

PSHE at Alexandra Primary School: Being Me In My World

Year 2

Recognise some hopes and fears for the year.
 Recognise when there are feelings of worry and who to ask for help.
 Understanding of the rights and responsibilities of being a member of my class and school.
 Know how to make my class a safe and fair place.
 Listen to other people and contribute own ideas about rewards and consequences.
 Understand that following the charter will help everyone learn.
 Working cooperatively.
 Recognising the choices made and understanding the consequences.

Year 1

Understanding the rights and responsibilities as a member of a class.
 Knowing how to make the class a safe place for everyone to learn.
 Knowing everyone's views are valued and can contribute to the learning charter.
 Recognise how it feels to be proud of an achievement.
 Recognise the choices made and understand the consequences.
 Recognise the range of feelings when faced with certain consequences.
 Understanding everyone's rights within the learning charter.
 Understanding choices in following the charter.

Early Years

Understanding how it feels to belong and that we are similar and different
 Understanding how feeling happy and sad can be expressed.
 Working together and considering other people's feelings.
 Using gentle hands and understanding that it is good to be kind to people.
 Starting to understand children's rights and this means we should all be allowed to learn and play.
 Learning what being responsible means.

Year 3

Recognise my worth and identify positive feelings about myself and achievements.
 Set personal goals.
 Valuing myself and knowing how to make someone else feel valued.
 Face new challenges positively making responsible choices and asking for help when needed.
 Recognise how it feels to be happy, sad, scared and identifying when others are feeling these emotions.
 Understand why rules are needed and how they relate to our rights.
 Understanding that behaviour brings rewards/consequences.
 Make responsible choices and take action.
 Work cooperatively in a group
 Understand my choices affect others and try to see things from their point of view.

Year 4

Know my attitudes and actions make a difference to the class team.
 Know how good it feels to be included in a group and understand how it feels to be excluded.
 Try to make people feel welcome and valued.
 Understand who is in the school community, the roles they play and how they fit in.
 Take a role in a group to contribute to the overall outcome.
 Understand how democracy works through school council.
 Recognise the contribution to making a learning charter for the whole school.
 Understand that my actions affect myself and others. Care about other people's feelings and empathise with them.
 Understand how rewards and consequences motivate people's behaviour.
 Understand how groups come together to make decisions.
 Understand how democracy and having a voice benefits the school community.

Year 5

Face new challenges positively and know how to set personal goals.
 Know what they value most about school and can identify hopes for the year.
 Understand rights and responsibilities as a citizen of my country.
 Empathise with people in the country whose lives are different to their own.
 Make choices about their own behaviours because they understand how rewards and consequences feel.
 Understand that their actions affect themselves and others.
 Understand how an individual's behaviour can impact on a group.
 Contribute to a group to understand how they can function best as a whole.
 Understand how democracy and having a voice benefits the school community and know how to participate in this.
 Understand why our school community benefits from a charter and can help others to follow it.

Year 6

Identify goals for this year, understand fears and worries about the future and know how to express them.
 Feel welcome and valued and know how to make others feel the same.
 Know that there are universal rights for all children, but for many of these children these rights are not met.
 Understand my own wants and needs and can compare these with children in different communities.
 Understand that my actions affect others both locally and globally.
 Make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights.
 Understand how my actions affect myself and others; I care about other people's feelings and try to empathise with them.
 Understand how an individual's behaviour can impact on a group.
 Contribute to a group and understand how we can function best as a whole.
 Understand how democracy works and having a voice benefits the school community.
 Understand why our school community benefits from a charter and can help others to follow it by modelling it myself.



The learning doesn't stop here!



PSHE at Alexandra Primary School: Celebrating Difference

Year 2

Start to understand that sometimes people make assumptions about boys and girls (stereotypes).
 Understand some ways that boys and girls are similar and feel good about this.
 Understand some ways in which boys and girls are different and accept this is ok.
 Understand that bullying is sometimes about difference.
 Explain how someone being bullied might feel and be kind to them.
 Recognise what is right and wrong and know how to look after myself.
 Know when to stand up for myself and others and how to get help if I am being bullied.
 Understand that it is ok to be different from other people and to be friends with them.
 Understand that we shouldn't judge people if they are different.
 Know how it feels to be a friend and have a friend.
 Identify some ways I am different from my friends and understand these make us all special and unique.

Year 1

Identify similarities and differences between people in my class.
 Tell some ways in which I am the same and different to my friends.
 Children are able to tell what bullying is and understand how someone who is being bullied might feel.
 Know some people they can talk to if they are feeling unhappy or are being bullied.
 Show kindness to children who are being bullied.
 Know how to make friends and how it feels to make a new friend.
 Understand that everyone's differences make us special and unique.

Early Years

Know it feels to be proud of something I am good at and understand everyone is good at different things.
 Tell one way I am special and unique.
 Know that all families are different but in some ways are the same.
 Know that there are lots of different houses and homes and explain why my home is special to me.
 Tell ways I could make new friends and how to be a kind friend.
 Use my words to stand up for myself when someone is unkind.

Year 3

Understand that everyone's family is different and important to them and appreciate my family/people who care for me.
 Understand that differences and conflicts sometimes happen among family members.
 Know how to calm down and use the 'Solve it together' technique.
 Know what it means to be a witness to bullying and know some ways of helping to make someone who is being bullied feel better.
 Know that witnesses can make the situation better or worse by what they do.
 Problem solve a bullying situation with others.
 Recognise that some words are used in hurtful ways and try hard not to use them.
 Discuss a time when words affected someone's feelings and what the consequences were.
 Give and receive compliments and know how this feels.

Year 4

Understand that sometimes we make assumptions based on what people look like and should try to accept people for who they are.
 Understand what influences me to make assumptions based on how people look.
 Question why I think what I do about other people.
 Know that sometimes bullying is hard to spot and know what to do if I think it is going on but I am not sure.
 Know how it might feel to be a witness and a target of bullying.
 Explain why witnesses sometimes join in with bullying and don't tell.
 Problem solve a bullying situation with others.
 Identify what is special about me and the ways in which I am unique.
 Like and respect the unique features of my physical appearance.
 Share a time when my first impression of someone changed when I got to know them.
 Explain why it is good to accept people for who they are.

Year 5

Understand that cultural differences sometimes cause conflict.
 Have an awareness of their own culture.
 Understand what racism is and have an awareness of my own attitudes towards people of different races.
 Understand how rumour-spreading and name-calling can be bullying behaviours.
 Identify a range of strategies for managing my feelings in bullying situations and for problem-solving when I am part of one.
 Explain the difference between direct and indirect forms of bullying.
 Know of some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.
 Compare my life with people in the developing world.
 Appreciate the value of happiness regardless of material wealth.
 Understand a different culture from my own and show respect to other people's cultures.

Year 6

Understand there are different perceptions about what normal means and empathise with people who are different.
 Understand how being different could affect someone's life.
 Have an awareness of their own attitudes towards people who are different.
 Explain some of the ways a group can have power over another.
 Know how it can feel to be excluded or treated badly by being different in some way.
 Know some of the reasons why people use bullying behaviours.
 Know a range of strategies for managing my feelings in bullying situations and for problem solving if I am part of one.
 Give examples of people with disabilities who live amazing lives and appreciate people for who they are.
 Explain ways in which difference can be a source of conflict and a cause for celebration and show empathy for people in either situation.



The learning doesn't stop here!



PSHE at Alexandra Primary School: Dreams and Goals

Year 2

Choose a realistic goal and think about how to achieve it.
 Give examples of things I have achieved and how it made me feel.
 Persevere even when things become difficult.
 Identify some personal strengths as a learner.
 Recognise who they work well with and who it is more difficult for me to work with and explain how working with others helps them to learn.
 Work well in a group to solve problems.
 Explain some ways that I worked well with others and how it felt.
 Know how to share success with other people.
 Explain how being part of a successful group feels and store these feelings of success.

Year 1

Set simple goals and talk about something they do well.
 Set a goal and work out how to achieve it.
 Explain how they learn best.
 Understand how to work well with a partner and celebrate achievement with them.
 Tackle a new challenge and understand this might stretch their learning.
 Identify how it feels to be faced with a new challenge.
 Identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them and know how this feels.
 Tell how they feel when they succeeded in a new challenge and how it was celebrated and know how to store these feelings of success.

Early Years

Understand what a challenge means and know that if I persevere I can tell you about a time that I didn't give up on a goal.
 Keep trying until I succeed in doing something.
 Set a goal and work towards it.
 Know and use some kind words to encourage people with.
 Start to think about the jobs I might like to do when I am older.
 Feel proud when a goal is achieved.
 Know the link between what I learn now and the job I might like to do when I am older.
 I can say how I feel when I achieve a goal and know what it means to feel proud.

Year 3

Talk about a person who has faced difficult challenges but achieved success.
 Respect and admire people who overcome obstacles to achieve their dreams and goals.
 Identify a dream or ambition that is important to them and imagine how it will feel to achieve their dream.
 Enjoy facing new learning challenges and working out the best ways to achieve them.
 Break down a goal in a number of steps and know how others could help them to achieve it.
 Be motivated and enthusiastic about achieving a new challenge.
 Know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.
 Recognise obstacles which might hinder my achievement and can take steps to overcome them and managing frustration when this occurs.
 Evaluate my own learning process and identify how it can be better next time.
 Show confidence in sharing success with others.

Year 4

Talk about some of their hopes and dreams and know how it feels to have them.
 Understand that sometimes hopes and dreams do not come true and that this can hurt.
 Know how disappointment feels and identify when they have felt that way.
 Know that reflecting on positive and happy experiences can help me to counteract disappointment and know ways of coping with disappointment and helping others do the same.
 Know how to make a new plan and set new goals if they have been disappointed and know what it means to be resilient and have a positive attitude.
 Know how to work out the steps to take to achieve a goal and do this successfully as part of a group.
 Enjoy being part of a group challenge.
 Identify the contributions made by themselves and others and share in the success

Year 5

Understand that they will need money to help achieve some of their dreams.
 Identify what they would like their life to be like when they are grown up.
 Know about a range of jobs carried out by people they know, appreciate their contributions and have explored how much people might earn.
 Identify a job they would like to do when they grow up and understand what motivates them and what they need to do to achieve it.
 Appreciate the opportunities that learning and education are providing them and understand how this will help them to build their future.
 Describe the dreams and goals of young people in a culture different to their own and reflect on how these relate to their own aspirations.
 Understand that communicating with someone in a different culture means that they can learn from each other and identify ways they can support each other.
 Appreciate the similarities and differences in aspirations of themselves and young people from a different culture.
 Encourage peers to support young people here and abroad to meet their aspirations and understand why this is important.

Year 6

Know my learning strengths and can set challenging but realistic goals for myself and understand why it is important to stretch the boundaries of their current learning.
 Work out the learning steps they need to take to reach their goals and understand how to motivate themselves to work on these.
 Set success criteria so that they know whether they have reached their goal.
 Identify problems in the world that concern them and talk to other people about them.
 Recognise the emotions that are experienced when they consider people in the world who are suffering or living in difficult situations.
 Describe some ways in which they can with other people to help make the world a better place and empathise with people who are suffering or who are living in difficult situations. Identify why they are motivated to do this.
 Know what some people in their class like or admire about them and accept their praise. Give praise and compliments to others.



The learning doesn't stop here!



PSHE at Alexandra Primary School: Healthy Me

Year 2

Know what they need to do to keep their body healthy and are motivated to make healthy lifestyle choices.
 Show or tell what relaxed means and know some things that make them feel relaxed and some that make them feel stressed.
 Identify when a feeling is weak and when a feeling is strong.
 Understand how medicines work in their body and how it is important to use them safely.
 Sort foods into the correct food groups and know which foods their body needs to keep them healthy, developing a healthy relationship with food.
 Make some healthy snacks and explain why they are good and talk about how it feels to share healthy food with friends.
 Decide which foods to eat to give their body energy and which are most nutritious

Year 1

Understand the difference between being healthy and unhealthy and know some ways to stay healthy.
 Know how to make healthy choices and feel good about themselves when they do.
 Know how to keep myself clean and healthy and understand how germs cause illness.
 Know that household products including medicine can be dangerous if not used properly.
 Understand that medicines can help me when I feel poorly and know how to use them safely.
 Know how to keep safe when crossing the road and who can help me stay safe. Recognise when they feel frightened and who to ask for help.
 Explain why their body is amazing and name some ways to keep it healthy and safe and how this helps them to feel happy.

Early Years

Know the names for parts of their body and start to understand the need to be active to be healthy.
 Talk about some of the things they need to do to be healthy and how moving and resting are good for their body.
 Know what the word healthy means and that some foods are healthier than others and begin to identify these and make good choices.
 Know how to help themselves go to sleep and that sleep is good for them.
 Wash their hands and know when it is important to do this and why.
 Know what to do if they get lost and how to say no to strangers.
 Know how to stay safe if a stranger approaches me.

Year 3

Understand how exercise affects their body and know why the heart and lungs are so important.
 Set a fitness challenge.
 Know that the amount of calories, fat and sugar I put into my body will affect my health and know how it feels to make a healthy choice.
 Identify how they feel and share their knowledge and attitude towards drugs.
 Identify things, people and places that they need to keep safe from.
 Know some strategies for keeping themselves safe, who to go to for help and how to call the emergency services.
 Express how being anxious or scared feels.
 Identify when something feels safe or unsafe and take responsibility for keeping themselves and others safe.
 Understand how complex their body is and how important it is to take care of it.
 Respect their body and appreciate what it does for them.

Year 4

Recognise how different friendship groups are formed and how they fit into them and the friends they value the most.
 Identify the feelings they have about their friends and their groups.
 Understand there are people who take on the roles of leaders or followers in a group, and know the role they taken on in different situations. Show an awareness of how different people and groups impact on them and Recognise who they most want to be friends with.
 Understand the facts about smoking and alcohol and their effects on health and some of the reasons people smoke or drink alcohol.
 Recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure from themselves or others.
 Recognise when people are putting them under pressure and explain ways to resist this when they want.
 Identify feelings of anxiety and fear associated with peer pressure.
 Know themselves well enough to have a clear picture of right and wrong and tap into their inner strength to help them be assertive.

Year 5

Know the health risks of smoking and explain how tobacco affects the heart, lungs and liver.
 Know some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and the heart. Make an informed decision about whether or not they choose to smoke or drink alcohol and resist peer pressure.
 Know and put into practice basic emergency aid procedures and know how to get help in emergency situations and keep themselves calm in emergencies.
 Understand how the media, social media and celebrity culture promotes certain body types.
 Reflect on their own body image and how important it is that this is positive and accept and respect themselves for who they are.
 Describe the different roles that food can play in people's lives and explain how people can develop eating problems relating to body image pressures.
 Respect and value their body, knowing what makes a healthy lifestyle including healthy eating and the choices they make to be healthy and happy.

Year 6

Take responsibility for their health and be motivated to make choices that benefit their health and wellbeing.
 Know about different types of drugs and their uses and effects on the body, particularly the liver and heart.
 Be motivated to find ways to be happy and cope with life's situations without using drugs.
 Understand that some people can be exploited and made to do things that are against the law and suggest ways that these people can help themselves.
 Know why some people join gangs and the risks involved.
 Suggest strategies someone could use to avoid being pressurised.
 Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.
 Know how to help themselves feel emotionally healthy and recognise when they need help with this.
 Use different strategies to manage stress and pressure.



The learning doesn't stop here!



PSHE at Alexandra Primary School: Relationships

Year 2

Identify the different members of their family, understand their relationship with each of them and know why it is important to share and cooperate. Accept that everyone's family is different and understand that most people value their family.

Understand that there are lots of forms of physical contact within and family and that some of this acceptable and some is not. Know which types of physical contact they like and don't like and talk about this.

Identify some of the things that cause conflict with their friends. Demonstrate how to use the positive problem-solving technique to resolve conflicts with their friends.

Understand that sometimes it is good keep a secret and sometimes it is not and know how it feels to be asked to keep a secret they do not want to keep and know who to talk to about this.

Recognise and appreciate people who can help them in their family. Their school and their community and understand how it feels to trust someone.

Express their appreciation for the people in their special relationships and feel comfortable accepting appreciation from others.

Year 3

Identify the roles and responsibilities of each member of their family and can reflect on the expectations for males and females. Describe how taking some responsibility in their family makes them feel.

Identify and put into practice some of the skills of friendship and negotiate in conflict situations to try to find a win-win solution.

Know and use some strategies for keeping themselves safe online and know who to ask if they are concerned about anything online.

Explain how some of the actions and work of people around the world help and influence their life and show an awareness of how this could affect their choices.

Understand how their needs and rights are shared by children around the world and identify how their lives may be different. Empathise with children whose lives are different to theirs and appreciate what they may learn from them.

Express their appreciation for friends and family and enjoy being part of a family or friendship group.

Year 4

Recognise situations which can cause jealousy in relationships and identify feelings associated with jealousy and suggest strategies to problem solve when this happens.

Identify someone they love and express why they are special to them and know how most people feel when they lose someone or something they love. Talk about someone they know that they no longer see and understand that they can still be remembered even if they no longer see them.

Recognise how friendships change, know how to make new friends and how to manage when they fall out with friends. Know how to stand up for themselves and how to negotiate and compromise.

Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when they are older. Understand that boyfriend or girlfriend relationships are personal and special and there is no need to feel pressurized into having one.

Know how to show love and appreciation to the people and animals that are special to me.

Year 1

Identify members of their family and understand that there are lots of different types of family. Know how it feels to belong to a family and care about the people who are important to them.

Identify what being a good friend means to them and know how to make a new friend.

Know appropriate ways of physical contact to greet their friends and know which ways they prefer and recognising which are acceptable and unacceptable to them.

Know who can help them in their school community and identify when they need help and how to ask for it.

Recognise their qualities as a person and as a friend and know ways to praise themselves.

Talk about why they appreciate someone who is special to them and express how they feel about them.

Year 5

Have an accurate picture of who they are as a person in terms of characteristics and personal qualities and know how to keep building their self-esteem. Understand that belonging to an online community can have positive and negative consequences. Recognise when an online community feels unsafe or uncomfortable.

Understand there are rights and responsibilities in an online community or network. Recognise when these communities are helpful or unhelpful.

Understand there are rights and responsibilities when playing a game online. Recognise when these games are becoming unhelpful or unsafe.

Recognise when they are spending too much time using devices (screen time) and identify things they can do to reduce it, so their health isn't affected.

Explain how to stay safe when using technology to communicate with their friends and recognise and resist pressures to use technology in ways that may be risky or may cause harm to themselves or others.

Early Years

Tell about their family and identify some of the jobs they do in their family and explain how they feel like they belong.

Understand how to make friends if they feel lonely.

Tell some of the things they like about their friends.

Know what to say and do if someone is mean to them and start to understand the impact of unkind words.

Use Calm Me time to manage feelings.

Work together and enjoy being with their friends.

Think of ways to solve problems and stay friends.

Know how to be a good friend.

Year 6

Know that it is important to take care of their mental health and understand that people can get problems with their mental health and it is nothing to be ashamed of.

Know how to take care of their mental health, helping themselves and others when worried about a mental health problem. Understand that there are different stages of grief and that there are different types of loss that cause people to grieve. Recognise when they are feeling those emotions and have strategies to manage them.

Recognise when people are trying to gain power or control and demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control.

Judge whether something online is safe and helpful and resist pressure to do something online that might hurt them or others.

Use technology positively and safely to communicate with friends and family and take responsibility for their own safety and wellbeing.

Perform

Aspire

Succeed



START

The learning doesn't stop here!

GO

PSHE at Alexandra Primary School: Changing Me

Year 2

Recognise the cycles of life in nature and understand that there are some changes that are out of their control and recognise how they feel about this. Explain the natural process of growing from young to old and understand that this is not in their control. Identify people who they respect who are older than them.

Recognise how their body has changed since they were a baby and where they are on the continuum from young to old. Show pride in growing up and becoming more independent.

Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of their body are private. Discuss what they like/don't like about being a boy/girl.

Understand there are different types of touch and explain which ones they like or don't like. Show confidence in saying what they like and don't like and ask for help if needed.

Identify what they are looking forward to when they move to Year 3 and start to think of some of the changes they will make and how to go about this.

Year 1

Start to understand the life cycles of animals and humans and understand that changes happen as we grow and that this is ok.

Discuss things about them that have changed and some things that have stayed the same and know that changes are ok and they will happen whether they want them to or not.

Explain how their body has changed since they were a baby and understand that growing up is natural and that everyone grows at different rates.

Identify the parts of the body that make boys different to girls and use the correct names for them. Show respect for their bodies and understand which parts are private.

Understand that every time they learn something new they change a little bit and show enjoyment for learning new things.

Discuss changes that have happened in their life and know some ways to cope with changes.

Early Years

Name some parts of the body and show respect for themselves. Tell some things they can do and some food they can eat to stay healthy.

Understand that we all start as babies and grow into children and adults. Know that they grow and change.

Talk about how they feel about moving to Reception/Year 1.

Discuss worries and/or the things they are looking forward to about being in Year 1.

Remember some things about Nursery/Reception this year.

Year 3

Understand that in animals and humans lots of changes happen from before birth through growing up and that it is usually the female who has the baby.

Talk about how they feel when they see babies or baby animals.

Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how they might feel if they had a new baby in the family.

Start to recognise stereotypical ideas they may have about parenting and family roles. Express how they feel when their ideas are challenged and be willing to change their ideas sometimes.

Identify what they are looking forward to when they move to their next class and start to think about some of the changes they will make next year and know how to go about this.

Year 4

Understand that some of their personal characteristics have come from their parents and appreciate that they are a truly unique human being.

Understand what responsibilities there are in parenthood and the joy it can bring, understanding that having a baby is a personal choice and discuss their feelings about having children when they are an adult.

Consider what has influenced their life and what might influence the lives of others.

Know how the cycle or change works and apply it to changes they want to make in their life and be confident enough to make changes when they think they will benefit them.

Identify changes that have been and may continue to be outside of their control and learn to accept them. Express their fears and concerns about these changes and know how to manage these feelings positively.

Identify what they are looking forward to when they move to a new class.

Reflect on the changes they would like to make next year and describe how to go about this.

Year 5

Have an awareness of their own self-image and how their body image fits into that. Know how to develop their self-esteem.

Explain how a girl's or boy's body changes during puberty and understand the importance of looking after themselves physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be ok.

Express how they feel about the changes that will happen to them during puberty. Understand that sexual intercourse can lead to conception and that this is how babies are usually made. Appreciate how amazing it is that human bodies can reproduce in these ways.

Identify what they are looking forward to about becoming a teenager and understand that this brings growing responsibilities (age of consent) and have confidence they can come with the changes that growing up will bring.

Identify what they are looking forward to when they move to a new class. Reflect on the changes they would like to make next year and how to go about this.

Year 6

Have an awareness of their own self-image and how their body image fits into that. Know how to develop their self-esteem.

Explain how girls' or boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. Express how they feel about the changes that will happen to them during puberty.

Describe how a baby develops from conception through the nine months of pregnancy and how it is born. Recognise how they feel when they reflect on the development and birth of a baby.

Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend/girlfriend.

Understand that respect for one another is essential in all relationships and that they should not feel pressurized into doing something they don't want to.

Show an awareness of the importance of a positive self-esteem and what they can do to develop it. Express how they feel about their self-image and how to challenge negative 'body talk'.

Identify what they are looking forward to and what worries them about the transition to secondary school. Know how to prepare themselves emotionally for the changes next year.

Perform

Aspire

Succeed



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GO

START

