

PSHE and SEALs Overview of Long Term Planning



Current subject leader: Louise Abrahams

Year 1	<ul style="list-style-type: none"> • New Beginnings • PoS 1a, b, c, 2a,b,c,d,e,3a,b, 4a,b 	<ul style="list-style-type: none"> • Getting on and Falling out • PoS 1a,c,d,e; 2c,h; 4a,b,c,d • Say No to Bullying • PoS 1a,b,c; 2c; 4a,c,d,e 	<ul style="list-style-type: none"> • Going for Goals • PoS 1c,d,e; 4a • Stranger Danger 3g (1) 	<ul style="list-style-type: none"> • Good to be Me • PoS 1c,d,e; 2h; 4b,c; 5g 	<ul style="list-style-type: none"> • Relationships • PoS 1a,b,c,d; 4c,d 	<ul style="list-style-type: none"> • Changes • PoS 1c,d,e; 2a,c; 4a,c • SRE 3e • Road Safety 3g (1)
Year 2	<ul style="list-style-type: none"> • New Beginnings • PoS 1a, b, c, d 2a,b,c,d,e,3a,b, 4a,b • Money 2i 	<ul style="list-style-type: none"> • Getting on and Falling out • PoS 1a,c,d,e; 2c,h; 4a,b,c,d • Say No to Bullying • PoS 1a,b,c; 2c; 4a,c,d,e 	<ul style="list-style-type: none"> • Going for Goals • PoS 1c,d,e; 4a • Stranger Danger 3g (1) 	<ul style="list-style-type: none"> • Good to be Me • PoS 1c,d; 3d 	<ul style="list-style-type: none"> • Relationships • PoS 1a,b,c,d; 4c,d 	<ul style="list-style-type: none"> • Changes • PoS 1c,d,e; 2a,c; 4a,c • SRE 3e • Road Safety 3g (1)
Year 3	<ul style="list-style-type: none"> • New Beginnings • PoS 1b,c, 2b,d,e 4a,c,d 	<ul style="list-style-type: none"> • Getting on and Falling out • PoS 1b,c; 2b,c,d; 4a,c,d • Say No to Bullying • PoS 1b,c; 2c,e;3f, g;4a,d,e 	<ul style="list-style-type: none"> • Going for Goals • PoS 1b; 2f; 3e • Jobs 1e (citizenship unit 4) 	<ul style="list-style-type: none"> • Good to be Me • PoS 1a,b; 2e; 4a,c 	<ul style="list-style-type: none"> • Relationships • PoS 1c, d; 2c; 4a 	<ul style="list-style-type: none"> • Changes • PoS 1b,c; 2e,i (see citizenship unit 5 for 2i which must be covered) • SRE 3c
Year 4	<ul style="list-style-type: none"> • New Beginnings • PoS 1b,c, 2b,d,e 4a,c,d • Money 1f 	<ul style="list-style-type: none"> • Getting on and Falling out • PoS 1b,c; 2b,c,d; 4a,c,d • Say No to Bullying • PoS 1b,c;2c,e;3f, g; 4a,d,e 	<ul style="list-style-type: none"> • Going for Goals • 1b,c; 3e; 4a 	<ul style="list-style-type: none"> • Good to be Me • PoS 1a,b; 2e; 4a,c 	<ul style="list-style-type: none"> • Relationships • PoS 1c, d; 2c; 4a • Media 2k (ICT link and unit 11 from citizenship) 	<ul style="list-style-type: none"> • Changes • PoS 1a,c; 2e; 4a,c • SRE 3c
Year 5	<ul style="list-style-type: none"> • New Beginnings • PoS 1a,b, 2a,b,c 3a,b,4a • Roles of Groups 2h 	<ul style="list-style-type: none"> • Getting on and Falling out. PoS 2a,e,f; 4a,c • Say No to Bullying • PoS 1b,c; 2c,e,f; 3e,f,g; 4a,d,e,f,g 	<ul style="list-style-type: none"> • Going for Goals • PoS 1b,c; 4a • Jobs 1e (citizenship unit 4) 	<ul style="list-style-type: none"> • Good to be Me • PoS 1a,d; 2f; 3e; 4a,c 	<ul style="list-style-type: none"> • Relationships • PoS 1b,d; 2e; 4a,c,d,e • Democracy 2g (citizenship unit 10) 	<ul style="list-style-type: none"> • Changes • PoS 1b,c; 2e; 4a,b,c,f • SRE 3c
Year 6	<ul style="list-style-type: none"> • New Beginnings • PoS 1a,b, 2a,b,c 3a,b, 4a 	<ul style="list-style-type: none"> • Getting on and Falling out. PoS 2a,c,e,f;4a,c,d,e,f • Say No to Bullying • PoS 1b,c; 2c,e,f; 3e,f,g; 4a,d,e,f,g 	<ul style="list-style-type: none"> • Going for Goals • PoS 1b,c; 4a 	<ul style="list-style-type: none"> • Good to be Me • PoS 1b; 3f; 2e; 4a,c 	<ul style="list-style-type: none"> • Relationships • PoS 2a,e; 3e; 4a,b,c,f 	<ul style="list-style-type: none"> • Changes • PoS 1b,c; 2e; 4a,b,c,f • SRE 3c • Allocating resources 2j (teach through local examples)

(Objectives in red are covered by the specified SEAL units, objectives in blue are not covered by SEALs and need to be taught separately.)

PSHE and SEALs Overview of Long Term Planning

SEALs Unit ~ New Beginnings. Year 1. Autumn 1

Outcomes & Assessment Judgement Based from Level Descriptors

Children can identify and name some feelings (*for example through interpreting facial expressions*) and express some of their positive qualities.

They can demonstrate that they can manage some feelings in a positive and effective way.

They begin to share their views and opinions (*for example talking about fairness*).

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.

They can recognise the effect of their behaviour on other people, and can cooperate with others (*for example by playing and working with friends or classmates*).

They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (*for example telling a friend that they like them, showing concern for a family member who is unwell*).

Programme of Study Area

1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;

1b) to recognise, name and deal with their feelings in a positive way;

1c) to think about themselves, learn from their experiences and recognise what they are good at;

2a) to recognise choices they can make, and the difference between right and wrong;

2b) to agree and follow rules for their group and classroom, and to understand how rules help them;

2c) to realise that people and other living things have needs, and that they have responsibilities to meet them;

2d) that they belong to various groups and communities, such as family and school;

2e) to contribute to the life of the class and the school;

3a) to recognise how their behaviour affects other people;

3b) to listen to other people and work and play cooperatively;

4a) to identify and respect the differences and similarities between people;

4b) that family and friends should care for each other.

Key Skills to be delivered during the coverage above

- **Communication**
- **Working with others ,**
- **Reasoning skills,**
- **Evaluation skills**

SEALs Unit ~ Getting On and Falling Out. Year 1. Autumn 2

Outcomes & Assessment Judgement Based from Level Descriptors

Children can identify and name some feelings (*for example through interpreting facial expressions*) and express some of their positive qualities.

They can demonstrate that they can manage some feelings in a positive and effective way.

They begin to share their views and opinions (*for example talking about fairness*).

They can set themselves simple goals (*for example sharing toys*).

They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.

They can recognise the effect of their behaviour on other people, and can cooperate with others (*for example by playing and working with friends or classmates*).

They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (*for example telling a friend that they like them, showing concern for a family member who is unwell*).

Programme of Study Area

1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;

1c) to recognise, name and deal with feelings in a positive way;

1d) to think about themselves, learn from their experiences and recognise what they are good at;

1e) how to set simple goals;

2c) to recognise choices they can make, and recognise the difference between right and wrong;

2h) to contribute to the life of the class and the school;

4a) to recognise how their behaviour affects other people;

4b) to listen to other people, and play and work cooperatively;

4c) to identify and respect the differences and similarities between people;

4d) that family and friends should care for each other.

Key Skills to be delivered during the coverage above

- **Problem solving skills**
- **Communication,**
- **Working with others,**
- **Reasoning skills and creative thinking skills**

SEALs Unit ~ Say No To Bullying. Year 1. Autumn 2

Outcomes & Assessment Judgement Based from Level Descriptors

Children can identify and name some feelings (*for example through interpreting facial expressions*) and express some of their positive qualities.

They can demonstrate that they can manage some feelings in a positive and effective way.

They begin to share their views and opinions (*for example talking about fairness*).

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.

They can recognise the effect of their behaviour on other people, and can cooperate with others (*for example by playing and working with friends or classmates*).

Programme of Study Area

1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;

1b) to share opinions on things that matter to them and explain their views;

1c) to recognise, name and deal with their feelings in a positive way;

2c) to recognise choices they can make, and recognise the difference between right and wrong;

4a) to recognise how their behaviour affects other people;

4c) to identify and respect the differences and similarities between people;

4d) that family and friends should care for each other;

4e) that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Key Skills to be delivered during the coverage above

- **Problem solving skills**
- **Communication,**
- **Working with others,**
- **Reasoning skills and creative thinking skills**

SEALs Unit ~ Going For Goals. Year 1. Spring 1

Outcomes & Assessment Judgement Based from Level Descriptors

Children can identify and name some feelings (*for example through interpreting facial expressions*) and express some of their positive qualities.

They can demonstrate that they can manage some feelings in a positive and effective way.

They can set themselves simple goals (*for example sharing toys*).

They can recognise the effect of their behaviour on other people, and can cooperate with others (*for example by playing and working with friends or classmates*).

Programme of Study Area

1c) to recognise, name and deal with their feelings in a positive way;

1d) to think about themselves, learn from their experiences and recognise what they are good at;

1e) to know how to set a simple goal;

4a) to recognise how their behaviour affects other people.

Key Skills to be delivered during the coverage above

- **Improving own learning and performance**
- **Communication, working with others,**
- **Evaluation skills**

SEALs Unit ~ Good To Be Me. Year 1. Spring 2

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can identify and name some feelings (<i>for example through interpreting facial expressions</i>) and express some of their positive qualities.</p> <p>They can demonstrate that they can manage some feelings in a positive and effective way.</p> <p>They can set themselves simple goals (<i>for example sharing toys</i>).</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (<i>for example by playing and working with friends or classmates</i>).</p> <p>They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (<i>for example telling a friend that they like them, showing concern for a family member who is unwell</i>).</p>	<p>Programme of Study Area</p> <p>1c) to recognise, name and deal with their feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 1e) how to set a simple goal; 2h) to contribute to the life of the class and the school; 4b) to listen to other people and work and play cooperatively; 4c) to identify and respect the differences and similarities between people; 5g) to consider social and moral dilemmas that they come across in everyday life.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Communication • Working with others, • Improving own learning • Performance and evaluation skills

SEALs Unit ~ Relationships. Year 1. Summer 1

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can identify and name some feelings (<i>for example through interpreting facial expressions</i>) and express some of their positive qualities.</p> <p>They can demonstrate that they can manage some feelings in a positive and effective way.</p> <p>They begin to share their views and opinions (<i>for example talking about fairness</i>).</p> <p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (<i>for example by playing and working with friends or classmates</i>).</p> <p>They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (<i>for example telling a friend that they like them, showing concern for a family member who is unwell</i>).</p>	<p>Programme of Study Area</p> <p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1b) to share their opinions on things that matter to them and explain their views; 1c) to recognise, name and deal with feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 4c) to identify and respect the differences and similarities between people; 4d) that family and friends should care for each other; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; 4g) where individuals, families and groups can get help and support.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Communication • Working with others

SEALs Unit ~ Changes. Year 1. Summer 2

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can identify and name some feelings (<i>for example through interpreting facial expressions</i>) and express some of their positive qualities.</p> <p>They can demonstrate that they can manage some feelings in a positive and effective way.</p> <p>They begin to share their views and opinions (<i>for example talking about fairness</i>).</p> <p>They can set themselves simple goals (<i>for example sharing toys</i>).</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (<i>for example by playing and working with friends or classmates</i>).</p> <p>They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (<i>for example telling a friend that they like them, showing concern for a family member who is unwell</i>).</p>	<p>Programme of Study Area</p> <p>1c) to recognise, name and deal with their feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 1e) how to set a simple goal; 2a) to take part in discussions with one other person and the whole class; 2c) to recognise choices they can make, and recognise the difference between right and wrong; 4a) to recognise how their behaviour affects other people; 4c) to identify and respect the differences and similarities between people.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Communication • Problem solving, • Working with others • Evaluation skills

PSHE. Year 1. Area 1

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can make simple choices about some aspects of their health and well-being (<i>for example by choosing between different foods and between physical activities, knowing that they need sun protection</i>) and know what keeps them healthy (<i>for example exercise and rest</i>).</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (<i>for example knowing how and where to cross the road safely</i>).</p>	<p>Programme of Study Area – Stranger Danger</p> <p>3g) rules for, and ways of keeping safe, about people who can help them to stay safe.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Reasoning skills • Communication

PSHE. Year 1. Area 2

Outcomes & Assessment Judgement Based from Level Descriptors

They begin to share their views and opinions (*for example talking about fairness*).

Children can make simple choices about some aspects of their health and well-being (*for example by choosing between different foods and between physical activities, knowing that they need sun protection*) and know what keeps them healthy (*for example exercise and rest*).

They can explain ways of keeping clean (*for example by washing their hands and keeping their hair tidy*) and they can name the main parts of the body.

Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (*for example knowing how and where to cross the road safely*).

They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.

They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (*for example telling a friend that they like them, showing concern for a family member who is unwell*).

Programme of Study Area – SRE

3e Name the main external parts of the body. (not including sexual organs)

Understand that all babies, human and animal, have mothers and fathers.

Recognise similarities and differences between themselves and others

Understand how they have grown and changed since they were a baby and that they will go on growing and changing as they become adults.

To be able to express opinions for example about relationships and bullying.

Be able to respect other people's viewpoints and beliefs.

Have considered why being different can provoke bullying and why this is unacceptable.

Be able to recognise safe and unsafe situations.

Be able to recognise the physical signs of feeling unsafe.

Know and understand about keeping themselves safe when involved with risky activities.

Recognise the pressure of unwanted physical contact and know ways of resisting it.

Know when it is appropriate to take risks and when to say no and seek help.

Key Skills to be delivered during the coverage above

- **Communication**
- **Working with others,**
- **Reasoning skills,**
- **Problem solving skills**

PSHE Year 1 Area 3

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can make simple choices about some aspects of their health and well-being (<i>for example by choosing between different foods and between physical activities, knowing that they need sun protection</i>) and know what keeps them healthy (<i>for example exercise and rest</i>).</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (<i>for example knowing how and where to cross the road safely</i>).</p>	<p>Programme of Study Area – Road safety 3g) rules for, and ways of keeping safe, including basic road safety, and about people who can help them to stay safe.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Reasoning skills • Problem solving working with others

SEALs unit -~ New Beginnings, Year 2 Autumn 1,

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can identify and name some feelings (<i>for example through interpreting facial expressions</i>) and express some of their positive qualities.</p> <p>They can demonstrate that they can manage some feelings in a positive and effective way.</p> <p>They begin to share their views and opinions (<i>for example talking about fairness</i>).</p> <p>They can set themselves simple goals (<i>for example sharing toys</i>).</p> <p>They can explain that people grow from young to old.</p> <p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (<i>for example by playing and working with friends or classmates</i>).</p> <p>They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (<i>for example telling a friend that they like them, showing concern for a family member who is unwell</i>).</p>	<p>Programme of Study Area</p> <p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1b) to recognise, name and deal with their feelings in a positive way; 1c) to think about themselves, learn from their experiences and recognise what they are good at; 1d) how to set a simple goal 2a) to recognise choices they can make, and the difference between right and wrong; 2b) to agree and follow rules for their group and classroom, and to understand how rules help them; 2c) to realise that people and other living things have needs, and that they have responsibilities to meet them; 2d) that they belong to various groups and communities, such as family and school; 2e) to contribute to the life of the class and the school; 3a) to recognise how their behaviour affects other people; 3b) to listen to other people and work and play cooperatively; 4a) to identify and respect the differences and similarities between people; 4b) that family and friends should care for each other.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Problem solving skills • Communication, • Working with others, • Reasoning skills • Creative thinking skills

SEALs Unit ~ Getting on and Falling Out, Year 2 Autumn 2,

Outcomes & Assessment Judgement Based from Level Descriptors

Children can identify and name some feelings (*for example through interpreting facial expressions*) and express some of their positive qualities.

They can demonstrate that they can manage some feelings in a positive and effective way.

They begin to share their views and opinions (*for example talking about fairness*).

They can set themselves simple goals (*for example sharing toys*).

They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.

They can recognise the effect of their behaviour on other people, and can cooperate with others (*for example by playing and working with friends or classmates*).

They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (*for example telling a friend that they like them, showing concern for a family member who is unwell*).

Programme of Study Area

1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;

1c) to recognise, name and deal with feelings in a positive way;

1d) to think about themselves, learn from their experiences and recognise what they are good at;

1e) how to set simple goals;

2c) to recognise choices they can make, and recognise the difference between right and wrong;

2h) to contribute to the life of the class and the school;

4a) to recognise how their behaviour affects other people;

4b) to listen to other people, and play and work cooperatively;

4c) to identify and respect the differences and similarities between people;

4d) that family and friends should care for each other.

Key Skills to be delivered during the coverage above

- **Problem solving skills**
- **Communication,**
- **working with others,**
- **reasoning skills**
- **creative thinking skills**

SEALs Unit ~ Say No to Bullying. Year 2. Autumn 2.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can identify and name some feelings (<i>for example through interpreting facial expressions</i>) and express some of their positive qualities.</p> <p>They can demonstrate that they can manage some feelings in a positive and effective way.</p> <p>They begin to share their views and opinions (<i>for example talking about fairness</i>).</p> <p>They can set themselves simple goals (<i>for example sharing toys</i>).</p> <p>They can explain that people grow from young to old.</p> <p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (<i>for example by playing and working with friends or classmates</i>).</p> <p>They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (<i>for example telling a friend that they like them, showing concern for a family member who is unwell</i>).</p>	<p>Programme of Study Area</p> <p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1b) to share opinions on things that matter to them and explain their views;</p> <p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>2c) to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>4a) to recognise how their behaviour affects other people;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4d) that family and friends should care for each other;</p> <p>4e) that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Problem solving skills • Communication, • working with others, • reasoning skills and • creative thinking skills

SEALs Unit ~ Going for Goals. Year 2. Spring 1.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can identify and name some feelings (<i>for example through interpreting facial expressions</i>) and express some of their positive qualities.</p> <p>They can demonstrate that they can manage some feelings in a positive and effective way.</p> <p>They can set themselves simple goals (<i>for example sharing toys</i>).</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (<i>for example by playing and working with friends or classmates</i>).</p>	<p>Programme of Study Area</p> <p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) to know how to set a simple goal;</p> <p>4a) to recognise how their behaviour affects other people.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Improving own learning and performance • Communication, • working with others, • evaluation skills

SEALs Unit ~ Good To Be Me. Year 2. Spring 2.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can identify and name some feelings (*for example through interpreting facial expressions*) and express some of their positive qualities.

They can demonstrate that they can manage some feelings in a positive and effective way.

They can set themselves simple goals (*for example sharing toys*).

They can recognise the effect of their behaviour on other people, and can cooperate with others (*for example by playing and working with friends or classmates*).

They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (*for example telling a friend that they like them, showing concern for a family member who is unwell*).

Programme of Study Area

1c) to recognise, name and deal with their feelings in a positive way;
 1d) to think about themselves, learn from their experiences and recognise what they are good at;
 3d) about the process of growing from young to old and how people's needs change.

Key Skills to be delivered during the coverage above

- **Communication**
- **Working with others,**
- **improving own learning**
- **performance and**
- **evaluation skills**

SEALs Unit ~ Relationships. Year 2. Summer 1.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can identify and name some feelings (*for example through interpreting facial expressions*) and express some of their positive qualities.

They can demonstrate that they can manage some feelings in a positive and effective way.

They begin to share their views and opinions (*for example talking about fairness*).

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.

They can recognise the effect of their behaviour on other people, and can cooperate with others (*for example by playing and working with friends or classmates*).

They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (*for example telling a friend that they like them, showing concern for a family member who is unwell*).

Programme of Study Area

1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
 1b) to share their opinions on things that matter to them and explain their views;
 1c) to recognise, name and deal with feelings in a positive way;
 1d) to think about themselves, learn from their experiences and recognise what they are good at;
 4c) to identify and respect the differences and similarities between people;
 4d) that family and friends should care for each other;
 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
 4g) where individuals, families and groups can get help and support.

Key Skills to be delivered during the coverage above

- **Communication**
- **Working with others**

SEALs Unit ~ Changes. Year 2. Summer 2.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can identify and name some feelings (<i>for example through interpreting facial expressions</i>) and express some of their positive qualities.</p> <p>They can demonstrate that they can manage some feelings in a positive and effective way.</p> <p>They begin to share their views and opinions (<i>for example talking about fairness</i>).</p> <p>They can set themselves simple goals (<i>for example sharing toys</i>).</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (<i>for example by playing and working with friends or classmates</i>).</p> <p>They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (<i>for example telling a friend that they like them, showing concern for a family member who is unwell</i>).</p>	<p>Programme of Study Area</p> <p>1c) to recognise, name and deal with their feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 1e) how to set a simple goal; 2a) to take part in discussions with one other person and the whole class; 2c) to recognise choices they can make, and recognise the difference between right and wrong; 4a) to recognise how their behaviour affects other people; 4c) to identify and respect the differences and similarities between people.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Communication • Problem solving, • working with others • evaluation skills

PSHE. Year 2. Area 1.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>They begin to share their views and opinions (<i>for example talking about fairness</i>).</p> <p>Children can make simple choices about some aspects of their health and well-being (<i>for example by choosing between different foods and between physical activities, knowing that they need sun protection</i>) and know what keeps them healthy (<i>for example exercise and rest</i>).</p> <p>They have opportunities to show they can take some responsibility for themselves.</p>	<p>Programme of Study Area – Money</p> <p>2i) To realise that money comes from different sources and can be used for different purposes.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Reasoning skills

PSHE. Year 2. Area 2.	
<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can make simple choices about some aspects of their health and well-being <i>(for example by choosing between different foods and between physical activities, knowing that they need sun protection)</i> and know what keeps them healthy <i>(for example exercise and rest)</i>.</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations <i>(for example knowing how and where to cross the road safely)</i>.</p>	<p>Programme of Study Area – Stranger Danger 3g) Rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Reasoning skills • Communication

PSHE. Year 2. Area 3.	
<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can make simple choices about some aspects of their health and well-being <i>(for example by choosing between different foods and between physical activities, knowing that they need sun protection)</i> and know what keeps them healthy <i>(for example exercise and rest)</i>.</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations <i>(for example knowing how and where to cross the road safely)</i>.</p>	<p>Programme of Study Area – Road Safety 3g) Rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Reasoning skills • Problem solving, • working with others

PSHE. Year 2. Area 4.

Outcomes & Assessment Judgement Based from Level Descriptors

They begin to share their views and opinions (*for example talking about fairness*).

Children can make simple choices about some aspects of their health and well-being (*for example by choosing between different foods and between physical activities, knowing that they need sun protection*) and know what keeps them healthy (*for example exercise and rest*).

They can explain ways of keeping clean (*for example by washing their hands and keeping their hair tidy*) and they can name the main parts of the body.

Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (*for example knowing how and where to cross the road safely*).

They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.

They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (*for example telling a friend that they like them, showing concern for a family member who is unwell*).

Programme of Study Area – SRE

3e Name the main external parts of the body. (not including sexual organs)

Understand that all babies, human and animal, have mothers and fathers.

Recognise similarities and differences between themselves and others

Understand how they have grown and changed since they were a baby and that they will go on growing and changing as they become adults.

To be able to express opinions for example about relationships and bullying.

Be able to respect other people's viewpoints and beliefs.

Have considered why being different can provoke bullying and why this is unacceptable.

Be able to recognise safe and unsafe situations.

Be able to recognise the physical signs of feeling unsafe.

Know and understand about keeping themselves safe when involved with risky activities.

Recognise the pressure of unwanted physical contact and know ways of resisting it.

Know when it is appropriate to take risks and when to say no and seek help.

Key Skills to be delivered during the coverage above

- **Communication**
- **Working with others,**
- **reasoning skills,**
- **problem solving skills**

SEALs ~ Unit New Beginnings. Year 3. Autumn 1

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates)*.

They can identify positive ways to face new challenges *(for example the transition to secondary school)*.

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can identify different types of relationship *(for example marriage or friendships)*, and can show ways to maintain good relationships *(for example listening, supporting, caring)*.

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

Programme of Study Area

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

2b) why and how rules and laws are made and enforced, why different rules are needed in

different situations and how to take part in making and changing rules; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;

2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;

4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

Key Skills to be delivered during the coverage above

- **Communication**
- **Working with other,**
- **reasoning skills,**
- **evaluation skills**

SEALs Unit ~ Getting On and Falling Out. Year 3. Autumn 2.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates).*

They can express their views confidently and listen to and show respect for the views of others.

They can identify some factors that affect emotional health and well-being *(for example exercise or dealing with emotions).*

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area

1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences;

2f) to resolve differences by looking at alternatives, making decisions and explaining choices;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Key Skills to be delivered during the coverage above

- **Problem solving skills**
- **Communication,**
- **working with others,**
- **reasoning skills,**
- **creative thinking skills.**

SEALs Unit ~ Say No To Bullying. Year 3. Autumn 2.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates).*

They can express their views confidently and listen to and show respect for the views of others.

They can identify positive ways to face new challenges *(for example the transition to secondary school).*

They can identify some factors that affect emotional health and well-being *(for example exercise or dealing with emotions).*

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

They can identify and explain how to manage the risks in different familiar situations *(for example discussing issues connected to personal safety).*

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, for individuals and communities;

2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;

3g) school rules about health and safety, basic emergency aid procedures and where to get help;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4d) to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help;

4e) to recognise and challenge stereotypes.

Key Skills to be delivered during the coverage above

- **Problem solving skills**
- **Communication,**
- **working with others,**
- **reasoning skills,**
- **creative thinking skills.**

SEALs Unit ~ Going for Goals. Year 3. Spring 1.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can demonstrate that they recognise their own worth and that of others <i>(for example by making positive comments about themselves and classmates).</i></p> <p>They can identify positive ways to face new challenges <i>(for example the transition to secondary school).</i></p> <p>They can identify and explain how to manage the risks in different familiar situations <i>(for example discussing issues connected to personal safety).</i></p>	<p>Programme of Study Area</p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>3e) to recognise the different risks in different situations and then decide how to behave responsibly.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Improving own learning and performance • Communication, • working with others, • evaluation skills.

SEALs Unit ~ Good To Be Me. Year 3. Spring 2.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can demonstrate that they recognise their own worth and that of others <i>(for example by making positive comments about themselves and classmates).</i></p> <p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>They can identify some factors that affect emotional health and well-being <i>(for example exercise or dealing with emotions).</i></p> <p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can identify different types of relationship <i>(for example marriage or friendships),</i> and can show ways to maintain good relationships <i>(for example listening, supporting, caring).</i></p> <p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>	<p>Programme of Study Area</p> <p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Communication • Working with others, • improving own learning and performance, • evaluation skills.

SEALs Unit ~ Relationships. Year 3. Summer 1.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p> <p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.</p> <p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can identify different types of relationship (<i>for example marriage or friendships</i>), and can show ways to maintain good relationships (<i>for example listening, supporting, caring</i>).</p>	<p>Programme of Study Area</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>1d) to recognise, as they approach puberty, how people's emotion change at that time and how to deal with their feeling towards themselves, their family and others in a positive way.</p> <p>2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, for individuals and communities;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Communication • Working with others

SEALs Unit ~ Changes. Year 3. Summer 2.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can demonstrate that they recognise their own worth and that of others (<i>for example by making positive comments about themselves and classmates</i>).</p> <p>They can identify positive ways to face new challenges (<i>for example the transition to secondary school</i>).</p> <p>They can identify some factors that affect emotional health and well-being (<i>for example exercise or dealing with emotions</i>).</p> <p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>	<p>Programme of Study Area</p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>2i) to appreciate the range of national, regional, religious and ethnic identities in the UK. (see citizenship unit 5 for 2i as this must be covered)</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Communication • Problem solving, working with others, evaluation skills.

PSHE. Year 3. Area 1.

Outcomes & Assessment Judgement Based from Level Descriptors

They can identify positive ways to face new challenges *(for example the transition to secondary school)*.

They can talk about a range of jobs, and explain how they will develop skills to work in the future.

Programme of Study Area – Jobs

1e) about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. (citizenship unit 4)

Key Skills to be delivered during the coverage above

- **Enquiry skills**
- **Working with others,**
- **Information technology**

PSHE. Year 3. Area 2.

Outcomes & Assessment Judgement Based from Level Descriptors

They can express their views confidently and listen to and show respect for the views of others.

They can identify positive ways to face new challenges *(for example the transition to secondary school)*.

They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

They can identify and explain how to manage the risks in different familiar situations *(for example discussing issues connected to personal safety)*.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can identify different types of relationship *(for example marriage or friendships)*, and can show ways to maintain good relationships *(for example listening, supporting, caring)*.

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area – SRE

3c) about how the body changes as they approach puberty.

- Understand the differences between male and female and learn the agreed names of the sexual parts.
- Be able to think about differences between boys and girls other than physical ones.
- Have considered the need for trust and love in established relationships.
- Know and understand about, and accept, a wide range of different and diverse family arrangements, for example, married, divorced or separated parents, mums or dads with partners, fostering, extended families, same sex parents and three or more generations living together.
- Think about how they can help care for babies and young children they know.
- Recognise the pressure of unwanted physical contact and know ways of resisting it.
- Know and understand about keeping themselves safe when involved with risky activities.
- Know when it is appropriate to take risks and when to say no and seek help.
- To be able to express opinions for example about relationships and bullying.
- Be able to respect other people's viewpoints and beliefs.
- Have considered why being different can provoke bullying and why this is unacceptable.

Key Skills to be delivered during the coverage above

- **Communication**
- **Problem solving skills,**
- **reasoning skills,**
- **working with others**

SEALs unit ~ New Beginnings. Year 4. Autumn 1.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates)*.

They can identify positive ways to face new challenges *(for example the transition to secondary school)*.

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can identify different types of relationship *(for example marriage or friendships)*, and can show ways to maintain good relationships *(for example listening, supporting, caring)*.

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

Programme of Study Area

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;

2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;

2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;

4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

Key Skills to be delivered during the coverage above

- **Communication**
- **Working with other,**
- **reasoning skills,**
- **evaluation skills**

SEALs Unit ~ Getting on and Falling Out. Year 4. Autumn 2.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates)*.

They can express their views confidently and listen to and show respect for the views of others.

They can identify some factors that affect emotional health and well-being *(for example exercise or dealing with emotions)*.

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area

1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;

2a) to research, discuss and debate topical issues, problems and events;

2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities;

2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences;

2f) to resolve differences by looking at alternatives, making decisions and explaining choices;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

Key Skills to be delivered during the coverage above

- **Problem solving skills**
- **Communication,**
- **working with others,**
- **reasoning skills,**
- **creative thinking skills.**

SEALs Unit ~ Say No to Bullying. Year 4. Autumn 2.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates).*

They can express their views confidently and listen to and show respect for the views of others.

They can identify positive ways to face new challenges *(for example the transition to secondary school).*

They can identify some factors that affect emotional health and well-being *(for example exercise or dealing with emotions).*

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

They can identify and explain how to manage the risks in different familiar situations *(for example discussing issues connected to personal safety).*

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, for individuals and communities;

2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;

3g) school rules about health and safety, basic emergency aid procedures and where to get help;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4d) to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help;

4e) to recognise and challenge stereotypes.

Key Skills to be delivered during the coverage above

- **Problem solving skills**
- **Communication,**
- **working with others,**
- **reasoning skills,**
- **creative thinking skills.**

SEALs Unit ~ Going for Goals. Year 4. Spring 1.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates).*

They can identify positive ways to face new challenges *(for example the transition to secondary school).*

They can identify and explain how to manage the risks in different familiar situations *(for example discussing issues connected to personal safety).*

Programme of Study Area

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

3e) to recognise the different risks in different situations and then decide how to behave responsibly;

4a) to recognise that their actions affect themselves and others, to care about other people's feelings, and to try to see things from their points of view.

Key Skills to be delivered during the coverage above

- **Improving own learning and performance**
- **Communication,**
- **working with others,**
- **evaluation skills.**

SEALs Unit ~ Good To Be Me. Year 4. Spring 2.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates).*

They can express their views confidently and listen to and show respect for the views of others.

They can identify some factors that affect emotional health and well-being *(for example exercise or dealing with emotions).*

Children can explain how their actions have consequences for themselves and others.

They can identify different types of relationship *(for example marriage or friendships),* and can show ways to maintain good relationships *(for example listening, supporting, caring).*

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area

1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.

Key Skills to be delivered during the coverage above

- **Communication**
- **Working with others,**
- **improving own learning and performance,**
- **evaluation skills.**

SEALs Unit ~ Relationships. Year 4. Summer 1.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p> <p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.</p> <p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p style="text-align: center;">They can identify different types of relationship (<i>for example marriage or friendships</i>), and can show ways to maintain good relationships (<i>for example listening, supporting, caring</i>).</p>	<p>Programme of Study Area</p> <p>1c) To face new challenges positively, by collecting information, looking for help, making responsible choices, and taking action.</p> <p>1d) To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> <p>2c) To realise the consequences of anti-social behaviour and aggressive behaviours, such as bullying, racism, on individuals and communities.</p> <p>4a) That their actions affect themselves and others, to care about other people's feelings and to try and see things from their point of view.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Communication • Working with others

SEALs Unit ~ Changes. Year 4. Summer 2.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can demonstrate that they recognise their own worth and that of others (<i>for example by making positive comments about themselves and classmates</i>).</p> <p>They can identify positive ways to face new challenges (<i>for example the transition to secondary school</i>).</p> <p>They can identify some factors that affect emotional health and well-being (<i>for example exercise or dealing with emotions</i>).</p> <p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>	<p>Programme of Study Area</p> <p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Communication • Problem solving, • working with others, • evaluation skills.

PSHE. Area 1. Year 4.

Outcomes & Assessment Judgement Based from Level Descriptors

They can talk about a range of jobs, and explain how they will develop skills to work in the future.

They can demonstrate how to look after and save money.

Children can explain how their actions have consequences for themselves and others.

Programme of Study Area – Money

1f) To look after their money and realise that future wants and needs may be met through saving.

Key Skills to be delivered during the coverage above

- **Communication**
- **Problem solving,**
- **working with others,**
- **evaluation skills,**
- **ICT skills.**

PSHE. Area 2. Year 4.

Outcomes & Assessment Judgement Based from Level Descriptors

They can express their views confidently and listen to and show respect for the views of others.

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

They can identify and explain how to manage the risks in different familiar situations (*for example discussing issues connected to personal safety*).

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

Programme of Study Area – Media

2k) To explore how the media presents information.

(ICT link and Unit 11 from Citizenship)

Key Skills to be delivered during the coverage above

- **ICT skills**
- **Communication,**
- **Working with others,**
- **reasoning skills**

PSHE. Area 3. Year 4.

Outcomes & Assessment Judgement Based from Level Descriptors

They can express their views confidently and listen to and show respect for the views of others.

They can identify positive ways to face new challenges (*for example the transition to secondary school*).

They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

They can identify and explain how to manage the risks in different familiar situations (*for example discussing issues connected to personal safety*).

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can identify different types of relationship (*for example marriage or friendships*), and can show ways to maintain good relationships (*for example listening, supporting, caring*).

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area – SRE

3c) about how the body changes as they approach puberty.

-Understand the differences between male and female and learn the agreed names of the sexual parts.

-Be able to think about differences between boys and girls other than physical ones.

-Have considered the need for trust and love in established relationships.

-Know and understand about, and accept, a wide range of different and diverse family arrangements, for example, married, divorced or separated parents, mums or dads with partners, fostering, extended families, same sex parents and three or more generations living together.

-Be able to identify parts of the reproductive system in males and females and describe their functions.

-Know and understand that they have to take extra care with personal hygiene during puberty.

-To understand what babies need in order to be happy and healthy.

-Understand the demands of looking after a baby.

-Think about how they can help care for babies and young children they know.

-Recognise the pressure of unwanted physical contact and know ways of resisting it.

-Know and understand about keeping themselves safe when involved with risky activities.

-Know when it is appropriate to take risks and when to say no and seek help.

-To be able to express opinions for example about relationships and bullying.

-Be able to respect other people's viewpoints and beliefs.

-Have considered why being different can provoke bullying and why this is unacceptable.

Key Skills to be delivered during the coverage above

- **Communication**
- **Problem solving skills,**
- **reasoning skills,**
- **working with others**

SEALs Unit ~ New Beginnings. Year 5. Autumn 1.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates).*

They can express their views confidently and listen to and show respect for the views of others.

They can identify positive ways to face new challenges *(for example the transition to secondary school).*

They can identify some factors that affect emotional health and well-being *(for example exercise or dealing with emotions).*

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can identify different types of relationship *(for example marriage or friendships)*, and can show ways to maintain good relationships *(for example listening, supporting, caring).*

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area

1a) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1b) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

2a) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;

2b) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;

2c) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;

4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

Key Skills to be delivered during the coverage above

- **Communication**
- **Working with others,**
- **reasoning skills,**
- **evaluation skills**

SEALs Unit ~ Getting On and Falling Out. Year 5. Autumn 2.

Outcomes & Assessment Judgement Based from Level Descriptors

They can identify positive ways to face new challenges (*for example the transition to secondary school*).

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can identify different types of relationship (*for example marriage or friendships*), and can show ways to maintain good relationships (*for example listening, supporting, caring*).

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area

2a) to research, discuss and debate topical issues, problems and events;

2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences;

2f) to resolve differences by looking at alternatives, making decisions and explaining choices;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

Key Skills to be delivered during the coverage above

- **Problem solving**
- **Communication, working with others, reasoning and creative thinking**

SEALs Unit ~ Say No To Bullying. Year 5. Autumn 2.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can demonstrate that they recognise their own worth and that of others <i>(for example by making positive comments about themselves and classmates).</i></p> <p>They can identify positive ways to face new challenges <i>(for example the transition to secondary school).</i></p> <p>They can identify some factors that affect emotional health and well-being <i>(for example exercise or dealing with emotions).</i></p> <p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.</p> <p>They can identify and explain how to manage the risks in different familiar situations <i>(for example discussing issues connected to personal safety).</i></p> <p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>	<p>Programme of Study Area</p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>2f) to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>3e) to recognise the different risks in different situations and then decide how to behave responsibly;</p> <p>3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;</p> <p>3g) school rules about health and safety, basic emergency aid procedures and where to get help;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4d) to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help;</p> <p>4e) to recognise and challenge stereotypes;</p> <p>4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;</p> <p>4g) where individuals, families and groups can get help and support.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Problem solving • Communication, • working with others, • reasoning skills, • creative thinking skills

SEALs Unit ~ Going For Goals. Year 5. Spring 1.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can demonstrate that they recognise their own worth and that of others <i>(for example by making positive comments about themselves and classmates).</i></p> <p>They can identify positive ways to face new challenges <i>(for example the transition to secondary school).</i></p> <p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p>	<p>Programme of Study Area</p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Improving own learning and performance • Working with others, • evaluation skills, • communication

SEALs Unit ~ Good To Be Me. Year 5. Spring 2.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates).*

They can express their views confidently and listen to and show respect for the views of others.

They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.

Children can make choices about how to develop healthy lifestyles *(for example by knowing the importance of a healthy diet and regular exercise).*

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

They can identify and explain how to manage the risks in different familiar situations *(for example discussing issues connected to personal safety).*

Children can explain how their actions have consequences for themselves and others.

They can identify different types of relationship *(for example marriage or friendships)*, and can show ways to maintain good relationships *(for example listening, supporting, caring).*

Programme of Study Area

1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;

1d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;

2f) to resolve differences by looking at alternatives, making decisions and explaining choices;

3e) to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view;

4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.

Key Skills to be delivered during the coverage above

- **Communication**
- **Working with others,**
- **improving own learning and performance,**
- **evaluation skills**

SEALs Unit ~ Relationships. Year 5. Summer 1.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others (*for example by making positive comments about themselves and classmates*).

They can express their views confidently and listen to and show respect for the views of others.

They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can identify different types of relationship (*for example marriage or friendships*), and can show ways to maintain good relationships (*for example listening, supporting, caring*).

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way (in the area of 'embarrassment');

2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships;

4d) to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help;

4e) to recognise and challenge stereotypes.

Key Skills to be delivered during the coverage above

- **Communication**
- **Working with others**

SEALs Unit ~ Changes. Year 5. Summer 2.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can demonstrate that they recognise their own worth and that of others <i>(for example by making positive comments about themselves and classmates).</i></p> <p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>They can identify positive ways to face new challenges <i>(for example the transition to secondary school).</i></p> <p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can identify different types of relationship <i>(for example marriage or friendships)</i>, and can show ways to maintain good relationships <i>(for example listening, supporting, caring).</i></p> <p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>	<p>Programme of Study Area</p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4b) to think about the lives of people living in other places and times, and people with different values and customs;</p> <p>4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships;</p> <p>4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Communication • Problem solving, • working with others, • evaluation skills

PSHE. Year 5. Area 1.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>They can talk about a range of jobs, and explain how they will develop skills to work in the future.</p> <p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>	<p>Programme of Study Area – Roles of Groups</p> <p>2h) to recognise the roles of voluntary, community and pressure groups</p>
	<p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Communication • Working with others, • problem solving, • reasoning skills, • creative thinking skills

PSHE. Year 5. Area 2.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates).*

They can talk about a range of jobs, and explain how they will develop skills to work in the future.

They can demonstrate how to look after and save money.

Programme of Study Area – Jobs

1e) about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution to the future
(citizenship unit 4)

Key Skills to be delivered during the coverage above

- **Working with others**
- **Communication,**
- **problem solving,**
- **information Technology**

PSHE. Year 5. Area 3.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates).*

They can express their views confidently and listen to and show respect for the views of others.

They can talk about a range of jobs, and explain how they will develop skills to work in the future.

Programme of Study Area – Democracy

2g) what democracy is and about the basic institutions that support it locally and nationally. (citizenship unit 10)

Key Skills to be delivered during the coverage above

- **Enquiry skills**
- **Communication,**
- **information technology,**
- **working with others,**
- **reasoning skills**

PSHE. Year 5. Area 4.

Outcomes & Assessment Judgement Based from Level Descriptors

They can express their views confidently and listen to and show respect for the views of others.

They can identify positive ways to face new challenges (*for example the transition to secondary school*).

They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.

They can identify and explain how to manage the risks in different familiar situations (*for example discussing issues connected to personal safety*).

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can identify different types of relationship (*for example marriage or friendships*), and can show ways to maintain good relationships (*for example listening, supporting, caring*).

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area – Sex and Relationships Education

3c) About how the body changes as they approach puberty.

-Know and understand about the physical changes that take place at puberty.

-Know and understand about the processes of reproduction and birth as part of the human life cycle.

-Be able to identify parts of the reproductive system in males and females and describe their functions.

-Know and understand that they have to take extra care with personal hygiene during puberty.

-Have considered the need for trust and love in established relationships.

-Know and understand about, and accept, a wide range of different and diverse family arrangements, for example, married, divorced or separated parents, mums or dads with partners, fostering, extended families, same sex parents and three or more generations living together.

-To understand what babies need in order to be happy and healthy.

-Understand the demands of looking after a baby.

-Think about how they can help care for babies and young children they know.

-Recognise the pressure of unwanted physical contact and know ways of resisting it.

-Know and understand about keeping themselves safe when involved with risky activities.

-Know when it is appropriate to take risks and when to say no and seek help.

-To be able to express opinions for example about relationships and bullying.

-Be able to respect other people's viewpoints and beliefs.

-Have considered why being different can provoke bullying and why this is unacceptable.

Key Skills to be delivered during the coverage above

- **Communication**
- **Problem solving,**
- **reasoning skills,**
- **working with others**

SEALs unit ~ New Beginnings. Year 6. Autumn 1.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates).*

They can express their views confidently and listen to and show respect for the views of others.

They can identify positive ways to face new challenges *(for example the transition to secondary school).*

They can identify some factors that affect emotional health and well-being *(for example exercise or dealing with emotions).*

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can identify different types of relationship *(for example marriage or friendships)*, and can show ways to maintain good relationships *(for example listening, supporting, caring).*

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area

1a) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1b) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

2a) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;

2b) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;

2c) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;

4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

Key Skills to be delivered during the coverage above

- **Communication**
- **Working with others,**
- **reasoning skills,**
- **evaluation skills**

SEALs Unit ~ Getting on and Falling Out. Year 6. Autumn 2.

Outcomes & Assessment Judgement Based from Level Descriptors

They can identify positive ways to face new challenges (*for example the transition to secondary school*).

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can identify different types of relationship (*for example marriage or friendships*), and can show ways to maintain good relationships (*for example listening, supporting, caring*).

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area

2a) to research, discuss and debate topical issues, problems and events;

2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying

2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences;

2f) to resolve differences by looking at alternatives, making decisions and explaining choices;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. 2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities;

4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help;

4e) to recognise and challenge stereotypes;

4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. and racism, on individuals and communities;

Key Skills to be delivered during the coverage above

- **Problem solving**
- **Communication,**
- **working with others,**
- **reasoning and creative thinking.**

SEALs Unit ~ Say No to Bullying. Year 6. Autumn 2.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates).*

They can identify positive ways to face new challenges *(for example the transition to secondary school).*

They can identify some factors that affect emotional health and well-being *(for example exercise or dealing with emotions).*

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

They can identify and explain how to manage the risks in different familiar situations *(for example discussing issues connected to personal safety).*

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;

2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

2f) to resolve differences by looking at alternatives, making decisions and explaining choices;

3e) to recognise the different risks in different situations and then decide how to behave responsibly;

3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;

3g) school rules about health and safety, basic emergency aid procedures and where to get help;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4d) to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help;

4e) to recognise and challenge stereotypes;

4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;

4g) where individuals, families and groups can get help and support.

Key Skills to be delivered during the coverage above

- **Problem solving**
- **Communication,**
- **working with others,**
- **reasoning skills,**
- **creative thinking skills**

SEALs Unit ~ Going for Goal. Year 6. Spring 1.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can demonstrate that they recognise their own worth and that of others <i>(for example by making positive comments about themselves and classmates).</i></p> <p>They can identify positive ways to face new challenges <i>(for example the transition to secondary school).</i></p> <p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p>	<p>Programme of Study Area</p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <hr/> <p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Improving own learning and performance • Working with others, • evaluation skills, • communication
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SEALs Unit ~ Good To Be Me. Year 6. Spring 2.

<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>Children can demonstrate that they recognise their own worth and that of others <i>(for example by making positive comments about themselves and classmates).</i></p> <p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p> <p>Children can make choices about how to develop healthy lifestyles <i>(for example by knowing the importance of a healthy diet and regular exercise).</i></p> <p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.</p> <p>They can identify and explain how to manage the risks in different familiar situations <i>(for example discussing issues connected to personal safety).</i></p> <p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can identify different types of relationship <i>(for example marriage or friendships),</i> and can show ways to maintain good relationships <i>(for example listening, supporting, caring).</i></p>	<p>Programme of Study Area</p> <p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help, and use basic techniques for resisting pressure to do wrong; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view. 4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p> <hr/> <p>Key Skills to be delivered during the coverage above</p> <ul style="list-style-type: none"> • Communication • Working with others, • improving own learning and performance, • evaluation skills
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SEALs Unit ~ Relationships. Year 6. Summer 1.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others (*for example by making positive comments about themselves and classmates*).

They can express their views confidently and listen to and show respect for the views of others.

They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.

They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can identify different types of relationship (*for example marriage or friendships*), and can show ways to maintain good relationships (*for example listening, supporting, caring*).

They can respond to, or challenge, negative behaviours such as stereotyping and aggression.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area

2a) To research, discuss and debate topical issues, problems and events.

2e) To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.

3e) To recognise the different risks in different situations and then decide how to behave responsibly.

4a) That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

4b) To think about the lives of people living in other places and times, and people with different values and customs.

4c) To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.

4f) That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Key Skills to be delivered during the coverage above

- **Communication**
- **Working with others**

SEALs Unit ~ Changes. Year 6. Summer 2.

Outcomes & Assessment Judgement Based from Level Descriptors

Children can demonstrate that they recognise their own worth and that of others *(for example by making positive comments about themselves and classmates).*

They can express their views confidently and listen to and show respect for the views of others.

They can identify positive ways to face new challenges *(for example the transition to secondary school).*

Children can explain how their actions have consequences for themselves and others.

They can identify different types of relationship *(for example marriage or friendships)*, and can show ways to maintain good relationships *(for example listening, supporting, caring).*

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4b) to think about the lives of people living in other places and times, and people with different values and customs;

4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships;

4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Key Skills to be delivered during the coverage above

- **Communication**
- **Problem solving,**
- **working with others,**
- **evaluation skills**

PSHE. Year 6. Area 1.

Outcomes & Assessment Judgement Based from Level Descriptors

They can express their views confidently and listen to and show respect for the views of others.

They can identify positive ways to face new challenges *(for example the transition to secondary school)*.

They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.

They can identify and explain how to manage the risks in different familiar situations *(for example discussing issues connected to personal safety)*.

Children can explain how their actions have consequences for themselves and others.

They can describe the nature and consequences of bullying, and can express ways of responding to it.

They can identify different types of relationship *(for example marriage or friendships)*, and can show ways to maintain good relationships *(for example listening, supporting, caring)*.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Programme of Study Area – Sex and Relationships Education

3c) About how the body changes as they approach puberty.

-Know and understand about the physical changes that take place at puberty.

-Know and understand about the processes of reproduction and birth as part of the human life cycle.

-Be able to identify parts of the reproductive system in males and females and describe their functions.

-Know and understand that they have to take extra care with personal hygiene during puberty.

-Know and understand that safe routines can stop the spread of viruses including HIV. (Y6)

-Have considered the need for trust and love in established relationships.

-Know and understand about, and accept, a wide range of different and diverse family arrangements, for example, married, divorced or separated parents, mums or dads with partners, fostering, extended families, same sex parents and three or more generations living together.

-To understand what babies need in order to be happy and healthy.

-Understand the demands of looking after a baby.

-Think about how they can help care for babies and young children they know.

-Recognise the pressure of unwanted physical contact and know ways of resisting it.

-Know and understand about keeping themselves safe when involved with risky activities.

-Know when it is appropriate to take risks and when to say no and seek help.

-To be able to express opinions for example about relationships and bullying.

-Be able to respect other people's viewpoints and beliefs.

-Have considered why being different can provoke bullying and why this is unacceptable.

Key Skills to be delivered during the coverage above

- **Communication**
- **Problem solving,**
- **reasoning skills,**
- **working with others**

PSHE. Year 6. Area 2.

Outcomes & Assessment Judgement Based from Level Descriptors

They can express their views confidently and listen to and show respect for the views of others.

They can talk about a range of jobs, and explain how they will develop skills to work in the future.

They can demonstrate how to look after and save money.

They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves

Programme of Study Area – Allocating resources

2j) That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

(Teach through current local examples)

Key Skills to be delivered during the coverage above

- **Enquiry skills**
- **Information processing skills,**
- **information technology,**
- **communication**