



Supporting Documents

The Michael Syddall CofE (Aided) Primary School

Approach to Spiritual, Moral, Social and Cultural (SMSC) Development; Personal, Social, Health Education (PSHE) and Fundamental British Values.

Rationale

At the Michael Syddall CofE (Aided) Primary School, we see the development of SMSC, PSHE and British Values very much working hand in hand and being at the fore-front of our school ethos and of our teaching and learning.

Opportunities for explicit teaching of, or linking to, SMSC, PSHE and British Values is planned into our curriculum topics with appropriate content reflecting the over-arching theme. We also teach PSHE explicitly weekly and link it, again where possible, to other areas of learning and life experiences.

Teaching

The school has used the 2013 Ofsted report 'PSHE not yet good enough' to develop its approach to the teaching and learning of the subject. The report found that:

- *By far the weakest aspect of teaching was the assessment of pupils' learning which was often less robust for PSHE education than for other subjects.*
- *In too many schools teachers' expectations of the quality of pupils' work was too low.*
- *Teachers did not always check pupils' previous learning in PSHE resulting in work being repeated and was often unchallenging.*
- *In schools where assessment of pupils' learning was an identified area of weakness:*
 - *Teachers failed to formally identify attainment and progress*
 - *Rarely provided feedback on how to improve*
 - *Did not plan lessons that accounted for pupils' current levels of knowledge and understanding*

Therefore, we have introduced some approaches to combat these issues:

- The school has adopted the North Yorkshire Entitlement Framework for PSHE.
- The 6 sections of this link throughout the primary years, clearly showing progression in objectives. (please see PSHE planning document)
- Units are assessed at the end against the objectives set out at the start of the scheme.
- Before a unit starts, teachers ask the children what they already know about the upcoming objectives and if there is anything which they do not understand or know about. This allows pitch to be more accurate using pupils' starting points as a guide.
- Children have their own 'scrap book' to evidence any work done linked to the PSHE theme.
- PSHE is seen as being as important as the teaching of core subjects.

Some evidence may be found in the teachers planning or in work linked to the current topic area. This may be seen in their topic book as staff have deemed it appropriate to record it in there.

For evidence and examples of further provision for SMSC and British Values, please see the relevant 'evidence document'.

Democracy

- *School Council elections
- *House captains/vice captains voted for
- *Children vote for school improvements(playground)
- *Pupil voice outcomes used to influence whole school policies(e.g. marking)
- *Pupil questionnaires
- *Debates and open ended discussions
- *Roles and responsibilities in school
- *Children aware of the democratic process

Possible Impact

- *Work co-operatively in pairs and groups as well as in whole class situations.
- *Children understand how they are part of the decision making process and are a facilitator of change.
- *They understand turn taking and respecting the views of others.
- *Practise democracy through school council elections and through opportunities to debate in class.

Possible Impact

- *Children demonstrate respect for themselves and others in their general conduct and care for one another.
- *Pupils are able to explain how they show respect to others and how they feel about it for themselves.
- *Children are able to articulate why respect and tolerance are important.
- *Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and

Tolerance and Respect

- *Expectations of behaviour.
- *Children learn that their behaviour has an effect on their own rights and those of others.
- *Differences between people such as faith, ethnicity, disability, gender or sexuality and differences of family situations are discussed through PSHE and assemblies.
- *Celebrate festivals from around the world
- * Remembrance Day (Poppies sold, assemblies and 2 min silence)
- *Through RE curriculum
- *Visit places of worship
- *Focus days to learn about life and cultures from other countries
- *English lessons
- * Discussions around prejudice and prejudice based bullying
- * Value the diverse ethnic/religious backgrounds of pupils and families

How do we promote British Values at Michael Syddall CofE (Aided) School?

Michael Syddall C of E (Aided) School is a learning community built upon the values of respect, kindness, trust, forgiveness and friendship. Inspired by the Christian faith, we encourage everyone to embrace life in all its fullness. It is our mission to equip every individual to step into their future with hope, courage and perseverance.

Rule of Law

- *School behaviour policy with clear rewards and sanctions
- *Classroom rules
- *Bikeability – laws of the road
- *E-safety built in to Computing
- *Sports Tournaments
- *Visits from public services: Police, Fire, Cycle Instructors
- *Daily routines/rules
- *Assemblies
- *Home/School agreements signed by parents/child and

Possible Impact

- *Children can articulate how and why we need to behave in school and demonstrate they understand and can abide by rules.
- *The behaviour of the children is consistently outstanding in the classroom and around school.
- *Incidences of serious misbehaviour are very low.

Possible Impact

- *Children understand the importance of accepting responsibility and their right to be heard in school.
- *Children demonstrate independence of thought and action.
- *Children take part in a variety of extra-curricular clubs.
- *Children with challenging behaviour have less incidents of aggressive behaviour.

Individual Liberty

- *Children are taught about personal responsibility, choices, ambition and aspiration.
- *Child initiated learning – FS/Y1
- *Choosing books from the library
- *Free choice of golden time activities
- *Children conduct own questions and lead learning of topic work
- * Children encouraged to follow their interests through the curriculum and a wide variety of extra-curricular clubs.
- *Out of school and in school

The Michael Syddall CofE (Aided) Primary School

Our Definitions for Spiritual, Moral, Social and Cultural (SMSC) Aspects of Education

Spiritual

We aim for children to develop the ability to be reflective about their own beliefs and experience whilst demonstrating a sense of enjoyment and fascination in learning about themselves with respect for different people's faiths, feelings and values.

Moral

We aim for children to recognise the difference between right and wrong and understand the consequences of behaviour and actions in line with the law. They develop their ability to offer reasoned views and opinions on matters and appreciate the viewpoints of others, even if they are different.

Social

We aim for children to develop their social skills in a range of different contexts, giving them the skill and willingness to participate in a variety of communities and social settings. They see the result of working together as often being of more benefit than what they could achieve alone and build on their skills and attributes to allow them to participate fully and positively to life in Britain, accepting and engaging with fundamental British Values along the way.

Cultural

We aim for children to understand and appreciate the cultural influences and differences within school and that have shaped our heritage as they prepare for life in modern Britain. They have the willingness to participate and respond positively to a range of artistic, musical, sporting and cultural opportunities and understand, accept and respect diversity through their tolerance and attitudes towards different religions and groups in the community.

Outcomes for children at Michael Syddall CofE (Aided) Primary School

Below is a list of outcomes which the school considers to be significant and outstanding in their own right within the context of our school and our children.

Progress – from varying (often low) starting points, children make accelerated progress. Although this means that they may not always meet ‘National Standards’, their progress is in line with, or above, that of their peers.

Attendance – despite extremely challenging home situations, our children regularly attend school, often against the odds. Although the school recognises further need for improvement in this area, a changing ethos has brought about substantial improvements and changes in culture. Parents who wouldn’t engage with school are now approaching us to seek advice and support in ensuring their child attends. See attendance action plan.

Service Families – children from our Service families settle in extremely quickly and are supported superbly through our ‘Syddall Soldiers’. Despite their mobility and often worry for a family member, they attend school, make progress and attain well.

SEMH – the school has a number of children who are accessing support for their SEMH. The flexibility of the school and its staff to deal with these children in ways which help their situations is exemplary. They are given time and support through appropriate agencies and identified early to require intervention. For these children, this is significant in developing their positive experiences of education and them attending school – including supporting challenging issues away from school.

My Personal Best – our children are taught skills to be successful in their lives, suitable for the next stage of their education, through the teaching of My PB. These skills (which are varied and linked to ‘Healthy Me’, ‘Social Me’ and ‘Thinking Me’) provide children with experiences which can be adapted and applied to any situation. They use their learning in this area to impact on their daily lives.

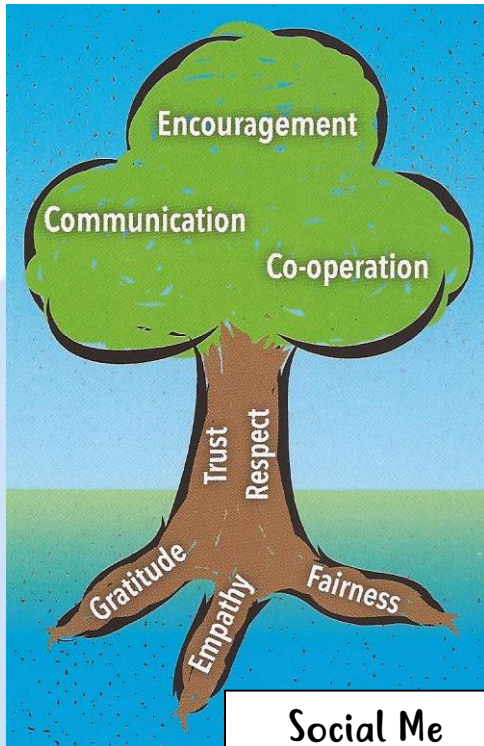
Contribute – our children contribute to school, their education and that of others. They see school as a family where everyone benefits if everyone puts something in. They are dynamic and involved in what goes on, coming up with the ideas themselves and encouraging their peers, ensuring everyone is an active citizen. The children can hold thoughtful conversations with each other and adults.

Sport – the children are active, fit and engaged in physical activity. They have opportunities to participate and compete, learning the important skills associated with sport and reaping the benefits of being active. This is a major driver in whole school improvement.

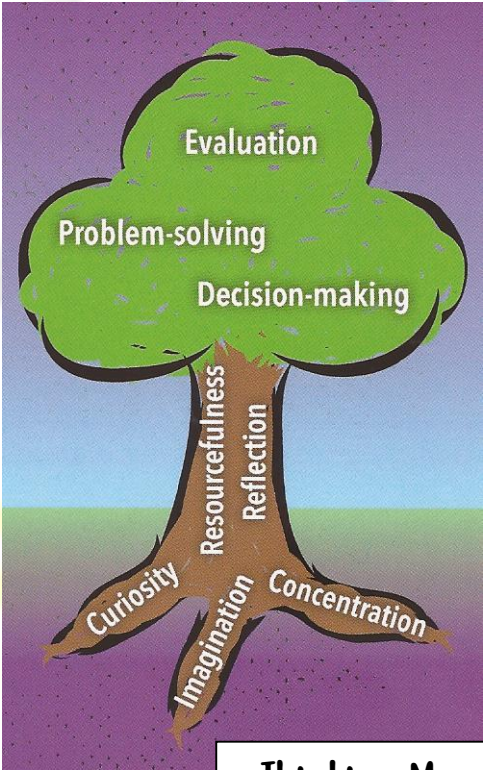
School helps our children deal with other things in their life – this is an outstanding outcome. Despite the daily challenges and situations that a lot of our children are faced with, the consistency of our school, the expectations and enjoyment they experience helps them to overcome what they face. The children know that school will support them and help them in a way that is sensitive yet effective, involving external agencies when needed or sometimes just giving a hug!

At our school, outcomes are greater than the numbers on a page. They are real, tangible things which effect children’s lives in a positive way. They extend beyond the academic, technical or vocational and make them a confident individual, successful learner and responsible citizen and make sure that they can approach difficult situations with resilience, knowing how to deal with things and what to do if they need help or advice. They encourage and celebrate education and attendance at school, and are not afraid to challenge themselves and each other.

My Personal Best (My PB) Characteristics



Social Me



Thinking Me



Healthy Me

The Michael Syddall CofE(Aided) Primary School

PSHE Long Term Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle		Me and My Future	
2	Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle		Me and My Future	
3	Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle		Me and My Future	
4	Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle		Me and My Future	
5	Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle		Me and My Future	
6	Me and My Relationships	Keeping Myself Safe	My Healthy Lifestyle		Me and My Future	
<p><u>Please note</u> – objectives from ‘Becoming An Active Citizen’ are taught and should be evidenced throughout all other units.</p>						

Please see the North Yorkshire Planning Entitlement Framework for more specific information and the intended outcomes for each focus.

Progression of objectives within themes

Theme – Me and My Relationships					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences</p> <p>I know that family and friends should care for each other and families can give love, security and stability</p>	<p>I know the characteristics of a healthy family life and the importance of caring for each other and spending time together</p> <p>I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help</p>	<p>I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline</p> <p>I know how other families are similar or different to mine (this includes same sex) I understand that it is OK to be different to others</p> <p>I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy</p>	<p>I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships</p> <p>I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people</p>	<p>I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship</p>	<p>I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)</p>
<p>I know what being a good friend means both on and offline and how they should make us feel happy and secure</p> <p>I can recognise that my behaviour affects others both on and offline</p> <p>I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline</p> <p>I can recognise there are different types of teasing both on and offline</p> <p>I know how to be nice to people both on and off line</p>	<p>I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient</p> <p>I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age)</p>	<p>I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent</p>	<p>I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out</p>	<p>I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent</p>	<p>I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)</p> <p>I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline</p>

<p>I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help</p>	<p>I know that there are different types of negative behaviours, bullying and teasing both on and offline I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help</p>	<p>I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)</p>	<p>I can recognise my worth as an individual and the worth of other people</p>		<p>I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve</p>
<p>I can play and work cooperatively</p> <p>I can listen to other people and show them respect</p> <p>I can share appropriately</p>	<p>I can listen to others and respect their viewpoints</p> <p>I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)</p>	<p>I can empathise with other people and understand how people can react differently to the same situation</p> <p>I can listen to and show respect for the views of others both on and offline</p> <p>I know the importance of valuing myself</p> <p>I can recognise and challenge stereotypes (including supporting trans children)</p>	<p>I can respond appropriately to other people's feelings</p>	<p>I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point</p>	<p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities</p> <p>I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)</p> <p>I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult</p>
<p>I know the names for the main body parts (including external genitalia) and why it is important to keep them private</p>	<p>I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change</p> <p>I understand the importance of valuing of one's own body and recognising its uniqueness</p> <p>I know the names for the main body parts (including external genitalia) and the</p>	<p>I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring</p>	<p>I feel good about myself and my body and having an understanding of how the media presents 'body image'</p> <p>I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body</p>	<p>I know the ways in which children grow and develop in puberty – physically and emotionally</p> <p>I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this</p> <p>I recognise, as I approach puberty, how people's emotions change at that time</p>	<p>I understand the physical and emotional changes I will go through at puberty</p> <p>I can look after my body and health as I go through puberty</p> <p>I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this</p>

	similarities/differences between most boys and girls			and how to deal with my feelings towards myself, my family and others in a positive way	I know about human reproduction including conception
I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends	I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)	I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them		I understand what boundaries are appropriate in friendships with peers and others both on and offline	I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)
I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention	I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention	I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention	I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention	I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention I know where individuals, families and groups can get help and support	I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)		I know about change and loss including separation, divorce and bereavement and the associated feelings	I understand a range of feelings and how these make me feel both emotionally and physically		
				I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation	
Theme – Keeping Myself Safe					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I recognise the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules	I use simple skills which will help to maintain my personal safety both on and offline	I can identify and explain how to manage risks in different situations including on and offline line	I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline	I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment(rail, farm, water and fire) and I know how to call 999 in an emergency	I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency

					I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe
I can name an adult in school who can help me and I know there are people and services who can help us including how to call 999 in an emergency	I know how to ask for help when I need it and can name a range of people who can help me including how to call 999 in an emergency	I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need including how to call 999 in an emergency	I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, rail, online, electricity and personal safety) and I know how to call 999 in an emergency		
I know I have a responsibility to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets both on and offline	<p>I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep</p> <p>I can recognise and say what is right and wrong both on and offline</p> <p>I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online</p>	<p>I can explain how my behaviour may have consequences for myself and others both on and offline</p> <p>I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline</p>	I have some effective strategies to cope with peer influence and peer pressure both on and offline	I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know both on and offline and the media	I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media
<p>I know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines</p> <p>I know that some substances can help or harm the body including household substances like dishwasher tablets</p>	I understand that all drugs can be harmful if not used properly I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly	I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc	I can describe what risk means to me both on and offline	I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks	<p>I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly</p> <p>I am able to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change</p>

I know the internet has many benefits but I know I need to balance my time spent on and offline	I know the internet has many benefits but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games	I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of computer games	I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games	I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games	I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games
I know that people you don't know are strangers and this applies online as well as well as off line	I know that people sometimes behave differently online, including friends or by pretending to be someone they are not I have an understanding of what a healthy online friendship is and awareness of the risks associated with people they have never met		I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable	I understand that the person that I think I am communicating with on-line may not be who they say they are. I recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website	I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life I am able to recognise risks, harmful content and contact and now how to report them
I know that when people I don't know ask me for private information I don't share it online or in person	I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online	I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online	I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this	I know how to present myself safely online and understand the potential risks of providing personal information online I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others	I have an understanding of how my information and data is shared and used online
I understand that some websites, games and social media sites have age restrictions and I know what to do if I see something I am unhappy with online	I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online	I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this	I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend		I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications
			I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk		I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to

			<p>to if I feel uncomfortable and are concerned by such a request</p> <p>I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this.</p>		<p>talk to if I feel uncomfortable and are concerned by such a request</p> <p>I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>
			I know how to recognise and display respectful behaviour online		
					I understand how the media (advertising and internet) may influence my opinions and choices

Theme – My Healthy Lifestyle

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I understand what physical and mental health means and that all humans have it</p> <p>I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing</p> <p>I know the importance of personal hygiene and I am able to wash my hands properly, regularly wash my body and clean my teeth twice a day</p>	<p>I know that a healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health and I can give examples of what I do on a daily and on a regular basis to keep myself healthy</p>	<p>I know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis</p> <p>I know the benefits of physical exercise and time outdoors</p>	<p>I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media, online and have started to develop ways of counteracting the negative factors</p> <p>I understand what is meant by a healthy diet (including understanding calories, and nutritional content</p> <p>I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage</p>	<p>I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image.</p> <p>I understand the importance of good oral hygiene, including regular visits to the dentist</p> <p>I know where individuals, families and groups can get help and support both on and offline</p>	<p>I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs</p> <p>I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing</p> <p>I understand early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p>

I can recognise what I like and dislike, how to make real, informed choices that improves my physical and emotional health and to recognise that choices can have good and not so good consequences	I can make simple choices to improve my physical and emotional health I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health, I am able to wash my hands properly	I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences	I can make informed choices about healthy eating and exercising		I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation
I can talk about my emotions and recognise them in others	I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations	I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately	I understand a range of feelings and how these make me feel both emotionally and physically	I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others	I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions
I know what makes me happy	I have simple strategies to manage my feelings	I know how to look after my mental wellbeing through some self-care techniques e.g relaxation, benefits of hobbies and interests etc	I have a range of strategies for managing and controlling strong feelings and emotions	I can resolve differences, looking at alternatives, making decisions and explaining choices	I have an understanding of mental ill health and how important it is for people to get early help to support them
I understand what being resilient means to me and I have strategies I can use	I understand what being resilient means to me and I have strategies I can use	I understand what being resilient means to me and I have strategies I can use	I understand what being resilient means to me and I have strategies I can use	I understand what resilience is and have strategies I can use to build my own resilience	I understand what resilience is and have strategies I can use to build my own resilience
			I can respond appropriately to other people's feelings		
			I can recognise my worth as an individual and the worth of other people I can identify positive things about myself, recognise some of my mistakes and learn from them		
					I understand that the media can have a positive and negative effect on mental health, e.g. body image

I know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from changes	I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings	I can understand why other people are behaving as they are when they are finding change difficult	I can make some changes quickly and easily but also understand that some changes are hard and can take a long time	I know some of the ways of dealing with the feelings that sometimes arise from changes	I understand what being resilient means to me and I have strategies I can use I know how change can impact with our feelings of belonging
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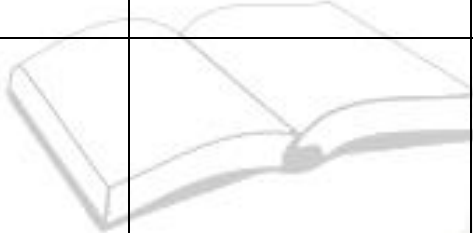
Theme – Me and My Future

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can recognise the coins and notes we use					
I can choose the correct value of coins and calculate change I know that we have to pay for what we buy	I know that we can pay for things in a range of ways and that even when not using cash, money is being used				
I know how to keep money safe	I understand that the choices we make affect ourselves and others	I know how to look after and handle money in everyday situations		I am able to make considered decisions about saving, spending and giving	I know that people buy things online and have online bank accounts and passwords to keep money safe
I know that I don't have to spend my money but can save it to use later	I can explain the difference between needs and wants I understand individuals and families have to find ways to balance wants and needs		I can demonstrate how to look after and save money	I can differentiate between essentials and desires – needs and wants	
	I understand that it may not be possible to have everything you want, straight away, if at all	I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity	I can begin to develop an understanding that people have different financial circumstances I can begin to understand the different values and attitudes that people have with regard to money	I understand 'value for money' and can make informed choices to get 'value for money' I am able to assess 'best buys' in a range of circumstances	
				I am able to understand and manage feelings about money, my own and others	
		I begin to understand why we have charities			

		<p>I know there are different ways to gain money, including earning it through work</p> <p>I understand that money is a finite resource for individuals, institutions and the community</p>	<p>I recognise the range of jobs carried out by people I know</p>	<p>I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly</p>	<p>I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do</p>
<p>I can set myself simple goals</p>	<p>I can describe why learning is important</p>	<p>I am aware that the learning choices I make will affect my future options.</p>	<p>I can explain how I will develop skills for work in the future I am aware that the learning choices I make will affect my future options.</p>	<p>I know and understand how I can develop skills to make a contribution in the future</p>	<p>I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices</p>
<p>I can describe the work that people do in my family, my school and where I live</p>					<p>I can describe a range of local businesses and how they are run and the products and / or services they provide</p>
	<p>I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)</p>	<p>I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes</p>			<p>I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act</p>
					<p>I know how to keep myself safe when working and what the law says to protect workers</p>
<p>I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school</p>	<p>I am positive about who I am, what I have achieved and take into account what other people say about me</p>	<p>I can talk positively about what I like to do and what I would like to do in the future</p>	<p>I can identify my strengths, areas for improvement and set high aspirations and goals</p>	<p>I am starting to consider what I like , what I am good at and what I enjoy doing and can talk positively about my strengths</p>	<p>I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising</p>
				<p>I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this</p>	


				I know that there are a range of earnings for different jobs	
				I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)	I understand that money we earn also supports the community
I can identify positive achievements during my time in Year 1	I can identify positive achievements during my time in Year 2	I can identify positive achievements during my time in Year 3	I can identify positive achievements during my time in Year 4	I can identify positive achievements during my time in Year 5	I can identify positive achievements during my time in Primary School
I can identify my strengths, areas for improvement and set myself some goals for Year 2	I can identify my strengths, areas for improvement and set myself some goals for Year 3	I can identify my strengths, areas for improvement and set myself some goals for Year 4	I can identify my strengths, areas for improvement and set myself some goals for Year 5	I can identify my strengths, areas for improvement and set myself some goals for Year 6	I can explain what I am worried about and what I am looking forward to in Year 7
Theme – Becoming An Active Citizen					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can express a simple opinion, agreement and disagreement	I can take part in discussions/ simple debate with others about topical issues				
I can respectfully ask questions and listen to the answers	I know that people and other living things have needs and recognise my own responsibility to meet those needs		I can acknowledge that others have different points of view both on and offline		I can research, discuss and debate topical issues, problems and events
I play a full part in the life of my classroom	I can contribute positively to the life of the class and the school	I can participate in making and changing rules		I know what democracy is and how a democratic government works I have taken part in democratic events in school (eg: voting for school council, mock election)	I understand how democracy works in the UK at a local, regional and national scale I understand that there are other forms of government that are not democratic and can give some examples of these
I can agree and follow rules for my group and classroom		I know why different rules are needed in different situations	I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school	I understand the consequences of breaking the law and how the criminal justice system works in the UK	

I understand the role of the school council and I am able to vote for the members and if chosen to be on the school council I can represent the views of others	I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council		I can describe the values of the school and know why they are important		
	I know that I belong to different groups and communities ie school, family		I can describe the 'British Values' and give examples of what they mean in school and in society	I know that circumstances in other countries and cultures may be different from our own	I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation
	I know what improves and harms the environment and about some of the ways people look after them	I know that choices we make can impact on the local, national and global communities I know some ways to look after my environment	I understand how my choices may impact on the environment	I know about Fair Trade and what it means	I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment
					I understand the mental health benefits of community participation and volunteering
		I know where to find impartial advice to inform my decision making		I know how to access local and national support groups both on and offline	
		I understand the media can be biased			I am aware of how the media present information and that the media can be both a positive and negative influence I can critique how the media present information
		I can empathise with other people and situations through topical issues, problems and local and global events		I understand why some people have chosen to leave their country and migrate to the UK	

			I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers	I understand the difference between economic migrant, asylum seeker and refugee	
			I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism		
			I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints	I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)	I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child
			I can demonstrate respect and tolerance both on and offline towards people different from myself	I understand that choices we make as individuals, a community and a nation impact internationally	I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.

Becoming an active citizen

Year 1



I can respectfully
ask questions and
listen to the
answers

I can express a simple
opinion, agreement
and disagreement

I play a full part in
the life of my
classroom

I can agree and follow
rules for my group
and classroom

I understand the role of
the school council and I am
able to vote for the
members and if chosen to
be on the school council. I
can represent the views of
others

Becoming an active citizen

Year 2

I can take part in discussions/simple debate with others about topical issues

I know that people and other living things have needs and recognise my own responsibility to meet those needs

I can contribute positively to the life of the class and the school

I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council

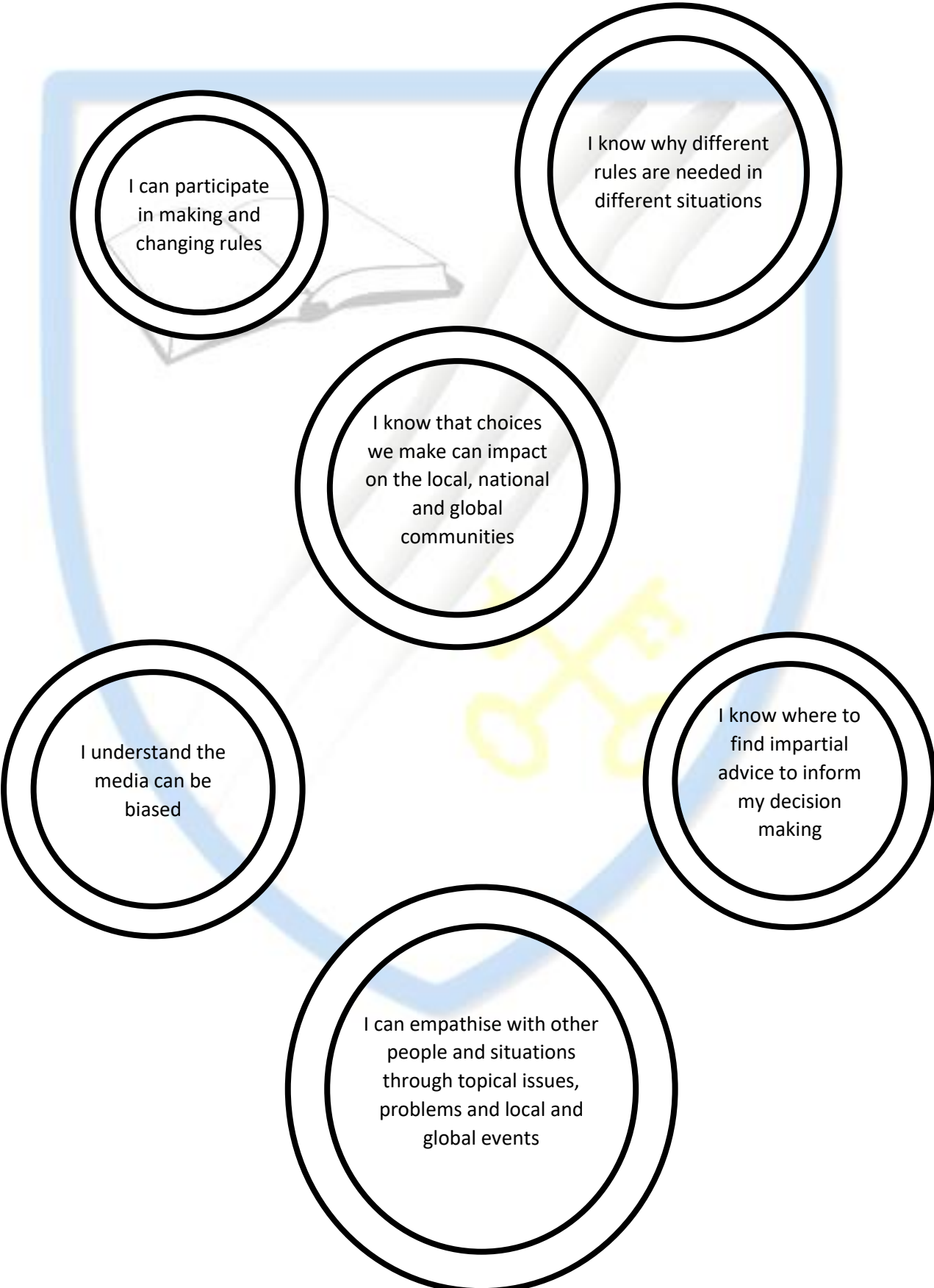
I know that I belong to different groups and communities ie school, family

I know some ways to look after my environment

I know what improves and harms the environment and about some of the ways people look after them

Becoming an active citizen

Year 3



I can participate
in making and
changing rules

I know why different
rules are needed in
different situations

I know that choices
we make can impact
on the local, national
and global
communities

I understand the
media can be
biased

I know where to
find impartial
advice to inform
my decision
making

I can empathise with other
people and situations
through topical issues,
problems and local and
global events

Becoming an active citizen

Year 4

I can acknowledge that others have different points of view both on and offline

I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school

I understand how my choices may impact on the environment

I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism

I can describe the values of the school and know why they are important

I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers

I can describe the 'British Values' and give examples of what they mean in school and in society

I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints

I can demonstrate respect and tolerance both on and offline towards people different from myself

Becoming an active citizen

Year 5

I understand the consequences of breaking the law and how the criminal justice system works in the UK

I know what democracy is and how a democratic government works

I know how to access local and national support groups both on and offline

I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)

I have taken part in democratic events in school (eg: voting for school council, mock election)

I know that circumstances in other countries and cultures may be different from our own

I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances

I understand why some people have chosen to leave their country and migrate to the UK

I understand that choices we make as individuals, a community and a nation impact internationally

I understand the difference between economic migrant, asylum seeker and refugee

I know where to find impartial advice to inform my decision making and understand about media bias

I can express my views confidently and listen to and show respect for the views of others

I can recognise and challenge stereotypes

I can resolve differences, looking at alternatives, making decisions and explaining choices

I can talk and write about my opinions confidently and listen to and show respect for the opinions of others

I know about Fair Trade and what it means

Becoming an active citizen

Year 6

I understand what being part of a community means and I can take part more fully in school and community activities

I understand that there are other forms of government that are not democratic and can give some examples of these

I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment

I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child

I understand the mental health benefits of community participation and volunteering

I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation

I can research, discuss and debate topical issues, problems and events

I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment

I am aware of how the media present information and that the media can be both a positive and negative influence

I understand how democracy works in the UK at a local, regional and national scale

I can critique how the media present information

I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.