

ST LUKE'S CE FIRST SCHOOL

Personal, Social and Health Education
(PSHE)

and Relationships Sex Education (RSE)

Policy



October 2025 - 2026

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Our School Vision

In our St Luke's family, we recognise we are all God's children and through our caring and nurturing environment, we follow His word. We trust and rely on God's teaching so that we can encourage each other, develop our relationship with one another and the world, and flourish in all that we do.

God's word is a lamp to my feet and a light to my path. (Psalm 119 v.105)

Biblical theology:

We are all God's family and we know that God wants us to succeed in all that we do. It is through his strength that we can do these things and we encourage each other to see that they can be anything they want to be and do anything they want to do.

Please refer to our vision statement and core values (school website; vision and values)

PSHE (including Relationships, Health and Sex Education) Policy

Vision Statement

At St Luke's, our PSHE and RSE curriculum reflects our belief that every child is a unique and valued member of God's family. Through a caring and nurturing environment, we equip pupils with the knowledge, skills, and values to make informed, respectful, and responsible choices. Guided by God's word, we foster trust, empathy, and resilience so that children can develop healthy relationships, understand themselves and others, and flourish in all aspects of life.

Our approach promotes spiritual, moral, social, and cultural growth, enabling pupils to engage positively with the world around them and contribute to society with kindness and integrity. In partnership with families and the wider community, we ensure that PSHE and RSE are taught in a way that upholds dignity, celebrates diversity, and prepares pupils for life in modern Britain.

Statement of intent

At St Luke's CE First School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Our main focus is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Primary schools also have the option to decide whether pupils are taught sex education. At our school, we do **not** teach pupils sex education beyond what is required of the science curriculum.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. The Heart Smart programme is the key resource used in the delivery of these skills.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2026
- Equality Act 2010

- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- E-safety Policy

2. Roles and responsibilities

The governing body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

The head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing body on the effectiveness of this policy.
- Reviewing this policy on a two-year basis.

The PSHE & RSE subject leader is responsible for:

- Overseeing the delivery of the subject.
- Ensuring the subject is age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.

- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

The appropriate class teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
Modelling positive attitudes to relationships, sex and health education.
Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
Acting in accordance with planning, monitoring and assessment requirements for the subject.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education.

For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, "health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships and sex education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2026) Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Staff Meetings
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the head teacher.
- Emailing admin@slf.endeavourschools.org
- Submitting written feedback

The school provides a curriculum that is age-appropriate for pupils within each year group.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by sharing with them what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are encouraged to provide their views with the school at any time.

5. Relationships education overview

Families and people who care for me

By the end of first school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- 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.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of first school, pupils will know:

How important friendships are in making us feel happy and secure, and how people choose and make friends.

The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of first school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.

- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of first school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of first school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

6. Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of first school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.

Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.

- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of first school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of first school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of first school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of first school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of first school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of first school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of first school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

7. Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

At our school, we do **not** teach pupils sex education beyond what is required of the science curriculum. As such there is no parental right to withdraw pupils from these lessons or any other PSHE/RSE lesson.

8. Delivery of the PSHE and RSE curriculum

Our PSHE and relationship scheme of work is centred around the HeartSmart scheme which is taught in six thematic units, each unit consists of six lessons each with supporting materials (Appendix A).

The thematic units are taught to each year group each year; this enables children to recall and build upon previous learning, exploring the underlying principles of PSHE and relationship regularly.

HeartSmart units are designed to be delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience.

As a school, we also supplement our PSHE/RSE curriculum with the following:

Weekly

Picture News

Citizenship and British Values are taught through a weekly whole school Collective Worship based around the Picture News resources.

Yearly

Autumn Term

World Mental Health Day – Wear Yellow

On World Mental Health Day, which is celebrated on October 10, all staff and pupils at St Luke's wear yellow as a symbol of support for mental health awareness. The initiative, known as Hello Yellow, encourages people to wear yellow to show that they care about mental health. The day aims to create a sense of community and solidarity among individuals affected by mental health issues, highlighting that no one is alone in their struggles.

Anti-Bullying Alliance – Anti- Bullying Week – Odd Sock Day

Anti-Bullying Week focus on raising awareness, promoting kindness and inclusivity and supporting victims. Anti-Bullying Week serves as a crucial reminder of the importance of addressing bullying in all its forms. By raising awareness and promoting positive actions, the campaign aims to create safer environments where everyone can thrive without fear of bullying. At St Luke's we raise awareness of this by wearing odd socks for the day and complete each class complete activities related to the focuses.

Anti NSPCC Schools resources - _Pants Programme

The NSPCC Talk PANTS campaign has been developed in consultation with children, parents, carers and teachers. The programme for schools includes lessons that help tackle abuse by teaching children that their body belongs to them, how to identify parts of the body that are private, the importance of consent, and building confidence to speak out and get help.

Spring Term

NSPCC School Resources - Speak Out Stay Safe Programme

Assemblies and workshops for Key Stages 1 and 2 that aim to equip pupils with the knowledge and skills they need to stay safe from abuse and neglect.

Safer Internet Day

Safer Internet Day is a global event celebrated in the second week of February each year, aimed at promoting safer and more responsible internet use, especially among children and young people. At St Luke's we recognise this day by completing activities linked to online safety and promoting positive digital habits.

Summer Term

Elastoplast

Pupils in Reception, Year 1 and Year 2 complete the Elastoplast First Aid programme. The Elastoplast Kids First Aid Programme aims to provide students with basic first aid knowledge to build confidence and strengthen key first aid knowledge early on.

Stepping Out (Year 4 pupils only)

Year 4 pupils complete the Stepping Out pedestrian project. The project develops pupil's basic pedestrian skills through a teacher led classroom-based activity as well as two practical activities on the roads near the school. This project takes place in the Summer term.

Bikeability (Year 4 pupils only)

Year 4 pupils have the option to complete the Bikeability cycle training programme which equips children with vital life skills. Pupils not only learn to cycle, they gain independence, social skills and a sense of wellbeing. After Bikeability, children are better at responding to risk and report increased confidence. As a result, more children cycle to school which in turn improves mental health and wellbeing. This allows children to get more out of the classroom, improving their attention span and engagement. Healthier habits lead to increased attendance and improved academic results. Bikeability goes beyond a training course; it impacts children's lives.

9. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

10. Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

11. Withdrawing from the subjects

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum. As we are not teaching any sex education, other than what must be taught as part of the science curriculum, no withdrawal of pupils should be necessary.

12. Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

These incidents will be dealt with following the processes in our Behaviour Policy and Antbullying Policy.

School may need to notify police or safeguarding team if they have concerns regarding a child's behaviour.

13. Staff training

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

14. Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the DSL/DDSL about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

15. Monitoring quality

The PSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

The PSHE subject leader will conduct subject assessments during the year, which may include a mixture of the following:

- Lesson observations
- Pupil voice
- Learning walks
- Work scrutiny

16. Monitoring and review

This policy will be reviewed on a two-year basis by the PSHE subject leader. The next scheduled review date for this policy is October 2027.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing body is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix A



Progression Grid

Key Stage 1

YEAR 1

- I am beginning to understand that my choices can help or hurt my own and others hearts.
- I am beginning to understand that I am a source of power.
- I am beginning to understand some different emotions I feel.
- I am beginning to understand that I can look after my heart.
- I can identify someone that I am grateful for and am beginning to think about a reason why.
- I am beginning to understand what healthy choices for my mind and body look like.

YEAR 2

- I understand that the choices I make can help or hurt my own and others hearts.
- I can describe a way that I can use my power in a positive and negative way.
- I am beginning to understand that the decisions I make can affect my reputation.
- I am beginning to understand how my heart affects my actions, words and behaviours.
- I can describe how different people's families may look.
- I can describe a way my family shows me love.
- I can list a food from each of the 5 food groups.
- I can think of a choice I have made that has helped my heart.
- I can think of a choice I have made that has helped someone else's heart.

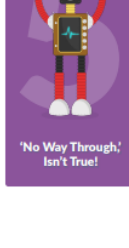
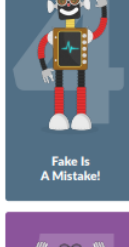
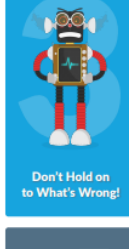
Key Stage 2

YEAR 3

- I can suggest a way that I can show love to myself.
- I can suggest a way that I can show love to others.
- I can list ways to be kind to one another.
- I can describe some ways that others are 'meant to be treated'.
- I can recall a memory and associate a feeling with it.
- I am beginning to understand that my heart needs protecting.
- I can list some things that my heart needs protecting from.
- I can list some people that I am grateful for in my life and give some reasons for why I am grateful for them.
- I can identify some benefits of a healthy lifestyle.
- I can identify some risks of an unhealthy lifestyle.
- I can suggest some ways that I can care for my heart.
- I can suggest some ways that I can care for other people's hearts.

YEAR 4

- I can suggest several ways that I can show love to myself.
- I can suggest several ways that I can show love to others.
- I am beginning to think about the consequences of the words we use.
- I can describe some consequences of using kind and unkind words.
- I can suggest some characteristics that I would like to see in my classroom.
- I can suggest how I can cultivate some of those characteristics.
- I can name someone that I trust and I can give one reason for why I trust them.
- I can list some characteristics of a healthy family life.
- I can explain what 'mental wellbeing' means.
- I can list something that positively affects my mental wellbeing.
- I can list something that negatively affects my mental wellbeing.
- I can suggest some ways that I can care for my heart.
- I can suggest some ways that I can care for other people's hearts.



- I am starting to describe myself in a positive way.
- I am starting to think about some great things about myself.
- I can suggest touch that I like and touch that I don't like.
- I am beginning to understand the difference between the truth and lies.
- I am beginning to understand that not everything is true.
- I am beginning to understand what truth sounds like.
- I am beginning to make choices based on my preferences.
- I am beginning to understand that I am unique.
- I am beginning to understand that there is a difference between spending and saving.
- I am beginning to understand that I can choose to 'save' or 'spend'.
- I am beginning to understand that a reward comes from saving.
- I can identify different ways that I can take care of myself and some of the objects I use for this eg toothbrush.
- I am beginning to be able to recall a kind word or action from my week.

- I can recall a way someone has shown love to me through kind words or actions.
- I can describe something I like about myself.
- I can say some of my strengths.
- I understand that I am unique.
- I understand the difference between truths and lies.
- I can suggest my own trash and truth statement.
- I can use positive adjectives to describe myself.
- I can describe a different range of emotions.
- I understand that thankfulness changes my attitude.
- I can find my pulse.
- I can describe how I feel after physical activity.
- I can recall a kind word or action from the week.
- I can share the best thing about me.

- I can recall some ways that people have shown love to me through kind words or actions.
- I am starting to describe myself in a positive way.
- I can think of words to encourage others.
- I can accept encouragement from others.
- I can sort words into what love is and what love isn't.
- I can list some things that I am grateful for.
- I can explain why I am grateful for them.
- I am beginning to understand that some choices I make will affect my physical health.
- I can recall examples of kind words or actions from the week.
- I can share some amazing things about myself.

- I can recall different ways someone has shown me love through kind words or actions.
- I can describe myself in a positive way.
- I can identify some ways that I most feel love.
- I can give an example of a time when I have been loved.
- I can identify some of my strengths and achievements.
- I can record and list some unique facts and figures about me.
- I can highlight five things about my body that I am grateful for.
- I can explain I am grateful.
- I understand that love sometimes looks like 'stopping the spread of bacteria'.
- I can suggest some ways that bacteria spreads.
- I can recall examples of kind words or actions from the week.
- I can share several amazing things about myself.

- I am beginning to think about ways to show love for others.
- I am beginning to demonstrate ways to love others.
- I am beginning to notice the people around me.
- I am beginning to think about ways that I can help others.
- I am beginning to think about ways I have been helped by others.
- I can think of someone who looks after me.
- I am beginning to think about how being looked after makes me feel.
- I can suggest ways to show appreciation for others.
- I am beginning to understand how to work as a team.
- I am beginning to think about some ways to keep safe online.
- I can draw a picture to offer advice for keeping safe online.
- I can suggest a way that I have shown love for others.
- I am beginning to think about how loving others makes me feel.

- I can suggest a way to show love for others.
- I can suggest a way to demonstrate love to others.
- I am learning to suggest ways to 'look out' for other people's needs and the needs of the environment around me.
- I am learning to spot and act on opportunities to do something kind for others.
- I can list the people working in my local community that look after and protect me.
- I am learning to appreciate the important work they do.
- I can list ways that we are all different.
- I can list ways that we are all the same.
- I can suggest some ways to keep safe in real life.
- I can suggest some online safety rules.
- I understand that online safety rules are similar to safety rules in real life.
- I can suggest ways they have shown love for others.
- I can describe how loving others makes me feel.

- I can suggest ways to show love for others.
- I can suggest ways to demonstrate loving others.
- I can suggest something that I can do for another person.
- I can describe how the person I helped felt.
- I can describe how helping someone else made me feel.
- I can explain how to respond in an emergency.
- I can recognise and celebrate the impact kindness has on another person.
- I can work together with others to complete a task.
- I am learning how to listen well to one another and respect each other's views.
- I can list some information that identifies me eg name, address.
- I know why it is important to keep personal information private.
- I can suggest ways I have shown love for others.
- I can describe how caring for others makes me feel.
- I can suggest ways I have shown love for others.
- I can describe how caring for others makes me feel.

- I can suggest ways to show love for others.
- I can demonstrate ways to love others.
- I am becoming more aware of my surroundings and the people around me by noticing differences.
- I can make the link about being observant and being aware of those around us.
- I can suggest how a person is feeling from their expression and body language.
- I can suggest who the unseen heroes of my community are.
- I can honour those heroes by writing a thank you note.
- I can suggest times when I need help from others.
- I can demonstrate good teamwork skills (clear communication, listening and negotiating).
- I can suggest ways to use my technology devices responsibly.
- I can suggest ways that I have shown love for others.
- I can describe how caring for others makes people feel.

- I can identify when Boris is sad.
- I am beginning to understand that what I do affects others.
- I am beginning to understand when I need to say sorry.
- I am beginning to understand that forgiveness helps my heart.
- I am beginning to understand when I am feeling a negative emotion eg anger, sadness, disappointment.
- I am beginning to understand that I can choose kind or unkind words.
- I can suggest an example of a positive attribute of the kind of friend I would like to be.
- I am beginning to understand something I can do if I feel sad or mad.

- I understand that letting the bad feelings out of my heart helps me feel happy again.
- I understand that what I do affects others.
- I am beginning to understand when I need to say sorry.
- I am beginning to understand that forgiveness helps my heart.
- I can give an example of a person, place or activity that helps my heart when I am sad.
- I am beginning to understand ways to help me let go of hurt or disappointment.
- I can suggest a way I can protect myself and others from bullying.
- I can suggest something I can do if I feel sad or mad.

- I am beginning to understand what 'forgiveness' means.
- I can describe how saying sorry can help a situation.
- I can describe the effects of choosing to forgive or not.
- I can describe a way that holding on to hurt can make us sad.
- I can list a way to build trust between friends.
- I can think of someone that I trust.
- I can give an example of a stereotype.
- I can suggest a couple of things I can do if I feel sad or mad.

- I can suggest a way to fix a broken friendship.
- I can suggest some benefits of forgiveness.
- I can sort scenarios into positive and negative stress.
- I can suggest ways to manage negative stress.
- I can suggest some healthy boundaries I can use both in life and online.
- I can recognise online abuse and know who to report it to.
- I can suggest positive uses of the internet.
- I can list several things I can do if I feel sad, or mad.

- I can suggest an amazing fact about myself.
- I can explain why we don't need to lie about ourselves.
- I am beginning to understand that I don't need to pretend to be anything I am not - I can be myself!
- I can describe what being 'see-through' means.
- I am beginning to understand some reasons why being 'see-through' in friendship is important.
- I can suggest some ways to look after my teeth.
- I can name a person I can talk to when I feel upset.
- I am beginning to understand that small lies can have a big impact.
- I can complete the phrase 'I am...' with a positive characteristic.

- I can suggest a couple of amazing facts about myself.
- I can explain why we don't need to lie about ourselves.
- I can name something unique about myself.
- I can name an unkind thought that I have about myself.
- I can name a kind thought I have about myself.
- I can describe how an emotion feels.
- I can describe times when I have felt different emotions.
- I can suggest some ways to demonstrate good manners.
- I can demonstrate different ways to greet another person.
- I can describe some ways to stay safe in the sun.
- I can use positive words to describe myself and complete the phrase 'I am...'

- I can suggest a couple of amazing facts about myself.
- I can explain why we don't need to lie about ourselves.
- I am beginning to know the real me is the best me.
- I can give a simple explanation of what shame is.
- I can suggest appropriate and inappropriate types of touch.
- I can suggest safe people to talk to if I am concerned.
- I can explain why telling the truth is important to build a friendship.
- I can explain what an allergy is.
- I can list what I have learned about why 'Fake is a Mistake'.

- I can explain why we don't need to lie about ourselves.
- I can list 3 great things about myself.
- I can explain that I am not what I 'do'.
- I can identify some important voices in my life.
- I can recognise the difference between kind and unkind voices in my life.
- I am growing in courage to always tell the truth.
- I can give examples of when I have been afraid to tell the truth.
- I can explain when dares are no longer fun.
- I can explain the consequences of dares.
- I can list some of the risks associated with smoking.
- I can list what I have learned about why 'Fake is a Mistake'.

- I am beginning to understand when I feel stuck.
- I am beginning to choose to persevere in completing a challenge.
- I am starting to explore how I can adapt my strategy and try other things when I feel stuck.
- I am beginning to understand the value of having a friend's support when I feel stuck.
- I can differentiate between secrets I should and shouldn't keep.
- I know what to do if someone asks me to keep a secret that makes me feel uncomfortable.
- I am beginning to understand that I have an impact on my class, family and community.
- I can choose pictures of things I like (to create a dreamboard).
- I can think of a person, pet or toy that I miss.
- I can share a memory of that person, pet or toy.
- I am starting to be able to recall times where I felt stuck but found a way through!

- I am beginning to understand when I feel stuck.
- I am beginning to choose to persevere in completing a challenge.
- I am beginning to be able to find alternative solutions to a problem.
- I can design a map with alternative routes.
- I am beginning to think about different ways I can look at situations.
- I can suggest a different way I could try to overcome a challenging situation.
- I can replace worry phrases with positive 'what if' phrases.
- I can identify signs of energy being used.
- I can suggest some ways to conserve energy.
- I can recall a time when I felt stuck but found a way through!

- I can identify when I feel stuck.
- I can choose to persevere when I feel stuck or in completing a challenge.
- I can identify an area of my life where I am doing well.
- I can describe what a setback is.
- I can give an example of a setback.
- I can demonstrate basic first aid skills.
- I can identify a dream I have.
- I can list some attitudes I need to develop to achieve my dreams.
- I can describe what 'change' is and give some examples in my life.
- I can suggest something I can do that helps me to manage change.
- I can recall a time when I felt stuck but found a way through!

- I can describe a situation where I felt stuck.
- I can suggest some ways I can persevere when I feel stuck.
- I can list some skills and attitudes needed to meet the challenges.
- I can identify habits I need to develop or lose in order to achieve my goals.
- I can think of someone who encourages me.
- I can think of someone I can encourage.
- I can choose pictures of things that inspire me.
- I can create 'A Dream of my Heart Is...' statement.
- I can define what puberty is.
- I can describe key physical changes that take place as puberty begins.
- I can recall a time when I felt stuck but found a way through!