a better place (L4) To identify some ways in which I can work with other people to help make the world a better place (L5)	Dreams and Goals To 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) To know there are different perceptions about what normal means (L1) To know what some people in my class like or admire about me and can accept their praise (L6)



		<p>Unit Composite:</p> <p>To be responsible for my health, well-being and safety.</p> <table border="1" data-bbox="438 286 1495 958"> <tr> <td data-bbox="438 286 938 958"> <p>Trauma and Loss</p> <p>To recognise and identify feelings associated with sadness and loss. To explore strategies to cope with loss. (L4)</p> <p>To know that grief isn't the same for everyone (L5)</p> <p>Healthy Me (during Be Healthy Week)</p> <p>To identify and take responsibility for my health and make choices that benefit my health and well-being (L1)</p> <p>To identify stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. (L6)</p> </td> <td data-bbox="938 286 1495 958"> <p>Trauma and Loss</p> <p>To understand the use of the words loss, bereavement and grief (L1)</p> <p>To understand the feelings connected with death (L2)</p> <p>To understand the feelings connected with death (L3)</p> <p>Healthy Me (during Be Healthy Week)</p> <p>To know about different types of drugs and their uses and their effects on the body particularly the liver and heart (L2)</p> <p>To know why some people join gangs and the risks this involves (L3)</p> <p>To know what it means to be emotionally well and can explore people's attitudes towards mental health/illness (L4)</p> <p>To know that some people can be exploited and made to do things that are against the law (L5)</p> </td> </tr> </table>	<p>Trauma and Loss</p> <p>To recognise and identify feelings associated with sadness and loss. To explore strategies to cope with loss. (L4)</p> <p>To know that grief isn't the same for everyone (L5)</p> <p>Healthy Me (during Be Healthy Week)</p> <p>To identify and take responsibility for my health and make choices that benefit my health and well-being (L1)</p> <p>To identify stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. (L6)</p>	<p>Trauma and Loss</p> <p>To understand the use of the words loss, bereavement and grief (L1)</p> <p>To understand the feelings connected with death (L2)</p> <p>To understand the feelings connected with death (L3)</p> <p>Healthy Me (during Be Healthy Week)</p> <p>To know about different types of drugs and their uses and their effects on the body particularly the liver and heart (L2)</p> <p>To know why some people join gangs and the risks this involves (L3)</p> <p>To know what it means to be emotionally well and can explore people's attitudes towards mental health/illness (L4)</p> <p>To know that some people can be exploited and made to do things that are against the law (L5)</p>		
<p>Trauma and Loss</p> <p>To recognise and identify feelings associated with sadness and loss. To explore strategies to cope with loss. (L4)</p> <p>To know that grief isn't the same for everyone (L5)</p> <p>Healthy Me (during Be Healthy Week)</p> <p>To identify and take responsibility for my health and make choices that benefit my health and well-being (L1)</p> <p>To identify stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. (L6)</p>	<p>Trauma and Loss</p> <p>To understand the use of the words loss, bereavement and grief (L1)</p> <p>To understand the feelings connected with death (L2)</p> <p>To understand the feelings connected with death (L3)</p> <p>Healthy Me (during Be Healthy Week)</p> <p>To know about different types of drugs and their uses and their effects on the body particularly the liver and heart (L2)</p> <p>To know why some people join gangs and the risks this involves (L3)</p> <p>To know what it means to be emotionally well and can explore people's attitudes towards mental health/illness (L4)</p> <p>To know that some people can be exploited and made to do things that are against the law (L5)</p>					
sum	Who am I?	<p>Unit Composite:</p> <p>To know how to build and maintain healthy relationships</p> <table border="1" data-bbox="438 1081 1495 1361"> <tr> <td data-bbox="438 1081 938 1361"> <p>Relationships</p> <p>To recognise when people are trying to gain power or control (L4)</p> <p>To judge whether something online is safe and helpful for me (L5)</p> <p>To use technology positively and safely to communicate with my friends and family (L6)</p> </td> <td data-bbox="938 1081 1495 1361"> <p>Relationships</p> <p>To know that it is important to take care of my mental health (L1)</p> <p>To know how to take care of my mental health (L2)</p> <p>To understand that there are different stages of grief and that there are different types of loss that cause people to grieve (L3)</p> </td> </tr> </table> <p>Unit Composite:</p> <p>To know and understand my body and it's changes</p> <table border="1" data-bbox="438 1496 1495 2098"> <tr> <td data-bbox="438 1496 938 2098"> <p>Changing Me</p> <p>To be aware of my own self-image and how my body image fits into that (L1)</p> <p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally (L2)</p> <p>To describe how a baby grows through the 9 months of pregnancy (L3)</p> <p>To 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 (L4)</p> <p>To be aware of the importance of a positive self-esteem and what I can do to develop it (L5)</p> <p>To identify what I am looking forward to and what worries me about the transition to</p> </td> <td data-bbox="938 1496 1495 2098"> <p>Changing Me</p> <p>To know how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>To know and be aware of my own self-image and how my body image fits into that</p> <p>To know and be aware of the importance of a positive self-esteem and what I can do to develop it.</p> </td> </tr> </table>	<p>Relationships</p> <p>To recognise when people are trying to gain power or control (L4)</p> <p>To judge whether something online is safe and helpful for me (L5)</p> <p>To use technology positively and safely to communicate with my friends and family (L6)</p>	<p>Relationships</p> <p>To know that it is important to take care of my mental health (L1)</p> <p>To know how to take care of my mental health (L2)</p> <p>To understand that there are different stages of grief and that there are different types of loss that cause people to grieve (L3)</p>	<p>Changing Me</p> <p>To be aware of my own self-image and how my body image fits into that (L1)</p> <p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally (L2)</p> <p>To describe how a baby grows through the 9 months of pregnancy (L3)</p> <p>To 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 (L4)</p> <p>To be aware of the importance of a positive self-esteem and what I can do to develop it (L5)</p> <p>To identify what I am looking forward to and what worries me about the transition to</p>	<p>Changing Me</p> <p>To know how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>To know and be aware of my own self-image and how my body image fits into that</p> <p>To know and be aware of the importance of a positive self-esteem and what I can do to develop it.</p>
<p>Relationships</p> <p>To recognise when people are trying to gain power or control (L4)</p> <p>To judge whether something online is safe and helpful for me (L5)</p> <p>To use technology positively and safely to communicate with my friends and family (L6)</p>	<p>Relationships</p> <p>To know that it is important to take care of my mental health (L1)</p> <p>To know how to take care of my mental health (L2)</p> <p>To understand that there are different stages of grief and that there are different types of loss that cause people to grieve (L3)</p>					
<p>Changing Me</p> <p>To be aware of my own self-image and how my body image fits into that (L1)</p> <p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally (L2)</p> <p>To describe how a baby grows through the 9 months of pregnancy (L3)</p> <p>To 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 (L4)</p> <p>To be aware of the importance of a positive self-esteem and what I can do to develop it (L5)</p> <p>To identify what I am looking forward to and what worries me about the transition to</p>	<p>Changing Me</p> <p>To know how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>To know and be aware of my own self-image and how my body image fits into that</p> <p>To know and be aware of the importance of a positive self-esteem and what I can do to develop it.</p>					



The LETTA Trust



			secondary school /or moving to my next class (L6)	
--	--	--	--	--