



Curriculum Handbook
Key Stage 1 and Key Stage 2
PSHE

Curriculum Statement

Intent

At Eynsham Community Primary School, we teach PSHE using the Jigsaw programme of study. The main reason for this is to develop children's understanding that they are in control of their behaviour and that they have the ability to make their own choices, regulate their emotions and the way they respond to others. We also aim to improve children's awareness about their mental health and strategies they can use to improve it. Our pupils are consistently given the tools to develop their resilience and determination to succeed and achieve their potential.

Through PSHE, and the Jigsaw scheme, we build children's capacity for learning and equip them for life beyond the school gate. With that, we aim to provide pupils with strategies for coping with worries and fears, and an understanding of how they develop and change as they grow. As part of being a community school, we provide children with an awareness and knowledge of their responsibilities as members of our local community. It is important that we develop children who are

respectful towards others; regardless of their race, religion or background. We do this through the consistent promotion of British values through learning about democracy, rules of law, Individual liberty, mutual respect and tolerance of those different faiths and beliefs. We aim to stimulate and nurture every child's, spiritual, cultural, moral and social awareness both at school, and within society.



Implementation

PSHE is seen as a unique opportunity for children to understand and explore their feelings, emotions and wellbeing in a safe and controlled environment. Lessons should be purposeful, not necessarily with the intention of producing huge amounts of

writing, but for children to become mindful, resilient individuals. All teachers work hard to ensure they provide our pupils with a bank of tools to overcome difficulties within everyday life.

PSHE is taught weekly for 60 minutes in every class. The progression of skills and knowledge is mapped out across the school -right from EYFS to year 6 - thoughtfully and purposefully. All teachers know how to implement successful lessons in each class and adapt, as necessary, to fit the needs of their specific cohort to have the most impact.

Our PSHE lessons are sequenced in the following format:

Connect us - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.

Calm me - This section of the lesson helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It may well take a number of sessions before children can do this successfully, as many children live in continually noisy and hectic environments. Children will learn to appreciate the use of a chime in class and will associate this with every lesson as the time to take part in calming exercises which help children relax their bodies and calm their minds.

This is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw. Calm me time is introduced for our younger children in a circle on the floor, whereas older children do this at their desk. The Jigsaw Circle is a tried and tested teaching approach. It brings children and adults together to feel equal, included and valued so that they can share ideas, thoughts and feelings. Sitting in a circle either all on chairs or all on the floor means adults and children are sharing the experience and learning together.



Open my mind - The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each lesson. This part of our lesson enables children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.

Tell me or show me - This section of the lesson is used to introduce new information, concepts and skills to our children, using a range of teaching approaches and activities.

Let me learn - Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new

information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.

Help me reflect - Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings at any given moment in Pause Points within our lessons, thus developing their mindfulness.

Closure - Each PSHE lesson at Eynsham needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children. This ensures inclusion for all, no matter how high their academic ability in other curriculum areas.

Impact

As a result of the PSHE work the school does, the school is recognised as a

Flagship School for PSHE. This means that we have a secure, whole school approach to further enhance children's and young pupils' learning and experiences. We are seen as a 'beacon of practice' and welcome others to our setting to observe high quality PSHE teaching. We are committed to disseminating best practice and supporting other schools in our locality to implement the Jigsaw approach.

Every class has a copy of the Jigsaw Charter which is displayed on a notice board. There is also a whole school PSHE display, which highlights some of the work which goes on around the school. Every class has an interactive Zones of Regulation display for children to access throughout the day. Staff are trained to respond to children's particular thoughts and emotions and will act swiftly and accordingly, depending on the child and/or class needs. We have worked hard with our pupils to ensure they are well equipped with a range of strategies for managing their emotions

and behaviours. Through pupil conferencing, we know how much the children appreciate being able to use

the Zones of Regulations/worry box or PSHE lesson 'talk time' to discuss any help or support they might need. Our children take responsibility for their behaviour and understand that it is a choice, and they are equipped and motivated to make the right ones.

PSHE lessons can take place in our Jigsaw Wellbeing Garden. This allows the same high quality lessons to take place outside, in the natural environment. Learning outside the classroom supports the development of healthy and active lifestyles and will offer our children opportunities for physical activity, freedom and movement, and promoting a sense of well-being. Learning outside will help our children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and life cycles.



Recording

Every child has a PSHE book, which work from the lesson is recorded in. Evidence is consistently collected or recorded on a weekly basis in a wide range of ways including; writing, poetry, personal reflections, artwork, images, photographs, drama and role-play, posters, group work, vocabulary and mind maps.

PSHE lessons have their own learning objectives, which are taken directly from the Jigsaw scheme. These objectives are highlighted in purple to show the PSHE learning and in green to show the social and emotional development. Examples of which are below:

LO: I can set personal goals and identify my hopes for

this school year.

I can face new challenges positively and know how

to set personal goals

I know what I value most about my school.

LO: I can understand and explain that everyone is

unique and special.

I am aware of my own self-image and how my body image fits into that.

I know how to develop my own self esteem.

At the beginning of every term children will stick in, explore and respond to the KCV related to the puzzle piece theme. Class teachers will discuss prior learning, share the terms overview and, most importantly, revisit the high frequency and subject specific vocabulary.



Assessment

On the KCVs there are assessment questions which children can answer either verbally or throughout the course of their writing in books. Teachers can also monitor progress made using the key knowledge descriptors. Teachers will also use a set of attainment descriptors for every year group to support them to make their assessment at the end of every half term. This will be formed not just on written evidence, but also on verbal answers given throughout lessons. Teachers will also take into consideration the social and emotional development of each child. Class teachers can then use the Jigsaw assessment tool (see below) and their KCV knowledge and experiences in class, to complete assessment data and

track progress using Sonar at each whole school assessment point.

Being Me in My World	Working towards	Working at	Working beyond
Ages 5-6	I can tell you something positive that I like about being in my class. I can say how I help make my class a happy and safe place.	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can explain why I have a right to learn in a happy and safe class. I can explain how everyone in my class has responsibilities to make our class happy and safe.
Ages 6-7	I can tell you some things that make my class a safe and fair place. I can say how I feel about my class and why I like it being safe and fair.	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can justify the choices I make to help keep my class and school a safe and fair place. I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.
Ages 7-8	I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it. I can give you some examples of how to work/play well with others.	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities. I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.

Inclusion

Inclusivity is a key part of the Jigsaw philosophy. Teachers may need to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Jigsaw lessons may involve a choice as to how to present their work which might result in: verbal explanations, peer work as well as written form. Each class teacher works hard to ensure every child is included and as a result, academic ability does not hinder a child within any PSHE lesson. Not only will making their own choice give children a greater sense of purpose and

ownership over their learning, but it will also empower them to feel like they have achieved something.

All PSHE lessons ensure every child has an equal chance of learning, regardless of whether they might have a disability or a special need. The ethos generated around our lessons promotes developing and boosting everyone's self-confidence to accept themselves and each other. Jigsaw lessons create a community within our classrooms where our pupils thrive and will hopefully take this inclusive mentality into their adult lives, beyond our school gates.

Cultural Capital

Each year group has a link to an area of the local community, such as the pre-school, nursery, nursing home or day centre.

Strong relationships have been built and maintained with the local PCSO who visits regularly to explore and discuss with the children: road safety, internet safety, stranger danger, crime within the village and keeping themselves safe.

Every year we take part in Anti Bullying week and Black History Month. The school also participates in the NSPCC Speak out and Stay Safe programme.

Children in KS2 have the opportunity to become sports leaders, giving them responsibility to encourage and develop games and activities for children to be healthy mentally and physically. We also have sports teams and house point treats so children can work collaboratively in order to succeed and celebrate their successes together.

Local businesses come into school to provide information about local careers

that are available. This helps promote healthy attitudes for the children's future. In addition we use the school nurse to come in to KS2 children to talk about their physical development and support puberty sessions.

We have Forest school activities and clubs to encourage children's experiences of outdoor environments, including the wellbeing garden.

Each year group has the opportunity to perform to an audience, exhibiting their creative flair. There are also opportunities to sing at national and local concerts.

We have mapped out residential opportunities for years 4, 5 & 6 which involve team building activities, communication skills problem solving and building resilience.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Being Me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
Year 2	Being Me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
Year 3	Being Me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
Year 4	Being Me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
Year 5	Being Me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
Year 6	Being Me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me

Curriculum Progression- PSHE

Health and wellbeing - Healthy lifestyles						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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 know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>I know how to help myself go to sleep and understand why sleep is good for me</p> <p>I can tell you some things I can do and foods I can eat to be healthy.</p>	<p>Understand the difference between being healthy and unhealthy.</p> <p>Know some ways to keep myself healthy and make good choices.</p>	<p>What I need to keep my body healthy and I make healthy lifestyle choices.</p> <p>To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy and give me energy.</p> <p>Make healthy snacks and explain why they are good for my body.</p>	<p>Understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>Know how complex my body is and how important it is to take care of it.</p>	<p>Understand the facts about smoking and alcohol and its effects on health; including the reasons why some people start to smoke and drink alcohol.</p> <p>Know myself well enough to have a clear picture of what I believe is right and wrong.</p>	<p>Know and can put into practice basic emergency aid Procedures (including recovery position) and know how to get help/ be calm in emergencies</p> <p>Understand how the media and celebrity culture promotes certain body types and ensure I accept, value and respect myself for who I am.</p> <p>Understand and explore eating problems (disorders) relating to body image pressures</p> <p>Aware of my own self-image know how to develop my own self esteem.</p>	<p>Know the impact of food on the body and be motivated for my physical and emotional health.</p> <p>Know and can put into practice basic emergency aid procedures and know how to get help in emergency situations</p> <p>Understand what it means to be emotionally well and can explore people's attitudes towards mental health and illness.</p> <p>Identify and admire the most significant people in my life so far.</p>

Health and wellbeing - Emotional resilience

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can identify something I am good at and understand everyone is good at different things</p> <p>I can tell you about a time I didn't give up until I achieved my goal</p> <p>I can use Calm Me time to manage my feelings</p>	<p>Recognise how it feels to feel proud of an achievement.</p> <p>How to identify my successes and achievements.</p> <p>Ways to tackle a new challenge and understand how this might stretch my learning.</p> <p>The emotions I feel when I am faced with a new challenge</p> <p>How to store the feelings of success in my internal treasure chest.</p> <p>Recognise when I feel frightened/ poorly and know who to ask for help.</p>	<p>Knowing when they feel worried and know where to ask for help.</p> <p>The emotions that they may have throughout the course of a day and whether they feel positive or negative.</p> <p>Ways to persevere even when I find tasks difficult.</p> <p>To show or tell when a feeling is weak or strong; understand and explain feeling stressed and relaxed.</p>	<p>Understanding what it is they need in order for them to learn and develop.</p> <p>Know how to calm myself down and use the 'Solve it together' technique.</p> <p>Express how I feel when my ideas are challenged and willingness to change my ideas sometimes.</p>	<p>Knowing that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p>Understand what it means to be resilient and to have a positive attitude.</p> <p>Relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.</p> <p>Understand that we can remember people even if we no longer see them.</p> <p>Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p>	<p>Facing challenges with a positive attitude</p> <p>Understand my personal qualities and characteristics; know how to keep building my own self-esteem.</p>	<p>Understand that there are different stages of grief and different types of loss that cause people to grieve.</p> <p>Ability to recognise and manage emotions and feelings of loss.</p> <p>Awareness of my own self-image and how my body image fits into that; know how to develop my own self esteem.</p> <p>Know how to prepare myself emotionally for starting secondary</p>

Health and wellbeing - Keeping safe

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I understand why it is good to be kind and use gentle hands.</p> <p>I know which words to use to stand up for myself when someone says or does something unkind.</p> <p>I know what a stranger is and how to stay safe if a stranger approaches me</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>	<p>How to feel special and safe within their class.</p> <p>How to make the classroom a safe space for all members of the class.</p> <p>I can explain what I think bullying is. I know what to do if I feel I am being bullied.</p> <p>Know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p>Understand how germs cause disease/illness.</p> <p>Know that all household products including medicines can be harmful if not used properly.</p>	<p>How to make a place safe and special for me as an individual.</p> <p>Actions that children take can have a positive or negative effect on other children and adults.</p> <p>Consequences may occur if they are doing the wrong thing intentionally.</p> <p>Understanding that bullying is sometimes about difference.</p> <p>Recognise what is right and wrong and know how to look after myself.</p> <p>Use the positive problem solving technique to resolve conflicts.</p> <p>Understand how medicines work in my body and how important it is to use them safely.</p>	<p>Ways of helping to make someone who is bullied feel better.</p> <p>Recognise that some words are used in hurtful ways and understand the effect this can have on others around me.</p> <p>Identify things, people and places that I need to keep safe from.</p> <p>Aware of strategies for keeping myself safe, including who can help me.</p> <p>Know and can use some strategies for keeping myself safe.</p> <p>Take responsibility for keeping myself and others safe at home.</p> <p>Explain my knowledge and attitude towards drugs.</p>	<p>Understanding that sometimes bullying is hard to spot and I know what to do if I think it is going on.</p> <p>Knowing how it might feel to be a witness to, and a target of bullying.</p>	<p>My choices about my own behaviour may result in positive rewards or negative consequences.</p> <p>Explaining differences between direct and indirect bullying</p> <p>Awareness of a range of problem-solving strategies in managing feelings in bullying situations.</p> <p>Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>Understand some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> <p>Make an informed decision about</p>	<p>Know about different types of drugs and their uses and their effects on the body, particularly the liver and heart.</p> <p>Evaluate when alcohol is being used responsibly, anti-socially or being misused and how I might use it when older.</p> <p>Take responsibility for my own safety and well-being.</p>

			Understand that some household substances can be harmful if not used correctly		whether or not I choose to smoke or drink alcohol and know how to resist pressure.	
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Health and wellbeing - Growing and changing

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I can name parts of the body</p> <p>I understand that we all grow from babies to adults</p> <p>I can share my memories of the best bits of this year in Reception</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 express how I feel about moving to Year 1</p>	<p>Begin to explore the life cycles of animals and humans, and understand that changes happen as we grow whether we want them to or not.</p> <p>Understand that growing up is natural and that everybody grows at different rates.</p> <p>Identify the parts of the body that make boys different to girls and use the correct names for these.</p> <p>Understand that every time I learn something new I change a little bit.</p>	<p>Understand that boys and girls are similar in some ways.</p> <p>Recognise cycles of life in nature (growing from young to old) and understand there are some changes that are outside my control.</p> <p>Explain the physical differences between boys and girls - use the correct names for parts of the body and appreciate that some parts are private.</p> <p>Identify what I am looking forward to when I am in Year 3,</p>	<p>Understand that lots of changes happen between conception and growing up, and that usually the female has the baby.</p> <p>Understand how babies grow and develop in the mother's uterus and explain what a baby needs to live and grow.</p> <p>Identify how boys' and girls' bodies change so that when they grow up their bodies can make babies.</p>	<p>Recognise the changing dynamics between people in different groups, and understand the roles take on in different situations.</p> <p>Understand my personal characteristics have come from my birth parents; I am made from the joining of their egg and sperm.</p> <p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>Strategies to help me cope with physical and</p>	<p>Describe how boys' and girls' bodies change during puberty and understand this is a natural process and is easily managed.</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made; sometimes people need IVF to help them have a baby.</p> <p>Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.</p>	<p>Expressing their hopes and fears for the upcoming year, and giving strategies how they can deal with their worries.</p> <p>Explain how bodies change during puberty; understand the importance of looking after yourself physically and emotionally.</p> <p>Ask the questions I need answered about changes during puberty.</p> <p>Describe how a baby develops from conception through the nine months of pregnancy, and how</p>

	Discuss changes that have happened in my life and know some ways to cope with changes	changes I will make and know how to go about this.		emotional changes experienced during puberty. Describe how a girl's body changes in order for her to be able to have babies when she is an adult; menstruation is a natural part of this.	Discuss changes I will make when I am in Year 6 and know how to go about this.	it is born. Express how I feel about the growing independence of becoming a teenager.
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Relationships - Healthy relationships

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can start to recognise and manage my feelings</p> <p>I enjoy working with others to make school a good place to be.</p> <p>I can tell you how to be a kind friend</p> <p>I can use kind words to encourage people</p> <p>I know how to make friends to stop myself from feeling lonely</p> <p>I can think of ways to solve problems</p>	<p>How their actions can make others feel welcome.</p> <p>Strategies how they can care for other people's feelings.</p> <p>How to name and identify some of their own feelings, as well as some of their peers.</p> <p>Why it can be important to work as a team.</p> <p>Understand there are lots of different types of families and know how it feels to</p>	<p>Appreciating how it feels to have friends and to be a good friend.</p> <p>Knowing different ways to make friends.</p> <p>Recognise who I work well with and identify why.</p> <p>Understand how working with other people can help me to learn.</p> <p>To work cooperatively with others to problem solve.</p>	<p>Knowing how to make other people feel welcomed and valued.</p> <p>Put into practice some of the skills of friendship and know how to negotiate in conflict situations to try to find a win-win solution.</p> <p>How working as a team can sometimes be better than working independently.</p> <p>Knowing that everybody's family is different and</p>	<p>Know how to share in the success of a group.</p> <p>Their attitudes towards a collaborative effort are important.</p> <p>How it feels to be included and how it feels to be excluded.</p> <p>Recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>Recognise the</p>	<p>Understand and explain how to stay safe when using technology to communicate with my friends.</p> <p>Recognise and resist pressures to use technology inappropriately.</p>	<p>Exploring ways in which one person, or a group, can have power over another.</p> <p>Recognise when people are trying to gain power or control and demonstrate ways to stand up for myself and others.</p> <p>Understand how technology can be used to try to gain power or control; develop and use strategies to prevent this from happening.</p>

<p>and stay friends</p> <p>I am starting to understand the impact of unkind words</p> <p>I know how to be a good friend</p>	<p>belong in one and care about others.</p> <p>Identify what being a good friend means and knows how to make them.</p> <p>Know appropriate ways of physical contact to greet my friends and know which ways I prefer and which are unacceptable</p> <p>Understand why I appreciate someone who is special to me and express how I feel about them.</p> <p>Recognise my qualities as a person and a friend, praise myself.</p>	<p>Identify and understand my family relationships; know why it is important to share, cooperate and accept differences.</p> <p>Understand physical contact within a family, recognise acceptability and know/explain which types I like and don't like.</p> <p>Understand the impact of keeping secrets and the effect this may have.</p> <p>Recognise, appreciate and trust people around me who can help me.</p> <p>Express and accept appreciation for the people in my special relationships</p> <p>Ways they can contribute towards a team effort</p> <p>Rewards may be given to someone who is doing the right thing.</p> <p>Understanding differences between me and my friends.</p>	<p>important to them.</p> <p>How to appreciate my family and the people who care for me.</p>	<p>changing dynamics between people in different groups, and understand the roles I take on in different situations.</p> <p>Know how it feels to belong to a range of different relationships and identify what I contribute to each of them.</p> <p>Identify someone I love and can express why they are special to me.</p>		<p>Use technology positively and safely to communicate with my friends and family</p>
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Relationships - Valuing differences

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I understand how it feels to belong and that we are similar and different.</p> <p>I understand that being different makes us all special</p> <p>I know we are all different but the same in some ways</p>	<p>Identify similarities and differences between people in my class.</p> <p>Tell some ways which I am the same as my friends.</p> <p>I can tell how I am different to other members of my class.</p> <p>I know these differences make me special and unique.</p>	<p>Appreciating differences which all make us unique and special.</p> <p>Sometimes people make assumptions about others based upon their gender.</p>	<p>Values are something that each person has and can work towards.</p> <p>Understand that differences and conflicts sometimes happen among family members.</p>	<p>Understanding that, sometimes, we make assumptions based on what people look like.</p> <p>Knowing how to accept people for who they are.</p> <p>Realising what influences me to make assumptions based on how people look.</p> <p>Respecting people for who they are and appreciate the unique features of mine, and others, physical appearance.</p>	<p>Appreciating what they value about their school and family life.</p> <p>Understanding cultural differences sometimes cause conflict and a Developed awareness of my own culture.</p> <p>What racism is and different attitudes towards different cultures.</p> <p>Experience and respect of a variety of cultures, including my own.</p> <p>Know that communicating with someone in a different culture means we can learn from each other.</p>	

Living in the world - Rights and responsibilities

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>I am learning what being responsible means</p>	<p>Know that they belong to their class.</p> <p>Understand their role within the school community.</p> <p>Know who can help me in my school community and how.</p>	<p>Confidence to say what I like and don't like and can ask for help.</p> <p>Understand there are different types of touch and explain which ones I like and don't like.</p>	<p>Appreciating why rules are necessary within the community as well as within our school.</p> <p>Recognising people who have faced difficult challenges and achieved success.</p> <p>Identify my own and others roles and responsibilities and reflect on the expectations for males and females.</p>	<p>Explain different points of view on an animal rights issue, including own</p> <p>Know how to show love and appreciation to the people and animals who are special to me.</p> <p>Understand that losing a special pet brings feelings that can be hard to cope with; we can mark loss by celebrating special things.</p>	<p>Understanding their rights and responsibilities as a British citizen</p> <p>Empathising with others who do not have the same rights as me.</p> <p>Highlighting their rights as a child within our community.</p> <p>Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</p> <p>Explore and appreciate the contributions made by people in different jobs.</p>	<p>There are universal rights for children, but for many these are not met.</p> <p>Comparing their wants and needs with other children in other less fortunate communities.</p> <p>Their actions can affect others on a global scale. Comparing their lives, including rights and responsibilities with another community.</p> <p>My behaviour may affect my rights and responsibilities</p>

Living in the world - Setting and achieving goals

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I understand that if I persevere I can tackle challenges</p> <p>I can set a goal and work towards it</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>How to set simple goals and work out how to achieve them.</p> <p>Understanding how I learn best.</p> <p>How to identify my successes and achievements.</p> <p>Ways to tackle a new challenge and understand how this might stretch my learning.</p> <p>To identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.</p>	<p>How to choose a realistic goal and think about ways to achieve it.</p> <p>Identify my successes and achievements and how this feels.</p> <p>Identify my strengths as a learner.</p>	<p>Recognising their own personal worth and achievements they have accomplished.</p> <p>Setting themselves goals or targets. Identify a dream/ambition that is important and imagine how I will feel when I achieve it.</p> <p>K now how to break down a goal into a number of steps and how others could help me to achieve it.</p> <p>Motivation and enthusiasm about achieving new challenges.</p> <p>Responsibility for my own learning and use of my strengths.</p> <p>Evaluation of my own learning process and identify how it can be better</p>	<p>What their role is within a community project.</p> <p>How democracy works and a democratic result might not be the result that I wanted.</p> <p>Empathising with others when they don't get their way, or choice.</p> <p>Realising that people can be motivated by rewards and consequences.</p> <p>Realise how democracy works on a school level and a national level with the voting system.</p> <p>Explain my hopes and dreams and understand the feelings created. Understand that sometimes hopes and dreams do not come true and that can hurt.</p>	<p>Appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.</p> <p>Understand the dreams and goals of young people in a culture different to mine and reflect on how these relate to my own.</p>	<p>Know my learning strengths and set challenging but realistic goals for myself.</p> <p>Understand why it is important to stretch the boundaries of my current learning. Set success criteria so that I will know whether I have reached my goal.</p> <p>Give praise and compliments to other people when I recognise their contributions and achievements.</p>

			next time.	How to work out the steps to take to achieve a goal, and can do this successfully as part of a group.		
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Living in the world - Money matters						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I understand the link between what I learn now and the job I might like to do when I'm older			Explain how some of the actions and work of people around the world help and influence my life, including affecting my choices.		Comparing my life with people in the developing world Skills to appreciate the value of happiness, regardless of material wealth. Understand that I will need money to help me achieve some of my dreams.	Identify problems in the world that concern me and talk to other people about them. Learn to work with other people to help make the world a better place.