



Oakfield Primary School - PSHE - Autumn Term

EYFS: Being me in my world Understand how I am similar and different to others and my own feelings. Understand my rights to play and the meaning of being responsible. Celebrating Differences Understanding differences make us special and unique. Understand how to be a kind friend and when someone is being unkind.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Being me in my world I feel special and safe in my class. I understand the rights and responsibilities as a member of my class. I know that I belong in my class. I know my views are valued and can contribute to the Learning Charter. I recognise how it feels to be proud of an achievement. I recognise the choices I make and understand the consequences. I recognise the range of feelings when I face certain consequences. I understand my rights and responsibilities within our Learning environment. I understand my choices in following the school expectations</p> <p>Key vocabulary: Special, safe, belong, responsibilities, views, valued, proud, achievement</p> <p>Financial Capability I Understand what money is</p>	<p>Being me in my world I can identify some of my hopes and fears for the year I recognise when I feel worried and know who to ask for help. I understand the rights and responsibilities for being a member of my class and school I understand how to make my class a safe and fair place. I can listen to other people and contribute my own ideas about rewards and consequences I understand how following our behaviour strategy - Ready, Respectful, Safe will help me and others learn. I understand how I can work cooperatively. I can recognise the choices that I make and am beginning to work cooperatively</p> <p>Key vocabulary: Special, safe, belong, responsibilities, views, valued, proud, achievement,</p>	<p>Being me in my world I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal I value myself and know how to make someone else feel welcome and valued I can face new challenges positively, make responsible choices and ask for help when I need it I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions I understand why rules are needed and how they relate to rights and responsibilities I know how to make others feel valued I understand that my actions affect myself and others and I care about other people's feelings I understand that my behaviour brings</p>	<p>Being me in my world I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal. I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued. I understand who is in my school community, the roles they play and how they fit in. I can take on a role in a group and contribute to the overall outcome. I understand how democracy works through the school council. I can recognise my contribution to making a Learning Charter for the whole school. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p>	<p>Being me in my world I can face new challenges positively and know how to set personal goals. I know how to use my jigsaw Journal. I know what I value most about my school and can identify my hopes for this school year. I understand my rights and responsibilities as a British Citizen. I can empathise with people in this country whose lives are different to my own, I understand my rights and responsibilities as a British citizen and as a member of my school. I can empathise with people in this country whose lives are different to my own. I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand that my actions affect me and others. I understand how an individual's behaviour can</p>	<p>Being me in my world I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know how to use my Jigsaw Journal. I feel welcome and valued and know how to make others feel the same. I know that there are universal rights for all children but for many children these rights are not met. I understand my own wants and needs and can compare these with children in different communities. I understand that my actions affect other people locally and globally. I understand my own wants and needs and can compare these with children in different communities. I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate</p>



<p>and where it comes from</p> <p>SRE Big Talk Sessions - Autumn Term 1</p> <p>I understand that we are growing up</p> <p>I can name parts of the body</p> <p>I understand what are safe and unsafe touches</p> <p>Big Talk Sessions - Autumn Term 1</p> <p>Celebrating Difference</p> <p>I can identify similarities between people in my class.</p> <p>I can tell you some ways in which I am the same as my friends.</p> <p>I can identify differences between people in my class.</p> <p>I can tell you some ways I am different from my friends.</p> <p>I can tell you what bullying is.</p> <p>I understand how being bullied might feel.</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied.</p> <p>I can be kind to children who are bullied.</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</p>	<p>choices, consequences, hopes, fears, worries, rights, responsibilities, rewards.</p> <p>Financial Capability</p> <p>To understand that there are choices when spending money</p> <p>Save or spend, want or need</p> <p>SRE Big Talk Sessions - Autumn Term 1</p> <p>I can understand and name different parts of the body</p> <p>Celebrating Differences</p> <p>Identify and value differences between myself and others</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 similar and feel good about this.</p> <p>I understand that bullying is sometimes about difference.</p> <p>I can empathise and understand how someone who is being bullied might feel.</p> <p>I understand that it is important to be kind to children</p> <p>I can recognise what is right and wrong and how to look after myself.</p> <p>I know when and how to</p>	<p>rewards/consequences</p> <p>I can make responsible choices and take action</p> <p>I can work cooperatively in a group</p> <p>I understand my actions affect others and try to see things from their point of view</p> <p>I am choosing to follow the school expectations.</p> <p>Key Vocabulary</p> <p>Positive achievements, personal goals, responsible choices, rules, rights and responsibilities, point of view, emotions, valued, rewards/consequences, cooperatively</p> <p>Financial Capability</p> <p>I understand the link between jobs/careers and money.</p> <p>I understand that there are different ways to pay for things.</p> <p>I am beginning to understand about lending and borrowing</p> <p>SRE Big Talk Session - Autumn Term 1</p> <p>To Understand that boys and girls' bodies are different and which parts of the body are private. and why this is</p> <p>Celebrating Differences</p> <p>I understand that everybody's family is</p>	<p>I understand how rewards and consequences motivate people's behaviour.</p> <p>I understand how groups come together to make decisions. I can take on a role in a group and contribute to the overall outcome.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p> <p>Key Vocabulary</p> <p>Citizen, community, democracy, empathise, voice</p> <p>Financial Capability</p> <p>I understand that there are different attitudes to spending and saving</p> <p>SRE Big Talk Session - Autumn Term 1</p> <p>I understand that differences between boys and girls as they grow.</p> <p>I understand what internal and external reproductive body parts are.</p> <p>I understand that my body changes.</p> <p>I understand the terms puberty and menstruation.</p> <p>I am beginning to understand what conception</p>	<p>impact on a group.</p> <p>I can contribute to the group and understand how we can function best 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>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p> <p>Key Vocabulary</p> <p>British citizen, personal goals, challenges, choices, rewards, consequences, impact, democracy, community, empathise.</p> <p>Financial Capability</p> <p>I understand different attitudes to spending and risks.</p> <p>I understand the value of money and ethical spending.</p> <p>SRE Big Talk Session - Autumn Term 1</p> <p>I understand what puberty is for boys and girls in more detail.</p> <p>I understand the social and emotional aspects of becoming an adolescent.</p> <p>I am beginning to understand what conception is</p> <p>Celebrating Difference</p> <p>I understand that cultural</p>	<p>to my rights and responsibilities.</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 an individual's behaviour can impact on a group.</p> <p>I can contribute to the group and understand how we can function best as a whole.</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 best as a whole.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p>I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.</p> <p>Key Vocabulary</p> <p>Express, hopes, fears, future, universal rights, locally, globally, consequences, rights, responsibilities, impact, democracy, voice.</p> <p>Financial Capability</p> <p>I am beginning to</p>
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<p>friends. I understand these differences make us all special and unique. Special, safe, belong, responsibilities, views, valued, proud, achievement, learning charter, choices, consequences.</p>	<p>stand up for myself and others. I know how to get help if I am being bullied. I know some ways to make new friends. I know how it feels to be a friend and to have a friend. I can tell you some ways I am different from my friends. I understand that these differences make us all special and unique Key vocabulary: Similarities, differences, trusted adults, stereotypes, similarities, bullying, right, wrong, special, unique.</p>	<p>different and important to them. I appreciate my family/the people who care for me I understand that differences and conflicts sometimes happen among family members I know how to calm myself down and can use the 'Solve it together' technique I know what it means to be a witness to bullying I know some ways of helping to make someone who is bullied feel better I know that witnesses can make the situation better or worse by what they do I can problem-solve an bullying situation with others I recognise that some words are used in hurtful ways I try hard not to use hurtful words (e.g. gay,fat) I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels. Key Vocabulary Conflicts, differences, witness, bullying, hurtful, consequences</p>	<p>is. Celebrating Difference I understand that, sometimes, we make assumptions based on what people look like. I try to accept people for who they are. I understand what influences me to make assumptions based on how people look. I can question why people think what I do about other people. 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 it might feel to be a witness to and a target of bullying. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can problem-solve a bullying situation with others. I can identify what is special about me and value the ways in which I am unique. I like and respect the unique features of my physical appearance. I can tell you a time when</p>	<p>differences sometimes cause conflict. I am aware of my own culture. I understand what racism is. I am aware of my attitude towards people from different races. I understand how rumour-spreading and name-calling can be bullying behaviours. I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one. I can explain the difference between direct and indirect types of bullying. 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. I can compare my life with people in the developing world. I can appreciate the value of happiness regardless of material wealth. I can enjoy the experience of a culture other than my own. I respect my own and other people's cultures. Key Vocabulary Cultural differences, conflict, rumour, bullying</p>	<p>understand about budgeting and how people make spending decisions. I am beginning to understand the impact of money and people's emotional wellbeing SRE Big Talk Session - Autumn Term 1 I understand that I am becoming a teenager- I understand what puberty is and how this is different for girls and boys. I can recognise changes in my body and emotions Mads, sads, glads I understand what happens from conception to the birth of a baby. (separate sessions) Celebrating Difference I understand there are different perceptions about what normal means. I can empathise with people who are living with disabilities. I understand how having a disability could affect someone's life. I am aware of my attitude towards people with disabilities. I can explain some of the ways in which one person or a group can have power over another. I know how it can feel to be</p>
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