



BENNERLEY FIELDS SCHOOL

## PSHE Stage 1 Outcomes: Knowledge and Skills 2025

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Coverage:</b>	<b>Coverage:</b> <b>Big Question:</b> <b>How do I build new relationships?</b> Self-Awareness, managing feelings and changing and growing	<b>Coverage:</b> <b>Big Question:</b> <b>How do I take care of myself?</b> <i>Self-care support and safety.</i>	<b>Coverage:</b> <b>Big Question:</b> <b>How am I feeling?</b> <i>Managing feeling.</i>	<b>Coverage:</b> <b>Big Question:</b> : <b>What do we enjoy?</b> <i>Self-Awareness</i>	<b>Coverage:</b> <b>Big Question:</b> <b>How do we keep well?</b> <i>Healthy Lifestyles</i>	<b>Coverage:</b> <b>Big Question:</b> <b>How are people different?</b> <i>The World I live in</i>
<b>Knowledge:</b>	<b>Knowledge:</b> I know who I am I know what I like I know who is in my family I know who is on my class I know how to share and take turns I know some of the Bennerley Attitudes	<b>Knowledge:</b> I know and recognise self-care. I know that there are different clothes for different weathers. I know people that help me.	<b>Knowledge:</b> I know feelings matched to the zones of regulation. I know facial expressions of myself and others. I know when I am happy or sad. I know sensory activities to regulate.	<b>Knowledge:</b> I know what I enjoy. I know a symbol for my feelings. I know how to take part in a shared activity	<b>Knowledge:</b> I know foods I like and dislike. I know healthy foods I know when I am hurt and who can help. I know how to put on sun cream.	<b>Knowledge:</b> I know differences and similarities. I know who is in my class. I know the roles of different people. I know when I want to do something different.
<b>Skills:</b>	<b>Skills:</b> I can identify who I am I can choose what I like I can identify who is in my family I can recognise who is in my class I can show how to share and take turns I can experience some of the Bennerley Attitudes	<b>Skills:</b> I can take part in self-care activities. I can match clothes for different weathers. I can recognise people that help me.	<b>Skills:</b> I can explore the zones of regulation and feelings. I can match facial expressions to the zones of regulation. I can use sensory activities to regulate my feelings. I can recognise when I am happy and sad and of others	<b>Skills:</b> I can experience taking part in a shared activity. I can choose a symbol to show how I am feeling I can experience a shared activity	<b>Skills:</b> I can choose foods I like and don't like. I explore healthy foods. I can respond when I am hurt. I can identify people that help me when I am unwell. I can follow instructions to help put in sun cream.	<b>Skills:</b> I can match and sort people who are same and different. I can sort who is in my class. I can explore that that there are different classes in school. I can match people to the jobs they do. I can express my wants to do something different.
<b>Assessment:</b>	<b>Assessment:</b> <b>SA1 – Personal Strengths Encountering:</b> I can respond to stimuli about what we are good at and/enjoy. <b>Foundation:</b> I can describe what I am good at and/enjoy <b>CG2 – Changing and Growing</b>	<b>Assessment:</b> <b>SSS1 – Taking care of ourselves. Encountering</b> I can respond to stimuli about the people who look after us. <b>Foundation:</b> I can identify people who look after us and help us to take care of ourselves. I can identify some simple self-care techniques	<b>Assessment:</b> <b>MF1 – Identifying and exploring feelings. Encountering:</b> I can respond with curiosity to stimuli about different emotions. I can respond with curiosity to stimuli which depict facial expressions representing different emotions/feelings. <b>Foundation:</b>	<b>Assessment:</b> <b>SA1 – Things we are good at. Encountering:</b> I can respond with curiosity to something I enjoy. I can engage in an activity. <b>Foundation:</b> I can demonstrate an understanding of what I enjoy.	<b>Assessment:</b> <b>HL1 – Healthy Eating Encountering:</b> I can respond to different stimuli about what it means to be healthy. <b>Foundation:</b> I can identify foods that we like and dislike to eat. I can identify some examples of healthy foods. <b>HL3 – Keeping well</b>	<b>Assessment:</b> <b>WIL1 – Respecting differences between people. Encountering:</b> I can respond to stimuli with awareness and curiosity about the physical differences between people. <b>Foundation:</b>

	<p><b>Encountering:</b> I can respond to stimuli about different kinds of friendships</p> <p><b>SA3 – Playing and working together.</b> <b>Foundation:</b> I can demonstrate good listening, I can be alert and ready to listen. <b>Core:</b> I can demonstrate ways of playing and working cooperatively.</p>	(Brushing teeth, washing hands, getting dressed etc)	I can identify things that make us feel happy. I can identify things that make us feel sad.	<p><b>SA3 – Playing and working together</b> <b>Encountering:</b> I can respond to taking turns as modelled by an adult and or peers <b>Foundation:</b> I can demonstrate good listening and listen to others.</p> <p><b>SA5 – Getting on with others.</b> <b>Encountering:</b> I can respond to stimuli about different feeling I and others may feel. <b>Foundation:</b> I can demonstrate positive ways to let others know how I am feeling.</p>	<p><b>Encountering:</b> I can respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. I can respond with curiosity to stimuli about the people who help us when we are feeling unwell. <b>Foundation:</b> I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain.</p>	I can identify simple differences and similarities between people.  <b>WIL12 – Jobs people do</b> <b>Encountering:</b> I can respond to stimuli about the different jobs adults do in school. <b>Foundation:</b> I can identify some different jobs that people we know do in school.
	Prepares for Stage 2 How to build relationships?	Prepares for Stage 2 How do I care for myself? Completing the activities.	Prepares for Stage 2 How do I express and manage my feelings? Linking to how your body feels.	Prepares for Stage 2 What is my favourite and recognising preferences of others.	Prepares for Stage 2 How do I keep my body healthy?	Prepares for Stage 2 How are people different?
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Coverage:</b>	<b>Coverage:Big Question: How do I build new relationships?</b> Self-Awareness, managing feelings and changing and growing	<b>Coverage:</b> <b>Big Question: How do I keep safe?</b> <i>Self-care support and safety.</i>	<b>Coverage:</b> <b>Big Question: How do I express my feeling?</b> Managing feeling.	<b>Coverage:</b> <b>Big Question: How can I be kind?</b> <i>Self-Awareness</i>	<b>Coverage:</b> <b>Big Question: How do I keep my body healthy?</b> <i>Healthy Lifestyles</i>	<b>Coverage:</b> <b>Big Question: Who is in my community?</b> <i>The World I live in</i>
<b>Knowledge:</b>	<b>Knowledge:</b> I know who I am I know what I like I know who is in my family I know who is on my class I know how to share and take turns I know some of the Bennerley Attitudes	<b>Knowledge:</b> I know an awareness of physical boundaries. I know a safe adult in school. I know the feelings on the zone of regulation when I am feeling safe. I know my personal belongings. I know a safe adult.	<b>Knowledge:</b> I know how to match different feelings to the zones of regulation. I know different facial expressions. I know when I am happy, sad or angry. I know sensory activities can help me to regulate.	<b>Knowledge:</b> I know who my friends are. I know when someone is happy, upset and angry. I can recognise symbols for feelings on the zones of regulation. I know how to share with/alongside my friends. I know how to interact with familiar key people.	<b>Knowledge:</b> I know foods I like and dislike. I know healthy foods I know when I am hurt and who can help. I know how to put on sun cream. I know physical activities I like doing. I know hygiene routines.	<b>Knowledge:</b> I know people in my school community. I know rules at school. I know items that are sold in a shop. I know roles in my community.
<b>Skills:</b>	<b>Skills:</b> I can identify who I am I can choose what I like I can identify who is in my family I can recognise who is in my class	<b>Skills:</b> I can communicate my feelings of being safe. I can respond to a safe adult in school. I can identify my own belongings.	<b>Skills:</b> I can explore the zones of regulation and feelings. I can match facial expressions to the zones of regulation.	<b>Skills:</b> I can identify my friends. I can identify when someone is happy, upset and angry. I can match feelings to the zones of regulation.	<b>Skills:</b> I can choose foods I like and don't like. I explore healthy foods. I can respond when I am hurt.	<b>Skills:</b> I can use photos to identify people in my school community. I can identify rules in school.

	<p>I can show how to share and take turns I can experience some of the Bennerley Attitudes</p>	<p>I can match pictures of safe adults in school. I can experience physical boundaries to keep us safe.</p>	<p>I can use sensory activities to regulate my feelings. I can recognise when I am happy, sad or angry.</p>	<p>I can share alongside/with friends. I can explore interacting with key people</p>	<p>I can identify and participate in physical activities I enjoy. I can follow routines for personal hygiene. I can follow instructions to help put in sun cream.</p>	<p>I can name items that are sold in a shop. I can match people to roles in the community.</p>
<b>Assessment:</b>	<p><b>Assessment:SA1 – Personal Strengths Encountering:</b> I can respond to stimuli about what we are good at and/enjoy. <b>Foundation:</b> I can describe what I am good at and/enjoy</p> <p><b>CG2 – Changing and Growing Encountering:</b> I can respond to stimuli about different kinds of friendships</p> <p><b>SA3 – Playing and working together. Foundation:</b> I can demonstrate good listening, I can be alert and ready to listen. <b>Core:</b> I can demonstrate ways of playing and working cooperatively.</p>	<p><b>Assessment: SSS2 – Keeping safe Encountering:</b> I can respond to stimuli about keeping physically safe. I can respond with curiosity to stimuli about the adults who are responsible for keeping us safe. <b>Foundation:</b> I can describe simple ways we can help keep ourselves physically safe in school.</p>	<p><b>Assessment: MF1 – Identifying and exploring feelings. Encountering:</b> I can respond with curiosity to stimuli about different emotions. I can respond with curiosity to stimuli which depict facial expressions representing different emotions/feelings. <b>Foundation:</b> I can identify things that make us feel happy. I can identify things that make us feel sad. I can identify things that make us feel angry.</p>	<p><b>Assessment: SA2 – Kind and Unkind behaviours. Encountering:</b> I know what happy, sad and angry is. I know what happy, sad and angry feel like. I can respond to stimuli about what feeling upset means. <b>Foundation:</b> I can describe what feeling angry means I can describe what feeling upset means.</p> <p><b>SA3 – Playing and working together. Encountering:</b> I can respond to turn taking modelled by adults and peers. Respond with curiosity to modelling of good behaviour. <b>Foundation:</b> I can demonstrate good listening, I can be alert and ready to listen.</p> <p><b>SA5 – Getting on with others. Encountering:</b> I can respond to stimuli about different feeling I and others may feel. <b>Foundation:</b> I can demonstrate positive ways to let others know how I am feeling.</p>	<p><b>Assessment: HL1 – Healthy Eating Encountering:</b> I can respond to different stimuli about what it means to be healthy. <b>Foundation:</b> I can identify foods that we like and dislike to eat. I can identify some examples of healthy foods.</p> <p><b>HL2 – Taking care of physical health Encountering:</b> I can respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies. <b>Foundation:</b> I can demonstrate/communicate an example of taking care of our bodies. I can recognise the importance of sun safety.</p> <p><b>HL3 – Keeping well Encountering:</b> I can respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. I can respond with curiosity to stimuli about the people who help us when we are feeling unwell. <b>Foundation:</b> I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are</p>	<p><b>Assessment: WIL12 – Jobs people do. Encountering:</b> I can respond to stimuli about the different jobs adults in school do. <b>Foundation:</b> I can identify some different jobs that people we know in school and in the community do.</p> <p><b>WIL13 – Rules and laws Encountering:</b> I can respond to stimuli or adult modelling about the things we are allowed to do in school. <b>Foundation:</b> I can give some simple examples of things we are allowed to do in school.</p>

					feeling ill, uncomfortable, or are in pain.	
	Prepares for Stage 2 How to build relationships?	Prepares for Stage 2 How do I keep safe? Thinking about how this transfers to include outside of school.	Prepares for Stage 2 How do I express my feelings?	Prepares for Stage 2 How do we keep well?	Prepares for Stage 2 How do I keep my body healthy?	Prepares for Stage 2 Who is in my community?
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Coverage:</b>	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I build new relationships?</b> Self-Awareness, managing feelings and changing and growing	<b>Coverage:</b>  <b>Big Question:</b> <b>Who can I trust?</b> <i>Self-care support and safety.</i>	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I manage my feelings?</b> <i>Managing feelings.</i>	<b>Coverage:</b>  <b>Big Question:</b> <b>Who is special to me?</b> <i>Self-Awareness</i>	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I keep my body healthy?</b> <i>Healthy Lifestyles</i>	<b>Coverage:</b>  <b>Big Question:</b> <b>How can we care for our environment?</b> <i>The world I live in.</i>
<b>Knowledge:</b>	<b>Knowledge:</b> I know who I am I know what I like I know who is in my family I know who is on my class I know how to share and take turns I know some of the Bennerley Attitudes	<b>Knowledge:</b> I know who a trusted adult is at home. I know who a trusted adult is at school. I know safe and unsafe adults. I know key emergency services. I know how to ask for help.	<b>Knowledge:</b> I know how to match different feelings to the zones of regulation. I know different facial expressions. I know when I am happy, sad or angry. I know sensory activities help to regulate. I know how to communicate feelings to others.	<b>Knowledge:</b> I know who my friends are. I know who helps me at school. I know how to take turns alongside and with friends. I know how to interact with adults. I know feelings using symbols.	<b>Knowledge:</b> I know foods I like and dislike. I know healthy foods I know when I am hurt and who can help. I know how to put on sun cream. I know physical activities I like doing. I know hygiene routines. I know when I feel tired and what I need to do.	<b>Knowledge:</b> I know what pets are. I know how to care for pets I know how adults care for us. I know how to look after plants.
<b>Skills:</b>	<b>Skills:</b> I can identify who I am I can choose what I like I can identify who is in my family I can recognise who is in my class I can show how to share and take turns I can experience some of the Bennerley Attitudes	<b>Skills:</b> I can choose a trusted adult at home and at school. I can go to a trusted adult for help. I can match safe and unsafe adults. I can ask for help. I can identify key emergency services.	<b>Skills:</b> I can explore the zones of regulation and feelings. I can match facial expressions to the zones of regulation. I can use sensory activities to regulate my feelings. I can recognise when I am happy, sad or angry. I can show how I am feeling to others.	<b>Skills:</b> I can match feelings with symbols using the zones of regulation. I can show good listening when working with others. I can work with/ alongside others with adult support. I can identify people who are special at school. I can identify who my friends are. I can match pictures of adults that help us.	<b>Skills:</b> I can choose foods I like and don't like. I explore healthy foods. I can respond when I am hurt and who will help. I can identify and participate in physical activities I enjoy. I can follow routines for personal hygiene. I can follow instructions to help put in sun cream. I can identify when I am tired and have a rest.	<b>Skills:</b> I can explore forest school area. I can care for plants. I can name different pets. I can identify what each pet needs. I can recognise how adults care for children. I can help tidy the classroom.
<b>Assessment:</b>	<b>Assessment:SA1 – Personal Strengths Encountering:</b> I can respond to stimuli about what we are good at and/enjoy. <b>Foundation:</b>	<b>Assessment: SSS3-Trust Encountering:</b> I can respond to stimuli about the different ways we can communicate with adults in school.	<b>Assessment: MF1 – Identifying and expressing feelings. Encountering:</b> I can respond with curiosity to stimuli about different emotions.	<b>Assessment: SA4 – People who are special to us Encountering:</b> I can respond to people who are special to us <b>Foundation:</b>	<b>Assessment: HL1 – Healthy Eating Encountering:</b> I can respond to different stimuli about what it means to be healthy. <b>Foundation:</b>	<b>Assessment: WIL14 – Taking care of the environment Encountering:</b> I can respond to stimuli which demonstrate the

	<p>I can describe what I am good at and/enjoy</p> <p><b>CG2 – Changing and Growing Encountering:</b> I can respond to stimuli about different kinds of friendships</p> <p><b>SA3 – Playing and working together. Foundation:</b> I can demonstrate good listening, I can be alert and ready to listen.</p> <p><b>Core:</b> I can demonstrate ways of playing and working cooperatively.</p>	<p>I can respond to stimuli about ways of asking for help.</p> <p><b>Foundation:</b> I can identify trusted adults in school. I can identify someone who can help us.</p>	<p>I can respond with curiosity to stimuli which depict facial expressions representing different emotions/feelings.</p> <p><b>Foundation:</b> I can identify things that make us feel happy. I can identify things that make us feel sad. I can identify things that make us feel angry.</p> <p><b>MF2 – Managing strong feelings Encountering:</b> I can respond to stimuli about some of the different ways we can communicate our feelings and needs to others.</p> <p><b>Foundation:</b> I can identify some different ways of communicating feelings and needs to others.</p>	<p>I can identify people who are special to us.</p> <p><b>SA3 – Playing and working together. Encountering:</b> I can respond to turn taking modelled by adults and peers. Respond with curiosity to modelling of good behaviour.</p> <p><b>Foundation:</b> I can demonstrate good listening, I can be alert and ready to listen.</p> <p><b>SA5 – Getting on with others. Encountering:</b> I can respond to stimuli about different feeling I and others may feel.</p> <p><b>Foundation:</b> I can demonstrate positive ways to let others know how I am feeling.</p>	<p>I can identify foods that we like and dislike to eat. I can identify some examples of healthy foods.</p> <p><b>HL2 – Taking care of physical health Encountering:</b> I can respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies.</p> <p><b>Foundation:</b> I can demonstrate/communicate an example of taking care of our bodies. I can recognise the importance of sun safety. I can recognise how we feel if we have not had enough sleep.</p> <p><b>HL3 – Keeping well Encountering:</b> I can respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. I can respond with curiosity to stimuli about the people who help us when we are feeling unwell.</p> <p><b>Foundation:</b> I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain.</p>	<p>ways in which we are cared for by trusted adults. I can respond to stimuli about the different pets people have and ways of caring for them.</p> <p><b>Foundation:</b> I can identify simple ways in which we may take care of people and or animals.</p>
	Prepares for Stage 2 How to build relationships?	Prepares for Stage 2 Who can I trust? Relating to outside of school.	Prepares for Stage 2 How do I manage my feelings.	Prepares for Stage 2 Who is special to me?	Prepares for Stage 2 How do I keep a healthy body?	Prepares for Stage 2 How can we care for our environment?



BENNERLEY FIELDS SCHOOL

## PSHE Stage 2 Outcomes: Knowledge and Skills 2025

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on Stage 1 How can I be kind?	Builds on Stage 1 How do I take care of myself?	Builds on Stage 1 How am I feeling?	Builds on Stage 1 What I enjoy and how it makes me feel.	Builds on Stage 1 How do I keep my body healthy?	Builds on Stage 1 How are people different?
<b>Coverage:</b>	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I build new relationships?</b> Self-Awareness, managing feelings and changing and growing	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I take care of myself?</b> <i>Self-care support and safety.</i>	<b>Coverage:</b>  <b>Big Question:</b> <b>How am I feeling?</b> <i>Managing Feeling.</i>	<b>Coverage:</b>  <b>Big Question:</b> <b>What do we enjoy?</b> Self-Awareness	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I keep my body healthy?</b> Healthy Lifestyles	<b>Coverage:</b>  <b>Big Question:</b> <b>How are people different?</b> The world I live in.
<b>ENGAGEMENT PATHWAY Knowledge</b>	<b>Knowledge:</b> I know what I like I know who is in my family I know who is on my class I know what is public and private. I know the Bennerley Attitudes I know how to be kind I know how to share and take turns	I know of physical boundaries. I know a safe adult in school. I know the feeling on the zone of regulation when I am feeling safe. I know my personal belongings. I know a safe adult.	I know different feelings to the zones of regulation I know different facial expressions. I know when I am happy, sad or angry. I know how sensory activities can help to regulate me.	I know different feelings to the zones of regulation I know different facial expressions. I know when I am happy, sad or angry. I know how sensory activities can help to regulate me.	I know foods I like and dislike. I know healthy foods. I know when I am hurt and who can help. I know how to put on sun cream. I know physical activities I like doing. I know hygiene routines.	I know people in my school community. I know rules at school. I know items that are sold in a shop. I know roles in my community.
<b>Skills:</b>	<b>Skills:</b> I can choose what I like I can identify who is in my family I can recognise who is in my class I can match public and private places I can match what to do in public and private places I can experience the Bennerley Attitudes I can show how to be kind I can show how to share and take turns	<b>Skills:</b> I can communicate my feelings of being safe. I can respond to a safe adult in school. I can identify my own belongings. I can match pictures of safe adults in school. I can experience rules for staying safe online. I can experience that I can say no. I can explore when I need to ask for help.	<b>Skills:</b> I can explore the zones of regulation and feelings. I can match facial expressions to the zones of regulation I can use sensory activities to regulate my feelings.	<b>Skills:</b> I can explore the zones of regulation and feelings. I can match facial expressions to the zones of regulation. I can use sensory activities to regulate my feelings. I can recognise when I am happy, sad or angry.	<b>Skills:</b> I can choose foods I like and don't like. I explore healthy foods. I can respond when I am hurt. I can identify and participate in physical activities I enjoy. I can follow routines for personal hygiene. I can follow instructions to help put on sun cream.	<b>Skills:</b> I can use photos to identify people in my school community. I can identify rules in school. I can name items that are sold in a shop. I can match people to roles in the community.
<b>Knowledge:</b>	<b>Knowledge:</b> I know who I am and what I like	<b>Knowledge:</b> I know what self-care is and give examples.	<b>Knowledge:</b>	<b>Knowledge:</b> I know what my favourite activity is.	<b>Knowledge:</b> I know healthy food choices.	<b>Knowledge:</b> I know differences and similarities in my class.

	<p>I know who is in my family I know who is on my class I know how to behave in different relationships (<a href="#">online and offline</a>) I know the Bennerley Attitudes I know how to be kind to my peers and adults I know how to play with my friends (<a href="#">online and offline</a>) I know how to share with my friends</p>	<p>I know why clothing is suited for specific weather. I know when I need help and why.</p>	<p>I know how I am feeling using the zones of regulation. I know how to match events and feelings. I know how my body feels when I am feeling happy, sad, angry, etc. I know how to identify how others are feeling.</p>	<p>I know that others enjoy different activities. I know how an activity makes me feel.</p>	<p>I know that different foods are needed to eat a healthy diet. I know different physical activities. I know a healthy daily routine. I know what an allergy is. I know how important sleep is. I know hygiene routines. I know how to stay safe in the sun.</p>	<p>I know differences: ethnicity, religion, culture and disability. I know how we are all different and unique. I know why people might be rude or unkind because they are different. I know different groups in my community.</p>
<b>Skills:</b>	<p><b>Skills:</b> I can describe my likes I can name who is in my family I can recognise and name who is in my class. I can recognise how to behave in different relationships (<a href="#">online and offline</a>) I can recognise the Bennerley Attitudes. I can recognise kind and unkind behaviours I can show how to play with friends happily (<a href="#">online and offline</a>) I can share and take turns with my friends</p>	<p><b>Skills:</b> I can experience self-care activities including washing, dressing, and clean clothes. I can choose and explain what appropriate clothing for the weather is. I can sort self-care activities I can do myself and ones I need help with.</p>	<p><b>Skills:</b> I can recognise my feelings and relate these to the zones of regulation. I can explore how events/ situations in my life have made me feel. I can express how my body feels when I am happy, sad, angry and worried. I can explore facial expressions, actions and signs to identify how others are feeling.</p>	<p><b>Skills:</b> I can explore a variety of activities. I can explain what and why it is my favourite activity. I can recognise my feelings and relate to the Zones of Regulation. I can identify that we do not all like the same activities.</p>	<p><b>Skills:</b> I can identify what a healthy balanced diet is. I can identify different food groups. I can match the foods to the amount needed to be healthy. I can name physical exercises. I can explore a healthy daily routine. I can explore what an allergy is. I can explore how important sleep is. I can recognise simple hygiene routines. I can identify how to stay safe in the sun.</p>	<p><b>Skills:</b> I can use pictures to identify similarities and differences in my class. I can experience differences: ethnicity, religion, culture and disability. I can explain how we are all unique. I can explore why people may be unkind to others. I can identify different groups in my community.</p>
<b>Assessment:</b>	<p><b>Assessment:</b> <b>SA1 – Personal Strengths Encountering:</b> I can respond to stimuli about what we are good at and/enjoy. <b>Foundation:</b> I can describe what I am good at and/enjoy <b>Core:</b> I can identify some of our personal strengths and skills.  <b>CG2 – Changing and Growing Encountering:</b></p>	<p><b>Assessment:</b> <b>SSS1 – Taking Care of Ourselves. Foundation:</b> I can identify people who look after us and help us to take care of ourselves. <b>Core:</b> I can identify simple self-care techniques. I can identify some ways in which our friends, families and other adults may care for us. <b>Development:</b> I can identify things we can do by ourselves to look after ourselves and</p>	<p><b>Assessment:</b> <b>MF1 – Identifying and Exploring Feelings. Foundation:</b> I can identify things that make us feel happy. I can identify things that make us feel sad. I can identify what makes us upset, angry, worried, anxious, frightened. <b>Core:</b> I can describe good and not good feelings; describe how they might make our body feel. I can recognise that when we experience a change or</p>	<p><b>Assessment:</b> <b>SA1 – Things we are good at. Foundation:</b> I can choose my favourite describe my feelings and choices. I can understand that other people have different preferences. <b>Core:</b> I can identify things we are good at. I can describe the ways in which we are special and unique. <b>Development:</b></p>	<p><b>Assessment:</b> <b>HL1 – Healthy Eating Foundation:</b> I can identify foods we like and dislike to eat. <b>Core:</b> I can identify some examples of healthy foods. I can identify some examples of foods that should only be eaten once in a while. <b>Development:</b> I can explain why some foods are healthier than others. I can explain why we might need to eat foods</p>	<p><b>Assessment:</b> <b>WIL1 – Respecting differences between people. Foundation:</b> I can identify simple differences between people. <b>Core:</b> I can describe things people have in common. I can identify differences and similarities in terms of ethnicity, culture, religion. <b>Development:</b> I can identify the people who share one characteristic (race, religion, gender, disability)</p>



	<p><b>Big Question:</b> <b>How do I build new relationships?</b> Self-Awareness, managing feelings and changing and growing</p>	<p><b>Big Question:</b> <b>How do I keep safe?</b> Self-Care support and safety.</p>	<p><b>Big Question:</b> <b>How do I express my feelings?</b> Managing Feeling</p>	<p><b>Big Question:</b> <b>How can I be kind?</b> <i>Self-Awareness</i></p>	<p><b>Big Question:</b> <b>How do I keep my body healthy?</b> Healthy Lifestyles</p>	<p><b>Big Question:</b> <b>Who is in my community?</b> The World I live in</p>
<p><b>ENGAGM ENT PATHWAY Knowledge:</b></p>	<p><b>Knowledge:</b> I know who I am and what I like. I know who is in my family. I know who is in my class. I know how to explore different relationships. I know how to explore the Bennerley attitude, 'We are kind and respectful.' I know how to explore being kind to my peers and teachers. I know how to play with my friends. I know how to share with my friends. I know how to explore being safe (online and offline).</p>	<p><b>Knowledge:</b> I know of some safe adults in school and some safe strangers. I know of feelings on the Zones of Regulation when I am feeling unsafe. I know of some rules to keep us safe on roads, near water and fire. I know of some school instructions to keep us safe. <a href="#">I know how to explore how rules help us to stay safe online.</a> I know that I can say no to things I don't like. I know when I need to ask for help.</p>	<p><b>Knowledge:</b> I know how to explore how I am feeling using the zones of regulation and communication skills. I know how to explore the feelings of others using sensory stories. I know how to explore and match feelings of characters to colours and my own. I know when I need help when I am feeling sad.</p>	<p><b>Knowledge:</b> I know about kind and unkind behaviours. I know about acts of kindness I know which feelings match kind/unkind actions, with support. I know how I feel when someone has been kind/unkind, with support.</p>	<p><b>Knowledge:</b> I know how to explore some healthy food choices. I know how to explore different foods. I know how to experience different physical activities. I know what happens when I do physical activity. I know what an allergy is. I know how important sleep is. I know of some hygiene routines. I know how to stay safe in the sun.</p>	<p><b>Knowledge:</b> I know how to explore groups within school and out of school, with support. I know how to explore the roles people have in the group. I know how to explore what it feels to be in a group. I know how to explore where we get money from I know how to pay for things, with support. I know places where money is used to pay, with support. I know how to explore what adults need to spend money on.</p>
<p><b>Skills:</b></p>	<p><b>Skills:</b> I can use symbols or signs to say what I like I can match members of my family. I can recognise, match and name who is in my class, with support. I can begin to explore different relationships, with support. I can explore the Bennerley Attitude-'We are kind and respectful' with support. I can explore kind and unkind behaviours, with support. I can explore how to play with friends, with support. I can share and take turns with my friends, with support. I can begin to explore being safe (online and offline), with support.</p>	<p><b>Skills:</b> I can begin to communicate my feelings when I am feeling unsafe, with support. I can explore rules to keep us safe in school, with support. I can explore rules to keep us safe in the community, with support. I can recognise a safe adult in school and some other safe strangers, with support. <a href="#">I can explore some rules for staying safe online, with support.</a> I can experience that I can say no to things that I don't like, with support. I can explore when I need to ask for help, with support.</p>	<p><b>Skills:</b> I can begin to recognise my feelings and relate these to the zones of regulation, with support. I can begin to identify how others in books feel and relate this to my feelings, with support. I can explore ways to help ourselves if we are feeling sad, with support.</p>	<p><b>Skills:</b> I can begin to explore what are kind and unkind behaviours. (<a href="#">online and offline</a>) I can begin to explore acts of kindness. I can match feelings to actions, with support. I can identify my feelings using the zones of regulation when someone has been kind/unkind, with support.</p>	<p><b>Skills:</b> I can experience what a healthy balanced diet is. I can recognise some foods from different food groups. I can name some physical exercise, with support. I can explore what happens when I do physical activity. I can explore what an allergy is. I can explore how important sleep is. I can recognise some simple hygiene routines. I can identify how to stay safe in the sun, with support.</p>	<p><b>Skills:</b> I can name groups within and out of school, with support. I can explore the roles people have in different groups. I can explore how I feel as part of a group. I can explore where I get money from. I can match how to pay for things, with support. I can explore where money is needed. I can explore what adults spend money on.</p>

<p><b>Knowledge:</b></p>	<p><b>Knowledge:</b>  I know who I am and what I like  I know who is in my family  I know who is on my class  I know how to behave in different relationships (online and offline)  I know the Bennerley Attitudes  I know how to be kind to my peers and adults  I know how to play with my friends (online and offline)  I know how to share with my friends</p>	<p><b>Knowledge:</b>  I know safe adults in school and safe strangers.  I know feelings on the Zones of Regulation when I am feeling unsafe.  I know rules to keep us safe on roads, near water and fire.  I know school instructions to keep us safe.  I know how rules help us to stay safe online.  I know that I can say no.  I know when I need to ask for help.</p>	<p><b>Knowledge:</b>  I know how I am feeling using the zones of regulation and communication skills.  I know feelings of others in books.  I know how to match feelings of characters to colours and my own.  I know when I need help when I am feeling sad.</p>	<p><b>Knowledge:</b>  I know kind and unkind behaviours.  I know acts of kindness  I know which feelings match kind/unkind actions  I know how I feel when someone has been kind/unkind</p>	<p><b>Knowledge:</b>  I can know healthy food choices.  I know that different foods are needed to eat a healthy diet.  I know different physical activities.  I know the impact of physical activity.  I know what an allergy is.  I know how important sleep is.  I know hygiene routines.  I know how to stay safe in the sun.</p>	<p><b>Knowledge:</b>  I know groups within school and out of school.  I know what roles and activities people have in the group.  I know how it feels to be in a group.  I know where we get money from  I know how to pay for things  I know places where money is used to pay  I know what adults need to spend money on.</p>
<p><b>Skills:</b></p>	<p><b>Skills:</b>  I can describe my likes  I can name who is in my family  I can recognise and name who is in my class.  I can recognise how to behave in different relationships (online and offline)  I can recognise the Bennerley Attitudes.  I can recognise kind and unkind behaviours  I can show how to play with friends happily (online and offline)  I can share and take turns with my friends</p>	<p><b>Skills:</b>  I can communicate my feelings when I am unsafe.  I can explain rules to keep us safe in school.  I can explain rules to keep us safe in the community.  I can identify and respond to a safe adult in school and safe strangers.  I can identify rules for staying safe online.  I can experience that I can say no.  I can explore when I need to ask for help.</p>	<p><b>Skills:</b>  I can recognise my feelings and relate these to the zones of regulation.  I can identify how others in books feel and relate this to my feelings.  I can explore ways to help ourselves if we are feeling sad.</p>	<p><b>Skills:</b>  I can reflect on what are kind and unkind behaviours. (online and offline)  I can illustrate acts of kindness.  I can match feelings to actions.  I can identify my feelings using the zones of regulation when someone has been kind/unkind.</p>	<p><b>Skills:</b>  I can identify what a healthy balanced diet is.  I can identify different food groups.  I can match the foods to the amount needed to be healthy.  I can name physical exercises.  I can explore the effects of physical activity on my body.  I can explore what an allergy is.  I can explore how important sleep is.  I can recognise simple hygiene routines.  I can identify how to stay safe in the sun.</p>	<p><b>Skills:</b>  I can name groups within and out of school.  I can explore the roles people have in different groups.  I can recognise how I feel as part of a group.  I can explain where I get money from.  I can explain how to pay for things.  I can explain where money is needed.  I can list what adults spend money on.</p>
<p><b>Assessment:</b></p>	<p><b>Assessment:</b>  <b>SA1 – Personal Strengths</b>  <b>Encounterings:</b>  I can respond to stimuli about what we are good at and/enjoy.  <b>Foundation:</b>  I can describe what I am good at and/enjoy  <b>Core:</b>  I can identify some of our personal strengths and skills.</p>	<p><b>Assessment:</b>  <b>SSS2 – Keeping Safe</b>  <b>Foundation:</b>  I can describe simple ways we can help keep ourselves safe in school.  <b>Core:</b>  I can give simple reasons why it is important to keep ourselves physically safe.  I can describe ways to help keep ourselves safe, out of school, on the way</p>	<p><b>Assessment:</b>  <b>MF1 – Identifying and exploring feelings.</b>  <b>Foundation:</b>  I can identify things that make us feel happy.  I can identify things that make us feel sad.  I can identify what makes us upset, angry, worried, anxious, frightened.  <b>Core:</b>  I can recognise that when we experience a change or</p>	<p><b>Assessment:</b>  <b>SA2 – Kind and Unkind behaviours.</b>  <b>Foundation:</b>  I can describe what feeling angry means  I can describe what feeling upset means.  I can recognise that behaviour which hurts others' bodies is wrong.  I can identify when people are being kind/unkind to us.</p>	<p><b>Assessment:</b>  <b>HL1 – Healthy Eating</b>  <b>Foundation:</b>  I can identify foods we like and dislike to eat.  <b>Core:</b>  I can identify some examples of healthy foods.  I can identify some examples of foods that should only be eaten once in a while.  <b>Development:</b></p>	<p><b>Assessment:</b>  <b>WIL15 – Belonging to a community.</b>  <b>Foundation:</b>  I can identify some different groups that we may belong to.  <b>Core:</b>  I can describe things we do in groups we belong to.  <b>Development:</b>  I can describe how being part of a group makes us feel.</p>

	<p><b>CG2 – Changing and Growing Encountering:</b> I can respond to stimuli about different kinds of friendships</p> <p><b>Core:</b> I can explain that we might disagree with our friends. – <b>Kind and Unkind behaviours.</b></p> <p><b>SA3 – Playing and working together. Foundation:</b> I can demonstrate good listening, I can be alert and ready to listen.</p> <p><b>Core:</b> I can demonstrate ways of playing and working cooperatively.</p> <p><b>Development:</b> I can demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. I can identify reasons why it may be upsetting for others if we don't wait our turn.</p> <p><b>SA5 – Getting on with others. Foundation:</b> I can demonstrate positive ways to let others know how we are feeling.</p> <p><b>Core:</b> I can demonstrate some ways of making up after a falling out.</p>	<p>to school and out with family. I can identify people at home, school and other settings who keep us safe.</p> <p><b>Development:</b> I can name and describe feelings associated with not feeling safe and identify trusted adults that can help. I can demonstrate ways of making it clear to others when we need help. I can describe simple rules for keeping safe near water, railways, roads and fire.</p> <p><b>SSS4 – Keeping Safe Online Foundation:</b> I can identify some risks of communicating online.</p> <p><b>Development:</b> I can describe ways to stay safe online. I can explain that there may be people online who do not have our best interests at heart. I explain how other people's identity online can be different to real life.</p>	<p>a loss we may feel sad/unhappy. I can identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. I can demonstrate vocabulary/communication skills for expressing the intensity of a feeling.</p> <p><b>MF2 – Managing Strong Feelings. Foundation:</b> I can identify different ways of communicating feelings and needs to others.</p> <p><b>Core:</b> I can demonstrate vocabulary/communication skills to express a range of different feelings.</p> <p><b>Development:</b> I can describe and demonstrate simple strategies that can help manage not so good feelings.</p>	<p>I can give examples of how our feelings can be hurt.</p> <p><b>Core:</b> I can identify when people are being kind/unkind to others. I can describe how someone being unkind can make us feel angry, worried or upset.</p> <p><b>Development:</b> I can identify what teasing means and how people that are teased feel. I can give reasons why teasing or name calling is not acceptable. I can identify what we can do if others are excluding us or being unkind</p> <p><b>SA3 – Playing and working together. Foundation:</b> I can demonstrate good listening, I can be alert and ready to listen.</p> <p><b>Core:</b> I can demonstrate ways of playing and working cooperatively.</p> <p><b>Development:</b> I can demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. I can identify reasons why it may be upsetting for others if we don't wait our turn.</p> <p><b>SA5 – Getting on with others. Foundation:</b> I can demonstrate positive ways to let others know how we are feeling.</p> <p><b>Core:</b> I can demonstrate some ways of making up after a falling out.</p>	<p>I can explain why some foods are healthier than others. I can explain why we might need to eat foods we might not like very much. I can recognise that some people may not be able to eat certain foods (allergies).</p> <p><b>HL2 – Taking Care of Physical Health Foundation:</b> I can recognise how we feel if we have not had enough sleep. I can recognise the importance of simple sun safety.</p> <p><b>Core:</b> I can identify the physical activities we like doing and how they make us feel. I can recognise that sleeping well is one way we can stay healthy. I can describe or demonstrate simple hygiene routines. I can describe simple ways of staying safe in the sun.</p> <p><b>Development:</b> I can describe some of the different ways to be physically healthy. I can explain how the physical activities we enjoy doing help to keep us healthy. I can describe simple routines for going to bed/going to sleep. I explain some of the benefits of balancing exercise, food and rest. I can give reasons why it is important to take care of personal hygiene. I can identify what might happen to our bodies if we don't protect them</p>	<p><b>WIL16 – Money Core:</b> I can identify places/situations where money is used to pay for things. I can recognise different ways to pay for things.</p> <p><b>Development:</b> I can identify where we may get money from and for what reasons. I can identify what things adults might spend money on.</p>
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					from overexposure to the sun.	
	Prepares for Stage 3 How to build relationships?	Prepares for Stage 3 How can I be keep safe?	Prepares for Stage 3 How do I express my feelings?	Prepares for Stage 3 How can I be kind?	Prepares for Stage 3 How do I keep my body healthy.	Prepares for Stage 3 Who is in my community?
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on Stage 1 How can I be kind?	Builds on Stage 1 Who can I trust?	Builds on Stage 1 How do I manage my feelings?	Builds on Stage 1 Who is special to me? Identify people at school.	Builds on Stage 1 How do I keep my body healthy?	Builds on Stage 1 How do we care for our environment?
<b>Coverage:</b>	<p><b>Coverage:</b></p> <p><b>Big Question: How do I build new relationships?</b> Self-Awareness, managing feelings and changing and growing</p>	<p><b>Coverage:</b></p> <p><b>Big Question: Who can I trust?</b> Self-care support and safety.</p>	<p><b>Coverage:</b></p> <p><b>Big Question: How do I manage my feelings?</b> Managing Feelings.</p>	<p><b>Coverage:</b></p> <p><b>Big Question: Who is special to me?</b> Self-Awareness</p>	<p><b>Coverage:</b></p> <p><b>Big Question: How do I keep my body healthy?</b> Healthy Lifestyles</p>	<p><b>Coverage:</b></p> <p><b>Big Question: How can we care for our environment?</b> The World I live in</p>
<b>Knowledge:</b>	<p><b>Knowledge:</b></p> <p>I know who I am and what I like I know who is in my family I know who is on my class I know how to behave in different relationships (online and offline) I know the Bennerley Attitudes I know how to be kind to my peers and adults I know how to play with my friends (online and offline) I know how to share with my friends</p>	<p><b>Knowledge:</b></p> <p>I know who a trusted adult is. I know how to keep safe in school and the community. I know that I can say no. I know places and time that are private. I know what trust is. I know how to borrow something. I know feelings related to personal items.</p>	<p><b>Knowledge:</b></p> <p>I know how I am feeling using the zones of regulation and communication skills. I know there are activities to do that can make us feel better. I know strong feelings and who can help. I know ways to help others when they are upset. I know how to manage disappointment. I know strong feelings.</p>	<p><b>Knowledge:</b></p> <p>I know people who are special to me at school and at home. I know what makes someone special. I know how people help me. I know who thinks I am special. I know my feelings matched to the zones of regulation</p>	<p><b>Knowledge:</b></p> <p>I know healthy food choices. I know that different foods are needed to eat a healthy diet. I know different physical activities. I know the impact of physical activity. I know what an allergy is. I know how important sleep is. I know how to balance exercise, food and rest. I know hygiene routines. I know how to stay safe in the sun.</p>	<p><b>Knowledge:</b></p> <p>I know how to care for pets and people. I know how parents/carers take care of our home. I know how to care for living things in the school environment.</p>
<b>Skills:</b>	<p><b>Skills:</b></p> <p>I can describe my likes I can name who is in my family I can recognise and name who is in my class. I can recognise how to behave in different relationships (online and offline) I can recognise the Bennerley Attitudes. I can recognise kind and unkind behaviours I can show how to play with friends happily (online and offline)</p>	<p><b>Skills:</b></p> <p>I can name trusted adults in school. I can experience keeping safe in school and in the community. I can explore how to say no. I can match what is private and what is public. I can experience what trust is. I can experience how to ask to borrow something. I can explore feelings about personal items.</p>	<p><b>Skills:</b></p> <p>I can recognise my feelings and relate these to the zones of regulation. I can explore ways to help myself if they are feeling sad. I can experience strategies to help manage disappointment. I can match things I enjoy and how it can make me happy. I can explore how strong feelings make me feel.</p>	<p><b>Skills:</b></p> <p>I can explore who is special to school and me at home. I can identify whom I am special to. I can explain what makes someone special. I can explain how I feel when I am made to feel special.</p>	<p><b>Skills:</b></p> <p>I can identify what a healthy balanced diet is. I can identify different food groups. I can match the foods to the amount needed to be healthy. I can name physical exercises. I can explore the effects of physical activity on my body. I can explore what an allergy is. I can explore how important sleep is.</p>	<p><b>Skills:</b></p> <p>I can explore living things in Forest School. I can identify different pets and how to care for them. I can identify what to do if an animal is unwell. I can identify how to care for different people.</p>

	I can share and take turns with my friends				I can recognise simple hygiene routines. I can identify how to stay safe in the sun.	
<b>Assessment:</b>	<p><b>Assessment: SA1 – Personal Strengths</b> <b>Encountering:</b> I can respond to stimuli about what we are good at and/enjoy. <b>Foundation:</b> I can describe what I am good at and/enjoy <b>Core:</b> I can identify some of our personal strengths and skills.</p> <p><b>CG2 – Changing and Growing</b> <b>Encountering:</b> I can respond to stimuli about different kinds of friendships <b>Core:</b> I can explain that we might disagree with our friends. – <b>Kind and Unkind behaviours.</b></p> <p><b>SA3 – Playing and working together.</b> <b>Foundation:</b> I can demonstrate good listening, I can be alert and ready to listen. <b>Core:</b> I can demonstrate ways of playing and working cooperatively. <b>Development:</b> I can demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. I can identify reasons why it may be upsetting for others if we don't wait our turn.</p> <p><b>SA5 – Getting on with others.</b> <b>Foundation:</b></p>	<p><b>Assessment: SSS3 – Trust</b> <b>Foundation:</b> I can identify trusted adults in school. I can identify someone who can help us. I can recognise things we would call private/ <b>Core:</b> I can explain why trust is not the same as like. I can give examples of what is meant by trust. I can identify how we feel when we trust someone. <b>Foundation:</b> I can recognise that we do not need to trust someone just because they say we should. I can give examples of how others may put us under pressure to do something. I can identify basic strategies for saying no.</p> <p><b>SSS5 – Public and Private</b> <b>Foundation:</b> I can identify and recognise personal belongings. <b>Core:</b> I can describe ways we take care of personal belongings. I can identify some of the places/times/situations which we or others would expect to be private. <b>Development:</b> I can demonstrate how to ask to borrow or use something that belongs to someone else. I can describe how it feels if our personal belongings are lost or damaged.</p>	<p><b>Assessment: MF1 – Identifying and exploring feelings.</b> <b>Foundation:</b> I can identify things that me us feel happy. I can identify things that make us feel sad. I can identify what makes us upset, angry, worried, anxious, frightened. <b>Core:</b> I can recognise that when we experience a change or a loss we may feel sad/unhappy. I can identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. I can demonstrate vocabulary/communication skills for expressing the intensity of a feeling.</p> <p><b>MF2 – Managing Strong Feelings.</b> <b>Foundation:</b> I can identify different ways of communicating feelings and needs to others. <b>Core:</b> I can demonstrate vocabulary/communication skills to express a range of different feelings. I can recognise ways we can help ourselves to feel better if we are feeling sad or upset. <b>Development:</b> I can describe and demonstrate simple strategies that can help manage not so good feelings. I can demonstrate simple strategies to help us manage very strong feelings.</p>	<p><b>Assessment: SA4 – People who are special to us</b> <b>Encountering:</b> <b>Foundation:</b> I can identify people who are special to us. I can give examples of ways we might let them know they are special. <b>Core:</b> I can describe what makes someone I know special. <b>Development:</b> I can identify some of the qualities our special people/friends may have. I can give examples of the ways our special people care for us and help us.</p>	<p><b>Assessment: HL1 – Healthy Eating</b> <b>Foundation:</b> I can identify foods we like and dislike to eat. <b>Core:</b> I can identify some examples of healthy foods. I can identify some examples of foods that should only be eaten once in a while. <b>Development:</b> I can explain why some foods are healthier than others. I can explain why we might need to eat foods we might not like very much. I can recognise that some people may not be able to eat certain foods (allergies).</p> <p><b>HL2 – Taking Care of Physical Health</b> <b>Foundation:</b> I can recognise how we feel if we have not had enough sleep. I can recognise the importance of simple sun safety. <b>Core:</b> I can identify the physical activities we like doing and how they make us feel. I can recognise that sleeping well is one way we can stay healthy. I can describe or demonstrate simple hygiene routines. I can describe simple ways of staying safe in the sun. <b>Development:</b></p>	<p><b>Assessment: WILI4- Taking Care of the Environment.</b> <b>Foundation:</b> I can identify simple ways in which we can take care of people and or animals. <b>Core:</b> I can give reasons why it is important to take care of people, animals and all living things. <b>Development:</b> I can describe our own home and explain how we and family members may take care of it. I can explain how we take care of our school environment. I can explain the importance of routines when taking care of people or pets.</p>

	I can demonstrate positive ways to let others know how we are feeling. <b>Core:</b> I can demonstrate some ways of making up after a falling out.				I can describe some of the different ways to be physically healthy. I can explain how the physical activities we enjoy doing help to keep us healthy. I can describe simple routines for going to bed/going to sleep. I explain some of the benefits of balancing exercise, food and rest. I can give reasons why it is important to take care of personal hygiene. I can identify what might happen to our bodies if we don't protect them from overexposure to the sun.	
	Prepares for Stage 3 How to build relationships?	Prepares for Stage 3 Who can I trust?	Prepares for Stage 3 How do I manage my feelings?	Prepares for Stage 3 Who is special to me?	Prepares for Stage 3 How do I keep my body healthy?	Prepares for Stage 3 How can we care for our environment?
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on Stage 1 How can I be kind?	Builds on Stage 1 How to keep safe in the community?	Builds on Stage 1 How do I manage my feelings?	Builds on Stage 1 How do I play with others	Builds on Stage 1 How do I keep my body healthy?	Build on Stage 1 What different jobs people do
<b>Coverage:</b>	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I build new relationships?</b> Self-Awareness, managing feelings and changing and growing	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I keep safe in the community?</b> <i>Self-Care support and safety.</i>	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I manage my feelings and have a positive wellbeing?</b> Managing Feelings.	<b>Coverage:</b>  <b>Big Question:</b> <b>How do we play and work with others?</b> <i>Self-Awareness</i>	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I keep my body healthy?</b> Healthy Lifestyles	<b>Coverage:</b>  <b>Big Question:</b> <b>What different jobs do people do?</b> <i>The World I live in</i>
<b>Knowledge:</b>	<b>Knowledge:</b> I know who I am and what I like I know who is in my family I know who is on my class I know how to behave in different relationships (online and offline) I know the Bennerley Attitudes I know how to be kind to my peers and adults I know how to play with my friends (online and offline) I know how to share with my friends	<b>Knowledge:</b> I know how to keep safe in school and the community. I know that I can say no. I know places and time that are private. I know rules to keep us safe on roads, near water and fire. I know school instructions to keep us safe. I know how to stay safe online. I know who can help me.	<b>Knowledge:</b> I know there are activities to do that can make us feel better. I know my toolkit for managing feelings. I know strong feelings. I know ways to help others when they are upset. I know how to manage disappointment. I know strong feelings.	<b>Knowledge:</b> I know how to show good listening skills. I know when someone is ready to listen. I know when you need to take turns in school. I know why it is important to listen I know ways to play co-operatively. I know ways to work co-operatively	<b>Knowledge:</b> I know healthy food choices. I know that different foods are needed to eat a healthy diet. I know different physical activities. I know the impact of physical activity. I know what an allergy is. I know how important sleep is. I know how to balance exercise, food and rest. I know hygiene routines. I know how to stay safe in the sun.	<b>Knowledge:</b> I know different jobs in school. I know different jobs in the wider community. I know how jobs in the wider community help me. I know different skills needed for jobs. I know the qualities a person needs for different jobs. I know jobs that I might do in the future.

<p><b>Skills:</b></p>	<p><b>Skills:</b> I can describe my likes I can name who is in my family I can recognise and name who is in my class. I can recognise how to behave in different relationships (online and offline) I can recognise the Bennerley Attitudes. I can recognise kind and unkind behaviours I can show how to play with friends happily (online and offline) I can share and take turns with my friends</p>	<p><b>Skills:</b> I can experience keeping safe in school and in the community. I can explore how to say no. I can match what is private and what is public. I can explain rules to keep us safe in school. I can explain rules to keep us safe in the community. I can identify and respond to a safe adult in school and safe strangers. I can experience rules for staying safe online. I can identify who can help me.</p>	<p><b>Skills:</b> I can explore ways to help myself if they are feeling sad. I can identify my toolkit to help support my wellbeing. I can experience strategies to help manage disappointment. I can match things I enjoy and how it can make me happy. I can explore how strong feelings make me feel.</p>	<p><b>Skills:</b> I can explore how to listen to others. I can identify how someone is ready to listen. I can experience turn taking in school. I can identify why and when you need to listen. I can demonstrate playing co-operatively. I can demonstrate working co-operatively.</p>	<p><b>Skills:</b> I can identify what a healthy balanced diet is. I can identify different food groups. I can match the foods to the amount needed to be healthy. I can name physical exercises. I can explore the effects of physical activity on my body. I can explore what an allergy is. I can explore how important sleep is. I can recognise simple hygiene routines. I can identify how to stay safe in the sun.</p>	<p><b>Skills:</b> I can identify different jobs in school. I can identify different jobs in the wider community. I can explore how jobs in the community help me. I can match skills and jobs. I can explore different qualities needed for jobs. I can identify jobs that I might do in the future.</p>
<p><b>Assessment:</b></p>	<p><b>Assessment:</b> <b>SA1 – Personal Strengths Encountering:</b> I can respond to stimuli about what we are good at and/enjoy. <b>Foundation:</b> I can describe what I am good at and/enjoy <b>Core:</b> I can identify some of our personal strengths and skills.  <b>CG2 – Changing and Growing Encountering:</b> I can respond to stimuli about different kinds of friendships <b>Core:</b> I can explain that we might disagree with our friends. – <b>Kind and Unkind behaviours.</b>  <b>SA3 – Playing and working together. Foundation:</b> I can demonstrate good listening,</p>	<p><b>Assessment:</b> <b>SSS2 – Keeping Safe Foundation:</b> I can describe simple ways we can help keep ourselves safe in school. <b>Core:</b> I can give simple reasons why it is important to keep ourselves physically safe. I can describe ways to help keep ourselves safe, out of school, on the way to school and out with family. I can identify people at home, school and other settings who keep us safe. <b>Development:</b> I can name and describe feelings associated with not feeling safe and identify trusted adults that can help. I can demonstrate ways of making it clear to others when we need help. I can describe simple rules for keeping safe near water, railways, roads and fire.</p>	<p><b>Assessment:</b> <b>MF1 – Identifying and exploring feelings. Foundation:</b> I can identify things that make us feel happy. I can identify things that make us feel sad. I can identify what makes us upset, angry, worried, anxious, frightened. <b>Core:</b> I can recognise that when we experience a change or a loss we may feel sad/unhappy. I can identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. I can demonstrate vocabulary/communication skills for expressing the intensity of a feeling.  <b>MF2 – Managing Strong Feelings. Foundation:</b> I can identify different ways of communicating feelings and needs to others. <b>Core:</b></p>	<p><b>Assessment:</b> <b>SA3 – Playing and working together. Foundation:</b> I can demonstrate good listening, I can be alert and ready to listen. <b>Core:</b> I can demonstrate ways of playing and working cooperatively. <b>Development:</b> I can demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. I can identify reasons why it may be upsetting for others if we don't wait our turn.</p>	<p><b>Assessment:</b> <b>HL1 – Healthy Eating Foundation:</b> I can identify foods we like and dislike to eat. <b>Core:</b> I can identify some examples of healthy foods. I can identify some examples of foods that should only be eaten once in a while. <b>Development:</b> I can explain why some foods are healthier than others. I can explain why we might need to eat foods we might not like very much. I can recognise that some people may not be able to eat certain foods (allergies).  <b>HL2 – Taking Care of Physical Health Foundation:</b> I can recognise how we feel if we have not had enough sleep.</p>	<p><b>Assessment:</b> <b>WIL1 2 – Jobs people do Foundation:</b> Identify some different jobs that people we know do. I <b>Core:</b> Identify some of the ways in which different adults who work in school contribute to school life <b>Development:</b> Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job we might like to do in the future. Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.</p>

	<p>I can be alert and ready to listen.</p> <p><b>Core:</b> I can demonstrate ways of playing and working cooperatively.</p> <p><b>Development:</b> I can demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. I can identify reasons why it may be upsetting for others if we don't wait our turn.</p> <p><b>SA5 – Getting on with others.</b></p> <p><b>Foundation:</b> I can demonstrate positive ways to let others know how we are feeling.</p> <p><b>Core:</b> I can demonstrate some ways of making up after a falling out.</p>	<p><b>SSS4 – Keeping Safe Online</b></p> <p><b>Foundation:</b> I can identify some risks of communicating online.</p> <p><b>Development:</b> I can describe ways to stay safe online. I can explain that there may be people online who do not have our best interests at heart. I explain how other people's identity online can be different to real life.</p> <p><b>SSS5 – Public and Private</b></p> <p><b>Foundation:</b> I can identify and recognise personal belongings.</p> <p><b>Core:</b> I can describe ways we take care of personal belongings. I can identify some of the places/times/situations which we or others would expect to be private.</p> <p><b>Development:</b> I can demonstrate how to ask to borrow or use something that belongs to someone else. I can describe how it feels if our personal belongings are lost or damaged.</p>	<p>I can demonstrate vocabulary/communication skills to express a range of different feelings. I can recognise ways we can help ourselves to feel better if we are feeling sad or upset.</p> <p><b>Development:</b> I can describe and demonstrate simple strategies that can help manage not so good feelings. I can demonstrate simple strategies to help us manage very strong feelings.</p>		<p>I can recognise the importance of simple sun safety.</p> <p><b>Core:</b> I can identify the physical activities we like doing and how they make us feel. I can recognise that sleeping well is one way we can stay healthy. I can describe or demonstrate simple hygiene routines. I can describe simple ways of staying safe in the sun.</p> <p><b>Development:</b> I can describe some of the different ways to be physically healthy. I can explain how the physical activities we enjoy doing help to keep us healthy. I can describe simple routines for going to bed/going to sleep. I explain some of the benefits of balancing exercise, food and rest. I can give reasons why it is important to take care of personal hygiene. I can identify what might happen to our bodies if we don't protect them from overexposure to the sun.</p>	
	Prepares for Stage 3 How do I build relationships?	Prepares for Stage 4 How do I keep safe in the community?	Prepares for Stage 3 How do I manage my feelings?	Prepares for Stage 3 How do I play with others?	Prepares for Stage 3 How do I keep my body healthy?	Prepares for Stage 3 What jobs do people do?



BENNERLEY FIELDS SCHOOL

## PSHE Stage Pre Entry KS4 Outcomes: Knowledge and Skills (Two year cycle)

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on Stage 1 How can I be kind?	Builds on Stage 1 How do I keep safe?	Builds on Stage 1 How am I feeling?	Builds on Stage 1 What do we enjoy?	Builds on Stage 1 How do I keep my body healthy?	Builds on Stage 1 How are people different?
<b>Coverage:</b>	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I build new relationships?</b> Self-Awareness, managing feelings and changing and growing	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I keep safe?</b> Self-Care support and safety.	<b>Coverage:</b>  <b>Big Question:</b> <b>How am I feeling?</b> <i>Managing Feeling.</i>	<b>Coverage:</b>  <b>Big Question:</b> <b>What do we enjoy?</b> <i>Self-Awareness</i>	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I keep my body healthy?</b> Healthy Lifestyles	<b>Coverage:</b>  <b>Big Question:</b> <b>How are people different?</b> The world I live in.
<b>Knowledge:</b>	<b>Knowledge:</b> I know who I am and what I like I know who is in my family I know who is on my class I know how to behave in different relationships. I know the Bennerley Attitudes I know how to be kind to my peers and adults I know how to play with my friends I know how to share with my friends	<b>Knowledge:</b> I know adults in school and safe strangers. I know the feelings on the Zones of Regulation when I am feeling unsafe. I know rules to keep us safe on roads, near water and fire. I know school instructions to keep us safe. I know how to stay safe online. I know that I can say no. I know when I need to ask for help.	<b>Knowledge:</b> I know how I am feeling using the Zones of Regulation I know matching events and feelings I know how my body feels when I am feeling happy, sad, angry etc. I know how to identify how others are feeling I know matching feelings of characters to colours and my own I know when I need help when I am feeling sad.	<b>Knowledge:</b> I know what my favourite activity is I know that others enjoy different activities I know how an activity makes me feel I know that I can try new activities. I know how to use the Zones of Regulation to explain how I feel. I know how to share an activity with others	<b>Knowledge:</b> I know healthy food choices. I know that different foods are needed to eat a healthy diet. I know different physical activities. I know a healthy daily routine. I know what an allergy is. I know how important sleep is. I know hygiene routines. I know how to stay safe in the sun.	<b>Knowledge:</b> I know differences and similarities in my class. I can recognise differences: ethnicity, religion, culture and disability. I know how we are all different and unique. I know why people might be rude or unkind because they are different. I know different groups in my community.
<b>Skills:</b>	<b>Skills:</b> I can describe my likes I can name who is in my family I can recognise and name who is in my class. I can recognise how to behave in different relationships I can recognise the Bennerley Attitudes.	<b>Skills:</b> I can communicate my feelings when I am unsafe. I can explain rules to keep us safe in school. I can explain rules to keep us safe in the community. I can identify and respond to a safe adult in school and safe strangers.	<b>Skills:</b> I can recognise my feelings and relate these to the zones of regulation. I can explore how events/ situations in my life have made me feel. I can express how my body feels when I am happy, sad, angry and worried.	<b>Skills:</b> I can name my favourite activity I can explain what and why it is my favourite activity. I can recognise my feelings and relate to the Zones of Regulation.	<b>Skills:</b> I can identify what a healthy balanced diet is. I can identify different food groups. I can match the foods to the amount needed to be healthy. I can name physical exercises.	<b>Skills:</b> I can use pictures to identify similarities and differences in my class. I can experience differences: ethnicity, religion, culture and disability. I can explain how we are all unique.

	<p>I can recognise kind and unkind behaviours I can show how to play with friends happily I can share and take turns with my friends</p>	<p>I can experience rules for staying safe online. I can experience that I can say no. I can explore when I need to ask for help.</p>	<p>I can identify how others are feeling in books and relate this to my own. I can explore facial expressions, actions and signs to identify how others are feeling. I can explore ways to help ourselves if we are feeling sad.</p>	<p>I can identify that we do not all like the same activities. I can try new activities and explain how I feel. I can take turns and share.</p>	<p>I can explore a healthy daily routine. I can explore what an allergy is. I can explore how important sleep is. I can recognise simple hygiene routines. I can identify how to stay safe in the sun.</p>	<p>I can explore why people may be unkind to others. I can identify different groups in my community.</p>
<b>Assessment:</b>	<p><b>Assessment: SA1 – Personal Strengths</b> <b>Encountering:</b> I can respond to stimuli about what we are good at and/enjoy. <b>Foundation:</b> I can describe what I am good at and/enjoy <b>Core:</b> I can identify some of our personal strengths and skills.</p> <p><b>CG2 – Changing and Growing</b> <b>Encountering:</b> I can respond to stimuli about different kinds of friendships <b>Core:</b> I can explain that we might disagree with our friends. – <b>Kind and Unkind behaviours.</b></p> <p><b>SA3 – Playing and working together.</b> <b>Foundation:</b> I can demonstrate good listening, I can be alert and ready to listen. <b>Core:</b> I can demonstrate ways of playing and working cooperatively. <b>Development:</b> I can demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us.</p>	<p><b>Assessment: SSS2 – Keeping Safe</b> <b>Foundation:</b> I can describe simple ways we can help keep ourselves safe in school. <b>Core:</b> I can give simple reasons why it is important to keep ourselves physically safe. I can describe ways to help keep ourselves safe, out of school, on the way to school and out with family. I can identify people at home, school and other settings who keep us safe. <b>Development:</b> I can name and describe feelings associated with not feeling safe and identify trusted adults that can help. I can demonstrate ways of making it clear to others when we need help. I can describe simple rules for keeping safe near water, railways, roads and fire.</p> <p><b>SSS4 – Keeping Safe Online</b> <b>Foundation:</b> I can identify some risks of communicating online. <b>Development:</b> I can describe ways to stay safe online. I can explain that there may be people online who do not have our best interests at heart.</p>	<p><b>Assessment: MF1 – Identifying and Exploring Feelings.</b> <b>Foundation:</b> I can identify things that make us feel happy. I can identify things that make us feel sad. I can identify what makes us upset, angry, worried, anxious, frightened. <b>Core:</b> I can describe good and not good feelings; describe how they might make our body feel. I can recognise that when we experience a change or a loss we may feel sad/unhappy. I can identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. I can demonstrate vocabulary/communication skills for expressing the intensity of a feeling.</p> <p><b>MF2 – Managing Strong Feelings.</b> <b>Foundation:</b> I can identify different ways of communicating feelings and needs to others. <b>Core:</b> I can demonstrate vocabulary/communication skills to express a range of different feelings. I can explain ways we can help ourselves to feel better if we are feeling sad or upset.</p>	<p><b>Assessment: SA1 – Things we are good at.</b> <b>Foundation:</b> I can choose my favourite describe my feelings and choices. I can understand that other people have different preferences. <b>Core:</b> I can identify things we are good at. I can describe the ways in which we are special and unique. <b>Development:</b> I can describe things that we enjoy and make us feel happy. I can identify what I am good at, both in and out of school. I can recognise that being unique means we might like and be good at different things from other people.</p>	<p><b>Assessment: HL1 – Healthy Eating Foundation:</b> I can identify foods we like and dislike to eat. <b>Core:</b> I can identify some examples of healthy foods. I can identify some examples of foods that should only be eaten once in a while. <b>Development:</b> I can explain why some foods are healthier than others. I can explain why we might need to eat foods we might not like very much. I can recognise that some people may not be able to eat certain foods (allergies).</p> <p><b>HL2 – Taking Care of Physical Health</b> <b>Foundation:</b> I can recognise how we feel if we have not had enough sleep I can recognise the importance of simple sun safety. <b>Core:</b> I can identify the physical activities we like doing. I can recognise that sleeping well is one way we can stay healthy. I can describe or demonstrate simple hygiene routines.</p>	<p><b>Assessment: WIL11 – Respecting differences between people.</b> <b>Foundation:</b> I can identify simple differences between people. <b>Core:</b> I can describe things people have in common. I can identify differences and similarities in terms of ethnicity, culture, religion. <b>Development:</b> I can identify the people who share one characteristic (race, religion, gender, disability) are all unique and different.</p>

	<p>I can identify reasons why it may be upsetting for others if we don't wait our turn.</p> <p><b>SA5 – Getting on with others.</b>  <b>Foundation:</b>  I can demonstrate positive ways to let others know how we are feeling.  <b>Core:</b>  I can demonstrate some ways of making up after a falling out.</p>	<p>I explain how other people's identity online can be different to real life.</p>	<p><b>Development:</b>  I can describe and demonstrate simple strategies that can help manage not so good feelings.</p>		<p>I can describe simple ways of staying safe in the sun.</p> <p><b>Development:</b>  I can describe some of the different ways to be physically healthy.  I can explain how the physical activities we enjoy doing help to keep us healthy.  I can describe simple routines for going to bed/going to sleep.  I can give reasons why it is important to take care of personal hygiene.  I can identify what might happen to our bodies if we don't protect them from overexposure to the sun.</p>	
	Prepares for Stage 3 How can I be kind looking beyond the classroom including discrimination.	Prepares for Stage 3 How can I be keep safe?	Prepares for Stage 3 How am I feeling and express my feelings?	Prepares for Stage 3 How do I keep well?	Prepares for Stage 3 How do I keep my body healthy?	Prepares for Stage 3 How are people different?
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on Stage 1 How can I be kind?	Builds on Stage 1 Who can I trust?	Builds on Stage 1 How do I manage my feelings?	Builds on Stage 1 Who is special to me? Identify people at school.	Builds on Stage 1 How do I keep my body healthy?	Builds on Stage 1 How do we care for our environment?
	<p><b>Coverage:</b></p> <p><b>Big Question:</b>  <b>How do I build new relationships?</b>  Self-Awareness, managing feelings and changing and growing</p>	<p><b>Coverage:</b></p> <p><b>Big Question:</b>  <b>Who can I trust?</b>  Self-care support and safety.</p>	<p><b>Coverage:</b></p> <p><b>Big Question:</b>  <b>How do I manage my feelings?</b>  Managing Feelings.</p>	<p><b>Coverage:</b></p> <p><b>Big Question:</b> <b>Who is special to me?</b>  Self-Awareness</p>	<p><b>Coverage:</b></p> <p><b>Big Question:</b>  <b>How do I keep my body healthy?</b>  Healthy Lifestyles</p>	<p><b>Coverage:</b></p> <p><b>Big Question:</b>  <b>How can we care for our environment?</b>  The World I live in</p>
<b>Knowledge:</b>	<p><b>Knowledge:</b>  I know who I am and what I like  I know who is in my family  I know who is on my class  I know how to behave in different relationships.  I know the Bennerley Attitudes  I know how to be kind to my peers and adults  I know how to play with my friends  I know how to share with my friends</p>	<p><b>Knowledge:</b>  I know who a trusted adult is.  I know how to keep safe in school and the community.  I know that I can say no.  I know places and time that are private.  I know what trust is  I know how to borrow something.  I know feelings related to personal items.</p>	<p><b>Knowledge:</b>  I know how I am feeling using the zones of regulation and communication skills.  I know there are activities to do that can make us feel better.  I know strong feelings and who can help.  I know ways to help others when they are upset.  I know how to manage disappointment.  I know strong feelings.</p>	<p><b>Knowledge:</b>  I know people who are special to me at school and at home.  I know what makes someone special.  I know how people help me.  I know who thinks I am special.  I know how to match my feelings to the zones of regulation</p>	<p><b>Knowledge:</b>  I know healthy food choices.  I know that different foods are needed to eat a healthy diet.  I know different physical activities.  I know the impact of physical activity.  I know what an allergy is.  I know how important sleep is.  I know hygiene routines.</p>	<p><b>Knowledge:</b>  I know how to care for pets and people.  I know how parents/carers take care of our home.  I know how to care for living things in the school environment.</p>

					I know how to stay safe in the sun.	
<b>Skills:</b>	<p><b>Skills:</b> I can describe my likes I can name who is in my family I can recognise and name who is in my class. I can recognise how to behave in different relationships I can recognise the Bennerley Attitudes. I can recognise kind and unkind behaviours I can show how to play with friends happily I can share and take turns with my friends</p>	<p><b>Skills:</b> I can name trusted adults in school. I can experience keeping safe in school and in the community. I can explore how to say no. I can match what is private and what is public. I can experience what trust is. I can experience how to ask to borrow something. I can explore feelings about personal items.</p>	<p><b>Skills:</b> I can recognise my feelings and relate these to the zones of regulation. I can explore ways to help myself if they are feeling sad. I can experience strategies to help manage disappointment. I can match things I enjoy and how it can make me happy. I can explore how strong feelings make me feel.</p>	<p><b>Skills:</b> I can explore who is special to school and me at home. I can identify whom I am special to. I can explain what makes someone special. I can explain how I feel when I am made to feel special.</p>	<p><b>Skills:</b> I can identify what a healthy balanced diet is. I can identify different food groups. I can match the foods to the amount needed to be healthy. I can name physical exercises. I can explore the effects of physical activity on my body. I can explore what an allergy is. I can explore how important sleep is. I can recognise simple hygiene routines. I can identify how to stay safe in the sun.</p>	<p><b>Skills:</b> I can explore living things in Forest School. I can identify different pets and how to care for them. I can identify what to do if an animal is unwell. I can identify how to care for different people.</p>
<b>Assessment:</b>	<p><b>Assessment:</b> <b>SA1 – Personal Strengths</b> <b>Encountering:</b> I can respond to stimuli about what we are good at and/enjoy. <b>Foundation:</b> I can describe what I am good at and/enjoy <b>Core:</b> I can identify some of our personal strengths and skills.</p> <p><b>CG2 – Changing and Growing</b> <b>Encountering:</b> I can respond to stimuli about different kinds of friendships <b>Core:</b> I can explain that we might disagree with our friends. – <b>Kind and Unkind behaviours.</b></p> <p><b>SA3 – Playing and working together.</b> <b>Foundation:</b> I can demonstrate good listening,</p>	<p><b>Assessment:</b> <b>SSS3 – Trust</b> <b>Foundation:</b> I can identify trusted adults in school. I can identify someone who can help us. I can recognise things we would call private/ <b>Core:</b> I can explain why trust is not the same as like. I can give examples of what is meant by trust. I can identify how we feel when we trust someone. <b>Foundation:</b> I can recognise that we do not need to trust someone just because they say we should. I can give examples of how others may put us under pressure to do something. I can identify basic strategies for saying no.</p> <p><b>SSS5 – Public and Private</b> <b>Foundation:</b></p>	<p><b>Assessment:</b> <b>MF1 – Identifying and exploring feelings.</b> <b>Foundation:</b> I can identify things that make us feel happy. I can identify things that make us feel sad. I can identify what makes us upset, angry, worried, anxious, frightened. <b>Core:</b> I can recognise that when we experience a change or a loss we may feel sad/unhappy. I can identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. I can demonstrate vocabulary/communication skills for expressing the intensity of a feeling.</p> <p><b>MF2 – Managing Strong Feelings.</b> <b>Foundation:</b> I can identify different ways of communicating feelings and needs to others. <b>Core:</b></p>	<p><b>Assessment:</b> <b>SA4 – People who are special to us</b> <b>Encountering:</b> <b>Foundation:</b> I can identify people who are special to us. I can give examples of ways we might let them know they are special. <b>Core:</b> I can describe what makes someone I know special. <b>Development:</b> I can identify some of the qualities our special people/friends may have. I can give examples of the ways our special people care for us and help us.</p>	<p><b>Assessment:</b> <b>HL1 – Healthy Eating</b> <b>Foundation:</b> I can identify foods we like and dislike to eat. <b>Core:</b> I can identify some examples of healthy foods. I can identify some examples of foods that should only be eaten once in a while. <b>Development:</b> I can explain why some foods are healthier than others. I can explain why we might need to eat foods we might not like very much. I can recognise that some people may not be able to eat certain foods (allergies).</p> <p><b>HL2 – Taking Care of Physical Health</b> <b>Foundation:</b> I can recognise how we feel if we have not had enough sleep.</p>	<p><b>Assessment:</b> <b>WIL14- Taking Care of the Environment.</b> <b>Foundation:</b> I can identify simple ways in which we can take care of people and or animals. <b>Core:</b> I can give reasons why it is important to take care of people, animals and all living things. <b>Development:</b> I can describe our own home and explain how we and family members may take care of it. I can explain how we take care of our school environment. I can explain the importance of routines when taking care of people or pets.</p>

	<p>I can be alert and ready to listen.  <b>Core:</b>  I can demonstrate ways of playing and working cooperatively.  <b>Development:</b>  I can demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us.  I can identify reasons why it may be upsetting for others if we don't wait our turn.</p> <p><b>SA5 – Getting on with others.</b>  <b>Foundation:</b>  I can demonstrate positive ways to let others know how we are feeling.  <b>Core:</b>  I can demonstrate some ways of making up after a falling out.</p>	<p>I can identify and recognise personal belongings.  <b>Core:</b>  I can describe ways we take care of personal belongings.  I can identify some of the places/times/situations which we or others would expect to be private.  <b>Development:</b>  I can demonstrate how to ask to borrow or use something that belongs to someone else.  I can describe how it feels if our personal belongings are lost or damaged.</p>	<p>I can demonstrate vocabulary/communication skills to express a range of different feelings.  I can recognise ways we can help ourselves to feel better if we are feeling sad or upset.  <b>Development:</b>  I can describe and demonstrate simple strategies that can help manage not so good feelings.  I can demonstrate simple strategies to help us manage very strong feelings.</p>		<p>I can recognise the importance of simple sun safety.  <b>Core:</b>  I can identify the physical activities we like doing and how they make us feel.  I can recognise that sleeping well is one way we can stay healthy.  I can describe or demonstrate simple hygiene routines.  I can describe simple ways of staying safe in the sun.  <b>Development:</b>  I can describe some of the different ways to be physically healthy.  I can explain how the physical activities we enjoy doing help to keep us healthy.  I can describe simple routines for going to bed/going to sleep.  I explain some of the benefits of balancing exercise, food and rest.  I can give reasons why it is important to take care of personal hygiene.  I can identify what might happen to our bodies if we don't protect them from overexposure to the sun.</p>	
	Prepares for Stage 3 Who is special to me?	Prepares for Stage 3 Who can I trust?	Prepares for Stage 3 How do I manage my feelings?	Prepares for Stage 3 How do I keep well?	Prepares for Stage 3 How do I keep my body healthy.	Prepares for Stage 3 How can we care for our environment?



BENNERLEY FIELDS SCHOOL

### PSHE Stage 3 Outcomes: Knowledge and Skills

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on stage 3 Transition, friendships, relationships and families.	Builds on stage 2 How do I take care of myself?	Builds on stage 2 How am I feeling?	Builds on stage 2 What do we enjoy – favourite activities and others.	Builds on stage 2 How do I keep my body healthy?	Builds on stage 2 How are people different?
<b>Coverage:</b>	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I build new relationship?</b> Self-Awareness, managing feelings and changing and growing	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I take care of myself?</b> Self-Care support and safety.	<b>Coverage:</b>  <b>Big Question:</b> <b>How am I feeling?</b> Managing feelings	<b>Coverage:</b>  <b>Big Question:</b> <b>What do we enjoy?</b> Self-Awareness	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I keep my body healthy?</b> Healthy Lifestyles	<b>Coverage:</b>  <b>Big Question:</b> <b>How are people different?</b> The World I live in.
<b>Knowledge:</b>	<b>Knowledge:</b> I know who I am and what I like. I know what helps me to learn and manage my feelings. I know different relationships, including online. I know how Bennerley Attitudes promote respectful relationships. I know how to build positive relationships. I know how to interact positively with peers and others.  <b>Online Safety – Conduct</b> I know how social boundaries keep me safe online at home and in school.	<b>Knowledge:</b> I know the importance of personal hygiene. I know if I am feeling physically or mentally unwell. I know symptoms and feelings when feeling unwell. I know how to improve my mental health and relate feelings to Zones of Regulation. I know who to tell when I am feeling unwell. I know what public and private is. I know things that should be kept private.  <b>Online Safety Wellbeing –</b> I know the impact of screen time on wellbeing I know how online activities and behaviour effect digital wellbeing positively and negatively I know the difference between active and passive screen time	<b>Knowledge:</b> I know feelings in relation to the Zones of Regulation. I know how feelings can make my body feel. I know how times/events have made me feel. I know signs, actions, facial expressions and body language to help identify how others are feeling. I know strong emotions.  <b>Online conflict – reporting</b> I know that cyberbullying can come in different forms (e.g. harassment, exclusion, impersonation, spreading rumours) I know the importance of seeking help and reporting bullying I know how online conflict can affect mental health	<b>Knowledge:</b> I know my strengths. I know strengths of others. I know how my strengths will help me in the future. I know that I can improve my strengths. I know how to explore my feelings and how to regulate.  <b>Online Safety Identity -</b> I know how to give examples of how I use digital technology and media in my everyday life I know what is appropriate and safe to enjoy and share.	<b>Knowledge:</b> I know the different ways of living a healthy life. I know how to take care of dental health. I know different physical activity and exercises. I know what a healthy balanced diet is. I know feelings (worried/stressed) in relation to the Zones of regulation. I know activities/actions to help ourselves when we are worried.  <b>Online Safety Wellbeing</b> I know that images portrayed in pictures, magazines and social media can be altered.	<b>Knowledge:</b> I know similarities and differences of people of different race, faith and culture. I know what are rights and responsibilities. I know rules in school, home and the wider community.  <b>Respect Online - Online prejudice and discrimination</b> I know prejudice as unfair opinions or judgments I know discrimination as unfair treatment based on characteristics such as race, gender, religion, disability, or sexuality I know examples of prejudice and discrimination online (e.g., hate speech, exclusion, stereotypes) I know how prejudice and discrimination affect individuals' mental and emotional wellbeing I know laws and policies protect people from

		<p>I know how excessive screen time affects physical health (e.g. eye strain, sleep patterns and posture)</p> <p>I know how excessive screen time affects mental health (e.g., anxiety, mood changes, addiction)</p> <p>I know the importance of screen time balance for wellbeing</p>				<p>discrimination (e.g., Equality Act)</p> <p>I know the importance of promoting inclusion, equality, and respect online</p>
<b>Skills:</b>	<p><b>Skills:</b></p> <p>I can describe my likes and dislikes.</p> <p>I can explain how I learn and how I can manage my feelings.</p> <p>I can name and discuss different relationships, including online.</p> <p>I can recognise how Bennerley Attitudes promote respectful relationships.</p> <p>I can discuss and explain how to build positive relationships.</p> <p>I can explain how to interact positively with peers and others.</p> <p>I can recognise what social boundaries are and how they keep me safe online at home and in school.</p> <p>I can identify how different online activity influences my feelings and wellbeing</p> <p>I understand how to create positive, respectful online content</p>	<p><b>Skills:</b></p> <p>I can describe personal hygiene and why it is important.</p> <p>I can use the zones of Regulation to explain how I am feeling physically and mentally.</p> <p>I can recognise symptoms when I am feeling unwell.</p> <p>I can use the Zones of Regulation to identify how to improve mental health.</p> <p>I can explore who I can tell to help me when I am unwell.</p> <p>I can list what is private and what is public.</p> <p>I can name things that should be kept private.</p> <p>I can demonstrate my ability to monitor and manage personal screen time</p> <p>I can set time limits on devices or apps</p> <p>I can recognising physical or emotional signs of excessive screen use</p> <p>I can create screen-free routines (e.g., before bed or during meals)</p>	<p><b>Skills:</b></p> <p>I can use the zones of regulation to identify and explain feelings.</p> <p>I can discuss how different feelings make my body feel.</p> <p>I can explain how events have made me feel happy, sad, angry, worried.</p> <p>I can explore how others show their feelings through signs, actions, facial expressions and body language.</p> <p>I can recognise what happens to my brain when I can feel strong emotions.</p> <p>I can recognise signs of online conflict and cyberbullying</p> <p>I can understand how to respond calmly to online conflict</p> <p>I can report harmful behaviour on different platforms</p> <p>I can seek support from trusted adults or services</p> <p>I can show resilience and develop coping strategies to resolve conflict</p>	<p><b>Skills:</b></p> <p>I can reflect on my strengths</p> <p>I can reflect on the strengths of others.</p> <p>I can improve my strengths through practice.</p> <p>I can begin to match my strengths to employment.</p> <p>I can recognise, modify different feelings.</p> <p>I can match my feelings to the zones of regulation.</p> <p>I can reflect on how I represent myself online and describe how my online presence makes me feel.</p> <p>I can respect other people's likes and interests online.</p>	<p><b>Skills:</b></p> <p>I can list what is needed for a healthy lifestyle.</p> <p>I can explain what needs to happen for good dental health.</p> <p>I can name different physical exercises.</p> <p>I can describe what is needed for a healthy diet.</p> <p>I can recognise what is a positive body image.</p> <p>I can explore how the media portrays images of young people.</p> <p>I can recognise why some people may want to alter the way they look.</p> <p>I can discuss and explain what happens to my body when I am stressed or worried.</p> <p>I can list actions or activities to improve my mental health.</p> <p>I can discuss how digital images have been altered.</p>	<p><b>Skills:</b></p> <p>I can describe similarities, differences and diversity between different race, faith and culture.</p> <p>I can recognise what we have in common.</p> <p>I can name different rights and responsibilities.</p> <p>I can name rules in school, at home and in the wider community.</p> <p>I can recognise prejudiced language or discriminatory behaviour online</p> <p>I understand the impact of hurtful language on others</p> <p>I can challenge discrimination in a respectful and constructive way</p> <p>I can report harmful or discriminatory content</p> <p>I can demonstrate inclusive language and behaviour online</p>
<b>Assessment:</b>	<p><b>Assessment:</b></p> <p><b>SA1 – Personal Strengths Encountering:</b></p> <p>I can respond to stimuli about what we are good at and/enjoy.</p> <p><b>Foundation:</b></p>	<p><b>Assessment:</b></p> <p><b>SSS1 – Feeling Unwell Encountering:</b></p> <p>I can respond to stimuli about what it means to feel unwell; show awareness of how to indicate to</p>	<p><b>Assessment:</b></p> <p><b>MF 2 – Strong Feelings Encountering:</b></p> <p>I can respond to stimuli about different feelings we might experiences.</p> <p>I can respond to stimuli about how different</p>	<p><b>Assessment:</b></p> <p><b>SA1 – Personal Strengths Encountering:</b></p> <p>I can respond to stimuli about what we are good at and/enjoy.</p> <p><b>Foundation:</b></p>	<p><b>Assessment:</b></p> <p><b>HL1 – Elements of a healthy lifestyle. Encountering:</b></p> <p>I can respond to stimuli showing different aspects of a healthy lifestyle.</p> <p><b>Foundation:</b></p>	<p><b>Assessment:</b></p> <p><b>WIL1 – Diversity, rights and responsibilities. Encountering:</b></p> <p>I can respond with interest to stimuli about the ways in which people can be the</p>

	<p>I can describe what I am good at and/enjoy  <b>Core:</b>  I can identify some of our personal strengths and skills.</p> <p><b>SA2- Skills for learning Encountering:</b>  I can respond to stimuli about what I like to learn in school  <b>Foundation:</b>  I can identify things that makes me special and unique as learners.  I can describe what I like and dislike doing as a learner.  <b>Core:</b>  I can describe the ways I like to learn.  I can identify short term and aspirational goals.</p> <p><b>CG2 – Changing and Growing Encountering:</b>  I can respond to stimuli about different kinds of friendships</p> <p><b>Core:</b>  I can explain that we might disagree with our friends.</p>	<p>someone that we are feeling unwell.  <b>Foundation:</b>  I can describe the difference between feeling well and feeling unwell; demonstrate how to let someone know that we are feeling unwell.  <b>Core:</b>  I can identify how we can tell if we are unwell (including possible symptoms).  I can describe in simple terms how germs can be spread to others.  I can identify whom to tell if we are unwell.  I can identify some things we can do to take care of our physical and mental wellbeing.</p>	<p>feelings make may be expressed.  <b>Foundation:</b>  I can describe how we might feel, look and sound when we are happy or unhappy.  I can identify a range of feelings where we might feel them in our body, and how they might make us behave,  <b>Core:</b>  I can recognise when others might be feeling happy or unhappy from their facial expression and body language.  I can describe strong emotions.</p>	<p>I can describe what I am good at and/enjoy  <b>Core:</b>  I can identify some of our personal strengths and skills.</p>	<p>I can recognise what is meant by a healthy lifestyle.  <b>Core:</b>  I can identify different ways that people can live a healthy lifestyle.  I can describe how to take care of dental health.</p> <p><b>HL2 – Mental wellbeing Encountering:</b>  I can respond to stimuli about things we like to do which make us feel calm and relaxed.  <b>Foundation:</b>  I can identify things we can do to help ourselves when we feel worried or stressed.  <b>Core:</b>  I can recognise what mental health and emotional wellbeing are.  I can suggest simple ways to maintain our emotional wellbeing.</p> <p><b>HL3- Physical activity Encountering:</b>  I can respond to stimuli about different kinds of physical activity and exercise.  <b>Foundation:</b>  I can identify different kinds of physical activity and exercise.  <b>Core:</b>  I can identify some of the benefits of being physically active.</p> <p><b>HL4 – Healthy eating Encountering:</b>  I can respond to stimuli about different kinds of food and drinks.  <b>Core:</b>  I can identify foods we can eat all of the time that are good for us.  I can identify foods that should only be eaten occasionally.</p>	<p>same and also be different.  I can respond with interest to stimuli about rules and routines there are in school.  <b>Foundation:</b>  I can identify some of the similarities and differences between young people of our age.  I can identify what is meant by having rules in school, at home and in the wider world.  <b>Core:</b>  I can describe some of the similarities, differences and diversity among people of different race, faith and culture.  I can describe what is meant by rights and responsibilities.</p>
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	Prepares for Stage 4 linking strengths, areas for development to hopes and aspirations for the future.	Prepares for Stage 4 How do I take care for myself?	Prepares for Stage 4 How do I express and manage my feelings?	Prepares for Stage 4 How do we keep well?	Prepares for Stage 4 How do I keep my body healthy?	Prepares for Stage 4 How are people and communities different?
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on stage 3 Transition, friendships, relationships and families.	Builds on stage 2 How do I keep safe?	Builds on stage 2 How do I express my feelings?	Builds on stage 2 How can I be kind?	Builds on stage 2 How do I keep my body healthy?	Builds on stage 2 Basic First Aid
<b>Coverage:</b>	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I build new relationship?</b> Self-Awareness, managing feelings and changing and growing	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I keep safe?</b> Self-Care, support and safety.	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I express my feelings?</b> Managing Feeling	<b>Coverage:</b>  <b>Big Question:</b> <b>How can I be kind?</b> Self-Awareness	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I keep my body healthy?</b> Healthy Lifestyles	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I manage an emergency situation?</b> (Self-Care, Support and Safety).
<b>Knowledge:</b>	<b>Knowledge:</b> I know who I am and what I like. I know what helps me to learn and manage my feelings. I know different relationships, including online. I know how Bennerley Attitudes promote respectful relationships. I know how to build positive relationships. I know how to interact positively with peers and others.  <b>Online Safety – Conduct</b> I know how social boundaries keep me safe online at home and in school.	<b>Knowledge:</b> I know how to keep safe in various situations. I know what an accident is. I know what is personal safety. I know what risky behaviour and harmful behaviour is. I know how to keep our bodies safe. I know what unwanted physical contact is. I know that online contact is not always real.  <b>Online safety – Personal information</b> I know what information is appropriate to share publicly or privately	<b>Knowledge:</b> I know how I am feeling using the Zones of Regulation. I know and communicate how I feel about myself. I know how to communicate feelings through signs, actions, facial expressions and body language. I know strong emotions. I know how to improve self-esteem.  <b>Online bullying</b> I know how words affect others, including online	<b>Knowledge:</b> I know what it means to be kind and unkind. I know how acts of kindness impact on others. I know prejudice and discrimination. I know different strategies to respond to discrimination.  I know how to respect differences in others I know how the Bennerley Attitudes promote respectful relationships I know what a healthy relationship is  <b>Digital Kindness and Respect</b> I know how to show kindness in online messages and games	<b>Knowledge:</b> I know the different ways of living a healthy life. I know how to take care of dental health. I know different physical activity and exercises. I know what is a healthy balanced diet. I know feelings (worried/stressed) in relation to the Zones of regulation. I know activities/actions to help ourselves when we are worried.  <b>Online Safety - Balancing Screen Time</b> I know that too much screen time can affect sleep, mood, and activity levels. I know the importance of being active offline.	<b>Knowledge:</b> I know school and home rules and procedures that keep us safe. I know how to report an accident in school. I know what an emergency is and when to use the emergency service. I know basic first aid procedures (cut, bumped head, nosebleed, burn). I can experience how to put someone in the recovery position. I know when CPR is needed and what a defibrillator is.  <b>Online Safety - Knowing What to Do When Something Feels Wrong Online</b> I know what to do if I see something upsetting or confusing online. I know how to tell a trusted adult straight away.
<b>Skills:</b>	<b>Skills:</b> I can describe my likes and dislikes. I can explain how I learn and how I can manage my feelings.	<b>Skills:</b> I can describe how to stay safe (water, rail, road). I can recognise what an accident is and give examples.	<b>Skills:</b> I can use the zones of regulation to identify and explain feelings. I can explore how to show feelings through signs, actions, facial expressions and body language.	<b>Skills:</b> I can explain how people are kind and unkind. I can explore how kindness impacts on others. I can describe and recognise different forms	<b>Skills:</b> I can list what is needed for a healthy lifestyle. I can explain what needs to happen for good dental health. I can name different physical exercises.	<b>Skills:</b> I can name rules and procedures in school and home that keep us safe. I can report an accident in school.

	<p>I can name and discuss different relationships, including online.</p> <p>I can recognise how Bennerley Attitudes promote respectful relationships.</p> <p>I can discuss and explain how to build positive relationships.</p> <p>I can explain how to interact positively with peers and others.</p> <p><a href="#">I can recognise what social boundaries are and how they keep me safe online at home and in school.</a></p> <p><a href="#">I can identify how different online activity influences my feelings and wellbeing</a></p> <p><a href="#">I can understand how to create positive, respectful online content</a></p>	<p>I can explore personal safety and how this is achieved.</p> <p>I can list the different types of behaviour (risky and harmful).</p> <p>I can explain how to keep my body safe.</p> <p>I can describe what to do if I don't want to be touched.</p> <p>I can explore that not everything online is real.</p> <p><a href="#">I can understand how to adjust privacy settings</a></p>	<p>I can recognise what happens to my brain when I feel strong emotions.</p> <p>I can list things that we can do to improve our self-esteem.</p> <p><a href="#">I can explain what to do if I can experience online bullying</a></p>	<p>of prejudice and discrimination.</p> <p>I can reflect on strategies for responding to discrimination.</p> <p>I can describe and reflect how the Bennerley Attitudes promote respectful relationships</p> <p>I can demonstrate respect regardless of difference</p> <p><a href="#">I can reflect on how online behaviour represents personal values</a></p>	<p>I can describe what is needed for a healthy diet.</p> <p>I can recognise what is a positive body image.</p> <p>I can explore how the media portrays images of young people.</p> <p>I can recognise why some people may want to alter the way they look.</p> <p>I can discuss and explain what happens to my body when I am stressed or worried.</p> <p>I can list actions or activities to improve my mental health.</p> <p><a href="#">I can create healthy screen time routines.</a></p>	<p>I can identify and explain what to do in an emergency.</p> <p>I can explain when it is necessary to phone 999.</p> <p>I can identify what emergency services help us.</p> <p>I can demonstrate basic first aid (cut, burn, nosebleed, bumped head).</p> <p>I can put someone in the recovery position.</p> <p>I can explore what CPR is and what a defibrillator is.</p> <p><a href="#">I can use the report and block functions.</a></p> <p><a href="#">I can recognise warning signs online (strangers asking for personal info, scary content).</a></p>
<b>Assessment:</b>	<p><b>Assessment:</b></p> <p><b>SA1 – Personal Strengths</b></p> <p><b>Encountering:</b></p> <p>I can respond to stimuli about what we are good at and/enjoy.</p> <p><b>Foundation:</b></p> <p>I can describe what I am good at and/enjoy</p> <p><b>Core:</b></p> <p>I can identify some of our personal strengths and skills.</p> <p><b>SA2- Skills for learning</b></p> <p><b>Encountering:</b></p> <p>I can respond to stimuli about what I like to learn in school</p> <p><b>Foundation:</b></p> <p>I can identify things that makes me special and unique as learners.</p> <p>I can describe what I like and dislike doing as a learner.</p> <p><b>Core:</b></p> <p>I can describe the ways I like to learn.</p>	<p><b>Assessment:</b></p> <p><b>SSS3 – Accidents and Risks.</b></p> <p><b>Encountering:</b></p> <p>I can respond with curiosity to stimuli about what is meant by keeping safe;</p> <p><b>Foundation:</b></p> <p>I can describe what is meant by personal safety.</p> <p>I can explain what is meant by something being an accident.</p> <p><b>Core:</b></p> <p>I can explain what is meant by the terms risky and dangerous.</p> <p>I can identify some behaviours that might be risky.</p> <p><b>WIL12 – Managing online information.</b></p> <p><b>Encountering:</b></p> <p>I can respond with curiosity to stimuli about online advertising.</p> <p><b>Foundation:</b></p> <p>I can recognise that not everything is real or true.</p>	<p><b>Assessment:</b></p> <p><b>MF 2 – Strong Feelings Encountering:</b></p> <p>I can respond to stimuli about different feelings we might experiences.</p> <p>I can respond to stimuli about how different feelings may be expressed.</p> <p><b>Foundation:</b></p> <p>I can describe how we might feel, look and sound when we are happy or unhappy.</p> <p>I can identify a range of feelings where we might feel them in our body, and how they might make us behave,</p> <p><b>Core:</b></p> <p>I can recognise when others might be feeling happy or unhappy from their facial expression and body language.</p> <p>I can describe strong emotions.</p> <p><b>MF1 – Self-esteem and unkind comments.</b></p>	<p><b>Assessment:</b></p> <p><b>SA3 – Prejudice and discrimination.</b></p> <p><b>Encountering:</b></p> <p>I can respond to stimuli about people who are different to us in different ways.</p> <p><b>Foundation:</b></p> <p>I can describe what it means to treat others in a kind and fair way.</p> <p>I can recognise that everyone is unique and special and no one should be treated unfairly.</p> <p><b>Core:</b></p> <p>I can recognise what prejudice means</p> <p>I can explain what it means to discriminate against someone.</p> <p>I can recognise that prejudice and discrimination in any form are unacceptable.</p>	<p><b>Assessment:</b></p> <p><b>HL1 – Elements of a healthy lifestyle.</b></p> <p><b>Encountering:</b></p> <p>I can respond to stimuli showing different aspects of a healthy lifestyle.</p> <p><b>Foundation:</b></p> <p>I can recognise what is meant by a healthy lifestyle.</p> <p><b>Core:</b></p> <p>I can identify different ways that people can live a healthy lifestyle.</p> <p>I can describe how to take care of dental health.</p> <p><b>HL2 – Mental wellbeing</b></p> <p><b>Encountering:</b></p> <p>I can respond to stimuli about things we like to do which make us feel calm and relaxed.</p> <p><b>Foundation:</b></p> <p>I can identify things we can do to help ourselves when we feel worried or stressed.</p> <p><b>Core:</b></p>	<p><b>Assessment:</b></p> <p><b>SSS5</b></p> <p><b>Encountering:</b></p> <p>I can respond with curiosity to stimuli about people who keep us safe at school and at home.</p> <p><b>Foundation:</b></p> <p>I can identify rules and procedures that help keep us safe.</p> <p>I can identify examples of what is meant by an emergency.</p> <p>I can identify sources of immediate help in an emergency.</p> <p><b>Core:</b></p> <p>I can identify some school procedures that help us keep safe.</p> <p>I can explain how to report an accident in school.</p> <p>I can identify emergency services that could help us.</p> <p>I can demonstrate some simple first aid procedures (recovery position, nosebleeds, cuts).</p>

	<p>I can identify short term and aspirational goals.</p> <p><b>CG2 – Changing and Growing Encountering:</b> I can respond to stimuli about different kinds of friendships</p> <p><b>Core:</b> I can explain that we might disagree with our friends.</p>	<p><b>Core:</b> I can recognise that advertising online is targeted at individuals. I can recognise that not everything we see or read online is trustworthy and are fake.</p> <p>SSS7 - Gambling Encountering: I can respond with curiosity to stimuli about risk and chance. Foundation: I can recognise simple examples of taking a chance. Core: I can explain what is meant by gambling and identify places and ways this takes place. I can identify what it means to win or lose in relation to gambling.</p>	<p><b>Encountering:</b> I can respond with curiosity to stimuli about all the different ways in which we are special. <b>Foundation:</b> I can identify feelings associated with feeling good about ourselves. <b>Core:</b> I can identify things we can do which help us to feel good about ourselves.</p>		<p>I can recognise what mental health and emotional wellbeing are. I can suggest simple ways to maintain our emotional wellbeing.</p> <p><b>HL3- Physical activity Encountering:</b> I can respond to stimuli about different kinds of physical activity and exercise. <b>Foundation:</b> I can identify different kinds of physical activity and exercise. <b>Core:</b> I can identify some of the benefits of being physically active.</p> <p><b>HL4 – Healthy eating Encountering:</b> I can respond to stimuli about different kinds of food and drinks. <b>Core:</b> I can identify foods we can eat all of the time that are good for us. I can identify foods that should only be eaten occasionally.</p>	<p>I can recognise what a defibrillator is and when one might be needed</p>
	Prepares for Stage 4 How can I be kind and respectful?	Prepares for Stage 4 How do I keep safe and who can I trust?	Prepares for Stage 4 How do I express and manage my feelings?	Prepares for Stage 4 How do we keep well?	Prepares for Stage 4 How do I keep my body healthy?	Prepares for Stage 4 Emergency Situations.
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on stage 3 Transition, friendships, relationships and families.	Builds on stage 2 Who can I trust?	Builds on stage 2 How do I manage my feelings?	Builds on stage 2 Who special to me?	Builds on stage 2 How do I keep my body healthy?	Builds on stage 2 How can we care for our environment?
<b>Coverage:</b>	<p><b>Coverage:</b></p> <p><b>Big Question:</b> <b>How do I build new relationship?</b> Self-Awareness, managing feelings and changing and growing</p>	<p><b>Coverage:</b></p> <p><b>Big Question:</b> <b>What to do if I am worried?</b> Self-care support and safety.</p>	<p><b>Coverage:</b></p> <p><b>Big Question:</b> <b>How do I manage my feelings?</b> Managing Feeling</p>	<p><b>Coverage:</b></p> <p><b>Big Question:</b> <b>How to manage pressure?</b> <i>Self-Awareness</i></p>	<p><b>Coverage:</b></p> <p><b>Big Question:</b> <b>How do I keep my body healthy?</b> Healthy Lifestyles</p>	<p><b>Coverage:</b></p> <p><b>Big Question:</b> <b>How can we care for environment?</b> The World I live in.</p>
<b>Knowledge</b>	<p><b>Knowledge:</b> I know who I am and what I like</p>	<p><b>Knowledge:</b> I know what are safe adults and explain stranger danger.</p>	<p><b>Knowledge:</b> I know how I am feeling using the Zones of Regulation.</p>	<p><b>Knowledge:</b> I know who a trusted adult is. I know an example of a role model.</p>	<p><b>Knowledge:</b> I know the different ways of living a healthy life. I know how to take care of dental health.</p>	<p><b>Knowledge:</b> I know how to care for living things.</p>

	<p>I know what helps me to learn and manage my feelings. I know different relationships, including online. I know how Bennerley Attitudes promote respectful relationships. I know how to build positive relationships. I know how to interact positively with peers and others.</p> <p><b>Online Safety – Conduct</b> I know how social boundaries keep me safe online at home and in school.</p>	<p>I know how to keep my body safe. I know what being frightened or worried means. I know how to use the zones of regulation to communicate fear or worry. I know that relationships might change/end. I know what to do if we feel worried or uncomfortable.</p> <p><b>Online Safety: Knowing Where to Get Help Online</b> I know it's okay to ask for help. I know to talk to about online worries with a trusted adult</p>	<p>I know and can communicate how I feel about myself. I know how to communicate feelings through signs, actions, facial expressions and body language. I know how to explain strong emotions. I know how it feels to like someone.</p> <p><b>Online safety - Recognising and Responding Online Emotions</b> I know how being online (games, social media, messages) can affect our emotions. I know feelings like frustration, sadness, or anger online.</p>	<p>I know what peer pressure is and how I can challenge it. I know kind and unkind actions. I know how others or I feel when they are safe using the zones of regulation. I can explore what to do after falling out I know how other's behaviour makes me feel</p> <p><b>Online safety - Dealing with peer Pressure Online</b></p> <p>I know how to say "no" confidently online and offline. I know how to report peer pressure or uncomfortable messages to an adult.</p>	<p>I know different physical activity and exercises. I know what a healthy balanced diet is. I know that images portrayed in pictures, magazines and social media can be altered. I know what body image is. I know the feelings (worried/stressed) in relation to the Zones of regulation. I know activities/actions to help ourselves when we are worried.</p> <p><b>Online safety - Healthy Use of Technology</b></p> <p>I know how to balance screen time with physical activity. I know the importance of breaks, sleep, and time outdoors.</p>	<p>I know ways of showing compassions to other living things. I know our responsibility for caring for the environment we live in. I know the impact our everyday choices have on the environment. I know how changes impact on the world.</p> <p><b>Digital Responsibility and Eco-Awareness</b> I know how responsible digital habits can protect the planet.</p>
<p><b>Skills:</b></p>	<p><b>Skills:</b> I can describe my likes and dislikes. I can explain how I learn and how I can manage my feelings. I can name and discuss different relationships, including online. I can recognise how Bennerley Attitudes promote respectful relationships. I can discuss and explain how to build positive relationships. I can explain how to interact positively with peers and others. I can recognise what social boundaries are and how they keep me safe online at home and in school. I can identify how different online activity influences my feelings and wellbeing</p>	<p><b>Skills:</b> I can name safe adults and explain stranger danger. I can state what is appropriate and inappropriate contact to keep my body safe. I can recognise when I feel worried or frightened. I can identify feelings using the zones of regulation. I can discuss that relationships might end or change. I can discuss what to do if I am feeling worried or frightened.</p> <p>I can recognise feelings of worry, including those triggered by things seen or experienced online. I can understand how to use tools like the "report" and "block" buttons.</p>	<p><b>Skills:</b> I can use the zones of regulation to identify and explain feelings. I can explore how to show feelings through signs, actions, facial expressions and body language. I can recognise what happens to my brain when I feel strong emotions. I can describe the different feelings for people we know and like.</p> <p>I can demonstrate strategies for calming down before responding online. I can talk about how we feel after online experiences.</p>	<p><b>Skills:</b> I can reflect on who a trusted adult is and how they can help. I can explore peer pressure and how to challenge it. I can recognise what makes a good role model. I can identify people who are a good role model to me. I can describe and give examples of kindness and unkindness. I can match how we all feel when we are safe with the zones of regulation. I can identify how others' behaviour can make you feel I can explain what to do after falling out</p>	<p><b>Skills:</b> I can list what is needed for a healthy lifestyle. I can explain what needs to happen for good dental health. I can name different physical exercises. I can describe what is needed for a healthy diet. I can recognise what is a positive body image. I can explore how the media portrays images of young people. I can recognise why some people may want to alter the way they look. I can discuss and explain what happens to my body when I am stressed or worried. I can list actions or activities to improve my mental health.</p>	<p><b>Skills:</b> I can list how to care for plants, people, gardens and pets. I can explain how to show compassions to living things including wildlife, pets. I can explore what we need to do to look after other people, living things and our local environment. I can explain the positive impact of reducing, reusing and recycling. I can explore the negative impact on single use plastic and waste pollution.</p> <p>I can identify simple ways to reduce digital waste (turning devices off, recycling gadgets).</p>

	I can understand how to create positive, respectful online content			I can understand not everything I see online is true or worth copying. I can recognise when someone is trying to pressure someone online (e.g., dares, sharing secrets, joining in harmful chats).	I can recognise signs of too much screen time (tiredness, headaches, lack of focus). I can set healthy boundaries and routines for device use.	
<b>Assessment:</b>	<p><b>Assessment: SA1 – Personal Strengths</b>  <b>Encountering:</b>  I can respond to stimuli about what we are good at and/enjoy.  <b>Foundation:</b>  I can describe what I am good at and/enjoy  <b>Core:</b>  I can identify some of our personal strengths and skills.</p> <p><b>SA2- Skills for learning</b>  <b>Encountering:</b>  I can respond to stimuli about what I like to learn in school  <b>Foundation:</b>  I can identify things that makes me special and unique as learners.  I can describe what I like and dislike doing as a learner.  <b>Core:</b>  I can describe the ways I like to learn.  I can identify short term and aspirational goals.</p> <p><b>CG2 – Changing and Growing</b>  <b>Encountering:</b>  I can respond to stimuli about different kinds of friendships  <b>Core:</b>  I can explain that we might disagree with our friends.</p>	<p><b>Assessment: SSS2 – Feeling frightened/worried</b>  <b>Encountering:</b>  I can respond to stimuli about feeling frightened or worried.  I can respond to adult modelling about ways to indicate to others that we need help.  I can respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact).  <b>Foundation:</b>  I can explain what being frightened or worried means.  I can demonstrate simple ways to communicate what it means to take care of our bodies and keep them safe.  <b>Core:</b>  I can demonstrate simple strategies we can use if we are feeling frightened or worried.  I can identify who is responsible for keeping us safe and explain the importance of helping to keep others safe.  I can explain what unwanted contact is.</p> <p><b>CG5 – Long term relationships</b>  <b>Core:</b>  I can recognise that some relationships will end-meaning that a couple don't go out or live together any more.</p>	<p><b>Assessment: MF 2 – Strong Feelings</b>  <b>Encountering:</b>  I can respond to stimuli about different feelings we might experiences.  I can respond to stimuli about how different feelings make may be expressed.  <b>Foundation:</b>  I can describe how we might feel, look and sound when we are happy or unhappy.  I can identify a range of feelings where we might feel them in our body, and how they might make us behave,  <b>Core:</b>  I can recognise when others might be feeling happy or unhappy from their facial expression and body language.  I can describe strong emotions.</p> <p><b>MF3 – Romantic feelings and sexual attraction.</b>  <b>Encountering:</b>  I can respond with interest to stimuli about people we like or know.  <b>Foundation:</b>  I can identify what it means to like someone.  <b>Core:</b>  I can describe the difference between liking someone and fancying someone.</p>	<p><b>Assessment: SA4 – Managing Pressure</b>  <b>Encountering:</b>  I can respond to stimuli which depict kindness and unkindness.  <b>Foundation:</b>  I can describe and give examples of what it means to be kind and unkind.  I can identify some of the ways of telling a trusted adult if someone is being unkind.  <b>Core:</b>  I can explain what is meant by teasing, hurtful and bullying behaviour.  I can explain how we do not need to put up with someone being unkind.  I can recognise what is meant by peer pressure and peer influence.</p>	<p><b>Assessment: HL1 – Elements of a healthy lifestyle.</b>  <b>Encountering:</b>  I can respond to stimuli showing different aspects of a healthy lifestyle.  <b>Foundation:</b>  I can recognise what is meant by a healthy lifestyle.  <b>Core:</b>  I can identify different ways that people can live a healthy lifestyle.  I can describe how to take care of dental health.</p> <p><b>HL2 – Mental wellbeing</b>  <b>Encountering:</b>  I can respond to stimuli about things we like to do which make us feel calm and relaxed.  <b>Foundation:</b>  I can identify things we can do to help ourselves when we feel worried or stressed.  <b>Core:</b>  I can recognise what mental health and emotional wellbeing are.  I can suggest simple ways to maintain our emotional wellbeing.</p> <p><b>HL3- Physical activity</b>  <b>Encountering:</b>  I can respond to stimuli about different kinds of physical activity and exercise.  <b>Foundation:</b></p>	<p><b>Assessment: WIL13 – Taking care of the environment.</b>  <b>Encountering:</b>  I can respond with curiosity to stimuli about the natural environment.  <b>Foundation:</b>  I can identify living things that people can care for (house plants, pets, gardens).  <b>Core:</b>  I can recognise different ways of showing compassion to other living things (wildlife, pets).  I can explain how everyday choices affect the environment positively (recycle, reduce, reuse).</p>

		I can identify who, we can talk to if we are worried about relationships changing/ending.			I can identify different kinds of physical activity and exercise. <b>Core:</b> I can identify some of the benefits of being physically active.  <b>HL4 – Healthy eating Encountering:</b> I can respond to stimuli about different kinds of food and drinks. <b>Core:</b> I can identify foods we can eat all of the time that are good for us. I can identify foods that should only be eaten occasionally.	
	Prepares for Stage 4 How do I build new relationships?	Prepares for Stage 4 How do I keep safe and who do I trust?	Prepares for Stage 4 How do I express and manage my feelings?	Prepares for Stage 4 How can I be kind and respectful?	Prepares for Stage 4 How do I keep my body Healthy?	Prepares for Stage 4 Who is in my community and how do we care for it?



## PSHE Stage 4 Outcomes: Knowledge and Skills 2025

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on stage 4 Transition, friendships, relationships and families	Builds on Stage 3 How do I take care of myself?	Builds on Stage 3 How do I express my feelings? How do I manage my feelings?	Builds on Stage 3 What do we enjoy and how to identify strengths in ourselves and others.	Builds on Stage 3 How do I keep my body healthy?	Builds on Stage 3 How are people different? Who is in my community?
<b>Coverage:</b>	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I build new relationship?</b> Self-Awareness, managing feelings and changing and growing	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I take care of myself?</b> Self-Care, support and safety.	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I express and manage my feelings?</b> Managing feeling.	<b>Coverage:</b>  <b>Big Question:</b> <b>What do we enjoy?</b> Self-Awareness	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I keep my body healthy?</b> Healthy Lifestyle	<b>Coverage:</b>  <b>Big Question:</b> <b>How are people and communities different?</b> The World I live in
<b>Knowledge:</b>	<b>Knowledge:</b> I know who I am and what my digital identity is. I know what helps me manage my feelings. I know what resilience is and when I might need it. I know different relationships, including online. I know how Bennerley Attitudes promote respectful relationships. I know how to build positive relationships. I know how to interact positively with peers and others. I know my worries and hopes for the future. I know changing roles within my relationships.  <b>Online Safety – Conduct</b> I know how social boundaries keep me safe online at home and in school.	<b>Knowledge:</b> I know how to reduce the spread of germs. I know the importance of personal care. I know how I am feeling physically and mentally. I know who can help me improve my mental help. I know ways that I can improve my mental health. I know suitable vocabulary for describing mental health.  <b>Online Safety - Staying Safe and Seeking Help Online</b> I know how to report or block something worrying. Knowing where to go for help and support (trusted adults, school staff, CEOP).	<b>Knowledge:</b> I know how I am feeling using the zones of regulation. I know what a strong emotion is. I know what happens to my brain when I have a strong emotion. I know how and where to get help to cope with strong emotions. I know how to challenge others when they are hurting others or me. I know that feelings are different for different relationships. I know how others' comments affect how we feel about ourselves.  <b>Online Safety - Emotional Wellbeing in the Digital World</b> I know how social media, games, and messages can affect mood.	<b>Knowledge:</b> I know my hobbies and their importance. I know personal strengths, talents and skills in myself and others. I know how to set achievable goals for hopes and wishes for the future. I know how others can help develop our strengths. I know how it feels to achieve a goal. I know self-esteem and what affects it. I know where and how to get help. I know how my strengths and skills link to learning.  <b>Online Safety- Exploring Online Interests Safely</b> I know safe, fun, and age- appropriate websites, games, and apps. I can identify digital hobbies and interests (e.g. coding, videos, games).	<b>Knowledge:</b> I know that balance is needed for a healthy lifestyle. I know strategies to help improve emotional wellbeing. I know the positive impact of regular exercise. I know the benefits of regular exercise. I know which foods need to be restricted. I know the importance and impact of sleep. I know who to speak to when we need help with mental health. I know why it is important to seek help if we are worried about others or ourselves.  <b>Online Safety- Healthy Digital Habits and Lifestyle</b>  I know to create routines that include sleep,	<b>Knowledge:</b> I know what we all have in common. I know how everyone has the right to practise their beliefs and customs. I know that there are laws to protect your human rights. I know what human rights are. I know what discrimination is. I know the meaning of stereotypes. I know how stereotypes leads to discrimination.  <b>Digital Citizenship and Equality Online.</b> I know how my actions and words online contribute to the kind of digital community I help create.

	<p><b>Online Safety - Staying Safe and Seeking Help Online</b> I know how to report or block something worrying. Knowing where to go for help and support (trusted adults, school staff, CEOP).</p>			<p>I can respect others' interests online. I understand there can be pressure to follow online trends that feel uncomfortable or unsafe</p>	<p>physical activity, and time away from screens. I know the physical effects of too much screen time (e.g., eyes, sleep, posture). I know to set healthy limits and use parental controls.</p> <p>I know how apps or games encourage movement or creativity.</p>	
<p><b>Skills:</b></p>	<p><b>Skills:</b> I can describe who I am and my digital preferences. I can explain how I learn and how I can manage my feelings. I can demonstrate resilience after a challenging situation I can name and discuss different relationships, including online. I can recognise how Bennerley Attitudes promote respectful relationships beyond the classroom. I can discuss and explain how to build positive relationships in school and beyond the classroom. I can explain how to interact positively with peers and others in school and the wider community. I can explore my worries and feelings about the future. I can explore changing roles within my relationships. I can recognise what social boundaries are and how they keep me safe online at home and in school. I can identify how different online activity influences my feelings and wellbeing I understand how to create positive, respectful online content</p>	<p><b>Skills:</b> I can describe routines to reduce the spread of germs. I can identify items to support personal care and their importance. I can use the zones of regulation to identify how I am feeling physically. I can identify how I am feeling (mental health). I can name who can help me if I am physically or mentally unwell. I can use suitable vocabulary for describing unwell mental health. I can identify how my toolkit can help improve my mental health. I can recognise online risks like scams, fake profiles, and inappropriate content. I can apply my understanding to make safe choices during online scenarios (e.g., not accepting friend requests from strangers).</p>	<p><b>Skills:</b> I can use the zones of regulation to match how I am feeling. I can explain what happens to my brain when I experience strong emotions. I can identify signs that I may need help/or help others cope with strong emotions. I can identify my toolkit to help regulate strong emotions and who else can help. I can demonstrate polite and assertive ways to challenge unkind comments to others or myself. I can explain that I may have strong feelings for others that are more than a friendship. I can manage difficult feelings (e.g., anger, disappointment) caused by online interactions. I can respond kindly and calmly to conflict online. I can seek help by talking to trusted adults about upsetting experiences online.</p>	<p><b>Skills:</b> I can explain why you need hobbies. I can explore my talents, strengths and skills linking them to how I learn. I can identify strengths in others. I can set achievable goals for the future. I can link how my self-esteem is affected by what is happening in my life. I can discuss and explore how to ask for help. I can match strengths to how it helps me learn. I can explore my feelings and my toolkit to recognise how it feels to achieve goals.</p>	<p><b>Skills:</b> I can describe strategies for maintaining a healthy lifestyle. I can describe strategies to help maintain our emotional wellbeing. I can explain some of the long-term benefits of regular physical exercise. I can explain some foods need to be restricted. I can explain the importance of sleep and how a lack of sleep makes us feel. I can explain strategies to have a good sleep pattern. I can explain when we need help with mental health and whom to speak to. I can discuss unhealthy coping behaviours which may be displayed. I can identify signs of unhealthy digital habits (e.g., fatigue, reduced activity). Using technology in ways that promote wellbeing (e.g., fitness apps, mindfulness). Encouraging digital detox practices and outdoor activity.</p>	<p><b>Skills:</b> I can explain that different cultures and faiths have the right to practise their beliefs. I can recognise that everyone has human rights and that laws protect these. I can explain how stereotypes can lead to discrimination. I can explain what discrimination is. I can list what we all have in common.</p> <p>I can explain why it's important to treat everyone with respect online, even if they are different from me. I can identify examples of unfair or disrespectful behaviour online and know how to respond or report it safely.</p>

	I can apply my understanding to make safe online choices and know how to get help.					
<b>Assessment:</b>	<p><b>Assessment:</b>  <b>SA1 – Personal Strengths</b>  <b>Core:</b>  I can identify some of our personal strengths and skills.  <b>Development:</b>  I can describe things I enjoy.  I can identify what I am good at inside and outside of school.  I can recognise what being unique is and how we might be different from others.  <b>Enrichment:</b>  I can describe and demonstrate things that we can do well and identify areas to develop.  I can identify hopes/wishes for the future.</p> <p><b>SA2- Skills for learning</b>  <b>Core:</b>  I can describe the ways I like to learn.  I can identify short term and aspirational goals.  <b>Development:</b>  I can give reasons why teasing/name calling is not acceptable.  I can identify what to do if others are being unkind.  <b>Enrichment:</b>  I can explain what is meant by hurtful behaviour and bullying.  I can recognise that this can happen online.  I can describe what to say or do if someone else is being bullied.</p> <p><b>SA5 – Getting on with others</b>  <b>Core:</b></p>	<p><b>Assessment:</b>  <b>SSS1 – Feeling Unwell</b>  <b>Core:</b>  I can identify how we can tell if we are unwell (including possible symptoms).  I can describe in simple terms how germs can be spread to others.  I can identify whom to tell if we are unwell.  <b>Development:</b>  I can identify some things we can do to take care of our physical and mental wellbeing.  I can demonstrate simple hygiene routines that can prevent the spread of germs.  I can recognise situations where we might need to ask someone for help.  I can recognise some of the terms that are used to describe when someone is emotionally/mentally unwell.  <b>Enrichment:</b>  I can describe how following simple routines can reduce the spread of germs.  I can identify some items we might use to support personal hygiene.  I can identify some ways we can take increased responsibility for looking after our physical and mental health,  I can explain why it is important to tell someone we trust if we are feeling emotionally unwell.</p>	<p><b>Assessment:</b>  <b>MF 2 – Strong Feelings</b>  <b>Core:</b>  I can recognise when others might be feeling happy or unhappy from their facial expression and body language.  <b>Development:</b>  I can describe strong emotions.  I can describe simple strategies we can use to feel and stay happy.  I can identify how we can help others who may be feeling unhappy.  I can identify whom to ask or tell if we are feeling unhappy and/or need help.  <b>Enrichment:</b>  I can identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful.  I can describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people.  I can describe how to manage strong emotions by using simple strategies to help ourselves and others.</p> <p><b>MF1 – Self-esteem and unkind comments.</b>  <b>Core:</b>  I can identify things we can do which help us to feel  <b>Development:</b>  I can identify things we may say or do that could</p>	<p><b>Assessment:</b>  <b>SA1 – Personal strengths.</b>  <b>Core:</b>  I can identify some of our personal strengths and skills.  <b>Development:</b>  I can demonstrate how to recognise and appreciate personal strength in other people.  <b>Enrichment:</b>  I can explain how what others say and think about us can positively and negatively affect the way we feel about ourselves.  I can identify some simple strategies to help manage negative comments/opinions.  I can describe other people's strengths, talents, skills.  I can explain how we feel about ourselves.</p> <p><b>SA2- Skills for learning</b>  <b>Core:</b>  I can describe the ways I like to learn.  I can identify short term and aspirational goals.  <b>Development:</b>  I can explain how we might achieve our targets.  <b>Enrichment:</b>  I can describe how it feels to achieve a target.  I can identify ways in which our current learning will help in the future.</p>	<p><b>Assessment:</b>  <b>HL1 – Elements of a healthy lifestyle.</b>  <b>Core:</b>  I can identify different ways that people can live a healthy lifestyle.  I can describe how to take care of dental health.  <b>Development:</b>  I can explain what a healthy lifestyle means.  I can describe how we feel if we do not get enough sleep, and strategies for maintaining good sleep patterns.  I can identify some simple strategies to help positive choices about our health and wellbeing.  <b>Enrichment:</b>  I can describe strategies for maintaining a healthy lifestyle.  I can explain why it is important to have enough sleep.</p> <p><b>HL2 – Mental wellbeing</b>  <b>Core:</b>  I can recognise what mental health and emotional wellbeing are.  I can suggest simple ways to maintain our emotional wellbeing.  <b>Development:</b>  I can explain the link between physical and mental health.  I can recognise when we need help with mental health and whom we can speak to.,  I can explain why it is important to see help for ourselves or others if we are worried. About unhealthy coping</p>	<p><b>Assessment:</b>  <b>WIL1 – Diversity, rights and responsibilities.</b>  <b>Core:</b>  I can describe some of the similarities, differences and diversity among people of different race, faith and culture.  I can describe what is meant by rights and responsibilities.  <b>Development:</b>  I can recognise what we all have in common.  I can identify some of the different rights and responsibilities we have in and out of school.  <b>Enrichment:</b>  I can explain the benefits of diversity.  I can identify why stereotyping is unfair.  I can recognise that everyone has human rights.  I can identify some of our rights to different opportunities.</p>

	<p>I can explain that we might disagree with our friends.  <b>Development:</b>  I can identify how to treat ourselves and others with respect.  <b>Enrichment:</b>  I can explain why it is important to listen to others' point of view, demonstrate active listening, demonstrate simple ways of resolving disagreements.  I can describe what it means to fall out with friends or family.  I can identify what might make someone feel that they are unhappy or unhealthy friendship or relationship.</p>		<p>affect how we or others feel about us.  I can identify things that others may say or do that could affect how we feel about ourselves.  <b>Enrichment:</b>  I can explain the difference between helpful/kind and unhelpful/unkind comments.  I can demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.</p> <p><b>MF3 – Romantic feelings and sexual attraction.</b>  <b>Core:</b>  I can describe the difference between liking someone and fancying someone.  <b>Development:</b>  I can explain how part of growing up might be to experience strong feelings about people we like or fancy.  <b>Enrichment:</b>  I can explain that people can like or fancy someone of the same or different gender, race, ability or religion.  I can demonstrate appropriate vocab(sex, gender identity and sexual orientation).</p>		<p>behaviours ( self-harm/eating)  <b>Enrichment:</b>  I can describe some healthy coping strategies to help maintain our emotional wellbeing.  I can describe how we can help friends and family who might be feeling stressed or unhappy.  I can identify things that can prevent people from seeking help with mental health issues.</p> <p><b>HL3- Physical activity</b>  I can identify some of the benefits of being physically active.  I can identify our favourite forms of physical activity.  <b>Development:</b>  I can describe some of the physical and mental health benefits of regular exercise.  <b>Enrichment:</b>  I can explain some of the long term benefits of regular exercise.</p> <p><b>HL4 – Healthy eating</b>  <b>Core:</b>  I can identify foods we can eat all of the time that are good for us.  I can identify foods that should only be eaten occasionally.  I can describe our favourite foods and drinks and give reasons for our choices.  <b>Development:</b>  I can explain what we mean by a healthy balanced diet.  I can explain what makes some foods better for our health than others.  <b>Enrichment:</b>  I can describe some of the long term benefits of a healthy diet.</p>	
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on stage 4 Transition, friendships, relationships and families	Builds on Stage 3 How do I keep safe? Who can I trust?	Builds on Stage 3 How do I express my feelings? How do I manage my feelings?	Builds on Stage 3 Who is special to me? How can I be kind and respectful?	Builds on Stage 3 How do I keep my body healthy?	Builds on Stage 3 Who is in my community? How can we care for our environment?
<b>Coverage:</b>	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I build new relationship?</b> Self-Awareness, managing feelings and changing and growing	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I keep safe and who can I trust?</b> Self-Care support and safety.	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I express and manage my feelings?</b> Managing Feeling.	<b>Coverage:</b>  <b>Big Question:</b> <b>How can I be kind and respectful?</b> Self- Awareness	<b>Coverage:</b>  <b>Big Question:</b> <b>How do I keep my body healthy?</b> Healthy Lifestyles	<b>Coverage:</b>  <b>Big Question:</b> <b>Who is in my community and how do we care for it?</b> The World I live in.
<b>Knowledge:</b>	<b>Knowledge:</b> I know who I am and what my digital identity is. I know what helps me manage my feelings. I know what resilience is and when I might need I know different relationships, including online. I know how Bennerley Attitudes promote respectful relationships. I know how to build positive relationships. I know how to interact positively with peers and others. I know my worries and hopes for the future. I know changing roles within my relationships. <b>Online Safety – Conduct</b> I know how social boundaries keep me safe online at home and in school.  <b>Online Safety - Staying Safe and Seeking Help Online</b> I know how to report or block something worrying. Knowing where to go for help and support (trusted	<b>Knowledge:</b> I know how to help others if we are worried about their personal safety. I know how dangers can contribute to accidents. I know what personal safety is. I know how to say no to stay safe. I know what risk taking is and when it can be positive. I know what gambling is and why people do it.  <b>Online Safety: Online Strangers, Trust, and Information Sharing</b> I know what is trustworthy vs. risky online interactions (e.g., fake profiles). I know the importance of keeping personal information private (e.g., location, school, passwords). I know the signs of online grooming and how to respond to unsafe situations. I know how and when to tell a trusted adult or report something concerning.	<b>Knowledge:</b> I know how I am feeling using the zones of regulation. I know things that we may say or do that affects how we or others feel. I know what a strong emotion is. I know what happens to my brain when I have a strong emotion. I know how and where to get help to cope with strong emotions. I know how to challenge others when they are hurting others or me. I know that feelings are different for different relationships. I know how others' comments affect how we feel about ourselves.  <b>Online Safety: Managing Online Emotions and Conflict</b> I know how online pressure can affect mood (e.g. comparison, likes). I know I can log off when feeling overwhelmed and seeking offline support.	<b>Knowledge:</b> I know strategies to manage negative behaviour. I know about the influence of social media. I know what stereotyping means and the reasons for it. I know what it means to be prejudice. I know what it means to discriminate.  <b>Respectful Online Communication and Digital Footprint</b>  I know that kindness and respect apply online and offline.	<b>Knowledge:</b> I know what self-esteem is. I know what a positive body image is. I know how to maintain positive self-esteem and body image. I know what peer pressure is. I know why we might put ourselves under pressure to try risky things. I know what a habit is. I can explain what addiction is. I know where to get help for myself or others.  <b>Online Safety Topic: Balancing Screen Time and Digital Wellbeing Coverage:</b> I know how screen time affects physical and mental health. I know when and why a digital detox is beneficial.	<b>Knowledge:</b> I know the influence of fake news. I know the positive and negative impacts we have on the environment. I know my feelings and values regarding climate change.  <b>Digital Citizenship and Online Communities Coverage:</b>  I know how we contribute to online communities (forums, games, platforms).

	adults, school staff, CEOP).					
<b>Skills</b>	<p><b>Skills:</b></p> <p>I can describe who I am and my digital preferences.</p> <p>I can explain how I learn and how I can manage my feelings.</p> <p>I can demonstrate resilience after a challenging situation</p> <p>I can name and discuss different relationships, including online.</p> <p>I can recognise how Bennerley Attitudes promote respectful relationships beyond the classroom.</p> <p>I can discuss and explain how to build positive relationships in school and beyond the classroom.</p> <p>I can explain how to interact positively with peers and others in school and the wider community.</p> <p>I can explore my worries and feelings about the future.</p> <p>I can explore changing roles within my relationships.</p> <p>I can recognise what social boundaries are and how they keep me safe online at home and in school.</p> <p>I can identify how different online activity influences my feelings and wellbeing</p> <p>I understand how to create positive, respectful online content</p> <p>I can apply my understanding to make safe online choices and know how to get help.</p>	<p><b>Skills:</b></p> <p>I can discuss how inappropriate use of mobile phone can contribute to accidents.</p> <p>I can how to help others manage their personal safety.</p> <p>I can give examples of how to say no to stay safe.</p> <p>I can give examples of positive risky behaviours.</p> <p>I can explain what gambling is and why people do it.</p> <p>I can recognise trustworthy and risky online interactions (e.g., fake profiles).</p> <p>I can recognise the importance of keeping personal information private</p> <p>I can identify signs of online grooming and how to respond to unsafe situations.</p> <p>I can explain how and when to tell a trusted adult or report something concerning.</p>	<p><b>Skills:</b></p> <p>I can use the zones of regulation to match how I am feeling.</p> <p>I can list things that affect how we or others feel about us.</p> <p>I can explain what happens to my brain when I experience strong emotions.</p> <p>I can identify signs that I may need help/or help others cope with strong emotions.</p> <p>I can identify my toolkit to help regulate strong emotions and who else can help.</p> <p>I can demonstrate polite and assertive ways to challenge unkind comments to others or myself.</p> <p>I can explain that I may have strong feelings for others that are more than a friendship.</p> <p>I can manage strong emotions when gaming, in chats, or on social media.</p> <p>I can demonstrate calm, thoughtful responses online.</p>	<p><b>Skills:</b></p> <p>I can think about strategies to manage negative behaviour.</p> <p>I can explain the impact of social media on how people feel.</p> <p>I can explain the harm of people stereotyping based on religion, gender, age, race or sexual orientation.</p> <p>I can give examples of what it means to be prejudice and the impact it has on others.</p> <p>I can give examples discrimination and the impact it has.</p> <p>I can communicate politely on online platforms</p> <p>I can recognise that online comments leave a digital footprint.</p> <p>I can challenge unkind behaviour or support others who are targeted.</p>	<p><b>Skills:</b></p> <p>I can explain what is self-esteem.</p> <p>I can describe ways to maintain self-esteem in relation to body image.</p> <p>I can explain what peer pressure is.</p> <p>I can explain why we put ourselves under pressure to try substances.</p> <p>I can describe what a habit and addiction is.</p> <p>I can discuss how to maintain a positive self-esteem.</p> <p>I can explain where to get help for myself or others.</p> <p>I can use devices in safe, posture-friendly ways.</p>	<p><b>Skills:</b></p> <p>I can explain what fake news is.</p> <p>I can explain it's influence on people's opinions, attitudes and understanding of the world.</p> <p>I can explain how everyday choices affect the environment.</p> <p>I can explain the positive impact of reducing, reusing and recycling.</p> <p>I can explain the negative impact of single use plastic and pollution.</p> <p>I can identify my feelings and values in relation to climate change and the environment.</p> <p>I can demonstrate my ability to promote inclusion and respect for different views, cultures, and identities online.</p> <p>I can recognise and reporting hate or prejudice.</p> <p>I can use digital tools to support and uplift others (e.g. kindness initiatives).</p>
<b>Assessment:</b>	<p><b>Assessment:</b></p> <p><b>SA1 – Personal Strengths Core:</b></p>	<p><b>Assessment:</b></p> <p><b>SSS3 – Accidents and Risks. Core:</b></p>	<p><b>Assessment:</b></p> <p><b>MF 2 – Strong Feelings Core:</b></p> <p>I can recognise when others might be feeling happy or unhappy from</p>	<p><b>Assessment:</b></p> <p><b>SA3 – Prejudice and discrimination. Core:</b></p> <p>I can recognise what prejudice means</p>	<p><b>Assessment:</b></p> <p><b>HL5 – Body Image Core:</b></p> <p>I can describe thoughts and feelings about</p>	<p><b>Assessment:</b></p> <p><b>WIL13 – Taking care of the environment.. Core:</b></p> <p>I can recognise different ways of showing</p>

	<p>I can identify some of our personal strengths and skills.  <b>Development:</b>  I can describe things I enjoy.  I can identify what I am good at inside and outside of school.  I can recognise what being unique is and how we might be different from others.  <b>Enrichment:</b>  I can describe and demonstrate things that we can do well and identify areas to develop.  I can identify hopes/wishes for the future.</p> <p><b>SA2- Skills for learning Core:</b>  I can describe the ways I like to learn.  I can identify short term and aspirational goals.  <b>Development:</b>  I can give reasons why teasing/name calling is not acceptable.  I can identify what to do if others are being unkind.  <b>Enrichment:</b>  I can explain what is meant by hurtful behaviour and bullying.  I can recognise that this can happen online.  I can describe what to say or do if someone else is being bullied.</p> <p><b>SA5 – Getting on with others Core:</b>  I can explain that we might disagree with our friends.  <b>Development:</b>  I can identify how to treat ourselves and others with respect.  <b>Enrichment:</b>  I can explain why it is important to listen</p>	<p>I can explain what is meant by the terms risky and dangerous.  I can identify some behaviours that might be risky.  <b>Development:</b>  I can describe situations and behaviours which may not be safe and entail risk.  I can identify trusted adults to help in risky situations.  <b>Enrichment:</b>  I can identify ways of reducing risk and keeping safe.  I can explain how inappropriate use of mobile phones can contribute to accidents.</p> <p>WIL12 – Managing online information.  Encountering:  I can respond with curiosity to stimuli about online advertising.  Foundation:  I can recognise that not everything is real or true.  Core:  I can recognise that advertising online is targeted at individuals.  I can recognise that not everything we see or read online is trustworthy and are fake.</p> <p><b>SSS7 - Gambling Core:</b>  I can explain what is meant by gambling and identify places and ways this takes place.  I can identify what it means to win or lose in relation to gambling.  <b>Development:</b>  I can give reasons why people might choose to gamble.  <b>Enrichment:</b>  I can describe influences or pressures on people to gamble.</p>	<p>their facial expression and body language.  <b>Development:</b>  I can describe strong emotions.  I can describe simple strategies we can use to feel and stay happy.  I can identify how we can help others who may be feeling unhappy.  I can identify whom to ask or tell if we are feeling unhappy and/or need help.  <b>Enrichment:</b>  I can identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful.  I can describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people.  I can describe how to manage strong emotions by using simple strategies to help ourselves and others.</p> <p><b>MF1 – Self-esteem and unkind comments.</b>  Core:  I can identify things we can do which help us to feel  <b>Development:</b>  I can identify things we may say or do that could affect how we or others feel about us.  I can identify things that others may say or do that could affect how we feel about ourselves.  <b>Enrichment:</b>  I can explain the difference between helpful/kind and unhelpful/unkind comments.</p>	<p>I can explain what it means to discriminate against someone.  <b>Development:</b>  I can identify examples of different prejudice and discrimination we have heard about.  <b>Enrichment:</b>  I can explain what stereotyping means.  I can demonstrate simple constructive strategies for responding to prejudice and discrimination.</p>	<p>different bodies are portrayed.  <b>Development:</b>  I can identify ways images may be manipulated.  I can recognise what is meant by body image.  <b>Enrichment:</b>  I can explain what is meant by self-esteem.  I can describe ways we can maintain self-esteem in relation to body image.  I can identify some influences to look a particular way and the impact on emotional well-being.</p>	<p>compassion to other living things.  <b>Development:</b>  I can describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.  <b>Enrichment:</b>  I can explain how every day choices can affect the environment positively and negatively (Recycling and single use plastic).  I can identify our feelings and values in relation to climate change.</p>
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	<p>to others' point of view, demonstrate active listening, demonstrate simple ways of resolving disagreements.</p> <p>I can describe what it means to fall out with friends or family.</p> <p>I can identify what might make someone feel that they are unhappy or unhealthy friendship or relationship.</p>	<p><b>SSS2 – Feeling frightened/worried</b></p> <p><b>Core:</b></p> <p>I can explain that we should always tell someone if anyone makes us feel worried or uncomfortable.</p> <p><b>Development:</b></p> <p>I can recognise that no one has the right to make us feel frightened or uncomfortable.</p> <p>I can explain what is meant by personal space.</p> <p>I can give reasons why it might be necessary to keep telling trusted adults.</p> <p><b>Enrichment:</b></p> <p>I can explain that some actions are crimes (harassment, assault).</p> <p>I can explain that FGM is wrong and illegal.</p>	<p>I can demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.</p> <p><b>MF3 – Romantic feelings and sexual attraction.</b></p> <p><b>Core:</b></p> <p>I can describe the difference between liking someone and fancying someone.</p> <p><b>Development:</b></p> <p>I can explain how part of growing up might be to experience strong feelings about people we like or fancy.</p> <p><b>Enrichment:</b></p> <p>I can explain that people can like or fancy someone of the same or different gender, race, ability or religion.</p> <p>I can demonstrate appropriate vocab (sex, gender identity and sexual orientation).</p>			
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<p><b>Online Trust – Fake information, scammers</b></p> <p>I know what fake information is</p> <p>I know how to check if information is fake or real on the internet</p> <p>I know not to share fake information</p> <p>I show awareness that scammers are present in all areas of the internet</p> <p>I show awareness of different types of scams</p>
<p>I understand what to do if I come across fake information on the internet</p>
<p>I can understand how to respond to potential scammers</p>

**Online Safety**

**Digital Footprint –**

I know how online posts, comments, and profile information shape others' perceptions

I know the importance of creating a **positive digital footprint**

I know the risks of oversharing personal information

**Skills:**

I can identify ways my online actions contribute to my digital footprint and how this can affect my future online reputation

I show understanding how **online presence** (personal information, posts, and interactions) contribute to someone's digital identity