

		PSHE Curriculum – Year 1 and 2 – Cycle B (Learning based on Year 1 – to be adapted accordingly for Year 2s)				
Link to online Jigsaw materials		Link to Assemblies and themes Outline 2022-23		Links to Significant events SMSC and Safeguarding 2022-2023		
PSHE Learning Intention Social and Emotional Development Learning Intention						
EYFS - Personal, Social and Emotional Development						
Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive. relationships with adults enable children to learn how to know their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.						
Personal, Social and Emotional Development ELG: Self-Regulation			Personal, Social and Emotional Development ELG: Self-Regulation		Personal, Social and Emotional Development ELG: Self-Regulation	
Children at the expected level of development will: - Show an knowing of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.			Children at the expected level of development will: - Show an knowing of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		Children at the expected level of development will: - Show an knowing of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
Non- Negotiables						
• Each session will be relevant to class						
Alert any new parents to the content of “Changing Me” and the school’s approach as outlined in the school’s Relationships and Sex Education policy.						
The Jigsaw Charter – We take turns to speak. WE use kind positive words. We listen to each other. WE have the right to pass. WE only use names when giving compliments or being positive. We respect each other’s’ privacy (confidentiality). (See Intro to Jigsaw)						
The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. (see emotional literacy mapping document)						
British Values in Jigsaw by lesson – Democracy (D), Rule of Law (RoFL), Individual Liberty (IL), Mutual Respect (MR), Tolerance of those from other faiths and beliefs (T)						
	Autumn		Spring		Summer	
	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals (can be extended into a whole school entrepreneurial event/garden party)	Healthy Me	Relationships	Changing Me (including Sex Education) Be aware – some children are withdrawn from any lessons that go beyond the science Y1/2 curriculum
Resources	Jigsaw Charter, Jigsaw Chime, ‘Calm’ pictures, ‘Calm Me’ script, Jigsaw Jack, Jigsaw Jack’s letter, ‘Safe’ pictures, Jigsaw Jerrie Cat. Picture of Class learning well. flipchart with rights/responsibility pictures from Piece, “I feel proud of you” ticket,	Jigsaw Chime, ‘Calm Me’ script, Jigsaw song: Spot the similarities pictures, Set of picture cards e.g. Snap, Happy Families. Cardboard cut-out gingerbread person, T-shirt templates for gingerbread person, ‘There’s a Place’, Hat templates, Yes and no labels, Spot the difference pictures, Set of pair cards, Shorts templates for gingerbread people (could be trouser templates as an alternative), Jigsaw Jack, Bullying images, ‘Playground Blues’, Celebrating Me label template (one per child), Gingerbread people, ‘There’s a Place’, Jigsaw story, Friendship tokens, Friendship token template, Jigsaw Jerrie Cat.	Jigsaw Jack, Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime, ‘Calm Me’ script, Success pictures, Success coin templates, Treasure chest boxes/simple boxes, Jigsaw Jerrie Cat, Jam sandwich ingredients: jam, bread, butter, Jigsaw Jack, Pipe cleaners, garden sticks, paper, paint, Jigsaw story: Pauli’s Journey, PowerPoint slides P Paulie’s Journey, Pieces of paper for stepping stones, Success pictures - from Piece 1, Treasure chest template,	Jigsaw Chime, ‘Calm Me’ script, PowerPoint slides, Healthy Balance Sum sheet, Jigsaw Jerrie Cat, Jigsaw Jack, Jigsaw Son: ‘Make a Good Decision’, PowerPoint slides, Child picture template, Healthy Balance Sum sheet, Bag of toiletry items, e.g. toothbrush, shampoo, soap, etc., Empty bathroom and kitchen cleaning products, Pictures of household products, Empty medicine packaging, Picture cards, PowerPoint slide: Learn to cross the road, Keeping Clean and Healthy timeline template,	Family game cards, Jigsaw Chime, ‘Calm Me’ script, ‘Welcome to Planet Zarg’ PowerPoint, My Jigsaw Learning PowerPoint slide, Jigsaw Jack, Jigsaw Jerrie Cat. Music and blanket for hedgehogs game OR children’s names put into a hat, Jigsaw Chime, ‘Calm Me’ script, Jigsaw Song: ‘RELATIONSHIPS’, PowerPoint slide of lonely child, Jigsaw Jack Sets of ‘A Good Friend Should...’ cards, one set, for each group, Holding Hands Images, ‘Feely bags’ containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects, People cards, Scenario cards, Bottle weighted with water or sand or children’s names in a hat, Incredible me picture frame, Balloons, Balloon label template, Sticks, Jigsaw Jack’s balloon with pre-prepared label,	Jigsaw Jack, Find your pair cards, Jigsaw Chime, ‘Calm Me’ script, Jigsaw Song: A New Day, Teacher’s photos:, series of photos from baby to adult, YouTube clip of frog’s lifecycle (teacher to source), Life cycle cards, Jigsaw Jerrie Cat, Life cycle cards, Paper for concertina booklets, Jigsaw Song: ‘A New Day’, Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children in a box, Male/female animal PowerPoint, PE hoops or flipchart paper, Body parts cards, PowerPoint of body parts, Picture cards, Flower shape and petals for flipchart, Flower templates, Story and PowerPoint: ‘All change for Jack’, Jigsaw Jack, Bag of items for Changes Game e.g. baby item, a piece of school uniform, holiday item, name of next teacher etc.,
Vocabulary	Safe , Special , Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Proud, Upset, Disappointed, Illustration, Consequences,	Similarity, same as, different, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebration, unique,	Proud, Success, Achievement, Goal, Treasure, Coins, Learning , Stepping stones , Process, Garden, Dreams, Working together, Team work, Achievement, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Stepping stones, success, celebration,	Healthy, Unhealthy, Balanced, Exercise, Sleep, Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Healthy Clean, Body parts, Toiletry items, e.g. toothbrush, shampoo, soap, Hygienic, Safe, Medicines, Trust, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait, Keeping clean	Family, Belong, Different, Same, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Qualities, Skills, Self belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate, Feelings	Changes, Life cycle, Baby, Adulthood Change Life cycle, Baby, Adult, Grown up, Baby, Growing up, Adult, Mature, Change, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Change, Feelings, Anxious, Worried, Excited, Coping
Lesson 1	Being special and safe Year 1/2: To identify some of my hopes and fears for this year Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know:	The Same as... Year 1/2: To identify similarities between people in my class Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know:	My treasure chest of success Year 1: To be able to set simple goals Year 2: To be able to choose a realistic goal and think about how to achieve it. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know:	Being Healthy Year 1/2: To know the difference between being healthy and unhealthy, and know some ways to keep myself healthy. (Links to science Aut 1) Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 1/2: I know the difference between being healthy and unhealthy, and know some ways to	Families Year 1/2: To identify the members of my family and know that there are lots of different types of families. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 1/2: I can identify the members of my family and know that there are lots of different	Life cycles Year 1/2: To begin to know the life cycles of animals and humans (Link to science Sum 1) Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 1/2: I am starting to know the life cycles of animals and humans. I know that changes happen as we grow and that this is OK.

	<p>Year 1/2: I can identify some of my hopes and fears for this year. I feel special and safe in my class</p> <p>British Values: MR, T</p>	<p>Year 1/2: I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends</p> <p>British Values: MR</p>	<p>Year 1: I can set simple goals. I can tell you about a thing I do well.</p> <p>Year 2: I can choose a realistic goal and think about how to achieve it. I can tell you things I have achieved and say how that makes me feel.</p> <p>British Values: MR</p>	<p>keep myself healthy. I feel good about myself when I make healthy choices.</p> <p>British Values: IL, MR</p>	<p>types of families. I know how it feels to belong to a family and care about the people who are important to me.</p> <p>British Values: MR, T</p>	<p>British Values: MR, T</p>
Lesson 2	<p>My Class</p> <p>Year 1/2: To know that I belong to my class.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1/2: I know that I belong to my class. I know the rights and responsibilities as a member of my class</p> <p>British Values: MR, T</p>	<p>Different from...</p> <p>Year 1: To identify differences between people in my class</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1: I can identify differences between people in my class. I can tell you some ways I am different from my friends.</p> <p>Year 2: I am starting to know that sometimes people make assumptions about boys and girls (stereotypes). I know some ways in which boys and girls are different and accept that this is OK.</p> <p>British Values: MR, T</p>	<p>Steps to goals</p> <p>Year 1: To set a goal and work out how to achieve it.</p> <p>Year 2: To carry on trying (persevering) even when I find things difficult.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1: I can set a goal and work out how to achieve it. I can tell you how I learn best.</p> <p>Year 2: I carry on trying (persevering) even when I find things difficult. I can tell you some of my strengths as a learner.</p> <p>British Values: MR, T</p>	<p>Healthy Choices</p> <p>Year 1/2: To know how to make healthy lifestyle choices</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1/2: I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices.</p> <p>British Values: IL</p>	<p>Making friends</p> <p>Year 1/2: To identify what being a good friend means to me.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1/2: I can identify what being a good friend means to me. I know how to make a new friend.</p> <p>British Values: RofL, IL, MR, T</p>	<p>Changing Me</p> <p>Year 1/2: To explain some things about me that have changed and some things about me that have stayed the same.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1/2: I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.</p> <p>British Values: IL, MR</p>
Lesson 3	<p>Rights and Responsibilities</p> <p>Year 1/2: To know the rights and responsibilities for being a member of my class</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1: I know the rights and responsibilities for being a member of my class. I know how to make my class a safe place for everybody to learn</p> <p>Year 2: I know the rights and responsibilities for being a member of my class. I can help to make my class a safe and fair place</p> <p>British Values: IL, MR, T</p>	<p>“What is bullying?”</p> <p>Year 1: To know what bullying is</p> <p>Year 2: To know that bullying is sometimes about difference</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1: I can tell you what bullying is. I know how being bullied might feel.</p> <p>Year 2: I know that bullying is sometimes about difference. I can tell you how someone who is bullied feels.</p> <p>British Values: D, MR, T</p>	<p>Achieving together</p> <p>Year 1: To know how to work well with a partner.</p> <p>Year 2: To recognise who I work well with and who it is more difficult for me to work with.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1: I know how to work well with a partner. I can celebrate achievement with my partner.</p> <p>Year 2: I can recognise who I work well with and who it is more difficult for me to work with. I can tell you how working with other people helps me learn.</p> <p>British Values: D, MR, T</p>	<p>Clean and healthy</p> <p>Year 1/2: To know how to keep myself clean and healthy, and know how germs cause disease/illness.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1/2: I know how to keep myself clean and healthy, and know how germs cause disease/illness.</p> <p>I know that all household products including medicines can be harmful if not used properly. I am special so I keep myself safe.</p> <p>British Values: IL</p>	<p>Greetings</p> <p>Year 1/2: To know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1/2: I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me.</p> <p>British Values: IL, MR, T</p>	<p>My Changing Body</p> <p>Year 1: To know how my body has changed since I was a baby.</p> <p>Year 2: To recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1: I can tell you how my body has changed since I was a baby. I know that growing up is natural and that everybody grows at different rates.</p> <p>Year 2: I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent.</p> <p>British Values: IL, MR</p>
Lesson 4	<p>Rewards and Feeling Proud.</p> <p>Year1/ 2: To be able to listen to other people and contribute my own ideas about rewards and consequences.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1: I know my views are valued and can contribute to the Learning Charter. I recognise how it feels to be proud of an achievement</p> <p>Year 2: I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place</p> <p>British Values: MR, T</p>	<p>“What do I do about bullying?”</p> <p>Year 1/2: To know some people who I could talk to if I was feeling unhappy or being bullied.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1: I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied</p> <p>Year 2: I can recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others</p> <p>I know how to get help if I am being bullied.</p> <p>British Values: IL</p>	<p>Stretchy Learning</p> <p>Year 1: To be able to tackle a new challenge and know this might stretch my learning.</p> <p>Year 2: To be able to work well in a group.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Year 2 challenge: Dream Birds</p> <p>Children will know:</p> <p>Year 1: I can tackle a new challenge and know this might stretch my learning. I can identify how I feel when I am faced with a new challenge.</p> <p>Year 2: I can work well in a group. I can work with others in a group to solve problems.</p> <p>British Values: IL</p>	<p>Medicine Safety</p> <p>Year 1: To know that medicines can help me if I feel poorly and I know how to use them safely.</p> <p>Year 2: To know how medicines work in my body and how important it is to use them safely</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1: I know that medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly.</p> <p>Year 2: I know how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy.</p> <p>British Values: RofL</p>	<p>People who help us</p> <p>Year 1/2: To know who can help me in my school community.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1/2: I know who can help me in my school community. I know when I need help and know how to ask for it.</p> <p>British Values: D, RofL</p>	<p>Boys’ and girls’ bodies</p> <p>Year 1: To identify the parts of the body that make boys different to girls (and can use the correct names for these: penis, testicles, vagina, vulva, anus)</p> <p>Year 2: To recognise the physical differences between boys and girls, (use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private).</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Children will know:</p> <p>Year 1: I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. I respect my body and know which parts are private.</p> <p>Year 2: I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. I can tell you what I like/don’t like about being a boy/girl.</p>

						British Values: RofL, IL, MR
Lesson 5	Consequences Year 1: To recognise the choices I make and know the consequences Year 2: To know how following the Learning Charter will help me and others learn. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 1: I can recognise the choices I make and know the consequences. I recognise the range of feelings when I face certain consequences Year 2: I know how following the Learning Charter will help me and others learn. I can work cooperatively. British Values: MR, T	Making New Friends Year 1: To know how to make new friends Year 2: To know that it is OK to be different from other people and to be friends with them. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 1: I know how to make new friends. I know how it feels to make a new friend Year 2: I know that it is OK to be different from other people and to be friends with them. I know we shouldn’t judge people if they are different. I know how it feels to be a friend and have a friend. British Values: IL, MR	Overcoming obstacles Year 1/2: To be able to identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Continue with challenges Children will know: Year 1/2: I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. I know how I feel when I see obstacles and how I feel when I overcome them. British Values: IL, MR	Road Safety Year 1/2: To know how to keep safe when crossing the road, and about people who can help me to stay safe. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 1/2: I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help. British Values: RofL	Being my own best friend Year 1/2: To recognise my qualities as person and a friend Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 1/2: I can recognise my qualities as person and a friend. I know ways to praise myself. British Values: MR, T	Learning and Growing Year 1/2: To know that every time I learn something new I change a little bit. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 1/2: I know that every time I learn something new I change a little bit. I enjoy learning new things. British Values: IL, MR
Lesson 6	Owning Our Learning (Assessment opportunity) Charter Year 1/2: To know my rights and responsibilities within our Learning Charter Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 1/2: I know my rights and responsibilities within our Learning Charter. I know my choices in following the Learning Charter British Values: MR, T	Celebrating difference, celebrating me (Assessment opportunity) Year 1/2: To explain some ways I am different from my friends. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 1/2: I can tell you some ways I am different from my friends. I know these differences make us all special and unique. British Values: IL, MR	Celebrating my success (Assessment opportunity) (Assessment opportunity) Year 1/2: To explain how I felt when I succeeded in a new challenge and how I celebrated it. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 1/2: I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest. British Values: IL, MR	Happy Healthy me Year 1/2: To explain why I think my body is amazing and can identify some ways to keep it safe and healthy. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Year 2 - Healthy recipes challenge Children will know: Year 1: I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy. British Values: IL, MR	Celebrating special relationships (Assessment opportunity) Year 1: To explain why I appreciate someone who is special to me Year 2: To express my appreciation for the people in my special relationships. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Year 1 challenge: balloons Year 2 challenge Children will know: Year 1: I can tell you why I appreciate someone who is special to me. I can express how I feel about them. Year 2: I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others. British Values: MR	Coping with Changes (Assessment opportunity) Year 1: To explain about changes that have happened in my life. Year 2: To identify what I am looking forward to when I move to my next class. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 1: I can tell you about changes that have happened in my life. I know some ways to cope with changes. Year 2: I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in Year 3 and know how to go about this. British Values: MR

Assessment Criteria

	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Sex Education)
Working Towards	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 talk about one thing that makes me different from my friends and one thing that we have in common. I can tell you ways that I could be kind to other people in my class.	I can tell you about a challenge and what I did well. I can say why a challenge made me feel good about myself.	I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy. I know that my body is special and I need to take care of it.	I can name some people who are special to me. I can tell you ways they help me stay safe and feel special. I can tell you why I like some people and who I might go to for help if I needed it.	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. I can tell you some things that will change for me and how I feel about this.
Working at ARE	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 tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples where being healthy can help me feel happy.	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. I can give examples of behaviour in other people that I appreciate and behaviours that I don’t like.	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. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.

Working beyond AGE	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	I can explain why being unique and special is important. I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.	I can explain what helped me to succeed in a learning challenge and explain how this made me feel. 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 learning.	I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy. I can suggest how my body might come to harm if I make unhealthy choices. I can explain how healthy choices affect the way I feel about myself and help to make me happy.	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. 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.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not. 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
Curricular Links	Link to mapping document Link to British Values coverage Link to SMSC coverage					