



YEAR-END EXPECTATIONS 'WELLBEING'

24/04/2022

incorporating relationships education and P.S.H.E.

	UNIT	YEAR 1	YEAR 2 pupils can, with confidence and accuracy
CORE THEME 1 Health and Wellbeing	Aiming High	Year 1 pupils are beginning to ...	... discuss their star qualities. ... identify what a positive attitude is. ... talk about the jobs they can do when they grow up. ... discuss what different skills and interests are needed for different jobs. ... talk about hopes they have for the future. ... discuss what they are looking forward to about next year.
	It's My Body	Year 1 pupils are beginning to ...	... explain how much sleep they need. ... discuss why exercise is good for them. ... understand they can choose what happens to their bodies. ... list healthy snacks. ... know to ask a trusted adult if uncertain about whether something is safe to eat or drink. ... demonstrate hygienic ways to look after their bodies.
	Safety First	Year 1 pupils are beginning to ...	... identify some everyday dangers. ... understand some basic rules that help keep people safe. ... know what to do if they feel in danger. ... identify some dangers in the home. ... identify some dangers outside. ... identify which information they should never share on the Internet. ... know that their private body parts are private. ... recall the number to call in an emergency. ... list some people who can help them stay safe.
	Think Positive	Year 1 pupils are beginning to ...	... identify and discuss emotions, using simple terms. ... describe things which make them feel happy and unhappy. ... understand that they have a choice about how to react to things that happen. ... talk about personal achievements and goals. ... describe difficult feelings and what might cause these feelings. ... discuss things for which they are thankful. ... focus on an activity, remaining calm and still.
CORE THEME 2 Relationships	Be Yourself	Year 1 pupils are beginning to ...	... identify their own special traits and qualities. ... identify and name common feelings. ... select times and situations that make them feel happy. ... talk about what makes them feel unhappy or cross. ... explain how change and loss make them feel. ... understand the importance of sharing their thoughts and feelings.
	Team	Year 1 pupils are beginning to ...	... show the teams they belong to through cutting out appropriate images. ... follow instructions and create a tower by applying good listening. ... use key vocabulary and Acts of Kindness Poster to think of ways to show kindness to others. ... work in a group to discuss what they could do if they saw others being teased or bullied, using Chase the Cheetah if necessary. ... Work as a group to sort thoughts given into helpful and not-so-helpful thought categories. ... sort images of behaviours into good and not-so-good choices.
	Growing Up	Year 1 pupils are beginning to ...	... use the scientific names introduced to name male and female body parts. ... identify some differences between males and females. ... identify the body parts that we keep private. ... understand the words 'no' and 'stop'. ... understand that people's bodies and feelings can be hurt. ... identify an adult they can talk to if they are concerned about inappropriate touch. ... talk about their own likes and dislikes. ... understand that different people like different things. ... understand that girls and boys can like different things, or the same things. ... describe how they have changed since they were a baby. ... understand that peoples' needs change as they grow older. ... talk about things they would like to do when they are older. ... discuss some changes that people might go through in life.
	VIPs	Year 1 pupils are beginning to ...	... explain who the special people in their lives are. ... talk about the importance of families. ... describe what makes a good friend. ... know how to resolve an argument in a positive way. ... who the skills involved in successful cooperation. ... identify a way to show others that they care.
CORE THEME 3 Living In The Wider World	Britain	Year 1 pupils are beginning to ...	... identify groups and communities that they belong to. ... explain how to be a good neighbour. ... pick out things that harm and things that help a neighbourhood. ... describe what it is like to live in Britain. ... identify similarities and differences between British people. ... talk about what makes them feel proud of being British.
	Money Matters	Year 1 pupils are beginning to ...	... discuss things they can buy in the shops. ... talk about different sources that money can come from. ... identify things they want. ... identify things they need. ... talk about ways we can keep track of what we spend. ... discuss ways they can keep money safe. ... talk about ways they keep their belongings safe.
	One World	Year 1 pupils are beginning to ...	... talk about special people in their life and say why they are special. ... talk about different homes around the world and identify how they are the same as and different from their own. ... describe what their school is like. ... explain what an environment is. ... explain what natural resources are and identify how people use them. ... say what they love about the world in which they live and describe how they would feel if these things disappeared.
	Respecting Rights	Year 1 pupils are beginning to ...	... know that all people have rights. ... understand that there are people who protect their rights. ... know what to do if they don't feel safe. ... talk about what respect means and how to show it. ... identify ways in which people can be different. ... explain what being fair means. ... recognise that making a positive difference in school is important.



YEAR-END EXPECTATIONS 'WELLBEING'

24/04/2022

incorporating relationships education and P.S.H.E.

	UNIT	YEAR 3	YEAR 4 pupils can, with confidence and accuracy
CORE THEME 1 Health and Wellbeing	Aiming High	Year 3 pupils are beginning to ...	<ul style="list-style-type: none"> ... discuss their personal achievements and skills. ... identify what a positive attitude is. ... talk about the range jobs that people do. ... discuss what skills and interests are needed for different jobs. ... talk about jobs they might like to do in the future. ... discuss what skills they might need to do certain jobs.
	It's My Body	Year 3 pupils are beginning to ...	<ul style="list-style-type: none"> ... explain what happens if they don't sleep enough. ... discuss what happens to muscles when we exercise them. ... understand they can choose what happens to their body, know when a 'secret' should be shared. ... explain that too much sugar is bad for health. ... know the difference between medicine and harmful drugs and chemicals. ... explain how germs travel and spread disease.
	Safety First	Year 3 pupils are beginning to ...	<ul style="list-style-type: none"> ... discuss things they can do independently that they used to need help with. ... describe what a dare is and identify situations involving peer pressure. ... know when to seek help in risky or dangerous situations. ... identify and discuss some school rules for staying safe and healthy. ... list some of the dangers we face when we use the road. ... describe drugs, cigarettes and alcohol in basic terms. ... identify which information they should never share online. ... identify who they should tell if they see something online that worries/upsets/confuses them. ... explain what it means to be kind and respectful online.
	Think Positive	Year 3 pupils are beginning to ...	<ul style="list-style-type: none"> ... understand that it is important to look after our mental health. ... recognise and describe a range of positive and negative emotions. ... discuss changes people may experience in their lives and how they might make them feel. ... talk about things that make them happy and help them to stay calm. ... identify uncomfortable emotions and what can cause them. ... discuss the characteristics of a good learner.
CORE THEME 2 Relationships	Be Yourself	Year 3 pupils are beginning to ...	<ul style="list-style-type: none"> ... list some of their achievements and say why they are proud of them. ... identify facial expressions associated with different feelings. ... describe some strategies they could use to help them cope with uncomfortable feelings. ... suggest assertive solutions to scenarios. ... explain that the messages they receive from the media about how they should look, think and behave are not always realistic. ... suggest ways to make things right after a mistake has been made. ... explain that mistakes help them to learn and grow.
	Team	Year 3 pupils are beginning to ...	<ul style="list-style-type: none"> ... use pictures to express their thoughts, feelings and worries. ... plan and create a role play about a team scenario. ... with support, read clues and work as a team to solve a crime. ... with support, identify a feeling and how it is being expressed. ... show the resolution to a dispute through pictures and with the key words given. ... use a word mat to create a list of 'Pass It On' ideas.
	Growing Up	Year 3 pupils are beginning to ...	<ul style="list-style-type: none"> ... name the main male and female body parts needed for reproduction. ... describe some of the changes boys go through during puberty. ... describe some of the changes girls go through during puberty. ... describe some feelings young people might experience as they grow up. ... talk about their own family and the relationships within it. ... understand that there are many different types of families. ... identify similarities and differences in different loving relationships. ... explain in simple terms how babies are made and how they are born.
	VIPs	Year 3 pupils are beginning to ...	<ul style="list-style-type: none"> ... with support, discuss how the impact of our attitudes affects us when trying to make new friendships. ... with support, plan out how they will be an anonymous friend over the week. ... use a support sheet to discuss the dares within a story. ... use a support sheet to create a role play about positive resolution techniques. ... create a poster with ideas to help someone who is being bullied, ideas support sheet.
CORE THEME 3 Living In The Wider World	Britain	Year 3 pupils are beginning to ...	<ul style="list-style-type: none"> ... describe what it is like to live in Britain. ... talk about what democracy is. ... talk about what rules and laws are. ... talk about what liberty means. ... describe a diverse society. ... describe what being British means to them.
	Money Matters	Year 3 pupils are beginning to ...	<ul style="list-style-type: none"> ... discuss where money comes from. ... talk about reasons people go to work. ... discuss payment resources we can use to spend money. ... consider why and how people might get into debt. ... identify things they want and need. ... explain ways we can keep track of what we spend.
	One World	Year 3 pupils are beginning to ...	<ul style="list-style-type: none"> ... describe similarities and differences between people's lives. ... identify opinions that are different from their own. ... express their own opinions. ... recognise that their actions impact on people in different countries. ... know what climate change is. ... know there are organisations working to help people in challenging situations in other communities.
	Respecting Rights	Year 3 pupils are beginning to ...	<ul style="list-style-type: none"> ... know what human rights are. ... understand that all people share the same rights. ... know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child. ... know why we have rules and how they help us. ... understand that no one should take away our human rights. ... explain what respect means and understand how they can respect the rights of others. ... describe what a stereotype is and understand how stereotypes can be harmful.



YEAR-END EXPECTATIONS 'WELLBEING'

24/04/2022

incorporating relationships education and P.S.H.E.

	UNIT	YEAR 5	YEAR 6 pupils can, with confidence and accuracy
CORE THEME 1 Health and Wellbeing	Aiming High	Year 5 pupils are beginning to ...	<ul style="list-style-type: none"> ... discuss their personal achievements and skills. ... discuss different learning styles. ... identify what a positive learning attitude is. ... talk about the range of jobs that people do. ... understand what a gender stereotype is. ... talk about skills employers look for in employees. ... work with others in a team. ... discuss the skills everyone needs to succeed.
	It's My Body	Year 5 pupils are beginning to ...	<ul style="list-style-type: none"> ... understand that they can choose what happens to their own bodies. ... know where and how to get help if they are worried. ... understand the importance of sleep. ... identify some physical changes that their bodies go through during puberty. ... identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies. ... identify positive aspects about themselves. ... discuss the choices related to health that they make each day. ... identify choices that will benefit their health and provide a 'balanced lifestyle'.
	Safety First	Year 5 pupils are beginning to ...	<ul style="list-style-type: none"> ... describe what a dare is and identify situations involving peer pressure. ... know when to seek help in risky or dangerous situations. ... identify and discuss some school rules for staying safe and healthy. ... recall the number to dial in an emergency. ... know how to look after mobile devices. ... identify which information they should never share online. ... identify who they should tell if they see something online that worries, upsets or confuses them. ... explain what it means to be kind and respectful online.
	Think Positive	Year 5 pupils are beginning to ...	<ul style="list-style-type: none"> ... talk about their thoughts, feelings and behaviours. ... identify unhelpful and helpful thoughts. ... suggest outcomes linked to certain thoughts, feelings and actions. ... discuss ways in which positive thinking can be beneficial. ... identify and discuss uncomfortable emotions. ... identify common choices we have to make in life. ... use basic mindfulness techniques, when guided. ... describe what makes a good learner.
CORE THEME 2 Relationships	Be Yourself	Year 5 pupils are beginning to ...	<ul style="list-style-type: none"> ... discuss scenarios where children are torn between 'fitting in' and being true to themselves. ... explain how to communicate their feelings in different situations. ... create a role play to show different ways to manage uncomfortable feelings. ... discuss which situations would make people fight or flee and why. ... create resolutions to different tricky situations. ... identify the feelings involved in making a mistake and understand how to make amends.
	Team	Year 5 pupils are beginning to ...	<ul style="list-style-type: none"> ... understand what successful teamwork skills are. ... express opinions respectfully. ... explain what collaborative working is. ... discuss what a compromise is. ... identify ways of showing care to others in their team. ... list shared responsibilities within the class team.
	Growing Up	Year 5 pupils are beginning to ...	<ul style="list-style-type: none"> ... name physical changes young people will experience during puberty. ... describe emotional changes young people might experience during puberty. ... appreciate that there is no such thing as a perfect body. ... list things that all loving relationships have in common. ... explain what a sexual relationship is. ... understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this. ... explain how babies are conceived and how they are born.
	VIPs	Year 5 pupils are beginning to ...	<ul style="list-style-type: none"> ... share ideas for ways we can care for our VIPs. ... create a poster to show a calming technique with support. ... discuss how a disagreement could be handled with support. ... explain ways to resist pressure with support. ... identify which secrets are OK to keep and which need to be shared with support. ... identify some aspects of healthy and unhealthy relationships
CORE THEME 3 Living In The Wider World	Britain	Year 5 pupils are beginning to ...	<ul style="list-style-type: none"> ... talk about the range of faiths and ethnicities in Britain. ... explain how and why laws are made. ... explain what a community is. ... discuss some roles of local government. ... describe the basic structure of national government. ... talk about the role of charities and voluntary groups in the community.
	Money Matters	Year 5 pupils are beginning to ...	<ul style="list-style-type: none"> ... talk about what financial risk is. ... discuss ways advertisers try to influence us. ... identify what it means to be a 'critical consumer'. ... describe what 'value for money' means. ... explain what 'interest' is. ... talk about what 'tax' is.
	One World	Year 5 pupils are beginning to ...	<ul style="list-style-type: none"> ... explain what a global citizenship is. ... say what global warming is. ... understand that human energy use can harm the environment. ... understand the importance of not wasting water. ... understand what biodiversity is. ... understand that their choices can have far-reaching consequences.
	Respecting Rights	Year 5 pupils are beginning to ...	<ul style="list-style-type: none"> ... explain that there are basic human rights that all people share. ... understand that children have their own rights. ... understand that human rights are universal and cannot be taken away. ... recognise that there are people across the world whose rights are not met. ... understand the importance of being rights-respecting citizens. ... identify that ideas about human rights change. ... explain what a human rights activist is and does.



YEAR-END EXPECTATIONS

24/04/2022

'WELLBEING'

incorporating Physical Health and Mental Wellbeing

	By the end of Year 2	By the end of Year 4	By the end of Year 6, pupils should know:
Mental wellbeing			HE~1. that mental wellbeing is a normal part of daily life, in the same way as physical health.
			HE~2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
			HE~3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
			HE~4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
			HE~5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
			HE~6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
			HE~7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
			HE~8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
			HE~9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
			HE~10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harm			HE~11. that for most people the internet is an integral part of life and has many benefits.
			HE~12. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
			HE~13. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
			HE~14. why social media, some computer games and online gaming, for example, are age restricted.
			HE~15. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
			HE~16. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
			HE~17. where and how to report concerns and get support with issues online.
Physical health and fitness			HE~18. the characteristics and mental and physical benefits of an active lifestyle.
			HE~19. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
			HE~20. the risks associated with an inactive lifestyle (including obesity).
Healthy eating			HE~21. how and when to seek support including which adults to speak to in school if they are worried about their health.
			HE~22. what constitutes a healthy diet (including understanding calories and other nutritional content).
			HE~23. the principles of planning and preparing a range of healthy meals.
Drugs, alcohol & tobacco			HE~24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
			HE~25. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health & prevention			HE~26. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
			HE~27. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
			HE~28. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
			HE~29. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
			HE~30. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
			HE~31. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid			HE~32. how to make a clear and efficient call to emergency services if necessary.
			HE~33. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body			HE~34. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
			HE~35. about menstrual wellbeing including the key facts about the menstrual cycle

