* Recognise their worth as individuals, by identifying positive things about themselves
* Understand how to set personal goals

In **Year 6**:

* Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
* Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
* Recognise their worth as individuals by identifying positive things about themselves and their achievements
* Identify their own mistakes and make amends

In **Year 5:**

* Recognise what marriage is, including legal status, rights and protection
* Know that other families, in school or in the wider world, sometimes look different but difference should be tolerated and respected
* Recognise the importance of self-respect and how this links to their own happiness and experiences
* Recognise how having different responsibilities in different areas of life can sometimes conflict with each other and how to deal with that

In **Year 4:**

* Reflect on spiritual, moral, social and cultural issues, using their imagination to understand other people’s experiences
* Recognise how to take part in making and changing rules
* Know that there are different kinds of responsibilities, rights and duties at home and in the community
* Recognise that their actions affect themselves and others and try to see things from other points of view
* Think about themselves, learn from their experiences
* Realise that people and other living things have needs and responsibilities

In **Year 2:**

* Know why rules are important
* Recognise, name and deal with their feelings in a positive way
* Recognise the choices they can make and know the difference between right and wrong
* Recognise what they like and don’t like

In **Year 3:**

* Know why and how rules and laws are made and enforced and why different rules are needed
* Identify the characteristics of healthy family life

In **Early Years**, our social and emotional understanding is covered through the different areas in our Early Years Framework, in particular through **“Understanding the World”**

**In Pre-School,** children start to find ways to calm themselves and be comforted. They begin to establish their sense of self.

**In Nursery,** children start to develop their sense of responsibility and membership of a community. They start to find solutions to conflicts and rivalries.

**In Reception,** children start to build constructive and respectful friendships. They begin to expressive their feelings and consider the feelings of others. They may start to show signs of resilience and perseverance.

In **Year 1:**

* Agree to and follow rules for the classroom
* Understand how rules help them

**CURRICULUM OVERVIEW**



**Autumn 1...be amazed...**

**Subject:** PSHE

**How this document is structured:**

In case of a bubble or school closure, each box is divided into two sections

–**offline (in-school) and online (remote)**

Subject leaders have identified the knowledge, skills and understanding that can be covered remotely, with a focus on lower order procedural/fluency content. Higher order learning will be delivered at school. In the event of a full school closure, higher order learning will be delivered via pre-recorded videos.

Where there are no school or bubble closures, all objectives will be covered in school.