

PSHE Curriculum Plan

Owls (EYFS)							
Autumn 1 <i>Being Me in My World</i>	Self-Regulation	AL-To talk in a familiar group about their 'All about me Book' What do you like? 'What are you scared of?' F: Expectations/routines using visuals. Share proud cloud moments. Why do we have them?	To understand rules in the Hall. What kind of voice do you need to use? Who do you listen to?		CT- To share with others what they like at school. What do you like to do at school? Who can you name? Who helps us? etc.	F- Return to carpet quickly and quietly.	F- Putting up hand for attention. Why is it important to put our hand up for attention?
	Managing Self	AL: To understand rules and expectation in role play area. AL: Compose "golden rules" and take photos of them. Why are the golden rules important?	CT: Discuss things that make us worried or sad. AL: To talk about school meals and expectations. AL: To understand what a star target is and why we have them. What happens when you achieve your star targets?	CT- What things could we put into a class box to make us feel special comforted or if sad. What is special to you? Jigsaw PSHE- I can start to recognize and manage my feelings.	F- Sitting on the carpet appropriately.	CT- Importance of sharing. Why is it important to share? Jigsaw PSHE- I understand why it is good to be kind and use gentle hands.	Jigsaw PSHE- I am starting to understand children's rights and this means we should all be allowed to learn and play. To use senses to explore objects. Can you guess the object by touch? Smell? To understand the things that keeps us healthy. What is good for our bodies? Explore the sense of sight- To play 'Kim's game.' Can they guess what has been removed? Jigsaw PSHE- I am learning what being responsible means.
	Building Relationships	CT: Share names and find names and photos on displays. AL: To share day board and caterpillar timetable and why we have it. AL: To share who you like playing with. To take a picture. Who is your friend? What do you like playing together?	To continue to develop appropriate relationships with peers and adults. Jigsaw PSHE- I understand how it feels to belong and that we are similar and different.	F- Making friends. What games can we play or like to play with our friends? To understand how to care for other people - how can we show this, what can we do?	Jigsaw PSHE- I enjoy working with others to make school a good place to be.	To understand what they can expect others to treat their needs, views, and beliefs with respect.	To understand what they can expect others to treat their needs, views, and beliefs with respect.

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<p style="text-align: center;">Autumn 2 <i>Celebrating Difference</i></p>	<p style="text-align: center;">Self-Regulation</p>	<p>To understand the expectations and rules in Owl Class. (Classroom behaviour/revise garden rules.)</p> <p>Firework CT safety. To share the importance of being safe with fireworks e.g., holding a sparkler. Who lights the fireworks?</p> <p>What celebrations use fireworks? New Year etc.</p> <p>To understand the importance of Remembrance Sunday.</p>	<p>Role / Routines in role-play areas.</p> <p>To share feelings when we receive a present. How does it make you feel when you receive a present? www.redmouseclub.co.uk 'Red mouse's birthday party.'</p> <p>To understand manners when at a party. Game: To ask kindly what they would like to eat at a party. I would like.... To suggest some things, you would not have.</p> <p>To continue to get dressed independently for PE.</p>		<p>To share the feelings when a couple get married.</p>	<p>F- Behaviour outside classroom. How do we behave in the outside area?</p>	<p>To share their feelings when receiving Christmas presents.</p>	
	<p style="text-align: center;">Managing Self</p>	<p>Why do some children not like the fireworks? How does it make you feel?</p>	<p>To understand the safety when using candles. Who should light them?</p> <p>Speak and listen to others about how our families celebrate different occasions. Do we celebrate Christmas the same - think about traditions you might have.</p>	<p>To adjust feelings and behaviour to different situations.</p> <p>To continue to get dressed independently.</p>	<p>To continue to get dressed, independently.</p>	<p>To continue to get dressed, independently</p>	<p>Connect the Nativity story to their own lives - talk about feelings when a new baby arrives in the family.</p> <p>To continue to get dressed, independently.</p>	
	<p style="text-align: center;">Building Relationships</p>	<p>Jigsaw - Celebrating Difference: I can identify something I am good at and understand everyone is good at different things.</p>	<p>Jigsaw- Celebrating Difference: I understand that being different makes us all special.</p>	<p>Roles/routine in role-play areas</p> <p>What Festivals and traditions are important to our own families? How do we celebrate these?</p> <p>Jigsaw- Celebrating Difference: I can tell you why I think my home is special to me.</p>	<p>CT- Discuss good relationships. What makes it good?</p> <p>Jigsaw- Celebrating Difference: I can tell you how to be a kind friend.</p>	<p>CT- Importance of taking part in school play.</p> <p>Jigsaw- Celebrating Difference: I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>CT- Giving and receiving presents at Christmas. Why do we give presents?</p>	
<p style="text-align: center;">Spring 1 <i>Dreams & Goals</i></p>	<p style="text-align: center;">Self-Regulation</p>	<p>To explore and use senses in 'Dinosaur digging area'. - Children develop language for time. 'Digging up fossil box.'</p>	<p>To understand how to be around the different dinosaurs they have created. Do we need to be kind? Helpful?</p>	<p>Respond to significant experiences. How does it make you feel?</p>				

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	Managing Self	<p>To remind children of the Golden rules.</p> <p>To share thoughts and feelings about dinosaurs.</p> <p>To understand the expectations in the new role-play areas. (Dinosaur Museum and Dinosaur Cave)</p> <p>Jigsaw- Dreams and Goals. To understand that if I persevere I can tackle challenge.</p>	<p>F- To understand how not all children like the same dinosaurs. Why do you like that dinosaur?</p> <p>Jigsaw- Dreams and Goals. I can tell you a time I didn't give up until I achieved my goal.</p>	<p>To get changed independently.</p> <p>Jigsaw- Dreams and Goals. I can set a goal and work towards it.</p>	<p>To play sleeping dinosaurs.</p> <p>Jigsaw- Dreams and Goals. I can use kind words to encourage people.</p>	<p>F- To be confident and try new activities.</p> <p>Jigsaw- Dreams and Goals. To understand the link between what I learn now and the job I might like to do when I am older.</p>	<p>CT- To talk about who cares for them. Linking to who looked after the baby dinosaurs.</p> <p>To understand the importance of wearing gloves when handling dinosaur poo.</p> <p>Jigsaw- Dreams and Goals. I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>Be sensitive to other's needs.</p> <p>CT- To play pass the dinosaur and discuss what they like/dislike about the dinosaur.</p>
	Building Relationships		<p>CT-To understand the importance of sharing with others. Why is it important we share?</p>	<p>To develop relationships with friends and adults.</p>				
Spring 2 Healthy Me	Self-Regulation	<p>Focus- Remind children of class rules. Children to stay focused at activities.</p> <p>To talk about our golden rules and how we follow them</p> <p>To understand their own and others likes and dislikes.</p>	<p>To talk about rules for different places (e.g., aeroplane) and how we follow them.</p> <p>To understand their own and others likes and dislikes and that others can be different.</p>	<p>Circle Time- To share what they like and do not like. Why do you like or dislike it?</p>	<p>Focus-How can we be kind and support others? Why do we need to share in school and wider environment?</p>	<p>Focus- What makes you feel happy? To play pass a smile.</p> <p>To understand how to manage feelings. What do you do when you feel angry or sad?</p>		
	Managing Self	<p>Bee Bertie- To look at working co-operatively. How can you help each other?</p> <p>Teacher's wish... Children to put up their hand when</p>	<p>Focus-Work as a group. During independent activity without need for adult intervention. (ILT)</p> <p>To get changed independently.</p> <p>Jigsaw- Healthy Me- We like to move it, move it!</p>	<p>Focus-Choosing tools/resources independently and tidying up after themselves.</p> <p>Jigsaw- Healthy Me- Food Glorious Food I know which foods are healthy and not so healthy and can make healthy eating choices.</p>	<p>To get changed independently.</p> <p>Jigsaw- Healthy Me- Sweet Dreams I know how to help myself go to sleep and understand why sleep is good for me.</p>	<p>Circle Time- To talk about experiences of travelling. How did you get there? What did you do? How does it make them feel?</p> <p>Jigsaw- Healthy Me- Keeping Clean</p>	<p>Jigsaw- Healthy Me- Stranger Danger I know what a stranger is and how to stay safe if a stranger approaches me.</p>	

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		<p>they would like to share their ideas.</p> <p>To get changed independently.</p> <p>Jigsaw- Healthy Me- Everyone's Body I understand that I need to exercise to keep my body healthy.</p>	<p>I understand how moving and resting are good for my body.</p>			<p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p>		
	Building Relationships		<p>Circle Time- Friendship. How can we be good friends? What do we do?</p>	<p>To develop relationships with adults.</p>	<p>Circle Time- To understand how to help my friend if they are sad. What is the best thing to do?</p>		<p>To work co-operatively.</p>	
Summer 1 Relationships	Self-Regulation	<p>F: To remember the golden rules in the class and outside area. What are the golden rules? How can we help others to remember them?</p>	<p>To share how they feel when they see a spider. To watch the cartoon 'spider' in the bath. Do spiders scare, surprise, or shock you?</p>	<p>To understand behaviour rules when on a school trip.</p>		<p>Circle Time- To think about how we look after others and their needs.</p> <p>Read the story- 'The Bad-Tempered Ladybird.' Talk about what made the ladybird cross. What makes us cross?</p> <p>To share when they have been angry and why they were angry. How do we know if somebody is angry?</p> <p>Talk about bug collecting and why we must be gentle when handling the bugs. How do we look after them?</p>	<p>Circle Time- To think about how we look after others and their needs.</p> <p>Read the story- 'The Bad-Tempered Ladybird.' Talk about what made the ladybird cross. What makes us cross?</p> <p>To share when they have been angry and why they were angry. How do we know if somebody is angry?</p> <p>Talk about bug collecting and why we must be gentle when handling the bugs. How do we look after them?</p>	
	Managing Self	<p>To continue highlighting attitudes to learning (characters) during ILT. (To look at working together-Bee Bertie)</p> <p>Star Targets- To share their star target.</p>	<p>To use the internet safely and look for different images of minibeasts.</p> <p>To understand the importance of being safe on the internet. (Smartie the Penguin) To create their own Smartie on Paint/Mask</p> <p>To get changed independently</p>		<p>Focus- Work as a group during independent activity without the need for adult intervention.</p> <p>CT- To adjust their behaviour to different situations. What do you do if you see a minibeast?</p> <p>To get changed independently. To highlight the importance of taking part in exercise.</p>	<p>To get changed independently.</p> <p>To create bugs using healthy foods e.g., vegetables. What bug will you make? What will you need to use?</p> <p>Focus- Choosing tools/resources independently and tidying up after themselves.</p> <p>Share stories, knowledge, and experiences about minibeasts. What is your favourite and why?</p>	<p>To get changed independently.</p> <p>To create bugs using healthy foods e.g., vegetables. What bug will you make? What will you need to use?</p> <p>Focus- Choosing tools/resources independently and tidying up after themselves.</p> <p>Share stories, knowledge, and experiences about minibeasts. What is your favourite and why?</p>	

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Summer 2 <i>Changing Me</i>						Which bug do you not like and why?	Which bug do you not like and why?	
	Building Relationships	<p>CT: To discuss the important roles in our school. E.g., school councillors. What is their role?</p> <p><u>Jigsaw:</u> Relationships. My Family and me I can identify some of the jobs I do in my family and how I feel like I belong.</p>	<p>To understand how their friends afraid of spiders.</p> <p>CT: To draw a class picture and work as a class on IB. During ILT children contribute to picture. What would you like in the picture? How can we help each other?</p> <p>To understand other feelings.</p> <p><u>Jigsaw:</u> Relationships. Make friends, make friends. I know how to make friends to stop myself from feeling lonely.</p>	<p>To develop relationships with different adults when on a school trip.</p> <p><u>Jigsaw:</u> Relationships. Make friends, make friends. I can think of ways to solve problems and stay friends.</p>	<p><u>Jigsaw:</u> Relationships. Falling out and Bullying. I am starting to understand the impact of unkind words.</p>	<p><u>Jigsaw:</u> Relationships. Falling out and Bullying. I can use calm me time to manage my feelings.</p>	<p><u>Jigsaw:</u> Relationships. Being the best friends we can be. I know how to be a good friend.</p>	
Summer 2 <i>Changing Me</i>	Self-Regulation	<p>Discuss how it feels to be lonely. (Sharing a shell) What is it like to feel lonely?</p> <p>Linked to Jonah and the Whale- Why is it important to listen to people? To have situations (pictures) What happens if you do not listen? What happens if you do listen? (Group)</p>			<p>Circle time- To talk about feelings of changes at school e.g., changing class.</p>	<p>To understand how to behave when in a group and within new classroom environment.</p> <p>To share feelings about moving classes. What are you looking forward to? What will you miss?</p>	<p>To talk about the changes of moving class. How did you feel when you came to big school? How do you feel about moving class?</p>	
	Managing Self	<p>How does it make you feel if you do/do not listen?</p> <p>Chn. To visit Osprey class and meet new teacher.</p> <p>Jigsaw- Changing Me:</p>	<p>Real PE- I am aware of why exercise is important for good health.</p> <p>I am aware of the changes to the way I feel when I exercise.</p> <p>Jigsaw- Changing Me:</p>	<p>To get changed independently.</p> <p>Real PE- I am aware of why exercise is important for good health.</p> <p>I am aware of the changes to the way I feel when I exercise.</p>	<p>Focus- Always trying our best</p> <p>To contribute to class display.</p> <p>Real PE- I am aware of why exercise is important for good health.</p> <p>I am aware of the changes to the way I feel when I exercise.</p>	<p>To explore new classroom</p> <p>Real PE- I am aware of why exercise is important for good health.</p> <p>I am aware of the changes to the way I feel when I exercise.</p> <p>Jigsaw- Changing Me:</p>	<p>To read aloud their poems to the class.</p> <p>Real PE- I am aware of why exercise is important for good health.</p> <p>I am aware of the changes to the way I feel when I exercise.</p> <p>Jigsaw- Changing Me:</p>	<p>To talk about how to keep healthy and safe.</p> <p>To understand how to be safe at the beach. What are the dangers? (Lucy and Tom at the Beach)</p> <p>To share what they have learnt about the seaside.</p>

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		<p>I can name parts of my body.</p> <p>Real PE- I am aware of why exercise is important for good health.</p> <p>I am aware of the changes to the way I feel when I exercise.</p>	<p>I can tell you some things I can do and foods I can eat to be healthy.</p> <p>To understand the importance of keeping healthy. What foods are good to eat?</p> <p>To understand not everyone can win a race. How does it feel if you do not win a race?</p>	<p>Jigsaw- Changing Me: I understand that we all grow from babies to adults.</p>	<p>Jigsaw- Changing Me: I can express how I feel about moving to Year 1.</p>	<p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p>	<p>I can share my memories of the best bits of this year in Reception.</p>	<p>To understand rules in a small group when playing a game.</p>
	Building Relationships	<p>To discuss the importance of friends and family.</p> <p>To work with others and create a sea mural.</p>		<p>Focus- To show sensitivity to other children needs. CC- Sharing a shell. Why is it important we share with others?</p>		<p>To develop relationships with new teacher</p>		

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Ospreys (Year 1)							
Autumn 1 <i>Being Me in My World</i>		Feeling special and safe I know how to use my Jigsaw Journal I feel special and safe in my class	Being part of a class I understand the rights and responsibilities as a member of my class I know that I belong to my class	Rights and responsibilities I understand the rights and responsibilities for being a member of my class I know how to make my class a safe place for everybody to learn	Rewards and feeling proud I know my views are valued and can contribute to the Learning Charter I recognise how it feels to be proud of an achievement	Consequences I can recognise the choices I make and understand the consequences I recognise the range of feelings when I face certain consequences	Owning the learning charter I understand my rights and responsibilities within our Learning Charter I understand my choices in following the Learning Charter
Autumn 2 <i>Celebrating Difference</i>	The same as.... I can identify similarities between people in my class I can tell you some ways in which I am the same as my friends	Different from... I can identify differences between people in my class I can tell you some ways I am different from my friends	What is bullying? I can tell you what bullying is I understand how being bullied might feel	What do I do about bullying? I know some people who I could talk to if I was feeling unhappy or being bullied I can be kind to children who are bullied	Making New Friends I know how to make new friends I know how it feels to make a new friend	Celebrating difference; celebrating me I can tell you some ways I am different from my friends I understand these differences make us all special and unique	
Spring 1 <i>Dreams & Goals</i>	Stay motivated when doing something challenging I can set simple goals I can tell you about a thing I do well	Steps to Goals I can set a goal and work out how to achieve it I can tell you how I learn best	Achieving Together I understand how to work well with a partner I can celebrate achievement with my partner	Have a positive attitude I can tackle a new challenge and understand this might stretch my learning. I can tell you how I feel when I am faced with a new challenge	Overcoming obstacles I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them I can explain how I feel when I face obstacles and how I feel when I overcome them	Celebrating My Success I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest	
Spring 2 <i>Healthy Me</i>	Being Healthy I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	Healthy Choices I know how to make healthy lifestyle choices	Clean and Healthy I know how to keep myself clean and healthy, and understand how germs cause disease/illness	Medicine Safety I understand that medicines can help me if I feel poorly and I know how to use them safely	Road Safety I know how to keep safe when crossing the road, and about people who can help me to stay safe	Happy, Healthy Me I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	

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	I feel good about myself when I make healthy choices	I feel good about myself when I make healthy choices	I know that all household products including medicines can be harmful if not used properly I am special so I keep myself safe	I know some ways to help myself when I feel poorly	I can recognise when I feel frightened and know who to ask for help	I can recognise how being healthy helps me to feel happy	
Summer 1 <i>Relationships</i>	Families I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me	Making friends I can identify what being a good friend means to me I know how to make a new friend	Greetings I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me	People Who Help Us I know who can help me in my school community I know when I need help and know how to ask for it	Being my own best friend I can recognise my qualities as a person and a friend I know ways to praise myself	Celebrating my special relationships I can tell you why I appreciate someone who is special to me I can express how I feel about them	
Summer 2 <i>Changing Me</i>	Life Cycles I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK.	Changing Me I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.	My Changing Body I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.	Boys' and Girls' Bodies I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. I respect my body and understand which parts are private.	Learning and Growing I understand that every time I learn something new I change a little bit. I enjoy learning new things.	Coping with Changes I can tell you about changes that have happened in my life. I know some ways to cope with changes.	

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Falcons (Year 2)							
Autumn 1 <i>Being Me in My World</i>		Hopes and Fears for the Year * To identify some of my hopes and fears for this year I know how to use my Jigsaw Journal.	Rights and Responsibilities * To understand the rights and responsibilities for being a member of my class and school.	Rewards and Consequences * To listen to other people and contribute my own ideas about rewards and consequences.	Rewards and Consequences * To listen to other people and contribute my own ideas about rewards and consequences.	Our Learning Charter * To understand how following the Learning Charter will help me and others learn.	Owning our learning charter * To recognise the choices I make and understand the consequences.
Autumn 2 <i>Celebrating Difference</i>	Boys and Girls *To understand that sometimes people make assumptions about boys and girls. *To understand some ways in which boys and girls are similar and feel good about this,	Boys and Girls *To understand that sometimes people make assumptions about boys and girls. *To understand some ways in which boys and girls are different and accept that this is okay.		Why does bullying happen? *To understand that bullying is sometime about difference. *To be able to discuss how someone who is being bullied feels.	Standing up for myself and others *To recognise what is right and wrong and know how to look after myself. *To understand when and how to stand up for myself and others.	Gender Diversity *To understand that it is OK to be different from other people and be friends with them. *To understand that we should not judge people if they are different.	Celebrating difference and still be friends *To know some ways I am different from my friends. *To understand that these differences make us all special and unique.
Spring 1 <i>Healthy Me</i>	Being Healthy *To know what I need to keep my body healthy. *To understand how to make healthy lifestyle choices.	Being Relaxed *To understand what relaxed means and to some things that make me feel relaxed and some that make me feel stressed. *To be able to explain when a feeling is weak and when a feeling is strong.	Medicine Safety *To understand how medicines work in my body and how important it is to use them safely. *To feel positive about caring for my body and keeping it healthy.	Healthy Eating *To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. *To understand how to have a healthy relationship with food and know which foods I enjoy the most.	Healthy Eating *To know how make some healthy snacks and explain why they are good for my body. *To express how it feels to share healthy food with my friends.	Happy, healthy me *To decide which foods to eat to give my body energy. *To understand how to have a healthy relationship with food. *To know which foods are most nutritious for my body	

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<p>Spring 2 <i>Dreams & Goals</i></p>	<p>Goals to Success *To choose a realistic goal and think about how to achieve it. *To know the things I have achieved and say how that makes me feel.</p>	<p>My Learning Strengths *To find ways to carry on trying (persevering) even when I find tasks difficult. *To know some of my strengths as a learner.</p>	<p>Learning with others *To recognise who I work well with and who it is more difficult for me to work with. *To know how working with other people helps me learn.</p>	<p>A group challenge *To learn to work well in a group to create an end product. *To work with other people in a group to solve problems.</p>	<p>Continuing our group challenge *To be able explain some of the ways I worked well in my group to create the end product. *To express how I felt to be working as part of this group.</p>	<p>Celebrating our achievement *To know how to share success with other people. *To know how contributing to the success of a group feels and know how to store those feelings in my internal treasure chest (proud).</p>	
<p>Summer 1 <i>Relationships</i></p>	<p>Families 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. To understand that everyone's family is different and understand that most people value their family.</p>	<p>Keeping Safe - exploring physical contact 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. To know which types of physical contact I like and don't like and can talk about this.</p>	<p>Friends and Conflict To identify some of the things that cause conflict with my friends. To demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p>	<p>Secrets To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. To know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p>	<p>Trust and Appreciation To recognise and appreciate people who can help me in my family, my school and my community. To understand how it feels to trust someone.</p>	<p>Celebrating my Special Relationships To be able to express my appreciation for the people in my special relationships. To learn how to be comfortable accepting appreciation from others.</p>	
<p>Summer 2 <i>Changing Me</i></p>	<p>Life Cycles in Nature I understand there are some changes that are outside my control and can recognise how I feel about this</p>	<p>Growing from Young to Old I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me</p>	<p>The Changing Me I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent</p>	<p>Boys' and Girls' Bodies I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl</p>	<p>Assertiveness I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help</p>	<p>Looking Ahead I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make when I am in Year 3 and know how to go about this</p>	

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Kestrels (Year 3)							
Autumn 1 <i>Being Me in My World</i>		Getting to know each other To recognise my worth and identify positive things about myself and my achievements. To set personal goals. I value myself and know how to make someone else feel welcome and valued	Our nightmare school To face new challenges positively, make responsible choices and ask for help when I need it. To recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions.	Our dream school To understand why rules are needed and how they relate to rights and responsibilities. To know how to make others feel valued.	Rewards and Consequences To understand that my actions affect myself and others and I care about other people's feelings. To understand that my behaviour brings rewards/consequences.	Own Learning Charter To understand my actions affect others and try to see things from their points of view. To choose to follow the Learning Charter.	
Autumn 2 <i>Healthy Me</i>	Being Fit and Healthy To understand how exercise affects my body and know why my heart and lungs are such important organs.	Being Fit and Healthy To know the amount of calories, fat and sugar I put into my body will affect my health. To know what it feels like to make a healthy choice.	What do I know about drugs? To share my knowledge and attitude towards drugs.	Being Safe To identify things, people and places that I need to keep safe from. To know some strategies for keeping myself safe, who to go to for help and how to call emergency services.		Safe or Unsafe To identify when something feels safe or unsafe. To know how to take responsibility for keeping myself and others safe.	My Amazing Body To understand how complex my body is and how important it is to take care of.
Spring 1 <i>Dreams & Goals</i>	Dreams and Goals To learn about a person who has faced difficult challenges and achieved success. To be able to respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability).	My Dreams and Ambitions To identify a dream/ambition that is important to me To imagine how I will feel when I achieve my dream/ambition.	A New Challenge To enjoy facing new learning challenges and work out the best ways for me to achieve them. To understand how to break down a goal into a number of steps and know how others could help me to achieve it.	Our New Challenge To understand how be motivated and enthusiastic about achieving our new challenge. To know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.	Our New Challenge - Overcoming Obstacles To be able to recognise obstacles, which might hinder my achievement and take steps to overcome them. To know how to manage the feelings of frustration that may arise when obstacles occur	Celebrating My Learning I can evaluate my own learning process and identify how it can be better next time I can be confident in sharing my success with others and can store my feelings in my internal treasure chest	

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Spring 2 <i>Celebrating Difference</i>	Families I understand that everybody's family is different and important to them.	Family Conflict I understand that differences and conflicts sometimes happen among family members.	Witness and feelings I know what it means to be a witness to bullying.	Witness and solutions I know that witnesses can make the situation better or worse by what they do.	Words that harm I recognise that some words are used in hurtful ways.	Celebrating difference: compliments I can tell you about a time when my words affected someone's feelings and what the consequences were.	
Summer 1 <i>Relationships</i>	Family roles and responsibilities I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	Friendship I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener	Keeping Myself online I know and can use some strategies for keeping myself safe online	Being a global citizen 1 I can explain how some of the actions and work of people around the world help and influence my life	Being a global citizen 2 I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	Celebrating my web of relationships I know how to express my appreciation to my friends and family	
Summer 2 <i>Changing Me</i>	How babies grow 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. To express how I feel when I see babies or baby animals.	Babies To understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow. To express how I might feel if I had a new baby in my family.	Outside body changes To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process To recognise how I feel about these changes happening to me and know how to cope with those feelings.	Inside body changes 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. To recognise how I feel about these changes happening to me and know how to cope with these feelings.	Family stereotypes To start to recognise stereotypical ideas I might have about parenting and family roles. To express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.	Looking Ahead To identify things I am looking forward to when moving to a new class. To start to think about changes I will make next year and know how to go about this.	

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Harriers (Year 3/4)							
Autumn 1 <i>Being Me in My World</i>		Getting to know each other To recognise my worth and identify positive things about myself and my achievements. To set personal goals. I value myself and know how to make someone else feel welcome and valued	Our nightmare school To face new challenges positively, make responsible choices and ask for help when I need it. To recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions.	Our dream school To understand why rules are needed and how they relate to rights and responsibilities. To know how to make others feel valued.	Rewards and Consequences To understand that my actions affect myself and others and I care about other people's feelings. To understand that my behaviour brings rewards/consequences.	Own Learning Charter To understand my actions affect others and try to see things from their points of view. To choose to follow the Learning Charter.	
Autumn 2 <i>Healthy Me</i>	Being Fit and Healthy To understand how exercise affects my body and know why my heart and lungs are such important organs.	Being Fit and Healthy To know the amount of calories, fat and sugar I put into my body will affect my health. To know what it feels like to make a healthy choice.	What do I know about drugs? To share my knowledge and attitude towards drugs.	Being Safe To identify things, people and places that I need to keep safe from. To know some strategies for keeping myself safe, who to go to for help and how to call emergency services.		Safe or Unsafe To identify when something feels safe or unsafe. To know how to take responsibility for keeping myself and others safe.	My Amazing Body To understand how complex my body is and how important it is to take care of.
Spring 1 <i>Dreams & Goals</i>	Dreams and Goals To learn about a person who has faced difficult challenges and achieved success. To be able to respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability).	My Dreams and Ambitions To identify a dream/ambition that is important to me To imagine how I will feel when I achieve my dream/ambition.	A New Challenge To enjoy facing new learning challenges and work out the best ways for me to achieve them. To understand how to break down a goal into a number of steps and know how others could help me to achieve it.	Our New Challenge To understand how be motivated and enthusiastic about achieving our new challenge. To know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.	Our New Challenge - Overcoming Obstacles To be able to recognise obstacles, which might hinder my achievement and take steps to overcome them. To know how to manage the feelings of frustration that may arise when obstacles occur	Celebrating My Learning I can evaluate my own learning process and identify how it can be better next time I can be confident in sharing my success with others and can store my feelings in my internal treasure chest	

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Spring 2 <i>Celebrating Difference</i>	<p>Families I understand that everybody's family is different and important to them.</p>	<p>Family Conflict I understand that differences and conflicts sometimes happen among family members.</p>	<p>Witness and feelings I know what it means to be a witness to bullying.</p>	<p>Witness and solutions I know that witnesses can make the situation better or worse by what they do.</p>	<p>Words that harm I recognise that some words are used in hurtful ways.</p>	<p>Celebrating difference: compliments I can tell you about a time when my words affected someone's feelings and what the consequences were.</p>
Summer 1 <i>Relationships</i>	<p>Family roles and responsibilities 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>Friendship I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener</p>	<p>Keeping Myself online I know and can use some strategies for keeping myself safe online</p>	<p>Being a global citizen 1 I can explain how some of the actions and work of people around the world help and influence my life</p>	<p>Being a global citizen 2 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>Celebrating my web of relationships I know how to express my appreciation to my friends and family</p>
Summer 2 <i>Changing Me</i>	<p>How babies grow 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.</p> <p>To express how I feel when I see babies or baby animals.</p>	<p>Babies To understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow.</p> <p>To express how I might feel if I had a new baby in my family.</p>	<p>Outside body changes To 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>To recognise how I feel about these changes happening to me and know how to cope with those feelings.</p>	<p>Inside body changes 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.</p> <p>To recognise how I feel about these changes happening to me and know how to cope with these feelings.</p>	<p>Family stereotypes To start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>To express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p>	<p>Looking Ahead To identify things I am looking forward to when moving to a new class.</p> <p>To start to think about changes I will make next year and know how to go about this.</p>

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Merlins (Year 4)							
Autumn 1 <i>Being Me in My World</i>	Becoming a Class 'Team' I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	Being a School Citizen I understand who is in my school community, the roles they play and how I fit in	Rights, responsibilities and democracy I understand how democracy works through the School Council	Rewards and consequences I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	Our learning charter I understand how groups come together to make decisions	Owning our learning charter I understand my actions affect others and try to see things from their points of view	
Autumn 2 <i>Celebrating Difference</i>	Judging by Appearance To understand that, sometimes, we make assumptions based on what people look like	Understanding influences To understand what influences me to make assumptions based on how people look	Understanding bullying To know that sometimes bullying is hard to spot and know what to do if I think it is going on but I'm not sure	Problem-solving To tell you why witnesses sometimes join in with bullying and sometimes don't tell	Special Me To identify what is special about me and value the ways in which I am unique	Celebrating Difference: how we look To tell you a time when my first impression of someone changed when I got to know them	
Spring 1 <i>Dreams & Goals</i>	Hopes and Dreams I can tell you about some of my hopes and dreams	Broken Dreams I understand that sometimes hopes and dreams do not come true and that this can hurt	Overcoming Disappointment I know that reflecting on positive and happy experiences can help me to counteract disappointment	Create New Dreams I know how to make a new plan and set new goals even if I have been disappointed	Achieving Goals I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	We Did It! I can identify the contributions made by myself and others to the group's achievement	
Spring 2 <i>Healthy Me</i>	My Friends and Me I recognise how different friendship groups are formed, how I fit into them and the friends I value the most I can identify the feelings I have about my friends and my different friendship groups	Group Dynamics 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 I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with	Smoking I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist	Alcohol I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist	Healthy Friendships I can recognise when people are putting me under pressure and can explain ways to resist this when I want I can identify feelings of anxiety and fear associated with peer pressure	Celebrating My Inner Strength and Assertiveness I know myself well enough to have a clear picture of what I believe is right and wrong I can tap into my inner strength and know how to be assertive	

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			pressure from myself and others	pressure from myself and others			
Summer 1 <i>Relationships</i>	<p>Jealousy I can recognise situations which can cause jealousy in relationships I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</p>	<p>Love and Loss I can identify someone I love and can express why they are special to me I know how most people feel when they lose someone or something they love</p>	<p>Memories I can tell you about someone I know that I no longer see I understand that we can remember people even if we no longer see them</p>	<p>Getting on and falling out I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I know how to stand up for myself and how to negotiate and compromise</p>	<p>Girlfriends and Boyfriends I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</p>	<p>Celebrating my relationships with people and animals I know how to show love and appreciation to the people and animals who are special to me I can love and be loved</p>	
Summer 2 <i>Changing Me</i>	<p>Unique me To understand that everyone is unique and special and to understand that I am a truly unique human being.</p>	<p>Having a baby To correctly label the internal and external body parts needed to make a baby and understand that having a baby is a personal choice.</p>	<p>Puberty and Menstruation To understand how a girls body changes in order for her to have a baby as an adult and understand I have strategies for helping me cope with my body changes.</p>	<p>The Circle of Change To understand the Circle of Change and show I am confident enough to make changes when I think they will benefit me.</p>	<p>Accepting Change To identify and accept that some changes are out of my control and understand that I can express my concerns about changes out of my control.</p>	<p>Looking Ahead I can identify what I am looking forward to when I move to Year 5 and reflect on the changes I would like to make next year.</p>	

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Hawks (Year 5)							
Autumn 1 <i>Being Me in My World</i>	My Year Ahead To understand how to face new challenges positively and to set personal goals.	Being a Citizen of my Country To understand rights and responsibilities as a citizen of the UK.	Year 5 responsibilities To understand rights and responsibilities as a member of the school	Rewards and Consequences To understand that their actions affect themselves and others, understanding rewards and consequences.	Our Learning Charter To understand how an individual's behaviour can impact on a group.	Owning our Learning Charter To understand how democracy and having a voice benefits the school community and to know how to participate in this.	
Autumn 2 <i>Celebrating Difference</i>	Different cultures To understand that cultural differences sometimes cause conflict.	Racism, Rumours and Name-calling To understand what racism is. To understand how rumour -spreading and name-calling can be bullying behaviours.	Types of Bullying To explain the difference between direct and indirect types of bullying.	Does Money Matter? Celebrating Difference across the world To compare my life with people in the developing world. To understand a different culture from my own.			
Spring 1 <i>Dreams & Goals</i>	When I Grow Up (My Dream Lifestyle) To understand that they will need money to help them achieve some of their dreams in the future.	Investigate Jobs and careers To know about a range of jobs carried out by people and investigate how much is earned in different jobs.	My Dream Job To identify a job they would like to do when they are older and understand the steps they would need to take to achieve this.	Dreams & Goals of Young People in Other Cultures To describe the dreams and goals of young people in a culture different to their own.	How Can We Support Each Other? To understand that communicating with someone in a different culture means that we can learn from and support each other	Rallying Support To encourage their peers to support young people here and abroad meet their aspirations and suggest ways that this could be done.	
Spring 2 <i>Healthy Me</i>	Smoking To understand the health risks of smoking, including how it affects different organs within the body.	Alcohol To know some of the risks with misusing alcohol, including anti-social behaviour and how it affects different organs within the body	Emergency First Aid To know and put into practise basic emergency first aid	Body Image To understand how the media, social media and celebrity culture promotes certain body types	My relationship with food To describe the different roles food can play in people's lives and how issues around body image pressures can	Healthy Me To know what makes a healthy lifestyle including healthy eating and other choices needed to be healthy and happy	

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					cause eating problems (disorders)		
Summer 1 <i>Relationships</i>	Recognising Me To develop an accurate picture of who they are as a person, in terms of their characteristics and personal qualities.	Safety with Online Communities To understand the positives and negatives of belonging to an online community and the rights and responsibilities that come with this. ¹	Screen Time To identify things that can be done to reduce screen time so that a person's health is not effected.	Relationships and technology To explain how to stay safe when using technology to communicate.			
Summer 2 <i>Changing Me</i>	Self and body image To be aware of their own self-image and how body image fits into this.	Puberty for girls To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.	Puberty for boys To describe how boys' and girls' bodies change during puberty.	Conception To understand that sexual intercourse can lead to conception and that this is how babies are usually made. To understand that sometime people may need IVF to help them have a baby.	Looking Ahead 1 To identify what they are looking forward to and to understand that this brings growing responsibilities (age of consent)	Looking Ahead 2 To identify what they are looking forward to when they move to their next class.	

¹ As many of these lessons cover what has already been looked at a part of e-safety in computing this year, it has been discussed with the subject lead that some lessons (in particular lessons 2, 3 and 4) from the Jigsaw them will be combined together and not taught explicitly as the learning objective and the activities are very similar to what the children have done earlier in the year.

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Eagles (Year 5/6)							
Autumn 1 <i>Being Me in My World</i>	<p>My Year Ahead To identify goals for the year.</p> <p>To understand fears and worries about the future and how to express them.</p>	<p>Being a Global Citizen 1 To know that there are universal rights for all children but for many children these rights are not met.</p>		<p>Being a Global Citizen 2 To understand that our actions affect others - locally and globally.</p>	<p>The Learning Charter To make choices about behaviour, understanding how rewards and consequences feel.</p> <p>To understand how this relates to our rights and responsibilities.</p>	<p>Our Learning Charter To understand how an individual's behaviour can impact on a group.</p>	<p>Owning our learning charter To recognise how democracy and having a voice benefits a school community.</p>
Autumn 2 <i>Celebrating Difference</i>	<p>Am I normal? To understand that there are different perceptions about what normal means.</p>	<p>Understanding Differences To understand that everyone has a right to be who they are.</p>	<p>Power Struggle To explain some of the ways in which one person or a group can have power over another.</p>	<p>Why Bully? To know some of the reasons why people use bullying behaviours.</p>	<p>Celebrating Difference To give examples of people with disabilities who lead amazing lives.</p>	<p>Celebrating Difference To explain ways in which difference can be a source of conflict and a cause for celebration.</p>	
Spring 1 <i>Dreams & Goals</i>	<p>Personal Learning Goals To know my learning strengths and set challenging but realistic goals for myself.</p>	<p>Steps to Success To 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>My Dream for the Worlds To identify problems in the world that concern me and talk to other people about them.</p>	<p>Helping to Make a Difference To empathise with people living in difficult situations and work with others to make the world a better place.</p>	<p>Helping to Make a Difference To describe ways in which I can work with others to make the world a better place and identify my motivation behind this.</p>	<p>Recognising our Achievements To recognise the contributions and achievements of others to praise or compliment them, and accept praise for myself.</p>	
Spring 2 <i>Healthy Me</i>	<p>Taking Responsibility for my health and well-being To take responsibility for own health and wellbeing.</p>	<p>Drugs To know about different types of drugs and their uses and their effects on the body.</p>	<p>Exploitation To understand that some people can be exploited and made to do things that are against the law.</p>	<p>Gangs To know why some people join gangs and the risks this involves.</p>	<p>Emotional and Mental Health To understand what it means to be emotionally well and explore people's attitudes towards mental health/illness.</p>	<p>Managing Stress and Pressure To recognise stress and the triggers that cause this.</p>	

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<p>Summer 1 <i>Relationships</i></p>	<p>What is Mental health? To know that it is important to take care of mental health.</p>	<p>My Mental Health To know how to take care of mental health.</p>	<p>Love and Loss To know that there are different stages of grief and that there are different types of loss that cause grief.</p>		<p>Power and Control To recognise when people are trying to gain power or control.</p>	<p>Being Online: real or Fake? Safe or Unsafe? To use technology positively and safely and decide whether what something is helpful or harmful.</p>	
<p>Summer 2 <i>Changing Me</i></p>	<p>My Self Image To be aware of own self-image and how body image fits into that. To know how to develop self-esteem.</p>	<p>Puberty To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. To express feelings about the changes that will happen during puberty.</p>	<p>Conception I understand that sexual intercourse can lead to conception and that is how babies are usually made. To appreciate how amazing it is that human bodies can reproduce in these ways.</p>	<p>Babies: conception to birth To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. To recognise feelings when reflecting on the development and birth of a baby.</p>	<p>Boyfriends and Girlfriends To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. To understand that respect for one another is essential in a relationship, and that nobody should feel pressured into doing something they do not want to.</p>	<p>Real self and ideal self To be aware of the importance of a positive self-esteem and what can be done to develop it. To express feelings about self-image and know how to challenge negative 'body-talk'.</p>	<p>The Year Ahead zTo identify what I am looking forward to and what worries me about the transition to secondary school. To know how to prepare emotionally for the changes next year.</p>

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Sea Eagles (Year 6)							
Autumn 1 <i>Being Me in My World</i>	<p>My Year Ahead To identify goals for the year.</p> <p>To understand fears and worries about the future and how to express them.</p>	<p>Being a Global Citizen 1 To know that there are universal rights for all children but for many children these rights are not met.</p>		<p>Being a Global Citizen 2 To understand that our actions affect others - locally and globally.</p>	<p>The Learning Charter To make choices about behaviour, understanding how rewards and consequences feel.</p> <p>To understand how this relates to our rights and responsibilities.</p>	<p>Our Learning Charter To understand how an individual's behaviour can impact on a group.</p>	<p>Owning our learning charter To recognise how democracy and having a voice benefits a school community.</p>
Autumn 2 <i>Celebrating Difference</i>	<p>Am I normal? To understand that there are different perceptions about what normal means.</p>	<p>Understanding Differences To understand that everyone has a right to be who they are.</p>	<p>Power Struggle To explain some of the ways in which one person or a group can have power over another.</p>	<p>Why Bully? To know some of the reasons why people use bullying behaviours.</p>	<p>Celebrating Difference To give examples of people with disabilities who lead amazing lives.</p>	<p>Celebrating Difference To explain ways in which difference can be a source of conflict and a cause for celebration.</p>	
Spring 1 <i>Dreams & Goals</i>	<p>Personal Learning Goals To know my learning strengths and set challenging but realistic goals for myself.</p>	<p>Steps to Success To 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>My Dream for the Worlds To identify problems in the world that concern me and talk to other people about them.</p>	<p>Helping to Make a Difference To empathise with people living in difficult situations and work with others to make the world a better place.</p>	<p>Helping to Make a Difference To describe ways in which I can work with others to make the world a better place and identify my motivation behind this.</p>	<p>Recognising our Achievements To recognise the contributions and achievements of others to praise or compliment them, and accept praise for myself.</p>	
Spring 2 <i>Healthy Me</i>	<p>Taking Responsibility for my health and well-being To take responsibility for own health and wellbeing.</p>	<p>Drugs To know about different types of drugs and their uses and their effects on the body.</p>	<p>Exploitation To understand that some people can be exploited and made to do things that are against the law.</p>	<p>Gangs To know why some people join gangs and the risks this involves.</p>	<p>Emotional and Mental Health To understand what it means to be emotionally well and explore people's attitudes towards mental health/illness.</p>	<p>Managing Stress and Pressure To recognise stress and the triggers that cause this.</p>	

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<p>Summer 1 Relationships</p>	<p>What is Mental health? To know that it is important to take care of mental health.</p>	<p>My Mental Health To know how to take care of mental health.</p>	<p>Love and Loss To know that there are different stages of grief and that there are different types of loss that cause grief.</p>		<p>Power and Control To recognise when people are trying to gain power or control.</p>	<p>Being Online: real or Fake? Safe or Unsafe? To use technology positively and safely and decide whether what something is helpful or harmful.</p>	
<p>Summer 2 Changing Me</p>	<p>My Self Image To be aware of own self-image and how body image fits into that. To know how to develop self-esteem.</p>	<p>Puberty To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. To express feelings about the changes that will happen during puberty.</p>	<p>Conception I understand that sexual intercourse can lead to conception and that is how babies are usually made. To appreciate how amazing it is that human bodies can reproduce in these ways.</p>	<p>Babies: conception to birth To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. To recognise feelings when reflecting on the development and birth of a baby.</p>	<p>Boyfriends and Girlfriends To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. To understand that respect for one another is essential in a relationship, and that nobody should feel pressured into doing something they do not want to.</p>	<p>Real self and ideal self To be aware of the importance of a positive self-esteem and what can be done to develop it. To express feelings about self-image and know how to challenge negative 'body-talk'.</p>	<p>The Year Ahead To identify what I am looking forward to and what worries me about the transition to secondary school. To know how to prepare emotionally for the changes next year.</p>