

Perryfields Primary PRU Curriculum Overview

PSHE/RSE

At Perryfields Primary PRU, PSHE is interwoven throughout our whole curriculum and the ethos of our school. Our Learning Powers and key curriculum drivers also reflect our focus in the subject. We are a THRIVE Ambassador School and have an in-depth knowledge of Trauma Informed practice and again use these skills throughout our daily teaching and communication with the pupils. Through our PHSE curriculum, we aim to equip our pupils with accurate and relevant knowledge of the world around them promoting acceptance of diversity, a resilience for life and demonstrating how to be positive citizens whilst giving them opportunities to turn that knowledge into personal understanding. We ensure our pupils are given opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities in a safe, non-judgemental, nurturing environment.

Through our personalised and bespoke Perryfields curriculum we aim to embed skills and strategies our children need in order to live healthy, safe, fulfilling, responsible and balanced lives. We encourage pupils to be positive, motivated, resilient, reflective and independent in both their learning and throughout day to day life. Given the mobility and unique personalised needs of our pupils we need to be flexible in supporting them with age appropriate material. Therefore, the objectives below may be supplemented with support and/or if deemed appropriate higher level concepts.

We also use Flat Stan First Aid, which has been specifically designed for children aged 4-11 years. The aim of Flat Stan is to equip our pupils with vital and essential life skills. These following skills are delivered during the Flat Stan First Aid course:

- When & How to call 999
- How to check if someone is breathing
- How to help someone who is choking
- The theory of how to deliver chest compression's using the Flat Stan Manikins
- How to deal with a nose bleed
- Have fun with Slings & Bandages

At Perryfields, we follow the scheme 'Jigsaw' to support children's learning and development in PSHE. All the sessions start with a 'Mental Well-Being' activity such as meditation, mindful colouring, breathing exercises, sensory stories, sharing a smile, a picture or note of positivity from a friend and 'Feel Fab' activities. The majority of lessons involve promoting discussion activities, where children are able to express their views and opinions in a safe, secure and accepting environment. We feel it is important to not only equip our pupils with the skills to make informed decisions and opinions, but also have the skills to be resilient and self-motivated in all aspects of their life.

The following key drivers underpin our learning and are developed through the school. Our three key drivers for our school curriculum are:

1. **Aspirations** - we want our pupils to **aspire** to be the best version of themselves. We have incredibly **high expectations** and are passionate about ensuring that every pupil is exposed to a range of possibilities to broaden their **aspirations, build their confidence** and deepen their **knowledge** of the world around them.
2. **Communication** - to help our pupils to develop the knowledge and skills necessary to communicate their thoughts, ideas and feelings successfully across the curriculum through a variety of outlets – this includes through the Arts, Sports and Science, Technology, Engineering and Mechanics (STEM).
3. **Learning Powers** - we aim to develop our pupils' learning habits in order to prepare them for a lifetime of learning. Developing our pupils' learning powers is central to everything we do; it is not an addition to our curriculum but underpins the whole learning process.



Years 1 and 2: Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaws Topic Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Objectives	I feel special and safe in my class.	I can identify similarities between people in my class.	I can set simple goals.	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.	I can identify the members of my family and understand that there are lots of different types of families.	I am starting to understand the life cycles of animals and humans.
Key Knowledge	I understand the rights and responsibilities as a member of my class.	I can tell you some ways in which I am the same as my friends.	I can tell you about a thing I do well.	I feel good about myself when I make healthy choices.	I know how it feels to belong to a family and care about the people who are important to me.	I understand that changes happen as we grow and that this is OK.
NOTE: FLAT STAN – Health and First Aid will be delivered throughout the year	I know that I belong to my class.	I can identify differences between people in my class.	I can set a goal and work out how to achieve it.	I know how to make healthy lifestyle choices.	I can identify what being a good friend means to me.	I can tell you some things about me that have changed and some things about me that have stayed the same.
	I know how to make my class a safe place for everybody to learn.	I can tell you some ways I am different from my friends.	I can tell you how I learn best.	I know how to keep myself clean and healthy, and understand how germs cause disease/illness.	I know how to make a new friend.	I know that changes are OK and that sometimes they will happen whether I want them to or not.
	I know my views are valued and can contribute to the class.	I can tell you what bullying is.	I understand how to work well with a partner.	I know that all household products including medicines can be harmful if not used properly.	I know appropriate ways of physical contact to greet my friends and know which ways I prefer.	I can tell you how my body has changed since I was a baby.
	I recognise how it feels to be proud of an achievement.	I understand how being bullied might feel.	I can celebrate achievement with my partner.	I know how to make a new challenge and understand this might stretch my learning.	I know how to make a new friend.	I understand that growing up is natural and that everybody grows at different rates.
	I can recognise the choices I make and	I know some people who I could talk to if I was feeling unhappy or being bullied.	I can tackle a new challenge and understand this might stretch my learning.	I am special so I keep myself safe.	I can recognise which forms of physical contact are acceptable and unacceptable to me.	I can identify the parts of the body that make boys different to girls and can use the correct names
		I can be kind to children who are bullied.	I can tell you how I feel when I am faced with a new challenge.	I understand that medicines can help me if I feel poorly and I know how to use them safely.		
			I can tell you about obstacles which			

	<p>understand the consequences.</p> <p>I recognise the range of feelings when I face certain consequences.</p> <p>I understand my rights and responsibilities within our class.</p> <p>I understand my choices in following the school expectations.</p>	<p>I know how to make new friends.</p> <p>I know how it feels to make a new friend.</p> <p>I can tell you some ways I am different from my friends.</p> <p>I understand these differences make us all special and unique.</p>	<p>make it more difficult to achieve my new challenge and have ideas to overcome them.</p> <p>I can explain how I feel when I face obstacles and how I feel when I 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 store the feelings of success.</p>	<p>I know some ways to help myself when I feel poorly.</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 recognise when I feel frightened and know who to ask for help.</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 can recognise how being healthy helps me to feel happy.</p>	<p>I know who can help me in my school community.</p> <p>I know when I need help and know how to ask for it.</p> <p>I can recognise my qualities as a person and a friend.</p> <p>I know ways to praise myself.</p> <p>I can tell you why I appreciate someone who is special to me.</p> <p>I can express how I feel about them.</p>	<p>for these: penis, testicles, vagina, vulva, anus.</p> <p>I respect my body and understand which parts are private.</p> <p>I understand that every time I learn something new I change a little bit.</p> <p>I enjoy learning new things.</p> <p>I can tell you about changes that have happened in my life.</p> <p>I know some ways to cope with changes.</p>
<p>Ongoing Objectives</p> <p>Key Skills to practise.</p>	<p>Help others to feel welcome.</p> <p>Try to make our school community a better place.</p> <p>Think about everyone's right to learn.</p> <p>Care about other people's feelings.</p>	<p>Accept that everyone is different.</p> <p>Include others when working and playing.</p> <p>Know how to help if someone is being bullied.</p> <p>Try to solve problems.</p> <p>Use kind words.</p>	<p>Stay motivated when doing something challenging.</p> <p>Keep trying even when it is difficult.</p> <p>Work well with a partner or in a group.</p> <p>Have a positive attitude.</p> <p>Help others to achieve their goals.</p>	<p>Make healthy choices.</p> <p>Eat a healthy, balanced diet.</p> <p>Are physically active.</p> <p>Try to keep themselves and others safe.</p> <p>Know how to be a good friend and enjoy healthy friendships.</p>	<p>Know how to make friends.</p> <p>Try to solve friendship problems when they occur.</p> <p>Help others to feel part of a group.</p> <p>Show respect in how they treat others.</p> <p>Know how to help themselves and others</p>	<p>Understand that everyone is unique and special.</p> <p>Can express how they feel when change happens.</p> <p>Understand and respect the changes that they see in themselves.</p>

	<p>Work well with others. Know that it is important to listen to other people.</p> <p>Know about rewards and consequences and that these stem from choices.</p> <p>Be able to work collaboratively.</p>	<p>Know how to give and receive compliments.</p> <p>Know the difference between right and wrong and the role that choice has to play in this.</p>	<p>Are working hard to achieve their own dreams and goals.</p> <p>Know that it is important to be resilient.</p> <p>Know how to recognise what working together well looks like.</p>	<p>Know how to keep calm and deal with difficult situations.</p> <p>Know what relaxed means.</p> <p>Know what makes them feel relaxed / stressed.</p> <p>Identify when a feeling is weak and when a feeling is strong.</p>	<p>when they feel upset or hurt.</p> <p>Know and show what makes a good relationship.</p> <p>Know that everyone's family is different.</p> <p>Know that friendships have ups and downs and sometimes change with time.</p> <p>Know what trust is.</p>	<p>Understand and respect the changes that they see in other people.</p> <p>Know who to ask for help if they are worried about change.</p> <p>Are looking forward to change.</p> <p>Know who to ask for help if they are worried or frightened.</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler.</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened.</p>
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Classes 1 and 2: Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaws Topic Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Objectives	I can identify some of my hopes and fears for this year.	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).	I can choose a realistic goal and think about how to achieve it.	I know what I need to keep my body healthy.	I can identify the different members of my family,	I can recognise cycles of life in nature.
Key Knowledge	Identify what it's like to feel proud of an achievement.	I understand some ways in which boys and girls are similar and feel good about this.	I can tell you things I have achieved and say how that makes me feel.	I am motivated to make healthy lifestyle choices.	understand my relationship with each of them and know why it is important to share and cooperate.	I understand there are some changes that are outside my control and can recognise how I feel about this.
NOTE: FLAT STAN – Health and First Aid will be delivered throughout the year	I can recognise when I feel worried and know who to ask for help.	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).	I carry on trying (persevering) even when I find tasks difficult.	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.	I accept that everyone's family is different and understand that most people value their family.	I can tell you about the natural process of growing from young to old and understand that this is not in my control.
	I understand the rights and responsibilities for being a member of my class and school.	I understand some ways in which boys and girls are different and accept that this is OK.	I can tell you some of my strengths as a learner.	I can tell you when a feeling is weak and when a feeling is strong.	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.	I can identify people I respect who are older than me.
	I know how to help myself and others feel like we belong.	I understand that bullying is sometimes about difference.	I can recognise who I work well with and who it is more difficult for me to work with.	I understand how medicines work in my body and how important it is to use them safely.	I understand that most people value their family.	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.
	I listen to other people and contribute my own ideas about rewards and consequences.	I can tell you how someone who is bullied feels.	I can tell you how working with other people helps me learn.	I feel positive about caring for my body and keeping it healthy.	I can identify people I respect who are older than me.	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.
	I help make my class a safe and fair place.		I can work well in a group to create an end product.		I know which types of physical contact I like and don't like and	I feel proud about becoming more independent.
	I understand how following classroom expectations will help me and others learn.					I can recognise the physical differences

	<p>I work collaboratively.</p>	<p>I know how to be kind to children who are bullied.</p> <p>I can recognise what is right and wrong and know how to look after myself.</p> <p>I know when and how to stand up for myself and others.</p> <p>I know how to get help if I am being bullied.</p> <p>I understand that it is OK to be different from other people and to be friends with them.</p> <p>I understand we shouldn't judge people if they are different.</p> <p>I know how it feels to be a friend and have a friend.</p> <p>I can tell you some ways I am different from my friends.</p> <p>I understand these differences make us</p>	<p>I can work with other people in a group to solve problems.</p> <p>I can explain some of the ways I worked well in my group to create the end product.</p> <p>I can express how I felt to be working as part of this group.</p> <p>I know how to share success with other people.</p>	<p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</p> <p>I have a healthy relationship with food and know which foods I enjoy the most.</p> <p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can express how it feels to share healthy food with my friends.</p> <p>I understand which foods to eat to give my body energy.</p> <p>I have a healthy relationship with food and I know which foods are most nutritious for my body.</p>	<p>can talk about this.</p> <p>I can identify some of the things that cause conflict with my friends.</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p> <p>I recognise and appreciate people who can help me in my family, my school</p>	<p>between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don't like about being a boy/girl.</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 am confident to say what I like and don't like and can ask for help.</p> <p>I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make when I am in my next class and know how to go about this.</p>
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		all special and unique.			and my community. I understand how it feels to trust someone. I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others.	
Ongoing Objectives Key Skills to practise	'Who am I and how do I fit?' Help others to feel welcome. Try to make our school community a better place. Think about everyone's right to learn. Care about other people's feelings. Work well with others. Choose to follow the school expectations and practise the Learning Powers.	Gender, Differences and Anti-Bullying. Accept that everyone is different. Include others when working and playing. Know how to help if someone is being bullied. Try to solve problems. Try to use kind words.	Stay motivated when doing something challenging. Keep trying even when it is difficult. Work well with a partner or in a group. Have a positive attitude. Help others to achieve their goals. Working hard to achieve their own dreams and goals.	Being relaxed, happy and healthy. Make healthy choices. Eat a healthy, balanced diet. Are physically active. Try to keep themselves and others safe. Know how to be a good friend and enjoy healthy friendships.	Keeping safe and special relationships. Know how to make friends. Try to solve friendship problems when they occur. Help others to feel part of a group. Show respect in how they treat others. Know how to help themselves	Life cycles and changes. Understand that everyone is unique and special. Can express how they feel when change happens. Understand and respect the changes that they see in themselves. Understand and respect the changes that they see in other people.

		<p>Know how to give and receive compliments.</p>	<p>Explain how they learn best and recognise what they do well.</p> <p>I know how contributing to the success of a group feels and I am able to retrieve those feelings.</p>	<p>Know how to keep calm and deal with difficult situations.</p> <p>Realise that they are special.</p>	<p>and others when they feel upset or hurt.</p> <p>Know and show what makes a good relationship.</p> <p>Know who to ask for help in the school community.</p> <p>Can praise themselves and others.</p>	<p>Know who to ask for help if they are worried about change.</p> <p>Are looking forward to change.</p> <p>Know who to ask for help if they are worried or frightened.</p>
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Classes 3 and 4: Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaws Topic Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Objectives	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 and that this happens because I am made from the joining of their egg and sperm.
Key Knowledge	I know how good it feels to be included in a group and understand how it feels to be excluded.	I try to accept people for who they are.	I know how it feels to have hopes and dreams.	I can identify the feelings I have about my friends and my different friendship groups.	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.	I appreciate that I am a truly unique human being.
NOTE: FLAT STAN – Health and First Aid will be delivered throughout the year	I try to make people feel welcome and valued.	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 can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.
	I understand who is in my school community, the roles they play and how I fit in.	I can question why I think what I do about other people.	I know how disappointment feels and can identify when I have felt that way.	I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.	I know how most people feel when they lose someone or something they love.	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.
	I can take on a role in a group and contribute to the overall outcome.	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 how disappointment feels and can identify when I have felt that way.	I know how to cope with disappointment and how to help others cope with theirs.	I can tell you about someone I know that I no longer see.	I understand what responsibilities there are in parenthood and the joy it can bring.
	I understand how democracy works.	I know how it might feel to be a witness to and a target of bullying.		I understand the facts about smoking and its effects on health, and also some of the	I understand that we can remember people even if we no longer see them.	I understand what responsibilities there are in parenthood and the joy it can bring.
	I understand how democracy and having a voice	I can tell you why witnesses			I can recognise how friendships change, know how to make new	I can consider what has influenced my life

<p>benefits the school community.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how rewards and consequences motivate people's behaviour.</p> <p>I understand how groups come together to make decisions.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p>	<p>sometimes join in with bullying and sometimes don't tell.</p> <p>I can problem-solve a bullying situation with others.</p> <p>I can identify what is special about me and value the ways in which I am unique.</p> <p>I like and respect the unique features of my physical appearance.</p> <p>I can tell you a time when my first impression of someone changed when I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude.</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</p> <p>I can enjoy being part of a group challenge.</p> <p>I can identify the contributions made by myself and others to the group's achievement.</p> <p>I know how to share in the success of a group and how to store this success experience.</p>	<p>reasons some people start to smoke.</p> <p>I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p> <p>I can recognise when people are putting me under pressure and can explain ways to</p>	<p>friends and how to manage when I fall out with my friends.</p> <p>I know how to stand up for myself and how to negotiate and compromise.</p> <p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.</p> <p>I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend.</p> <p>I know how to show love and appreciation to the people and animals who are special to me.</p> <p>I can love and be loved.</p>	<p>and what might influence the lives of other people.</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I am confident enough to try to make changes when I think they will benefit me.</p> <p>I can identify changes that have been and</p>
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				<p>resist this when I want.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong.</p> <p>I can tap into my inner strength and know how to be assertive.</p>		<p>may continue to be outside of my control that I learnt to accept.</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p> <p>I can identify what I am looking forward to when I move to a new class.</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about these.</p>
<p>Ongoing Objectives</p> <p>Key Skills to practise.</p>	<p>Help others to feel welcome.</p> <p>Try to make our school community a better place.</p> <p>Think about everyone's right to learn.</p> <p>Care about other people's feelings.</p> <p>Work well with others.</p>	<p>Accept that everyone is different.</p> <p>Include others when working and playing.</p> <p>Know how to help if someone is being bullied.</p> <p>Try to solve problems.</p> <p>Try to use kind words.</p>	<p>Stay motivated when doing something challenging.</p> <p>Keep trying even when it is difficult.</p> <p>Work well with a partner or in a group.</p> <p>Have a positive attitude.</p> <p>Help others to achieve their goals.</p>	<p>Make healthy choices.</p> <p>Eat a healthy, balanced diet.</p> <p>Are physically active.</p> <p>Try to keep themselves and others safe.</p> <p>Know how to be a good friend and enjoy healthy friendships.</p>	<p>Know how to make friends.</p> <p>Try to solve friendship problems when they occur.</p> <p>Help others to feel part of a group.</p> <p>Show respect in how they treat others.</p> <p>Know how to help themselves and others when they feel upset or hurt.</p>	<p>Understand that everyone is unique and special.</p> <p>Can express how they feel when change happens.</p> <p>Can express how they feel when change happens.</p> <p>Understand and respect the changes that they see in themselves.</p>

	<p>Know why rules are needed and how these relate to choices and consequences.</p> <p>Know that actions can affect others' feelings.</p> <p>Be able to work collaboratively.</p>	<p>Know how to give and receive compliments.</p> <p>Recognise feelings associated with receiving a compliment.</p>	<p>Are working hard to achieve their own dreams and goals.</p> <p>Can manage feelings of frustration linked to facing obstacles.</p> <p>Know how to evaluate their own learning progress and identify how it can be better next time.</p>	<p>Know how to keep calm and deal with difficult situations.</p> <p>Know how exercise affects their bodies.</p> <p>Can express how being anxious or scared feels.</p>	<p>Know and show what makes a good relationship.</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good listener.</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community.</p>	<p>Understand and respect the changes that they see in other people.</p> <p>Know who to ask for help if they are worried about change.</p> <p>Are looking forward to change.</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about.</p>
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Classes 3 and 4: Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaws Topic Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Objectives	I can face new challenges positively and know how to set personal goals.	I understand that cultural differences sometimes cause conflict.	I understand that I will need money to help me achieve some of my dreams.	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.	I am aware of my own self-image and how my body image fits into that.
Key Knowledge	I know what I value most about my school and can identify my hopes for this school year.	I am aware of my own culture.	I can identify what I would like my life to be like when I am grown up.	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.	I know how to keep building my own self-esteem.	I know how to develop my own self esteem.
NOTE: FLAT STAN – Health and First Aid will be delivered throughout the year	I understand my rights and responsibilities as a citizen of my country.	I understand what racism is.	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.	I understand that belonging to an online community can have positive and negative consequences.	I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally.
	I can empathise with people in this country whose lives are different to my own.	I am aware of my attitude towards people from different races, cultures and ethnicities.	I appreciate the contributions made by people in different jobs.	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.	I can recognise when an online community feels unsafe or uncomfortable.	I understand that puberty is a natural process that happens to everybody and that it will be ok for me.
	I understand my rights and responsibilities as a citizen of my country and as a member of my school.	I understand how rumour-spreading and name-calling can be bullying behaviours.	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.	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help	I understand there are rights and responsibilities in an online community or social network.	I can describe how boys’ and girls’ bodies change during puberty.
	I can empathise with people in this	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I’m part of one.	I appreciate the opportunities that learning and		I can recognise when an online community is helpful or unhelpful to me.	I can express how I feel about the changes that will happen to me during puberty.
		I can explain the difference between			I know there are rights and responsibilities	I understand that sexual intercourse can lead to conception and

	<p>country whose lives are different to my own.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>I understand that my actions affect me and others.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I can contribute to the group and understand how we can function as a whole.</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this.</p>	<p>direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p> <p>I can compare my life with people in the developing world.</p> <p>I can appreciate the value of happiness regardless of material wealth.</p> <p>I can understand a different culture from my own.</p> <p>I respect my own and other people's cultures.</p>	<p>education are giving me and understand how this will help me to build my future.</p> <p>I can describe the dreams and goals of young people in a culture different to mine.</p> <p>I can reflect on how these relate to my own.</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 appreciate the similarities and differences in aspirations between myself and young people in a different culture.</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations,</p>	<p>in emergency situations.</p> <p>I know how to keep myself calm in emergencies.</p> <p>I understand how the media, social media and celebrity culture promotes certain body types.</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</p> <p>I can describe the different attitudes people have to food and how these can be affected by external influences.</p> <p>I respect and value my body. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p>	<p>when playing a game online.</p> <p>I can recognise when an online game is becoming unhelpful or unsafe.</p> <p>I can recognise when I am spending too much time using devices (screen time).</p> <p>I can identify things I can do to reduce screen time, so my health isn't affected.</p> <p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</p>	<p>that is how babies are usually made.</p> <p>I also understand that sometimes people need IVF to help them have a baby.</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 can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p> <p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing</p>
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			<p>and suggest ways we might do this, e.g. through sponsorship.</p> <p>I understand why I am motivated to make a positive contribution to supporting others.</p>	I am motivated to keep myself healthy and happy.		<p>something I don't want to.</p> <p>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity.</p> <p>I can be assertive when appropriate.</p> <p>I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make next year and know how to go about this.</p>
<p>Ongoing Objectives</p> <p>Key Skills to practise.</p>	<p>Help others to feel welcome.</p> <p>Try to make our school community a better place.</p> <p>Think about everyone's right to learn.</p> <p>Care about other people's feelings.</p>	<p>Accept that everyone is different.</p> <p>Include others when working and playing.</p> <p>Know how to help if someone is being bullied.</p> <p>Try to solve problems.</p> <p>Try to use kind words.</p>	<p>Stay motivated when doing something challenging.</p> <p>Keep trying even when it is difficult.</p> <p>Work well with a partner or in a group.</p> <p>Have a positive attitude.</p>	<p>Make healthy choices.</p> <p>Eat a healthy, balanced diet.</p> <p>Are physically active.</p> <p>Try to keep themselves and others safe.</p> <p>Know how to be a good friend and enjoy healthy friendships.</p>	<p>Know how to make friends.</p> <p>Try to solve friendship problems when they occur.</p> <p>Help others to feel part of a group.</p> <p>Show respect in how they treat others.</p> <p>Know how to help themselves and others</p>	<p>Understand that everyone is unique and special.</p> <p>Can express how they feel when change happens.</p> <p>Understand and respect the changes that they see in themselves.</p> <p>Understand</p>

	<p>Collaborate and work well with others.</p> <p>Know why rules are needed and how these relate to choices and consequences.</p>	<p>Know how to give and receive compliments.</p>	<p>Help others to achieve their goals.</p> <p>Are working hard to achieve their own dreams and goals.</p>	<p>Know how to keep calm and deal with difficult situations.</p> <p>Can express how being anxious or scared feels.</p>	<p>when they feel upset or hurt.</p> <p>Know and show what makes a good relationship.</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good listener.</p>	<p>and respect the changes that they see in other people.</p> <p>Know who to ask for help if they are worried about change.</p> <p>Are looking forward to change.</p> <p>Can identify changes they are looking forward to in the next year</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p>
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Pear Assembly and Enrichment

Some examples taken from our Assembly Programme: Please note this is not a definitive list but designed to give you an insight into the range of enrichment that the pupils receive..

Cycle 1:

Autumn	Spring	Summer
<p>Learning Powers – Resilience, Collaboration, Curiosity, Reflection, Independence Aspirations and Careers Times Tables</p> <p>Author Study – Roald Dahl Learning about different authors Celebrating different languages Exploring behaviours and attitudes Staying safe Space and technology Mental Health Day Homelessness Healthy eating. Recycling week – October Black History Month – October International Day abolition of slavery Gandhi’s birthday Diwali Bonfire Night Remembrance Day Road Safety Anti-Bullying Internet Safety Children In Need Charities Disability Awareness Human Rights Hanukkah. Children in Need Online Safety Tongue Twisters</p>	<p>Learning Powers – Resilience, Collaboration, Curiosity, Reflection, Independence Aspirations and Careers New Year World Braille Day – January World Religion Day Dr Martin Luther King Holocaust Memorial Awareness Safer Internet Day Chinese New Year Animals around the world World Religion Day Martin Luther King Burns Night. World Book Day Book Characters International Women’s Day Rosa Parks Mary Anning Julia Donaldson Valentine’s Day Pancake Day Stephen Hawkins Birthday Safer Internet Day – February International Women’s in science day St David’s Day Lent Festivals Mother’s Day St. Patricks Day Ramadan</p>	<p>Learning Powers – Resilience, Collaboration, Curiosity, Reflection, Independence Aspirations and Careers St Georges Day World Shakespeare Day RSE Day Kindness and Integrity Inclusion May Day Eid-Il-Fitr Mental Health Awareness Week Earth Day Performance Poetry and Reading Online safety Digital Footprint Empathy and Feelings Asthma Awareness Eid Fairness and Collaboration Changing Me Volunteering Week Upcycling First impressions Healthy eating Art in the community Reading for pleasure World Rainforest Day Random Acts of Kindness Patience is a virtue Tour De France Aesop’s fables</p>

Festivals
Reading Challenge
Jeans for Genes
Independence
Making Changes
Christmas Jumper Day
Christmas
DOGS Trust
NSPCC – Pants
Childline

Easter.
Easter
Red Nose Day
World Water Day
International Autism Week
April Fool's Day
Water Safety
Signalong

Animals helping each other
A different approach
Equality
We are all different
Nelson Mandela Day
Always try your best
Red Cross Day
Florence Nightingale's Birthday
World Bee Day
Mary Anning's Birthday
Pride Month
World Bicycle Day
Pentecost
World Environment Day
World Ocean's Day
Father's Day
Anniversary of Magna Carta
Refugee Week
School Diversity Week
World Music Day

Cycle 2:

Autumn	Spring	Summer
<p>Learning Powers – Resilience, Collaboration, Curiosity, Reflection, Independence Aspirations and Careers Being kind and responsible Self-belief Teamwork Diversity and inclusion Gaming profiles The importance of family Personal space Peace Brain science Mindfulness Celebration Black History Month The grass is not always greener Putting others needs first Kindness National Poetry Day How can we stop conflict? England vs Scandinavia Helping others Making people smile I have a dream – aspirations Homework Bluebird – inventions National Science Day White lies Remembrance Day Anti-bullying week Diabetes Working as a team Celebrating differences It's good to talk – mental health Do it for the love Five Ways to Wellbeing</p>	<p>Learning Powers – Resilience, Collaboration, Curiosity, Reflection, Independence Aspirations and Careers New Year ADHD – A Superpower Dreams and goals Staying in control Think before you act Easter island Mind your manners Marsupials Don't judge others Fairness Help others to help you The Learning Pit Burns Night King Henry the Eighth Vive la France Safer Internet Day Valentine's Day Pancake Day Chinese New Year International Women's in science day Mother's Day St David's Day Lent Easter Red Nose Day World Water Day International Autism Week April Fool's Day Ramadan</p>	<p>Learning Powers – Resilience, Collaboration, Curiosity, Reflection, Independence Aspirations and Careers Autism Awareness Day Eid-Il-Fitr Siblings Day Pets Haiku Poetry Passover Earth Day St Georges Day World Shakespeare Day World Book Night May Day International Dance Jazz Music World Laughter Day Screen Free Europe Famous Nurses National Children's day Families National Numeracy Day Africa Think of our parents/carers Child safety World Environment Day World Ocean Day Climate change Protecting nature Healthy Eating King Charles Make music Plastic awareness Canada Jokes Day</p>

Friendship
Halloween Safety
Choose the right word
Reduce, reuse, recycle
Hidden message
Great things come to those that wait
Staying in control
Hannukah
The starfish story
The gift of giving
The Christmas Truce
Empathy
Goals
Too much screen time

Wimbledon
American Independence Day
Chocolate
Sharks
Chess
Beach Safety
Staying Safe Online
The Olympics