



Overview of Learning in PSHE

Including Relationships and Sex Education

Overview of learning in PSHE at Milford Infants' School

Intent:

Through their PSHE learning at Milford Infants' School the children will have a positive start to life-long learning and will have the confidence, ability and resilience to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We share a cohesive vision to help children to understand and value how they and others are connected and how they contribute to the world. It is our intent that the children leave our school ready to move onto new challenges and to be successful in wherever their lives take them.

Implementation:

The curriculum for PSHE is taught throughout the whole school with a new topic each half term. In EYFS PSHE is embedded throughout the daily curriculum as well as stand-alone lessons. The planning is based on the units from Coram Life Education. The topics covered are: Me and my relationships. Valuing difference. Keeping myself safe. Rights and responsibilities. Being my best. Growing and changing. At KS 1 PSHE at Milford Infants' School is implemented using a scheme of work based on the units from 'Learn 4 Life' supported by resources from Coram life Education known as SCARF. In Key Stage 1 the topics covered are: Our Happy School. Out and about. Looking forward. My friends and family. Healthy Bodies, healthy minds. Ready, Steady, Go. In KS1 each lesson follows the same pattern to ensure continuity and to enable the children to understand the different sections of the lessons. Each lesson starts with revisiting the class charter, a getting together activity, mindfulness, engagement (main teaching) and finishes with a plenary or reflection time. In the EYFS the same areas are covered over a week rather than one discrete lesson. This is in order to ensure the children are receiving a regular PSHE input in line with each individual classes needs and the EYFS curriculum. These themes are also embedded through all other lessons and the whole school day with everyone supporting and encouraging the children they interact with to use the skills they are developing and to make links to other areas of learning.

The aims of the PSHE planning is to provide the children with:

- Accurate and relevant knowledge
- Opportunities to create personal understanding
- Opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- A range of skills and strategies to live a healthy, safe, fulfilling responsible and balanced life

Our PSHE planning deals with diverse beliefs, values and attitudes that individuals and the members of our school community hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Children at Milford Infants' School also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British citizen.

We have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant PSHE within a whole school approach. We also promote and practise mindfulness allowing children to advance their emotional awareness, concentration and focus. Our approach aims to develop the qualities and attributes children need to thrive as individuals, family members and members of society and the global community. Teaching in the Early Years follows the Educational Programme and ideas from Development Matters relevant to our children's needs. Teachers follow and plan for children's interests throughout the year ensuring high quality opportunities are provided so that children can demonstrate the skills of the ELG detailed below by the end of the year.

Overview of learning in PSHE at Milford Infants' School

Impact

By the time our children leave our school they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance and Mutual respect
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem

Overview of learning in PSHE at Milford Infants' School Pre-school Units:

Autumn 1: Me and my relationships

I can share my likes and dislikes with my friends and adults in my classroom
I can name the different features of my face and parts of my body.
I can use my senses to explore the world around me.
I can speak positively about myself
I can name different feelings and say why I am feeling this way.
I can say who can help me when I am feeling sad/worried/scared.
I can talk about my family and my special people
I can say who looks after me and keeps me safe.
I can talk about different types of homes.

Autumn 2: Valuing difference

I can talk the similarities and differences amongst my friends
I can talk about the things that I am good at
I can talk about the things my friends are good at.
I can spot similarities and differences in nature.
I know that having differences is a good thing.
I can talk about differences in nature
I can talk about differences between my family and my friend's family
I can explore and use different materials
I can be kind to my friends
I can show kindness by playing with my friends
I can talk about how to help my friends when they are sad/lonely/worried

Spring 1: Keeping myself safe

I can say who looks after me at home and at school
I can recognise how I feel when something feels wrong and what to do to make it feel better
I can talk about what makes me feel safe
I can say what I should do if I feel unsafe
I know that there are things at home that should only be used by grown ups
I can sort items depending on what they are used for.
I can say who can give medicine to children and why.
I know why it is important to stay safe around medicines.
I know why I should safe around unknown products.
I can talk about how to stay safe at home and outside.

Spring 2: Rights and responsibilities

I can talk about different ways to be healthy
I can say how I can help other people
I can say why I should help other people
I know how to look after my home, my school and the environment
I can talk about how healthy food and keeping clean can keep me healthy
I can talk about how to keep clean
I can talk about healthy foods
I can try new things
I can say how I can help at home
I can talk about how I can look after people in my family
I can talk about how I can look after my friends
I can talk about what is special in the natural world.
I can talk about looking after my world.

Summer 1: Being my best

I can talk about healthy choices and activities
I can keep going with my learning
I can work with my friends to complete a challenge
I can say what my body need for energy (food, water, exercise, sleep)
I can say how I feel when I don't have enough food, water, exercise or sleep
I can make healthy choices at home and at school
I can say how I might feel if I find something hard
I can say how to help other people to keep going
I can challenge myself
I can explore planning and reviewing something using trial and error.
I can challenge myself to try new activities
I can talk to my friends, sharing ideas and listening to each other

Summer 2: Growing and changing

I can talk about changes in my environment
I can talk about changes in babies, young animals, plants and myself as we grow
I can talk about what babies need and how this changes as they grow.
I understand that it is alright to like and do the same things as some friends and different things to other friends.
I can talk about the changes in the seasons
I can use describe natural changes
I can talk about the lifecycle of an animal
I can talk about my experiences
I can listen to my friends talk about their experiences
I can talk about the similarities and differences between males and females
I can play with boys and girls.
I can think about what a family is
I am beginning to understand that not all families are the same as mine

Overview of learning in PSHE at Milford Infants' School Foundation stage Units:

Autumn 1: Me and my relationships

I can talk about similarities and differences.
I can name the special people in my life at home
I can name the people who care for me outside of my home
I know that we all have different special people
I can describe different feelings.
I can say who can help if I am sad, worried or scared.
I can identify ways to help others or myself if I am sad or worried.
I can talk about my own interests.
I can talk about my family.
I can talk about how I am the same or different to others.
I share my favourite interests and objects.
I can talk about myself positively.
I can listen to what others say and respond.
I can talk about when I might feel unhappy or unsafe
I can name the people who can help me when I feel sad or unsafe
I can see when a friend needs help
I can describe different emotions
I can talk about how I feel at different times
I know different ways to change feelings and calm down
I can say what makes me feel sad
I can think of ways to help a friend who is feeling sad
I can think of ways to help myself when I feel sad

Autumn 2: Valuing differences

I can be sensitive towards others and celebrate what makes us all unique.
I can recognise that I can have things in common with others.
I can use speaking and listening skills to learn about the lives of my friends.
I know the importance of showing care and kindness towards others.
I can demonstrate skills in building friendships and cooperation.
I can say what I am good at.
I can share my likes and dislikes.
I can listen to and respect the ideas of my friends.
I can recognise the similarities and differences between my friends.
I can talk about why differences should be celebrated.
I can retell a story
I can talk about my family, our customs and traditions.
I can listen to my friends talk about their experiences.
I can compare my experiences with my friends.
I can recognise the similarities and differences between my home and my friends
I can say what makes my home special and safe.
I can be sensitive towards my friends
I can say how we can be kind to others
I can show skills how to cooperate with my friends.
I can show how to be friendly
I can make friends

Spring 1: Keeping myself safe

I can talk about how to keep my body healthy and safe.
I can name ways to stay safe around medicines.
I know how to stay safe in my home, classroom and outside.
I know ways to stay safe online.
I can name adults in my life that can keep me safe at home and school.
I can name things that keep my body safe.
I can name things that keep my body clean and safe
I can think about how to recognise things that might not be safe.

Spring 2: Rights and responsibilities

I understand that I can make a difference
I can say/show how I care and look after my home.
I can say/show how I care and look after my school and classroom.
I can say/show how I care for my special people.
I can say who my special people are.
I understand that my special people might be different to my friends.
I can talk about how I can care and look after the natural world. (e.g. recycling, using less energy, wasting less)
I can talk about what can happen to living things if the world is not cared for.
I can talk about similarities and differences between myself and my friends
I can talk about being a good friend
I can say why friends are important and how they can help us.
I can say/show how to care for a friend that needs help.
I can say how I can help people at home, in our school and the wider community.
I can think about what makes our world special and beautiful.
I can recognise coins and other items relating to money.
I can talk about different uses of money.
I can talk about why it is important to keep money safe.
I can talk about how to save money.
I can talk about why we save money.

Summer 1: Being my best

I am brave like a lion when learning new things.
I can say what helps me do my best learning.
I can name and discuss different emotions.
I know that there are different ways of dealing with new challenges.
I can make healthy choices.
I can say how healthy choices keep us feeling well.
I can set myself achievable goals.
I can say what I can do if I do not achieve a goal.
I know what to do to be the best I can be.
I can talk about ways to overcome a hurdle in my learning.
I know that some skills take time to learn.
I can celebrate my friend's successes.
I can name and choose healthy foods and drinks
I know that some foods are treat foods.
I can talk about the jobs of different food groups.
I can talk about changes in my body during exercise.
I can talk about how exercise keeps us well – physically and mentally
I can name different ways to keep fit.
I understand why our body needs sleep
I can talk about my own bedtime routine
I can suggest different ways to have a calm bedtime routine.

Summer 2: Growing and changing

I understand that nature can change
I understand that humans can change over time.
I can talk about how I have changed over time.
I can name the different stages in a human life cycle. (baby, child, teenager, adult, older adult)
I can talk about the differences between each part of the human life cycle.
I understand that babies are made by a man and a woman.
I know that babies grow inside a mother's tummy.
I can name the different parts of the body- using the correct terms (including reproductive parts of the body)
I know how to keep my body safe.
I can talk about why I need to keep my body safe.
I can say who to ask for help to if I do not feel safe.
I can name the different seasons and talk about their differences.
I can talk about the changes in each season.
I can talk about how I have grown in resilience.
I know that animals change over time.
I can use the correct vocabulary to describe a life cycle
I can use the correct names for young animals.
I can talk about changes I have seen in living things.
I can retell a story and answer questions about it.
I can talk about their own life so far.
I know that every family is different
I can talk about the similarities and differences between themselves and their friends.
I know that we are all unique.

Overview of learning in PSHE at Milford Infants' School Year 1 Units:

Autumn 1: Our Happy School

I know that I belong to a community
I can tell you why I feel safe and happy at school
I have thought about how I can feel safe and content in my class.
I know how to take care of my belongings
I can apply our Golden Rules
I have thought about the Golden Rules that help keep us safe and happy
I know that we all need and we need to make sure they are met.
I can talk about how family and friends should look after each other.
I know that we are the same, yet different and are all special
I can tell you how I am the same as other people in my class and how I am different
I have thought about the differences between people
I know how to make people feel better by listening and talking to them.
I can tell if people are feeling sad.
I have thought about how important it is to think about other people's feelings if they are feeling sad
I know how to make someone feel welcome
I can I can make someone new feel welcome in my class
I have thought about how important it is to make others feel welcome

Autumn 2: Out and about

I know how dangerous fireworks and bonfires can be.
• **I can** keep safe if there are fireworks near me.
I have thought about why it is important to know the fireworks safety code.
I know what bullying behaviour looks like.
I can ask for help from a trusted adult when I need it.
I have thought about what I can do if I am being bullied.
I know how to help a friend.
I can be a good friend.
I have thought about the importance of having friends and how I can be a good friend to someone when they need it.
I know and understand the potential dangers in different environments.
I can ask for appropriate help when necessary.
I have thought about the importance of being able to develop and practice simple ways of keeping safe and for finding help.
I know some rules to help me safely cross a road.
I can ask for help from the appropriate people when I need it.
I have thought about why I should use the safety rules when I am out.
I know that I should not play with fire or I could be burned. I know that fires can be dangerous.
I can get help if a fire is started.
I have thought about why it is important to have a fire escape plan at home and at school.

Spring 1: Looking forward

I know that we learn in different ways.
I can find things out in different ways.
I have thought about how I learn best.
I know that we need people with lots of different skills to help us.
I can ask questions to find out new information.
I have thought about the different jobs that people do and the special skills they need.
I know that my senses help me learn.
I can use my senses to help me learn.
I know how to break my goal down into small steps.
I can set myself a realistic goal.
I have thought about how we can make a difference by encouraging each other to achieve our goals.
I know what to do if I get stuck.
I can ask others for help.
I have thought about how to keep going towards my goal.
I know some of my strengths as a learner.
I can reflect on my goal journey.
I have thought about how I have achieved my goals/achievements.

Spring 2: My Friends and Family

I know what to say when my friend has done something well.
I can tell you how I feel when my friend has done something well.
I have thought about what it is like to feel proud of myself and my friends.
I know my family care about me.
I can tell you who is in my family.
I have thought about how my family may be different to my friends.
I know what I can do with my friends.
I can name all of my friends.
I have thought about how I can be a good friend.
I know how I can feel better when I am sad or missing someone or something.
I can tell you how I feel when I love or care for someone or something.
I have thought about what it feels like to lose someone or something.
I know I can choose to make someone happy.
I can make people happy.
I have thought about how it feels when someone makes me happy.
I know the difference between secrets and surprises.
I can talk about who to talk to if I am worried
I have thought about how to keep myself safe

Summer 1: Healthy Bodies, Healthy Minds

I can demonstrate how I feel.
I know how to express my feelings.
I have thought about how it is OK to be proud about what I can do/achieve.
I can think for myself/be my own person to make a choice.
I know what will usually be safe and what could be dangerous for my body.
I have thought about the need to respect my body and to ask for help if I need it.
I can tell a grown up that I trust when I need help
I know that medicines can make me feel better when I take them correctly.
I know that all medicines are drugs and that if I do not take them correctly they will hurt my body.
I know what to do if something makes me feel ill.
I know how to recognise some basic warning symbols on packaging.
I have thought about why it is important to follow rules and instructions and to treat my body well.
I know that the sun can harm my body if I do not protect it.
I can protect my body in the sunshine.
I have thought about why it is important to look after my body from an early age and make the correct choice when protecting myself from the sun.
I know that I need to do some sort of exercise every day to keep my body (particularly my heart and lungs) healthy.
I can choose the kind of exercise I enjoy to keep my body healthy.
I have thought about why it is important to exercise for 60 minutes each day (now and in the future!)
I know that it is important to rest my body at regular times and how my body feels when it is in need of sleep.
I can tell when I am tired and know what I can do to help myself.
I can talk with a trusted grown up about how I feel when I am tired, and if I am scared of going to sleep.
I have thought about why it is important to sleep for the right amount of time to rest my body.

Summer 2: Ready, Steady, Go!

I know that some changes are natural and happen by themselves.
I can cope with changes.
I have thought about how change can be a good thing.
I know some ways to help keep me safe when I am out and about.
I can take care when playing outside.
I have thought about why it's great to get out and about.
I know what to do if I get lost at the beach.
I can keep safe in the sun.
I have thought about how we can have fun on the beach if we take care.
I know some rules to help keep me safe on the internet.
I can take care of myself when I use the internet.
I have thought about what might happen if unkind messages are sent by email.
I know how to support other people.
I can listen to other peoples' ideas.
I have thought about how we need to be able to work with other people sometimes.
I know some things I need to think about before making choices.
I can make choices to keep myself safe.
I have thought about how changes can be exciting.

Overview of learning in PSHE at Milford Infants' School Year 2 Units:

Autumn 1: Our Happy School

I know how I can help make my classroom a safe and happy place.
I can tell you about our class charter.
I have thought about feeling safe and happy at school.
I know the reasons why we have rules.
I can apply the school rules.
I have thought about how rules help us to keep safe.
I know how to welcome people to our class.
I can make someone new feel welcome.
I have thought about how to welcome people to our class.
I know that we have different likes and dislikes.
I can tell you about my likes and dislikes.
I have thought about how it is okay to be different.
I know what helps us learn.
I can play and learn with others.
I have thought about what helps us learn with others.
I know that sometimes I need to listen to other people's ideas.
I can work with others.
I have thought about how we can work with others by using each other's skills

Autumn 2: Out and about

I know when I am starting to feel angry and know some ways to calm down.
I can get along with others even if they do not always see things in the same way as I do.
I have thought about why it is important to use peaceful problem solving to sort out problems so that both people feel OK.
I know that people will help me if I feel worried by the actions of others.
I can ask for help if I am being bullied or if I see someone being bullied.
I have thought about why I should tell a trusted person about what is happening.
I know how to recognise the feelings of others around me.
I can speak thoughtfully so that I don't upset the feelings of others.
I have thought about how my behaviour affects those around me.
I know that the dark can be dangerous.
I can keep myself safe when out in the dark.
I have thought about what I can do when I go out at night.
I know how to tell someone that there has been an accident.
I can keep myself safe when indoors.
I have thought about the different types of dangers there are indoors.
I know how to be safe when I play and how to get help if I need it.
I can take extra care when I play.
I have thought about the importance of being aware of the things that could possibly happen when I play.

Spring 1: Looking forward

I know how I learn best and understand what stops us from learning.
I can tell you what I am good at.
I have thought about how we learn best.
I know some of the reasons why people go to work.
I can ask suitable questions about people's jobs.
I have thought about why people go to work.
I know where money comes from.
I can use money.
I have thought about where money comes from.
I know I am aware that people in some places are less fortunate than me.
I can talk about how others live.
I have thought about the choices that people have in terms of spending and saving.
I know that together we can help others.
I can work with others.
I have thought about how important it is to help others.
I know that together we can help others.
I can reflect on our activity.
I have thought about how to organise a fundraising project.

Spring 2: My Friends and Family

I know where parts of my body are.
I can name and label parts of the body.
I have thought about how my body looks.
I know that my body belongs to me.
I can say No! and Stop!
I have thought about what feels ok and not ok.
I have thought about who I can talk to
I have thought about how to keep myself safe
I know why I must wash my hands after certain activities.
I can wash my hands properly.
I have thought about why I should wash my hands.
I know how to keep my teeth healthy.
I can tell you why I should keep my teeth healthy.
I have thought about why it is important to keep my teeth healthy.
I know whose job it is to help us wherever we are.
I can tell you how people can help us.
I have thought about why I might need help at different times.

Summer 1: Healthy Bodies, Healthy Minds

I know what it feels like to be relaxed.
I know how to stand up for myself.
I can recognise when I am getting stressed.
I can be still and quiet and relax my body.
I have thought about being prepared to stand up for myself when it is right to do so.
I know that it is normal for everyone to have strong feelings at different times.
I know how to control strong feelings and emotions.
I can say how I feel and put a name to it.
I can tell when I am feeling stressed.
I know that I can make a choice at this time.
I know some techniques to help me stay calm.
I have thought about how to use calming techniques when I need to.
I have thought about how I can deal with these emotions or ask for help when it is necessary.
I know how to make healthy eating choices.
I can sort different foods into the 5 main food groups.
I have thought about how important it is to keep my body healthy by eating a variety of foods over a day.
I know that each day I should eat at least 5 portions of fruit and vegetables that have a variety of colours.
I know that I am what I eat!
I can make a fruit jelly.
I have thought about the importance of eating fruit and vegetables as a part of a balanced diet.

Summer 2: Ready, Steady, Go!

I know that we change as we grow older.
I can tell you about the ways I've changed since I was a toddler.
I have thought about how change can be a good thing.
I know that some changes are natural and happen by themselves.
I can name things that change naturally in the world around us.
I have thought about the beauty of natural changes in the world.
I know what it means when something is or isn't your fault.
I can use strategies to help deal with changes that are difficult.
I have thought about that it's okay to have a mixture of feelings about change.
I know some of the choice I make everyday.
I can make choices for myself.
I have thought about why it is important to think about my choices carefully.
I know that some changes are difficult to make and can take a long time.
I can make some changes happen.
I have thought about how I can make some changes happen.
I know that I am changing.
I can say what I am looking forward to.
I have thought about changes that can be exciting.

Overview of learning in PSHE at Milford Infants' School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool	<p>Me and my relationships</p> <p>I can share my likes and dislikes with my friends and adults in my classroom.</p> <p>I can name the different features of my face and parts of my body.</p> <p>I can use my senses to explore the world around me.</p> <p>I can speak positively about myself</p> <p>I can name different feelings and say why I am feeling this way.</p> <p>I can say who can help me when I am feeling sad/worried/scared.</p> <p>I can talk about my family and my special people</p> <p>I can say who looks after me and keeps me safe.</p> <p>I can talk about different types of homes.</p>	<p>Valuing difference</p> <p>I can talk the similarities and differences amongst my friends</p> <p>I can talk about the things that I am good at</p> <p>I can talk about the things my friends are good at.</p> <p>I can spot similarities and differences in nature.</p> <p>I know that having differences is a good thing.</p> <p>I can talk about differences in nature</p> <p>I can talk about differences between my family and my friend's family</p> <p>I can explore and use different materials</p> <p>I can be kind to my friends</p> <p>I can show kindness by playing with my friends</p> <p>I can talk about how to help my friends when they are sad/lonely/worried</p>	<p>Keeping myself safe</p> <p>I can say who looks after me at home and at school</p> <p>I can recognise how I feel when something feels wrong and what to do to make it feel better</p> <p>I can talk about what makes me feel safe</p> <p>I can say what I should do if I feel unsafe</p> <p>I know that there are things a home that should only be used by grown ups</p> <p>I can sort items depending on what they are used for.</p> <p>I can say who can give medicine to children and why.</p> <p>I know why it is important to stay safe around medicines.</p> <p>I know why I should safe around unknown products.</p> <p>I can talk about how to stay safe at home and outside.</p>	<p>Rights and responsibilities</p> <p>I can talk about different ways to be healthy</p> <p>I can say how I can help other people</p> <p>I can say why I should help other people</p> <p>I know how to look after my home, my school and the environment</p> <p>I can talk about how healthy food and keeping clean can keep me healthy</p> <p>I can talk about how to keep clean</p> <p>I can talk about healthy foods</p> <p>I can try new things</p> <p>I can say how I can help at home</p> <p>I can talk about how I can look after people in my family</p> <p>I can talk about how I can look after my friends</p> <p>I can talk about what is special in the natural world.</p> <p>I can talk about looking after my world.</p>	<p>Being my best</p> <p>I can talk about healthy choices and activities</p> <p>I can keep going with my learning</p> <p>I can work with my friends to complete a challenge</p> <p>I can say what my body need for energy (food, water, exercise, sleep)</p> <p>I can say how I feel when I don't have enough food, water, exercise or sleep</p> <p>I can make healthy choices at home and at school</p> <p>I can say how I might feel if I find something hard</p> <p>I can say how to help other people to keep going</p> <p>I can challenge myself</p> <p>I can explore planning and reviewing something using trial and error.</p> <p>I can challenge myself to try new activities</p> <p>I can talk to my friends, sharing ideas and listening to each other</p>	<p>Growing and changing</p> <p>I can talk about changes in my environment</p> <p>I can talk about changes in babies, young animals, plants and myself as we grow</p> <p>I can talk about what babies need and how this changes as they grow.</p> <p>I understand that it is alright to like and do the same things as some friends and different things to other friends.</p> <p>I can talk about the changes in the seasons</p> <p>I can use describe natural changes</p> <p>I can talk about the lifecycle of an animal</p> <p>I can talk about my experiences</p> <p>I can listen to my friends talk about their experiences</p> <p>I can talk about the similarities and differences between males and females</p> <p>I can play with boys and girls.</p> <p>I can think about what a family is</p> <p>I am beginning to understand that not all families are the same as mine</p>
EYFS	<p>Me and my relationships</p> <p>I can talk about similarities and differences.</p> <p>I can name the special people in my life at home</p> <p>I can name the people who care for me outside of my home</p> <p>I know that we all have different special people</p> <p>I can describe different feelings.</p> <p>I can say who can help if I am sad, worried or scared.</p> <p>I can identify ways to help others or myself if I am sad or worried.</p> <p>I can talk about my own interests.</p> <p>I can talk about my family.</p> <p>I can talk about how I am the same or different to others.</p> <p>I share my favourite interests and objects.</p> <p>I can talk about myself positively.</p> <p>I can listen to what others say and respond.</p> <p>I can talk about when I might feel unhappy or unsafe</p> <p>I can name the people who can help me when I feel sad or unsafe</p> <p>I can see when a friend needs help</p> <p>I can describe different emotions</p> <p>I can talk about how I feel at different times</p> <p>I know different ways to change feelings and calm down</p> <p>I can say what makes me feel sad.</p> <p>I can think of ways to help a friend who is feeling sad</p> <p>I can think of ways to help myself when I feel sad</p>	<p>Valuing differences</p> <p>I can be sensitive towards others and celebrate what makes us all unique.</p> <p>I can recognise that I can have things in common with others.</p> <p>I can use speaking and listening skills to learn about the lives of my friends.</p> <p>I know the importance of showing care and kindness towards others.</p> <p>I can demonstrate skills in building friendships and cooperation.</p> <p>I can say what I am good at.</p> <p>I can share my likes and dislikes.</p> <p>I can listen to and respect the ideas of my friends.</p> <p>I can recognise the similarities and differences between my friends.</p> <p>I can talk about why differences should be celebrated.</p> <p>I can retell a story</p> <p>I can talk about my family, our customs and traditions.</p> <p>Can listen to my friends talk about their experiences.</p> <p>I can compare my experiences with my friends.</p> <p>I can recognise the similarities and differences between my home and my friends</p> <p>I can say what makes my home special and safe.</p> <p>I can be sensitive towards my friends</p> <p>I can say how we can be kind to others</p> <p>I can show skills how to cooperate with my friends.</p> <p>I can show how to be friendly</p> <p>I can make friends</p>	<p>Keeping myself safe</p> <p>I can talk about how to keep my body healthy and safe.</p> <p>I can name ways to stay safe around medicines.</p> <p>I know how to stay safe in my home, classroom and outside.</p> <p>I know ways to stay safe online.</p> <p>I can name adults in my life that can keep me safe at home and school.</p> <p>I can name things that keep my body safe.</p> <p>I can name things that keep my body clean and safe</p> <p>I can think about how to recognise things that might not be safe.</p>	<p>Rights and responsibilities</p> <p>I understand that I can make a difference</p> <p>I can say/show how I care and look after my home.</p> <p>I can say/show how I care and look after my school and classroom.</p> <p>I can say/show how I care for my special people.</p> <p>I can say who my special people are.</p> <p>I understand that my special people might be different to my friends.</p> <p>I can talk about how I can care and look after the natural world. (e.g. recycling, using less energy, wasting less)</p> <p>I can talk about what can happen to living things if the world is not cared for.</p> <p>I can talk about similarities and differences between myself and my friends</p> <p>I can talk about being a good friend</p> <p>I can say why friends are important and how they can help us.</p> <p>I can say/show how to care for a friend that needs help.</p> <p>I can say how I can help people at home, in our school and the wider community.</p> <p>I can think about what makes our world special and beautiful.</p> <p>I can recognise coins and other items relating to money.</p> <p>I can talk about different uses of money.</p> <p>I can talk about why it is important to keep money safe.</p> <p>I can talk about how to save money.</p> <p>I can talk about why we save money.</p>	<p>Being my best</p> <p>I am brave like a lion when learning new things.</p> <p>I can say what helps me do my best learning.</p> <p>I can name and discuss different emotions.</p> <p>I know that there are different ways of dealing with new challenges.</p> <p>I can make healthy choices.</p> <p>I can say how healthy choices keep us feeling well.</p> <p>I can set myself achievable goals.</p> <p>I can say what I can do if I do not achieve a goal.</p> <p>I know what to do to be the best I can be.</p> <p>I can talk about ways to overcome a hurdle in my learning.</p> <p>I know that some skills take time to learn.</p> <p>I can celebrate my friend's successes.</p> <p>I can name and choose healthy foods and drinks</p> <p>I know that some foods are treat foods.</p> <p>I can talk about the jobs of different food groups.</p> <p>I can talk about changes in my body during exercise.</p> <p>I can talk about how exercise keeps us well – physically and mentally</p> <p>I can name different ways to keep fit.</p> <p>I understand why our body needs sleep</p> <p>I can talk about my own bedtime routine</p> <p>I can suggest different ways to have a calm bedtime routine.</p>	<p>Growing and changing</p> <p>I understand that nature can change</p> <p>I understand that humans can change over time.</p> <p>I can talk about how I have changed over time.</p> <p>I can name the different stages in a human life cycle. (baby, child, teenager, adult, older adult)</p> <p>I can talk about the differences between each part of the human life cycle.</p> <p>I understand that babies are made by a man and a woman.</p> <p>I know that babies grow inside a mother's tummy.</p> <p>I can name the different parts of the body- using the correct terms (including reproductive parts of the body)</p> <p>I know how to keep my body safe.</p> <p>I can talk about why I need to keep my body safe.</p> <p>I can say who to ask for help to if I do not feel safe.</p> <p>I can name the different seasons and talk about their differences.</p> <p>I can talk about the changes in each season.</p> <p>I can talk about how I have grown in resilience.</p> <p>I know that animals change over time.</p> <p>I can use the correct vocabulary to describe a life cycle</p> <p>I can use the correct names for young animals.</p> <p>I can talk about changes I have seen in living things.</p> <p>I can retell a story and answer questions about it.</p> <p>I can talk about their own life so far.</p> <p>I know that every family is different</p> <p>I can talk about the similarities and differences between themselves and their friends.</p> <p>I know that we are all unique.</p>
Year 1	<p>Our Happy School</p> <p>Assessment Outcomes for this unit</p> <p>I know why we have rules in school (Teacher assessment)</p> <p>I can tell you how I am the same and different from my friends (Teacher assessment)</p> <p>I have thought about how to talk about my feelings (pupil self-assessment)</p>	<p>Out and About</p> <p>Assessment Outcomes for this unit</p> <p>I know how to be careful when walking on the pavement (Teacher assessment)</p> <p>I can listen well to other people when they are talking (Teacher assessment)</p> <p>I have thought about how to keep myself safe (Pupil self assessment)</p>	<p>Looking Forward</p> <p>Assessment Outcomes for this unit</p> <p>I can tell you about the different types of work people do (Teacher assessment)</p> <p>I can tell you some of my strengths as a learner (Teacher assessment)</p> <p>I have thought about how I learn and how I can achieve a goal (Pupil self assessment)</p>	<p>My Friends and Family</p> <p>Assessment Outcomes for this unit</p> <p>I know who my friends and family are (Teacher assessment)</p> <p>I can make people I care about happy (Teacher assessment)</p> <p>I have thought about people who are important to me and how I feel about them (Pupil self assessment)</p>	<p>Healthy Bodies, Healthy Minds</p> <p>Assessment Outcomes for this unit</p> <p>I know that exercise keeps me fit and healthy (Teacher assessment)</p> <p>I know not to touch medicines and that substances in the house can be dangerous (Teacher Assessment)</p> <p>I can tell you something that makes me feel proud (Teacher assessment)</p> <p>I have thought about different ways to keep myself healthy (Pupil self assessment)</p>	<p>Ready, Steady, Go</p> <p>Assessment Outcomes for this unit</p> <p>I know my friends can help me and I can help them in times of change (Teacher assessment)</p> <p>I know that some changes are natural and "happen by themselves" (Teacher assessment)</p> <p>I have thought about working with other people to overcome obstacles. (Pupil self assessment)</p>
Year 2	<p>Our Happy School</p> <p>Assessment Outcomes for this unit</p> <p>I know how I can help make my classroom a safe and happy place (Teacher assessment)</p> <p>I can welcome someone into my class (Teacher assessment)</p> <p>I have thought about how my behaviour can affect others (Pupil self assessment)</p>	<p>Out and About</p> <p>Assessment Outcomes for this unit</p> <p>I know about stranger danger including meeting strangers online (Teacher assessment)</p> <p>I can work well in a group (Teacher assessment)</p> <p>I have thought about what I should do if I meet dangerous situations (Pupil self assessment)</p>	<p>Looking Forward</p> <p>Assessment Outcomes for this unit</p> <p>I know that you can choose to spend or save money (Teacher assessment)</p> <p>I can choose between my ideas and give reasons (Teacher assessment)</p> <p>I have thought about the best way to use money (Pupil self assessment)</p>	<p>My Friends and Family</p> <p>Assessment Outcomes for this unit</p> <p>I know the stages of a life cycle (Teacher assessment)</p> <p>I can identify some of the people who care for me (Teacher assessment)</p> <p>I have thought about ways of keeping my teeth healthy (Pupil self assessment)</p>	<p>Healthy Bodies, Healthy Minds</p> <p>Assessment Outcomes for this unit</p> <p>I know why I should eat 5 portions of fruit and veg. a day (Teacher assessment)</p> <p>I know what makes me feel relaxed and what makes me feel stressed (Teacher assessment)</p> <p>I have thought about the importance of a balanced diet (Pupil self assessment)</p>	<p>Ready, Steady, Go</p> <p>Assessment Outcomes for this unit</p> <p>I know how to cope with changes that can be exciting or worrying (Teacher assessment)</p> <p>I can plan to overcome obstacles that might get in the way (Teacher assessment)</p> <p>I have thought about how to make sensible choices (Pupil self assessment)</p>