



# 'Life Learning' (PSHE) Curriculum Intentions

## End of Year Curriculum Intent Statement

Year Group			End Point for Year Group
A Life Learner in Ladybugs will...			<p>...experience: forming a friendship with another child.</p> <p>...be able to: Show affection and concern for people who are special to them. Play cooperatively with a familiar adult.</p>
<p><b>PSED</b></p> <p>A Life Learner in Mighty Oaks will...</p>			<p>...experience: that their actions and words have an impact on other's feelings.</p> <p>...be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate friendly behaviour.</li> <li>• Initiate play and offer peers to join them.</li> <li>• Begin to accept the needs of others.</li> </ul>
Key Vocabulary			Key assessment of learning questions
<p><u>All About Me</u></p> <p>Me Family Friends Like Kind</p>	<p><u>Who is in my family?</u></p> <p>Family Mum Dad Brother Sister</p> <p><i>Etc other relevant terminology for children e.g. nan.</i></p>	<p><u>Good and bad choices</u></p> <p>Good Bad Friend Good Kind Share</p>	<ul style="list-style-type: none"> <li>★ Talk about their 'grown-up's' at home.</li> <li>★ Talk about or point out their friends.</li> <li>★ Can they begin to take turns and share? (and accept when it is not their turn immediately)</li> <li>★ Can they recognise the feelings of a familiar adult (happy/sad) and respond appropriately to that feeling?</li> </ul>
<p><b>Logical Progression Links to Enhance Long Term Memory (learning)</b></p>			<p>Child initiated learning opportunities. Circle times.</p>



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A Life Learner in Reception will... <b>PSED</b>			...experience: <ul style="list-style-type: none"> <li>• an awareness of their own feelings and the feelings of others.</li> <li>• Self-worth, self-value and self-belief.</li> <li>• Problem-solving.</li> </ul> ...be able to: <ul style="list-style-type: none"> <li>• Form positive relationships with peers and familiar adults.</li> <li>• Share and take turns successfully.</li> <li>• Initiate play with others.</li> <li>• Value praise.</li> <li>• Adopt their behaviour to new situations.</li> <li>• Show sensitivity to others.</li> <li>• Know right from wrong.</li> <li>• Have resilience and perseverance, working towards simple goals.</li> </ul>
<b>Key Vocabulary</b>			<b>Key assessment of learning questions</b>
<b><u>Aiming High</u></b> Learning Goal Good Job Future	<b><u>Be Yourself</u></b> <b><u>Me</u></b> Good Interests Feelings Happy Sad Changes	<b><u>Team</u></b> Team Together Listen Kind Choices Good Bad Friend Share	<ul style="list-style-type: none"> <li>★ Draw someone that is sad/happy and explain what makes them feel that way.</li> <li>★ Who are your friends and why? How do they make you feel?</li> <li>★ Describe what you are good at.</li> <li>★ Given a scenario, describe how they might solve it (e.g a classmate is alone and upset on the playground. Why could they be feeling like that? What could you do?)</li> <li>★ Can they work towards a simple goal and persevere if the goal is a challenge?</li> </ul>
<b>Logical Progression Links to Enhance Long Term Memory (learning)</b>			British Values Week Healthy Lifestyles Week/PE New Year - setting resolutions. Child initiated learning opportunities.



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A Life Learner in Year 1 will...			<p>...know:</p> <ul style="list-style-type: none"> <li>• How much sleep they need each night</li> <li>• Why exercise is good for them</li> <li>• What is safe to eat and drink</li> <li>• How to keep their bodies safe (The Pants Rule)</li> <li>• What groups and community they belong to</li> <li>• Facts about living in Britain including famous British people</li> <li>• Ways to save money</li> <li>• How to keep money and their belongings safe</li> </ul> <p>...be able to:</p> <ul style="list-style-type: none"> <li>• Explain how to keep their bodies healthy</li> <li>• Share their own experiences on living in Britain</li> <li>• Look after their own belongings</li> </ul>
<b>Key Vocabulary</b>			<b>Key assessment of learning questions</b>
<b><u>My Body</u></b>	<b><u>Britain</u></b>	<b><u>Money Matters</u></b>	<ul style="list-style-type: none"> <li>★ How can you look after your body?</li> <li>★ Describe what living in Britain is like.</li> <li>★ How can people save money?</li> <li>★ Describe or draw how you can keep your belongings safe.</li> </ul>
Body Exercise Healthy Safe Hygienic Germs Dangerous Trusted	Sleep Exercise Healthy Trusted Proud Neighbour Britain Similarities Differences	Money Spend Buy Shops Safe Adverts Save Belongings	
<b>Logical Progression Links to Enhance Long Term Memory (learning)</b>			RSE units British Values Week Maths lessons- Money Share Aware Week Healthy Lifestyles Week/PE



# 'Life Learning' (PSHE) Curriculum Intentions

A Life Learner in Year 2 will...			<p>...know:</p> <ul style="list-style-type: none"> <li>• What makes them feel happy or sad</li> <li>• That there are consequences to their actions</li> <li>• What to do if they feel unsafe</li> <li>• What their rights are</li> <li>• What it means to be respectful</li> <li>• What fair means</li> <li>• What makes someone a good friend and family network</li> </ul> <p>...be able to:</p> <ul style="list-style-type: none"> <li>• Describe their emotions</li> <li>• Describe what being mindful is</li> <li>• Show respect towards others</li> <li>• Be a good friend</li> <li>• Resolve arguments</li> <li>• Show they care</li> </ul>
<b>Key Vocabulary</b>			<b>Key assessment of learning questions</b>
<p><u>Think Positive</u></p> <ul style="list-style-type: none"> <li>Feelings</li> <li>Emotions</li> <li>Choice</li> <li>Goals</li> <li>Achievements</li> <li>Positive</li> <li>Negative</li> <li>Consequences</li> <li>Thankful</li> <li>Mindset</li> </ul>	<p><u>Respecting Rights</u></p> <ul style="list-style-type: none"> <li>Rights</li> <li>People</li> <li>Safe</li> <li>Fair</li> <li>Protect</li> <li>Respect</li> <li>Consequences</li> <li>Differences</li> </ul>	<p><u>VIP</u></p> <ul style="list-style-type: none"> <li>Families</li> <li>Friend</li> <li>Argument</li> <li>Care</li> <li>Positive</li> <li>Network</li> <li>Resolution</li> <li>Qualities</li> <li>Co-operation</li> </ul>	<ul style="list-style-type: none"> <li>★ Draw a time which made you feel sad/happy</li> <li>★ Describe what would happen if you broke a rule</li> <li>★ Draw and label what a good friend looks and sounds like</li> <li>★ Give me an example when you have shown respect</li> </ul>



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<b>Logical Progression Links to Enhance Long Term Memory (learning)</b>			RSE units British Values Week Maths lessons- Money Healthy Lifestyles Week/PE Trips
A Life Learner in Year 3 will...			<p>...know:</p> <ul style="list-style-type: none"> <li>• Achievements in their life which they are proud of</li> <li>• How to express themselves through facial expressions and body language</li> <li>• How to makes things right after they have made a mistake</li> <li>• That is okay to make a mistake as they help them to learn and grow</li> <li>• What skills and interests are needed for different jobs</li> <li>• What a stereotype is and the importance of challenging them.</li> <li>• What it's like to live in Britain</li> <li>• What a diverse society looks like</li> <li>• The importance of democracy, liberty, rules and laws</li> <li>• What an ambassador looks like/behaves like</li> </ul> <p>...be able to:</p> <ul style="list-style-type: none"> <li>• Share their achievements</li> <li>• Show how they feel through facial expressions and body language</li> <li>• Respond positively to their mistakes</li> <li>• Follow school rules</li> <li>• Describe what a diverse society looks like</li> <li>• Represent Newdale</li> </ul>
<b>Key Vocabulary</b>			<b>Key assessment of learning questions</b>
<u><b>Be Yourself</b></u> Achievement Feelings Proud Mistake	<u><b>Aiming High</b></u> Achievement Personal Skills Jobs	<u><b>Britain</b></u> Britain Democracy Rules Laws	<ul style="list-style-type: none"> <li>★ What facial expressions/body language would you expect to see from someone who is...(add emotion)</li> <li>★ How have you learnt from a recent mistake?</li> </ul>



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<p>Strengths Facial expressions Body language Behaviour Assertive</p>	<p>Interest Future Attributes Challenge Stereotypes Ambitions Can do attitude 'I can and I will' 'If you believe you can achieve'</p>	<p>Liberty Diverse Society Multi-cultural</p>	<ul style="list-style-type: none"> <li>★ Describe/draw what a diverse society looks like</li> <li>★ What is a stereotype and why should they be challenged?</li> <li>★ What makes me unique? Why am I special?</li> </ul>
<p><b>Logical Progression Links to Enhance Long Term Memory (learning)</b></p>		<p>School Parliament opportunities RSE units British Values Week</p>	
<p>A Life Learner in Year 4 will...</p>		<p>...know:</p> <ul style="list-style-type: none"> <li>• What peer pressure is</li> <li>• When to seek help in a risky situation</li> <li>• How cigarettes, drugs and alcohol can affect the body</li> <li>• How to act safely online</li> <li>• That having a positive attitude is good for our mental health</li> <li>• Strategies to cope with uncomfortable emotions</li> <li>• How our attitudes impact new friendships being made</li> </ul> <p>...be able to:</p> <ul style="list-style-type: none"> <li>• Give an example of peer pressure</li> <li>• Know how to react in a risky situation</li> <li>• Explain how to keep safe online</li> <li>• Display a positive attitude towards school and home life</li> <li>• Use strategies to cope with uncomfortable emotions</li> </ul>	
<p><b>Key Vocabulary</b></p>		<p><b>Key assessment of learning questions</b></p>	



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<p><b><u>Safety First</u></b></p> <p>Dare Safety Healthy Emergency Dangers Risky Drugs Cigarettes Alcohol Cyberbullying Precautions</p>	<p><b><u>Think Positive</u></b></p> <p>Emotions Positive Negative Thoughts Characteristics Attitude Mental health Mindfulness Attitude Puberty</p>	<p><b><u>VIPS</u></b></p> <p>Attitude Friendships Resolution Friend Personalities Healthy Loyal Bullying</p>	<ul style="list-style-type: none"> <li>★ Give an example of peer pressure</li> <li>★ Explain how you would seek help in a risky situation</li> <li>★ Describe the effects of cigarettes, drugs and alcohol on the body</li> <li>★ What strategies could you use to cope with uncomfortable emotions</li> </ul>
<p><b>Logical Progression Links to Enhance Long Term Memory (learning)</b></p>			<p>RSE units British Values Week Healthy Lifestyles Week/PE Share Aware Week</p>
<p>A Life Learner in Year 5 will...</p>			<p>...know:</p> <ul style="list-style-type: none"> <li>• What a financial risk is</li> <li>• What value for money means</li> <li>• The meaning of the key terms: interest and tax</li> <li>• How and why laws are made</li> <li>• The role of local and national government</li> <li>• A range of faiths and ethnicities in Britain</li> <li>• The importance of looking after our bodies</li> <li>• How to lead a balanced lifestyle</li> <li>• Cigarettes, drugs and alcohol harm our bodies</li> </ul> <p>...be able to:</p> <ul style="list-style-type: none"> <li>• Explain what value for money means</li> <li>• Explain how laws are made</li> </ul>



# 'Life Learning' (PSHE) Curriculum Intentions

			<ul style="list-style-type: none"> <li>• Describe faiths and ethnicities in Britain</li> <li>• Explain how to look after our bodies and lead a balanced lifestyle</li> </ul>
<b>Key Vocabulary</b>			<b>Key assessment of learning questions</b>
<b><u>Money Matters</u></b>	<b><u>Britain</u></b>	<b><u>It's My Body</u></b>	
Money Financial Risk Advertisers Value Interest Tax Consumer Products Budget Debt Retailers Advertising persuasion	Britain Faiths Ethnicities Laws Government Local National Charities Voluntary Community Respect democracy	Physical Changes Puberty Drugs Tobacco Alcohol Choices Health Benefit Balanced Lifestyle Pressure	<ul style="list-style-type: none"> <li>★ Describe a 'financial risk'</li> <li>★ Give advice to someone about how to look after their money</li> <li>★ Recognise that retailers try to influence customers</li> <li>★ Give an example of a law. Describe the process of how it was made</li> <li>★ Explain ways to look after your body</li> </ul>
<b>Logical Progression Links to Enhance Long Term Memory (learning)</b>			RSE/Science units Annual visit to The Houses of Parliament Democracy link to USA geography unit Mini crucial crew Maths- money British Values Week
A Life Learner in Year 6 will...			...know: <ul style="list-style-type: none"> <li>• What a global citizen is</li> <li>• What global warming is</li> <li>• How human energy use can harm the environment</li> </ul>



# 'Life Learning' (PSHE) Curriculum Intentions

			<ul style="list-style-type: none"> <li>• How to keep themselves safe, especially online</li> <li>• What to do in an emergency</li> <li>• How to look after their bodies during puberty</li> <li>• That there are different sexual orientations</li> <li>• How babies are made and born</li> </ul> <p>...be able to:</p> <ul style="list-style-type: none"> <li>• Make choices which benefit their environment e.g. recycling</li> <li>• Assess a situation for the level of risk</li> <li>• Appreciate what being responsible means</li> <li>• Keep themselves and their information safe online</li> <li>• Share examples of how to look after their bodies</li> <li>• Show respect and tolerance towards different people no matter their sexual orientation</li> <li>• Explain what LGBT stands for</li> <li>• Describe the process of conception to birth and the needs of the foetus</li> </ul>
<b>Key Vocabulary</b>			<b>Key assessment of learning questions</b>
<p style="text-align: center;"><b><u>One World</u></b></p> <p>Global warming Citizen Environment Biodiversity Consequences Responsible Sustainability</p>	<p style="text-align: center;"><b><u>Safety First</u></b></p> <p>Peer pressure Responsible emergency Dangers Illegal Legal Drugs Addiction Alcohol Solvents Cyberbullying Privacy</p>	<p style="text-align: center;"><b><u>Growing Up</u></b></p> <p>Puberty Changes Physical Emotional Relationships Conceived Reproduction Gender Sexual orientation Conception Foetus Body image</p>	<ul style="list-style-type: none"> <li>★ Describe what a global citizen might look like</li> <li>★ Explain what global warming is and how human energy use can harm the environment</li> <li>★ Give an emergency scenario- how would you respond?</li> <li>★ Explain how to look after your body during puberty</li> <li>★ Describe the process of conception to birth and the needs of the foetus</li> <li>★ Give advice to a person on how to show respect and tolerance towards differences e.g. different sexual orientation etc.</li> </ul>

# 'Life Learning' (PSHE) Curriculum Intentions



		<i>(See RSE intent statements for further vocabulary)</i>	
<b>Logical Progression Links to Enhance Long Term Memory (learning)</b>			RSE/Science units Crucial crew STAR Programme Share Aware Week British Values Week

<b>End of Key Stage Curriculum Intent Statement</b>		
<b>Early Years</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>



# 'Life Learning' (PSHE) Curriculum Intentions

<p>A Life Learner by the end of <b>Early Years</b> will...</p> <p>...experience:</p> <ul style="list-style-type: none"><li>• Forming a friendship with another child.</li><li>• That their actions and words have an impact on other's feelings.</li><li>• An awareness of their own feelings and the feelings of others.</li><li>• Self-worth, self-value and self-belief.</li><li>• Problem-solving.</li></ul> <p>...be able to:</p> <ul style="list-style-type: none"><li>• Show affection and concern for people who are special to them. Play cooperatively with a familiar adult</li><li>• Demonstrate friendly behaviour.</li><li>• Initiate play and offer peers to join them.</li><li>• Begin to accept the needs of others.</li><li>• Form positive relationships with peers and familiar adults.</li><li>• Share and take turns successfully.</li><li>• Initiate play with others.</li><li>• Value praise.</li><li>• Adopt their behaviour to new situations.</li></ul>	<p>A Life Learner by the end of <b>Key Stage One</b> will...</p> <p>...know:</p> <ul style="list-style-type: none"><li>• How much sleep they need each night</li><li>• Why exercise is good for them</li><li>• What is safe to eat and drink</li><li>• How to keep their bodies safe</li><li>• What groups and community they belong to</li><li>• Facts about living in Britain including famous British people</li><li>• Ways to save money</li><li>• How to keep money and their belongings safe</li><li>• What makes them feel happy or sad</li><li>• That there are consequences to their actions</li><li>• What to do if they feel unsafe</li><li>• What their rights are</li><li>• What it means to be respectful</li><li>• What fair means</li><li>• What makes someone a good friend and family network</li></ul> <p>...be able to:</p> <ul style="list-style-type: none"><li>• Explain how to keep their bodies healthy</li><li>• Share their own experiences on living in Britain</li><li>• Look after their own belongings</li><li>• Describe their emotions</li><li>• Describe what being mindful is</li><li>• Show respect towards others</li></ul>	<p>A Life Learner by the end of <b>Key Stage Two</b> will...</p> <p>...know:</p> <ul style="list-style-type: none"><li>• How to keep themselves safe including online</li><li>• How the country is run including rules, laws and democracy</li><li>• How to keep their bodies healthy especially as they grow and become more independent</li><li>• How to respond to a risky situation</li><li>• How to keep money safe and spend wisely</li><li>• Strategies for having a healthy mindset</li><li>• What a stereotype is and the importance of challenging it</li><li>• The importance of showing respect and tolerance to everyone in society</li><li>• What it's like to live in Britain</li><li>• Different interests and skills needed for different jobs</li><li>• How to learn from their mistakes</li><li>• The importance of expressing their emotions</li><li>• How babies are made and born</li><li>• How to be a good global citizen</li><li>• The meaning of LGBT</li></ul> <p>...be able to:</p> <ul style="list-style-type: none"><li>• Share their achievements</li><li>• Show how they feel through facial expressions and body language</li><li>• Respond positively to their mistakes</li><li>• Follow school rules</li><li>• Describe what a diverse society looks like</li></ul>
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## 'Life Learning' (PSHE) Curriculum Intentions



	<ul style="list-style-type: none"><li>• Be a good friend</li><li>• Resolve arguments</li><li>• Show they care</li></ul>	<ul style="list-style-type: none"><li>• Give an example of peer pressure</li><li>• Know how to react in a risky situation</li><li>• Explain how to keep safe online</li><li>• Display a positive attitude towards school and home life</li><li>• Use strategies to cope with uncomfortable emotions</li><li>• Explain what value for money means</li><li>• Explain how laws are made</li><li>• Describe faiths and ethnicities in Britain</li><li>• Explain how to look after our bodies and lead a balanced lifestyle</li><li>• Make choices which benefit their environment e.g. recycling</li><li>• Assess a situation for the level of risk</li><li>• Appreciate what being responsible means</li><li>• Keep themselves and their information safe online</li><li>• Share examples of how to look after their bodies</li><li>• Show respect and tolerance towards different people no matter their sexual orientation</li><li>• Describe the process of conception to birth and the needs of the foetus</li></ul>
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**End of Primary School Curriculum Intent Statement/School Ready for Key Stage Three**



## 'Life Learning' (PSHE) Curriculum Intentions

...know:

- The difference between right and wrong and readily apply this understanding in their lives.
- The consequences of their behaviour and actions.
- The importance of having a positive mindset (showing resilience and perseverance).
- That the rule of law protects the rights of individual citizens and is essential for their well-being and safety.
- How to show respect to other people.
- How to support and encourage others.
- How to collaborate with adults and children.
- The 5 main British Values: Democracy, Individual Liberty, The Rule of Law, Tolerance of those with different faiths and cultures and Mutual Respect
- How the UK is run including the elections.
- How to keep themselves safe in their everyday life including online
- 'The Pants Rule' for keeping their private parts private
- That LGBT stands for Lesbian, Gay, Bisexual and Transgender
- Different forms of bullying including cyberbully and homophobic bullying.
- The diversity of different families e.g. same-sex parents.
- How people have been treated in the past due to being different
- The importance of celebrating differences
- How to interact appropriately with other people including personal space and manners (social norms)
- How to look after their bodies and keep them safe
- The importance of looking after money
- The importance of being a good global citizen and helping to care for our world.

...be able to:

- Show resilience and perseverance.



## 'Life Learning' (PSHE) Curriculum Intentions

- Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Show a sense of enjoyment and fascination when learning about themselves, others and the world around them.
- Use imagination and creativity in their learning.
- Reflect willingly on their experiences.
- Investigate people's views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.
- Develop an acceptance of other people, understanding the importance of identifying and combatting discrimination.
- Use a range of social skills in different contexts.
- Participate in a variety of communities and social settings
- Co-operate well with others and be able to resolve conflicts effectively
- Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others
- Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Explore and show respect for different faiths, religious, ethnic and social-economic groups, national and global communities.
- Manage their money