



<p>Year 1</p> <p>Knowledge and Skills:</p>	<p>Being me in my world</p> <p>I can explain why I have a right to learn in a happy and safe class.</p> <p>I can tell you something positive that I like about being in my class.</p> <p>I can explain why my class is a happy and safe place to learn.</p> <p>I can explain how everyone in my class has responsibilities to make our class happy and safe.</p>	<p>Celebrating difference</p> <p>I can talk about one thing that makes me different from my friends and one thing that we have in common.</p> <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain why being unique and special is important.</p> <p>I can tell you ways that I could be kind to other people in my class.</p> <p>I can explain what bullying is and how being bullied might</p>	<p>Dreams and Goals</p> <p>I can tell you about a challenge and what I did well.</p> <p>I can say why a challenge made me feel good about myself.</p> <p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p> <p>I can explain what helped me to succeed in a learning challenge and explain how this made me feel.</p> <p>I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future</p>	<p>Healthy me</p> <p>I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy.</p> <p>I know that my body is special and I need to take care of it.</p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples where being healthy can help me feel happy.</p> <p>I can explain many ways that my body is amazing and how</p>	<p>Relationships</p> <p>I can name some people who are special to me. I can tell you ways they help me stay safe and feel special.</p> <p>I can tell you why I like some people and who I might go to for help if I needed it.</p> <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p>I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me. I can also explain how this helps me feel safe and good about myself.</p>	<p>Changing me</p> <p>I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private.</p> <p>I can tell you some things that will change for me and how I feel about this.</p> <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p> <p>I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why</p>
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	<p>I can say how I help make my class be a happy and safe place.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>make somebody feel.</p> <p>I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.</p> <p>PSHE- POS</p>	<p>learning.</p> <p>PSHE- POS</p>	<p>the different things I do, keep it safe and healthy.</p> <p>I can suggest how my body might come to harm if I make unhealthy choices.</p> <p>I can explain how healthy choices affect the way I feel about myself and help to make me happy.</p> <p>PSHE- POS</p>	<p>I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others</p>	<p>they are private. I can explain why some changes I might experience might feel better than others.</p> <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can also explain when it might be appropriate to talk about these, and when I should not.</p> <p>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad</p>
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Year 2	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
	<p>I can tell you some things that make my class a safe and fair place.</p> <p>I can say how I feel about my class and why I like it being safe and fair.</p> <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p> <p>I can justify the choices I make to help keep my class and school a safe and fair place.</p>	<p>I can name some differences and similarities between me and other people in my class.</p> <p>I can give a reason why a friend is special to me.</p> <p>I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend.</p> <p>I can also explain why it is ok to be different from my friends.</p>	<p>I can tell you what I did to help my group create an end product.</p> <p>I can say how I felt about working in a group.</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complimented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p> <p>I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.</p>	<p>I can tell you some things I can put in or on my body to keep it healthy.</p> <p>I can say how I feel about being healthy.</p> <p>I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p> <p>I can justify my choices about food and medicines and explain</p>	<p>When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable.</p> <p>I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>I can justify how and why some things might make me feel</p>	<p>I can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older.</p> <p>I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older.</p> <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel</p>

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	<p>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.</p>	<p>I can justify why gender stereotypes are not always fair.</p> <p>I can also explain why differences can make some people bully other people.</p> <p>I can offer strategies that allow me to stand up for myself and my friends.</p>	<p>I can identify a range of feelings about working in a group.</p> <p>I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</p>	<p>healthy and safe ways in which they are good for my body.</p> <p>I can give evidence as to why my own and my friends' choices are healthy / less healthy.</p> <p>I can also evaluate how it feels to make healthy and less healthy choices.</p>	<p>comfortable or uncomfortable in relationships.</p> <p>I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.</p>	<p>OK and others don't. I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p> <p>I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy. I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain</p>
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						why other people may feel differently to me and give some examples.
<u>Dreams and Goals</u>		<u>Healthy me</u>		<u>Relationships</u>		<u>Changing me</u>
H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring		1. What is meant by a healthy lifestyle 2. How to maintain physical, mental and emotional health and well being 6. how to make informed choices about health and wellbeing and to recognise sources of help with this H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health				5. about managing change, including puberty, transition and loss 8. to identify different influences on health and wellbeing H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) H8. about the process of growing from young to old and how people's needs change H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

	<p>H6. the importance of, and how to, maintain personal hygiene</p> <p>H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> <p>H11. that household products, including medicines, can be harmful if not used properly</p>		
		<p>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>2. how to recognise and manage emotions</p>	<p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R6. to listen to other people and play and work cooperatively (including strategies</p>

		<p>within a range of relationships</p> <p>4. how to respond to risky or negative relationships and ask for help</p>	<p>to resolve simple arguments through negotiation)</p> <p>R7. to offer constructive support and feedback to others</p>
<p>6. about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>7. the part that money plays in people's lives</p> <p>8. a basic understanding of enterprise</p> <p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>L7. about the role money plays in their lives including how to keep it safe, choices about spending or</p>	<p>5. about the importance of respecting and protecting the environment</p> <p>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>L10. about the 'special people' who work in their community and who are responsible for looking after them and</p>	<p>1. about respect for self and others and the importance of responsible behaviours and actions</p> <p>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and</p>	

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saving money and what influences those choices	protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	feelings; being able to take turns, share and understand the need to return things that have been borrowed) L10. about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	
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