

	PSHE						
	EYFS (Pink = Early Learning Goals Green = Development Matters 3-4 Years Purple = Development Matters Reception)	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
Me and my relationships	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher</p>	<p>I know that there are different types of relationships - family, friends and others (this includes same sex families) and I respect those differences.</p> <p>I know that family and friends should care for each other and families can give love, security and stability.</p> <p>I know the names for the main body parts (including external genitalia) and why it is important to keep them private.</p> <p>I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends.</p> <p>I can name people who look after me, my networks and who to go to if I am worried about anything online</p>	<p>I know the characteristics of a healthy family like and the importance of caring for each other and spending time together.</p> <p>I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help.</p> <p>I know about the changes that have happened to my body since birth I know about the process of growing from young to old and how people's needs change.</p> <p>I have an understanding of stereotypes and how these can have a negative impact,</p> <p>I understand the importance of valuing of one's own body and recognising its uniqueness</p> <p>I know the names for the main body parts</p>	<p>I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both online and offline.</p> <p>I understand that relationships both on and offline may change over time and how to ask for help if they make me unhappy.</p> <p>I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them.</p> <p>I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult.</p> <p>I know how other families are similar or</p>	<p>I feel good about myself and my body and having an understanding of how the media presents 'body image'.</p> <p>I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body.</p> <p>I can recognise what love is and understand that marriage/civil partnership is a legally recognized commitment freely entered into by two people.</p> <p>I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable. Loving and caring relationships.</p> <p>I can demonstrate the features of good healthy friendship both online and offline</p>	<p>I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunization.</p> <p>I know the ways in which boys and girls grow and develop in puberty - physically and emotionally</p> <p>I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.</p> <p>I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way.</p> <p>I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to</p>	<p>I understand the physical and emotional changes I will go through at puberty.</p> <p>I can look after my body and health as I go through puberty.</p> <p>I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.</p> <p>I know about human reproduction including conception.</p> <p>I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (including between peers).</p> <p>I understand that civil partnerships and marriages are</p>

<p>says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>and offline and how to attract their attention.</p> <p>I know what being a good friend means both on and offline and how they should make us feel happy and secure.</p> <p>I can recognize there are different types of teasing both on and offline.</p> <p>I can play and work cooperatively</p> <p>I can listen to other people and show them respect.</p> <p>I can share appropriately.</p> <p>I can recognise that my behaviour affects others both on and offline.</p> <p>I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline.</p> <p>I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p>(including external genitalia) and the similarities/differences between boys and girls</p> <p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers).</p> <p>I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention.</p> <p>I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction.</p> <p>I know the recipe for being a good friend both online and offline and that trust is a core ingredient.</p> <p>I can describe the nature and consequences of negative behaviors, bullying both online and offline and express some ways to respond to it . I understand that even if I am the not the</p>	<p>different to mine (this includes same sex).</p> <p>I understand that it is OK to be different to others.</p> <p>I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring.</p> <p>I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention</p>	<p>and have the skills to manage a falling out.</p> <p>I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention.</p> <p>I can respond appropriately to other people's feelings.</p> <p>I recognise my worth as an individual and the worth of other people.</p> <p>I understand a range of feelings and how these make me feel both emotionally and physically.</p>	<p>form and maintain a healthy relationship.</p> <p>I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention.</p> <p>I know where individuals, families and groups can get help and support</p> <p>I know how to be a good friend both online and offline and how to manage a fall-out with a friend without a physical reaction.</p> <p>I understand what boundaries are appropriate in friendships with peers and others both on and offline.</p> <p>I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both online and offline but if appropriate I feel able to confidentially challenge their view point</p>	<p>examples of stable, loving relationships freely entered into by both people (include same sex relationships).</p> <p>I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship both online and offline.</p> <p>I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret, all of which can happen both on or offline.</p> <p>I can name people who look after me, my networks and who to go to if I am worried about anything both on offline and how to attract their attention</p> <p>I can recognise the difference between aggressive and</p>
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	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>I know how to be nice to people both on and off line.</p>	<p>target of the behavior I can still get help.</p> <p>I can empathise with other people and understand how people can react differently to the same situation.</p> <p>I can listen to others and respect their viewpoints both on and offline.</p> <p>I recognize and challenge stereotypes.</p> <p>I know about change and loss including separation, divorce and bereavement and the associated feelings.</p>				<p>assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict. I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism (which can happen both on and offline) on individuals and communities.</p> <p>I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability).</p> <p>I understand the nature, causes and consequences of hate crime (which can happen both on and offline) and the need to tell an adult.</p>
<p>Keeping myself safe</p> <p>Red - various</p> <p>Pink - online</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Form positive attachments to adults and friendships with peers</p>	<p>I know the role of medicines in promoting health, the reasons why people use them and the school rules on medicines</p> <p>I know that some substances can help or harm the body including household</p>	<p>I use simple skills which will help to maintain my personal safety</p> <p>I understand that all drugs can be harmful if not used properly</p> <p>I know simple rules about medicines and</p>	<p>I can identify and explain how to manage risks in different familiar situations.</p> <p>I know how to ask for help and about the people who are responsible for keeping me healthy and safe</p>	<p>I know the difference between risk, danger and hazard</p> <p>I can describe what risk means to me</p> <p>I can take responsibility for my own behaviour and safety and realise that</p>	<p>I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety and in the local environment(rail, farm, water and fire)</p> <p>I know which commonly available</p>	<p>I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help including how to call 999 in an emergency.</p>

<p>Know and talk about being a safe pedestrian</p>	<p>substances like dishwasher tablets</p> <p>I recognise the need for safety rules -road, fire, water, rail, farm, school environment, playground, online and home</p> <p>I can name an adult in school who can help me and I know there are people and services who can help us</p> <p>I know I have a responsibility to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>I know that people you don't know are strangers and this applies online as well as well as off line</p> <p>I know that when people I don't know ask me for private information I don't share it online or in person</p> <p>I understand that some websites, games and social media sites may not be age-appropriate and I know what to do if I find something inappropriate online</p>	<p>other substances used in the home, including solvents which can be harmful if not used properly</p> <p>I can recognise and say what is right and wrong</p> <p>I understand that pressure to behave in an unsafe way can come from a range of people, including people</p> <p>I know and online I know how to ask for help when I need it and can name a range of people who can help me</p> <p>I know the difference between secrets and surprises and understand not to keep adults secrets</p> <p>I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online when using websites, playing games, using email/ text/ video chat</p>	<p>I can make judgements and decisions and use basic techniques for resisting negative peer pressure</p> <p>I can explain how my behaviour may have consequences for myself and others</p> <p>I can demonstrate basic safety procedures when using medicines, crossing roads, riding a bike, swimming etc</p> <p>I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need</p> <p>I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online when using websites, playing games, using email/ text/ video chat</p>	<p>actions have consequences</p> <p>I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, rail, electricity and personal safety)</p> <p>I have some effective strategies to cope with peer influence and peer pressure</p> <p>I know that not everything on the internet is true and know what to do if I access something inappropriate I can use a range of online communication tools safely to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones</p> <p>I understand the need to keep some information private in order to protect myself when communicating online and I implement strategies to do this</p>	<p>substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks</p> <p>I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know and the media</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website</p> <p>I can use online tools safely to exchange information and collaborate with others within and beyond school</p> <p>I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend</p> <p>I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school</p>	<p>I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe.</p> <p>I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly.</p> <p>I know how to make informed decisions relating to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change.</p> <p>I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline including people I know and the media.</p> <p>I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age</p>
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							<p>myself or others (including from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request.</p> <p>I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>
<p>My Health y Lifesty le</p> <p>Blue - physica l health</p> <p>Orange - emotio nal and mental health</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p>	<p>I know the importance of personal hygiene- regular washing, bathing, showering, and cleaning my teeth</p> <p>I know how to keep my body healthy through being active, healthy eating, getting enough rest and dental health</p> <p>I can recognise what I like and dislike, how to make real, informed choices that improves my physical health and can recognise that choices can have good and not so good consequences</p> <p>I am able to wash my hands properly</p> <p>I can recognise and name my feelings and</p>	<p>I know that a healthy lifestyle includes being physically active, rest , healthy eating and dental health and</p> <p>I can give examples of what I do to keep myself healthy I can make simple choices to improve my physical health</p> <p>I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health,</p> <p>I am able to wash my hands properly</p> <p>I know that a healthy lifestyle includes emotional health and can give examples of what I</p>	<p>I can make choices about my lifestyle to improve my physical health and well-being and recognise that choices can have good and not so good consequences</p> <p>I know what are the good habits for looking after my growing body physically</p> <p>I can make choices about my lifestyle to improve my emotional health and well-being and recognise that choices can have good and not so good consequences</p> <p>I know what are the good habits for looking after myself emotionally</p>	<p>I can identify some factors (positive and negative) that affect physical health e.g. physical activity and diet, and have started to develop ways of counteracting the negative factors</p> <p>I can make informed choices about healthy eating and exercising</p> <p>I can identify some factors (positive and negative) that affect mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media and have started to develop ways of counteracting the negative factors</p>	<p>I know what makes a healthy lifestyle- the benefits of exercise and healthy eating.</p> <p>I know some factors (positive and negative) that affect mental health, including having a positive self-image.</p> <p>I know where individuals, families and groups can get help and support</p> <p>I can express my views confidently and listen to and show respect for the views of others</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices</p>	<p>I can manage my time to include regular exercise and self-care techniques to look after my physical health.</p> <p>I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet.</p> <p>I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutritional needs.</p> <p>I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my</p>

<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Identify and moderate their own feelings socially and emotionally. Manage their own needs.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine.</p> <p>Further develop the skills they need to manage the school day successfully, including personal hygiene.</p>	<p>those of others I know what makes me happy</p> <p>I know how to look after my emotional wellbeing</p> <p>I can recognise what I like and dislike, how to make real, informed choices that improves my emotional health and can recognise that choices can have good and not so good consequences</p>	<p>can do to maintain and improve good emotional health.</p> <p>I have developed my vocabulary to describe my feelings to others</p> <p>I have simple strategies to manage my feelings</p>	<p>I can recognise the range of human emotions and how they change in different situations I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately</p>	<p>I have a range of strategies for managing and controlling strong feelings and emotions</p>	<p>I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others</p> <p>I understand what resilience is and have strategies I can use to build my own resilience</p>	<p>physical and mental wellbeing.</p> <p>I understand the early signs of physical illness, such as weight loss or unexplained changes to the body.</p> <p>I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage including skin cancer.</p> <p>I can manage my time to include regular exercise and self-care techniques to look after my mental health.</p> <p>I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions.</p> <p>I have an understanding of mental ill health and how important it is for people to get early support.</p> <p>I understand that the media can have a positive and negative effect on Emotional Health and Wellbeing, e.g. body image, attitudes to different groups,</p>
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<p>Me and my future</p> <p>Orange - Moving on (next year)</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Begin to make sense of their own life-story and family's history</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>See themselves as a valuable individual.</p>	<p>I can recognise the coins and notes we use</p> <p>I can choose the correct value of coins and calculate change</p> <p>I know that we have to pay for what we buy</p> <p>I know how to keep money safe I know that I don't have to spend my money but can save it to use later</p> <p>I can set myself simple goals</p> <p>I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school</p> <p>I can describe the work that people do in my family, my school and where I live.</p> <p>I can identify positive achievements during my time in Year 1</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 2</p> <p>I can explain what I am worried about and what I am looking forward to in Year 2</p>	<p>I know that we can pay for things in a range of ways and that even when not using cash, money is being used</p> <p>I understand that the choices we make affect ourselves and others</p> <p>I can explain the difference between needs and wants</p> <p>I understand individuals and families have to find ways to balance wants and needs</p> <p>I understand that it may not be possible to have everything you want, straight away, if at all</p> <p>I can describe why learning is important</p> <p>I am positive about who I am, what I have achieved and take into account what other people say about me</p> <p>I am aware that everyone has the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)</p>	<p>I know how to look after and handle money in everyday situations</p> <p>I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity</p> <p>I know there are different ways to gain money, including earning it through work</p> <p>I understand that money is a finite resource for individuals, institutions and the community</p> <p>I begin to understand why we have charities</p> <p>I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes</p> <p>I am aware that the learning choices I make will affect my future options.</p> <p>I can talk positively about what I like to do and what I would like to do in the future</p>	<p>I can demonstrate how to look after and save money</p> <p>I can begin to develop an understanding that people have different financial circumstances</p> <p>I can begin to understand the different values and attitudes that people have with regard to money</p> <p>I recognise the range of jobs carried out by people they know</p> <p>I can explain how I will develop skills for work in the future</p> <p>I am aware that the learning choices I make will affect my future options.</p> <p>I can identify my strengths, areas for improvement and set high aspirations and goals</p> <p>I can identify positive achievements during my time in Year 4</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 5</p>	<p>I am able to make considered decisions about saving, spending and giving</p> <p>I can differentiate between essentials and desires - needs and wants</p> <p>I understand 'value for money' and can make informed choices to get 'value for money'</p> <p>I am able to assess 'best buys' in a range of circumstances</p> <p>I am able to understand and manage feelings about money, my own and others</p> <p>I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly</p> <p>I know and understand how I can develop skills to make a contribution in the future</p> <p>I am starting to consider what I like , what I am good at and</p>	<p>I know that people buy things online and have online bank accounts with passwords to keep the money safe.</p> <p>I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about their different types of work they do.</p> <p>I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices</p> <p>I can describe a range of local businesses and how they are run and the products and / or services they provide.</p> <p>I know that I have the same rights and opportunities in learning and work as other people.</p> <p>I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act.</p> <p>I know how to keep myself safe when</p>
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<p>Becoming an active citizen</p>	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. • Talk about the lives of the people around them and their roles in society. • Develop their sense of responsibility and membership of a community. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. 	<p>I can express a simple opinion, agreement and disagreement I can ask questions and listen to the answers I play a full part in the life of my classroom I can agree and follow rules for my group and classroom I understand the role of the school council and I am able to vote for the members</p>	<p>I can take part in discussions/simple debate with others about topical issues I know that people and other living things have needs and recognise my own responsibility to meet those needs I can contribute to the life of the class and the school I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council I know that I belong to different groups and communities ie school, family I know what improves and harms the environment and about some of the ways people look after them I know some ways to look after my environment</p>	<p>I can participate in making and changing rules I know why different rules are needed in different situations I know that choices we make can impact on the local, national and global communities I know where to find impartial advice to inform my decision making I understand the media can be biased I can empathise with other people and situations through topical issues, problems and local and global events</p>	<p>I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school I can recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers I can begin to respond to, or challenge, negative behaviours such as Stereotyping, homophobia, transphobia and biphobia and racism I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints I understand how my choices may impact on the environment I can describe the values of the school and know why they are important I can describe the 'British Values' and give examples of what they mean in school and in society I can demonstrate respect</p>	<p>I know what democracy is and how a democratic government works I have taken part in democratic events in school (eg: voting for school council, mock election) I understand the consequences of breaking the law and how the criminal justice system works in the UK I know how to access local and national support groups I know that circumstances in other countries and cultures may be different from our own I understand why some people have chosen to leave their country and migrate to the UK I understand the difference between economic migrant, asylum seeker and refugee I know about Fair Trade and what it means I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc) I understand that choices we make as individuals, a community and a nation impact internationally I am beginning to</p>	<p>I understand how democracy works in the UK at a local, regional and national scale.</p> <p>I understand that there are other forms of government that are not democratic and can give some examples of these.</p> <p>I understand what being part of a community means and I can take part more fully in school and community activities.</p> <p>I understand the mental health benefits of community participation and volunteering.</p> <p>I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment.</p> <p>I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child.</p> <p>I understand that resources can be</p>
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	<ul style="list-style-type: none"> Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. 				<p>and tolerance towards people different from my themselves</p>	<p>understand that 'poverty' might have different meanings to different people in different circumstances I can recognise and challenge stereotypes I know where to find impartial advice to inform my decision making and understand about media bias I can talk and write about my opinions confidently and listen to and show respect for the opinions of others I can resolve differences, looking at alternatives, making decisions and explaining choices</p>	<p>allocated in different ways and that economic choices affect individuals, communities and the environment.</p> <p>I can research, discuss and debate topical issues, problems and events.</p> <p>I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation.</p> <p>I am aware of how the media present information and that the media can be both a positive and negative influence.</p> <p>I can critique how the media present information I can discuss controversial issues in a mature manner, such as terrorism, migration and racism.</p>

Below age related expect ations							
At age related expect ations							
Exceed ing age related expect ations							