



Coverage and progression across cycles A and B

	<i>Cycle A Entry</i>	<i>Cycle B Entry</i>
<i>Willows</i> <i>Autumn</i>	<p>Being Me In My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p> <p><i>Celebrating Difference</i> <i>Identifying talents</i> <i>Being special</i>^[SEP] <i>Families</i>^[SEP] <i>Where we live</i>^[SEP] <i>Making friends</i> <i>Standing up for yourself</i></p>	<p>Being Me In My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p> <p><i>Celebrating Difference</i> <i>Identifying talents</i> <i>Being special</i>^[SEP] <i>Families</i>^[SEP] <i>Where we live</i>^[SEP] <i>Making friends</i> <i>Standing up for yourself</i></p>
<i>Spring</i>	<p>Dreams and goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <p>Healthy Me Exercising bodies Physical^[SEP]activity^[SEP] Healthy food Sleep Keeping clean Safety</p>	<p>Dreams and goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <p>Healthy Me Exercising bodies Physical^[SEP]activity^[SEP] Healthy food Sleep Keeping clean Safety</p>
<i>Summer</i>	<p>Relationships Family life^[SEP]Friendships Breaking friendships Falling out^[SEP] Dealing with bullying^[SEP] Being a good friend</p> <p>Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>	<p>Relationships Family life^[SEP]Friendships Breaking friendships Falling out^[SEP] Dealing with bullying^[SEP] Being a good friend</p> <p>Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>

<p>Maples Autumn</p>	<p>Year 1 Being Me In My World Feeling special and safe Being part of a class^[SEP] Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p> <p>Key outcomes</p> <ul style="list-style-type: none"> 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. <p><i>Year 1 Celebrating Difference</i> <i>Similarities and differences</i> <i>Understanding bullying and knowing how to deal with it</i> <i>Making new friends Celebrating the differences in everyone</i></p> <p>Key outcomes</p> <ul style="list-style-type: none"> 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. 	<p>Year 2 Being me in my world Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>Key outcomes</p> <ul style="list-style-type: none"> 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. <p>Year 2 Celebrating difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> <p>Key outcomes</p> <ul style="list-style-type: none"> 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. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.
<p>Spring</p>	<p>Year 1 Dreams and goals Setting goals^[SEP] Identifying successes^[SEP] and achievements^[SEP] Learning styles^[SEP] Working well and celebrating achievement with a partner^[SEP] Tackling new challenges Identifying and overcoming obstacles^[SEP] Feelings of Success</p> <p>Key outcomes</p> <ul style="list-style-type: none"> 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. <p>Year 1 Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p> <p>Key outcomes</p> <ul style="list-style-type: none"> 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 of when being healthy can help me feel happy. 	<p>Year 2 Dreams and goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. <p>Year 2 Healthy Me Motivation^[SEP] Healthier choices^[SEP] Relaxation^[SEP] Healthy eating and nutrition Healthier snacks and sharing food</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.
<p>Summer</p>	<p>Year 1 Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can explain why I have special relationships with some people and how these relationships help me feel safe 	<p>Year 2 Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p>Key outcomes</p> <ul style="list-style-type: none"> 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. I can give examples of some different problem-solving techniques and explain how I might use them in certain

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.

Year 1 Changing Me

Life cycles – animal and human

Changes in me

Changes since being a baby

Differences between female and male bodies (correct terminology)

Linking growing and learning

Coping with change Transition

Key outcomes

- 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.

Year 2 changing me

Life cycles in nature^[1]_{SEP}

Growing from young to old Increasing independence Differences in female and male bodies (correct terminology)

Assertiveness^[1]_{SEP}Preparing for transition

Key outcomes

- 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 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.

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<p>Firs Autumn</p>	<p>Year 3 Being Me In My World Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities^[SEP] Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p>Key outcomes</p> <ul style="list-style-type: none"> 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. <p>Year 3 Celebrating Difference Families and their differences^[SEP] Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it^[SEP] Recognising how words can be hurtful^[SEP] Giving and receiving compliments</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help. 	<p>Year 4 Being me in my world Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued. <p>Year 4 Celebrating difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.
<p>Spring</p>	<p>Year 3 Dreams and goals Difficult challenges and achieving success^[SEP] Dreams and ambitions^[SEP] New challenges^[SEP] Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. <p>Year 3 Healthy Me Exercise^[SEP]Fitness challenges^[SEP] Food labelling and healthy swaps^[SEP] Attitudes towards drugs Keeping safe and why it's important online and offline scenarios^[SEP] Respect for myself and others Healthy and safe choices</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. I can express how being anxious/ scared and unwell feels. 	<p>Year 4 Dreams and goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals^[SEP] Working in a group Celebrating contributions Resilience^[SEP] Positive attitudes</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude. <p>Year 4 Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.

Summer

Year 3 Relationships

Family roles and responsibilities
Friendship and negotiation
Keeping safe online and who to go to for help
Being a global citizen
Being aware of how my choices affect others
Awareness of how other children have different lives
Expressing appreciation for family and friends

Key outcomes

- I can explain how my life is influenced positively by people I know and also by people from other countries.
I can explain why my choices might affect my family, friendships and people around the world who I don't know.

Year 3 Changing Me

How babies grow
Understanding a baby's needs
Outside body changes
Inside body changes
Family stereotypes
Challenging my ideas
Preparing for transition

Key outcomes

- I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
- I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Year 4 changing me

Being unique
Having a baby
Girls and puberty
Confidence in change
Accepting change
Preparing for transition
Environmental change

Key outcomes

- I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.
- I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.

Year 4 Relationships

Jealousy
Love and loss
Memories of loved ones
Getting on and Falling Out
Girlfriends and boyfriends
Showing appreciation to people and Animals

Key outcomes

- I can recognise how people are feeling when they miss a special person or animal.
I can give ways that might help me manage my feelings when missing a special person or animal.

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<p>Oaks Autumn</p>	<p>Year 5 Being Me In My World Planning the forthcoming year Being a citizen^{[1][2]} Rights and responsibilities^{[1][2]} Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> <p>Year 5 Celebrating Difference Cultural differences and how they can cause conflict Racism^{[1][2]} Rumours and name-calling Types of bullying^{[1][2]} Material wealth and happiness ^{[1][2]}Enjoying and respecting other cultures</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. 	<p>Year 6 Being me in my world Identifying goals for the year Global citizenship^{[1][2]} Children’s universal rights Feeling welcome and valued Choices, consequences and rewards^{[1][2]} Group dynamics Democracy, having a voice Anti-social behavior Role-modelling</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make. <p>Year 6 Celebrating difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
<p>Spring</p>	<p>Year 5 Dreams and goals Future dreams^{[1][2]} The importance of money^{[1][2]} Jobs and careers^{[1][2]} Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. <p>Year 5 Healthy Me Smoking, including vaping Alcohol^{[1][2]} Alcohol and^{[1][2]}anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can explain different roles that food and substances can play in people’s lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body. 	<p>Year 6 Dreams and goals Personal learning goals, in and out of school^{[1][2]} Success criteria^{[1][2]}Emotions in success Making a difference in the world Motivation^{[1][2]} Recognising achievements Compliments</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place. <p>Year 6 Healthy Me Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.

<p>Summer</p>	<p>Year 5 Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules Key outcomes</p> <ul style="list-style-type: none"> I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. <p>Year 5 Changing Me Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition Key outcomes</p> <ul style="list-style-type: none"> I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends. <p>Year 6 changing me Self-image/Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition Key outcomes</p> <ul style="list-style-type: none"> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby. 	<p>Year 6 Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use Key outcomes</p> <ul style="list-style-type: none"> I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p> <p>Year 5 Changing Me Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition Key outcomes</p> <ul style="list-style-type: none"> I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends. <p>Year 6 changing me Self-image/Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition Key outcomes</p> <ul style="list-style-type: none"> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
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