



BROOK FIELD PRIMARY SCHOOL

Personal, Social, Health, Economic Education & Citizenship Policy Statement

INTRODUCTION

At Brook Field, we deliver intentional teaching of personal and social skills. We promote PSHE education through enquiry, exploration and curiosity via a multi-sensory, cross-curricular approach to engage, excite and motivate whilst also providing challenge for all children.

Through our curriculum, school environment, school ethos and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being to help them form and maintain worthwhile relationships, both within school and in the wider community. At Brook Field, we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues.

Opportunities for our pupils mean that they grow into independent, active and responsible members of our school community playing an active part in decision making. In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at Brook Field develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

AIMS

- To respect themselves and others and to develop the skills and the qualities to make and maintain healthy relationships.
- To develop their confidence, provide them with strategies to support their resilience and mental well-being, nurture their individuality and to help them become aware of their own and others potential in a competitive world.
- To develop good self-discipline, examining their own behaviour well-being and understanding the importance of agreed values through positive reinforcement.
- To promote a safe learning environment, for children from all backgrounds, which is rich in talk and reflection.

SPIRITUAL, MORAL, SOCIAL, CULTURAL AND BRITISH VALUES

Spiritual, Moral, Social and Cultural development is an inclusive element of our PSHE curriculum, with every opportunity taken within our sessions to develop our children's skills within these areas further. Within this subject area, the children develop their oracy skills by discussing and respecting other people's faith, feelings and values. Children are taught what is right and wrong, recognising legal boundaries and developing the belief that actions have consequences. Activities which involve group work enhance the children's values of democracy, individual liberty and mutual respect. Children can draw upon similarities and differences between cultural, religious, ethnic and socio-economic communities. Lessons within PSHE develop a sense of enjoyment and fascination about learning about themselves, others and the world around them.

Please also refer to the SMSC section on our website.

PLANNING & TEACHING

When delivering PSHE teaching and sessions, teachers take great care ensuring different family backgrounds and circumstances are sensitively considered. It is important that the child is valued as a whole person and not just as a pupil. The following strategies aim to enable all the children to develop to their highest potential and to have very happy memories of Brook Field School:

In the classroom:

- Classrooms and the physical environment should be made friendly and welcoming to ensure a safe and secure environment.
- Golden Rules are agreed and set up in each classroom using Jigsaw to support this. The children are very aware of the privileges and sanctions, which are reinforced positively in each classroom.
- A positive marking policy is followed to ensure it enhances the child's learning and it increases the child's confidence.
- Children know about the 6 main learning behaviours celebrated at Brook Field through the use of stickers: Changing and Learning; Organised and Prepared; Creativity; Making Links; Curiosity; Teamwork/Co-operation; Perseverance and Independence.
- Children learn through a multi-sensory, oracy rich environment.
- The work given to the children should consolidate on previous learning experiences. It should be suitably challenging so that they can develop to their own potential.
- A variety of group work takes place within the school to ensure co-operation and to nurture positive social skills and to develop well-being. This also gives the children opportunities to practise skills taught through Jigsaw.
- Children are given responsibility within the classroom which increases as they become older in the school.

In the wider school community:

- School values are displayed in both halls and are updated termly on our website.
- Parents are kept well informed of their child's progress through parent and teacher interviews and also through informal dialogue.
- Sharing assemblies take place weekly for the children to celebrate their achievements.
- Child of the week and leaf of achievement provide positive reinforcement of both academic and personal achievements.
- A range of school clubs are offered. (Please see our website)
- The school council meets regularly and the classes are kept informed as to the content of each meeting and asked to feedback to their reps.
- As a healthy school, with a bronze accreditation, we encourage healthy snacks and provide freshly cooked food on site.
- As a healthy mental health school, with a silver accreditation, we promote healthy relationships and good mental well-being by sharing with the children strategies on how to achieve this.
- In Key Stage 1 and 2 'Breaktime Buddies' are selected to help maintain harmonious relationships throughout the school.

Interventions and additional support:

- Forest school is offered to KS1 children and is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.
- A well-being programme of 6 weeks is delivered to groups throughout each term, with every child participating in this over the period of two years.
- Dream Team is delivered to some Key Stage 1 children to nurture higher self-esteem and social skills.
- As part of intervention timetables, groups run by the SENTA's target children who need further support in developing their social and emotional skills.
- Small groups, and classes, have access to: a sensory garden, nurture room, library, reading nook, the Den, music room, woodland walk, story-telling area, running track and gym area which are all areas

within the school grounds that develop a sense of calm, connectedness and further promote the children's overall well-being.

- Those children who require further support, regarding mental health and well-being, will be monitored and the appropriate support will be given. Some small groups will be withdrawn throughout a school day for appropriate counselling via ELSA, well-being activities and school counsellors.

Children with special educational needs are identified according to the school's specific Special Educational Needs Policy and teachers will provide adapted planning according to their needs. They will be taught in mixed ability groups when appropriate or in ability groups supervised by the teacher or teaching assistant. Opportunities will be provided to develop not only their written skills but speaking and listening as well. Children who are more able are identified according to the school's specific more able policy and teachers will provide adapted planning according to their needs. In PSHE the main form of assessing these children will be through careful questioning (using revised Blooms) and observation, in order for them to achieve their maximum potential. Qualities that a more able child demonstrate are:

- a greater prior knowledge, with the child relating what is being studied to first-hand experience.
- having a deeper understanding of the concepts or ideas being explored.
- relating thoughtful insights to the experience of PSHE.
- having a questioning attitude to personal development, citizenship, lifestyle and relationship questions and other complex issues in life.
- having an obvious fascination with the analysis of people's lives in different situations.
- having a clear academic ability to analyse, compare and evaluate PSHE ideas and individual belief.

For more information regarding this refer to the More Able Policy.

ORGANISATION

- Each year group has a published scheme of work called Jigsaw covering all areas of PSHE and citizenship. This is taught for a 45-minute session each week or blocked in the timetable, if more appropriate.
- Brook Field has 6 core values – honesty, teamwork, creativity, respect, responsibility, perseverance. An assembly focussing on one of our values is delivered at the start of each term.
- Leaves of Achievement are awarded throughout the term to children demonstrating our school values.
- PSHE will also be addressed on a daily basis as questions and/or incidents arise during extra circle times, where necessary.
- Visitors, including the police, fire service and community nurses are encouraged to contribute to the curriculum in class and in assemblies.
- An aspect of SMSC (Spiritual, Moral, Social and Cultural development) will form part of each Jigsaw lesson which is mapped across the whole scheme.
- One or more aspects of British values will also be covered through each Jigsaw lesson and at appropriate times across the curriculum.
- The children of Brook Field School explicitly discuss the word 'Safeguarding' and its meaning. A pictorial representation of an umbrella is displayed in every classroom and referred to when teaching not only PSHE, but also within other themes of safeguarding.

RESOURCES

Each teacher has access to the Jigsaw scheme of work suitable for their year group. This scheme includes a chime bar, to enable the children to feel calm at the start of the lesson and reflect on their breathing; lesson plans; power points and books to supplement the delivery of PSHE. Resources for PSHE constitute physical materials but also use the great outdoors to promote well-being. In addition, the teaching support materials that are readily available are saved centrally for all staff to access via the intranet. A subscription to 'Picture News' is emailed weekly to all staff to be used as a resource; to help stimulate discussion, raise awareness of current affairs, to be used in assemblies, there is also strong emphasis covering elements of SMSC.

ASSESSMENT & MONITORING:

The PSHE co-ordinator will monitor PSHE through BIG-book scrutinies, pupil voice, learning walks and analysis of data from class teachers. Careful questioning (using revised Blooms) and observation will be used as the main form of assessing these children in PSHE to ensure they achieve their maximum potential. Children are encouraged to self-assess against the Jigsaw scheme at the end of each theme except Theme 1. The class teacher will also assess the children against these objectives and have a record sheet to support this. These records are used to inform the end of year assessment as to whether they are working above, working at or working below age related expectations. (For more information regarding this refer to our Assessment Policy). The end of year assessments will be reported to parents/carers through the end of year report.

Please also refer to our Safeguarding and Child Protection Policy.

PSHE CO-ORDINATOR

The role of the PSHE subject co-ordinator is to:

- Monitor the PSHE carried out across year groups by scrutiny of work, planning, assessment and pupil voice. This includes monitoring of the frequency of PSHE teaching across the year.
- Support colleagues in teaching PSHE through sharing good practice and delivering staff meetings to ensure consistency of approaches and expectations.
- Renew, update and supplement resources needed to deliver the curriculum successfully.
- Involve Governors in the development and monitoring of PSHE.
- Attend appropriate CPD and cluster meetings to ensure up to date and relevant professional development in this subject.

APPENDIX 1 –
Jigsaw PSHE Overview

	Being Me	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	<p>I understand how it feels to belong and that we are similar and different</p> <p>I can start to recognise and manage my feelings</p> <p>I enjoy working with others to make school a good place to be</p> <p>I understand why it is good to be kind and use gentle hands</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>I am learning what being responsible means</p>	<p>I can identify something I am good at and understand everyone is good at different things</p> <p>I understand that being different makes us all special</p> <p>I know we are all different but the same in some ways</p> <p>I can tell you why I think my home is special to me</p> <p>I can tell you how to be a kind friend</p> <p>I know which words to use to stand up for myself when someone says or does something unkind</p>	<p>I understand that if I persevere I can tackle challenges</p> <p>I can tell you about a time I didn't give up until I achieved my goal</p> <p>I can set a goal and work towards it</p> <p>I can use kind words to encourage people</p> <p>I understand the link between what I learn now and the job I might like to do when I'm older</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>I understand that I need to exercise to keep my body healthy</p> <p>I understand how moving and resting are good for my body</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>I know how to help myself go to sleep and understand why sleep is good for me</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I know how to make friends to stop myself from feeling lonely</p> <p>I can think of ways to solve problems and stay friends</p> <p>I am starting to understand the impact of unkind words</p> <p>I can use Calm Me time to manage my feelings</p> <p>I know how to be a good friend</p> <p>* Children know who to talk to if they are concerned about any form of abuse, including peer on peer, sexual violence and/or sexual harassment</p>	<p>I can name parts of the body</p> <p>I can tell you some things I can do and foods I can eat to be healthy</p> <p>I understand that we all grow from babies to adults</p> <p>I can express how I feel about moving to Year 1</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>I can share my memories of the best bits of this year in Reception</p>
Year 1	<p>I feel special and safe in my class</p> <p>I understand the rights and responsibilities as a member of my class</p> <p>I know my views are valued</p>	<p>I can identify similarities between people in my class</p> <p>I can identify differences between people in my class</p>	<p>I can set simple goals</p> <p>I can set a goal and work out how to achieve it</p> <p>I understand how to work</p>	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <p>I know how to make healthy lifestyle choices</p>	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I can identify what being a good friend means to me</p>	<p>I am starting to understand the life cycles of animals and humans</p> <p>I can tell you some things about me that have changed and some things about me</p>

	<p>and can contribute to the Learning Charter</p> <p>I can recognise the choices I make and understand the consequences</p> <p>I understand my rights and responsibilities within our Learning Charter</p>	<p>I can tell you what bullying is</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied</p> <p>I know how to make new friends</p> <p>I can tell you some ways I am different from my friends</p>	<p>well with a partner</p> <p>I can tackle a new challenge and understand this might stretch my learning</p> <p>I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p>	<p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>I know that all household products including medicines can be harmful if not used properly</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>	<p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>I know who can help me in my school community</p> <p>I can recognise my qualities as person and a friend</p> <p>I can tell you why I appreciate someone who is special to me</p> <p>* Children know who to talk to if they are concerned about any form of abuse, including peer on peer, sexual violence and/or sexual harassment</p>	<p>that have stayed the same</p> <p>I can tell you how my body has changed since I was a baby</p> <p>I understand that every time I learn something new I change a little bit</p> <p>I can tell you about changes that have happened in my life</p>
Year 2	<p>I recognise when I feel worried and know who to ask for help</p> <p>I understand the rights and responsibilities for being a member of my class and school</p> <p>I understand the rights and responsibilities for being a member of my class</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences</p> <p>I understand how following</p>	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>I understand some ways in which boys and girls are different and accept that this is OK</p> <p>I understand that bullying is sometimes about difference</p> <p>I can recognise what is right and wrong and know how to look after myself</p> <p>I understand that it is OK to be different from other</p>	<p>I can choose a realistic goal and think about how to achieve it</p> <p>I carry on trying (persevering) even when I find things difficult</p> <p>I can recognise who I work well with and who it is more difficult for me to work with</p> <p>I can work well in a group</p> <p>I can tell you some ways I worked well with my group</p> <p>I know how to share success</p>	<p>I know what I need to keep my body healthy</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>I understand how medicines work in my body and how important it is to use them safely</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I can identify some of the things that cause conflict with my friends</p> <p>I understand that sometimes it is good to keep</p>	<p>I can recognise cycles of life in nature</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body</p>

	<p>the Learning Charter will help me and others learn</p> <p>I can recognise the choices I make and understand the consequences</p>	<p>people and to be friends with them</p> <p>I can tell you some ways I am different from my friends</p>	<p>with other people</p>	<p>healthy</p> <p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can decide which foods to eat to give my body energy</p>	<p>a secret and sometimes it is not good to keep a secret</p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I can express my appreciation for the people in my special relationships</p> <p>* Children know who to talk to if they are concerned about any form of abuse, including peer on peer, sexual violence and/or sexual harassment</p>	<p>and appreciate that some parts of my body are private</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I can identify what I am looking forward to when I move to my next class</p>
Year 3	<p>I recognise my worth and can identify positive things about myself and my achievements.</p> <p>I can set personal goals</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others and I care about other people's feelings</p> <p>I can make responsible</p>	<p>I understand that everybody's family is different and important to them</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know what it means to be a witness to bullying</p> <p>I know that witnesses can make the situation better or worse by what they do</p> <p>I recognise that some words are used in hurtful ways</p> <p>I can tell you about a time when my words affected someone's feelings and what</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I can identify a dream/ambition that is important to me</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>I am motivated and enthusiastic about achieving our new challenge</p> <p>I can recognise obstacles which might hinder my achievement and can take</p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can identify when something feels safe or</p>	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener</p> <p>I know and can use some strategies for keeping myself safe online</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I understand how my needs and rights are shared by</p>	<p>I understand that in animals and humans lots of changes happen when growing up, and that usually it is the female who has the baby</p> <p>I understand what a baby needs to live and grow</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can identify what I am looking forward to when I</p>

	<p>choices and take action</p> <p>I understand my actions affect others and try to see things from their points of view</p>	<p>the consequences were</p>	<p>steps to overcome them</p> <p>I can evaluate my own learning process and identify how it can be better next time</p>	<p>unsafe</p> <p>I understand how complex my body is and how important it is to take care of it</p>	<p>children around the world and can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends and family</p> <p>* Children know who to talk to if they are concerned about any form of abuse, including peer on peer, sexual violence and/or sexual harassment</p>	<p>move to my next class</p>
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Year 4	I know my attitudes and actions make a difference to the class team	I understand that, sometimes, we make assumptions based on what people look like	I can tell you about some of my hopes and dreams	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I can recognise situations which can cause jealousy in relationships	I understand that some of my personal characteristics have come from my birth parents.
	I understand who is in my school community, the roles they play and how I fit in	I understand what influences me to make assumptions based on how people look	I understand that sometimes hopes and dreams do not come true and that this can hurt	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations	I can identify someone I love and can express why they are special to me	I know how the circle of change works and can apply it to changes I want to make in my life
	I understand how democracy works through the School Council	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure	I know that reflecting on positive and happy experiences can help me to counteract disappointment	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke	I can tell you about someone I know that I no longer see	I can identify changes that have been and may continue to be outside of my control that I learnt to accept
	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell	I know how to make a new plan and set new goals even if I have been disappointed	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I can identify what I am looking forward to when I move to a new class
	I understand how groups come together to make decisions	I can identify what is special about me and value the ways in which I am unique	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	
	I understand how democracy and having a voice benefits the school community	I can tell you a time when my first impression of someone changed when I got to know them	I can identify the contributions made by myself and others to the group's achievement	I can recognise when people are putting me under pressure and can explain ways to resist this when I want	I know how to show love and appreciation to the people and animals who are special to me	
				I know myself well enough to have a clear picture of what I believe is right and wrong	* Children know who to talk to if they are concerned about any form of abuse, including peer on peer, sexual violence and/or sexual harassment	
Year 5	I can face new challenges positively and know how to	I understand that cultural differences sometimes cause	I understand that I will need money to help me achieve	I know the health risks of smoking and can tell you how tobacco affects the	I have an accurate picture of who I am as a person in terms of my characteristics	I am aware of my own self-image and how my body image fits into that

	<p>set personal goals</p> <p>I understand my rights and responsibilities as a citizen of my country</p> <p>I understand my rights and responsibilities as a citizen of my country and as a member of my school</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>conflict</p> <p>I understand what racism is</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>I can explain the difference between direct and indirect types of bullying</p> <p>I can compare my life with people in the developing world</p> <p>I can understand a different culture from my own</p>	<p>some of my dreams</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p>	<p>lungs, liver and heart.</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I understand how the media, social media and celebrity culture promotes certain body types</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>and personal qualities</p> <p>I understand that belonging to an online community can have positive and negative consequences</p> <p>I understand there are rights and responsibilities in an online community or social network</p> <p>I know there are rights and responsibilities when playing a game online</p> <p>I can recognise when I am spending too much time using devices (screen time)</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>* Children know who to talk to if they are concerned about any form of abuse, including peer on peer, sexual violence and/or sexual harassment</p>	<p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty</p>
Year 6	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p>	<p>I understand there are different perceptions about what normal means</p> <p>I understand how being</p>	<p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)</p>	<p>I can take responsibility for my health and make choices that benefit my health and well-being</p> <p>I know about different types of drugs and their</p>	<p>I know that it is important to take care of my mental health</p> <p>I know how to take care of my mental health</p> <p>I understand that there are</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after</p>

	<p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand that my actions affect other people locally and globally</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>different could affect someone's life</p> <p>I can explain some of the ways in which one person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can give examples of people with disabilities who lead amazing lives</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p>	<p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I can work with other people to help make the world a better place</p> <p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I know what some people in my class like or admire about me and can accept their praise</p>	<p>uses and their effects on the body particularly the liver and heart</p> <p>I understand that some people can be exploited and made to do things that are against the law</p> <p>I know why some people join gangs and the risks this involves</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p>	<p>different stages of grief and that there are different types of loss that cause people to grieve</p> <p>I can recognise when people are trying to gain power or control</p> <p>I can judge whether something online is safe and helpful for me</p> <p>I can use technology positively and safely to communicate with my friends and family</p> <p>* Children know who to talk to if they are concerned about any form of abuse, including peer on peer, sexual violence and/or sexual harassment</p>	<p>yourself physically and emotionally</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p>
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