



Bradwell Village School



P S H E Framework

| Autumn | | | | |
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| | Year Three | Year Four | Year Five | Year Six |
| Being me in my world | <p>To recognise my worth.</p> <p>To identify positive things about myself and my achievements.</p> <p>To set personal goals.</p> <p><i>To know how to value myself.</i></p> <p><i>To know how to make someone else feel welcome and valued.</i></p> <p>To know how to face new challenges positively, make responsible choices and ask for help when needed.</p> <p><i>To recognise how it feels to be happy, sad or scared.</i></p> <p><i>To identify if other people are feeling these emotions.</i></p> <p>To understand why rules are needed and how they relate to rights and responsibilities.</p> <p><i>To know how to make others feel valued.</i></p> <p>To understand that my actions affect myself and others.</p> <p>To care about other people's feelings.</p> <p><i>To understand that my behaviour brings rewards/consequences.</i></p> <p>To know how to make responsible choices and take action.</p> <p><i>To be able to work cooperatively in a group.</i></p> <p>To understand my actions affect others.</p> <p>To try to see things from others' points of view.</p> | <p>To know my attitudes and actions make a difference to the class team.</p> <p><i>To know how good it feels to be included in a group and understand how it feels to be excluded.</i></p> <p>To understand who is in my school community and the roles they play.</p> <p>To know how I fit in to my school community.</p> <p><i>To take on a role in a group and contribute to the overall outcome.</i></p> <p>To understand how democracy works through the School Council.</p> <p><i>To recognise my contribution to making a Learning Charter for the whole school.</i></p> <p>To understand that my actions affect myself and others.</p> <p>To care about people's feelings and try to empathise with them.</p> <p><i>To understand how rewards and consequences motivate people's behaviour.</i></p> <p>To understand how groups come together to make decisions.</p> <p><i>To take on a role in a group and contribute to the overall outcome.</i></p> <p>To understand how democracy and having a voice benefits the school community.</p> <p><i>To understand why our school community benefits from a Learning Charter and help others to follow it.</i></p> | <p>To know how to face new challenges positively and set personal goals.</p> <p><i>To know what I value most about my school.</i></p> <p><i>To identify my hopes for this school year.</i></p> <p>To understand my rights and responsibilities as a citizen of my country.</p> <p><i>To be able to empathise with people in this country whose lives are different to my own.</i></p> <p>To understand my rights and responsibilities as a member of my school.</p> <p><i>To be able to empathise with people in this country whose lives are different to my own.</i></p> <p>To be able to make choices about my own behaviour (because I understand how rewards and consequences feel).</p> <p><i>To understand that my actions affect me and others.</i></p> <p>To understand how an individual's behaviour can impact on a group.</p> <p><i>To be able to contribute to a group and understand how we can function best as a whole.</i></p> <p>To understand how democracy and having a voice benefits the school community.</p> <p>To know how to participate in the school community.</p> | <p>To identify my goals for this year.</p> <p>To understand my fears and worries about the future and know how to express them.</p> <p><i>To feel welcome and valued and know how to make others feel the same.</i></p> <p>To know that there are universal rights for all children but that for many these rights are not met.</p> <p><i>To understand my own wants and needs.</i></p> <p><i>To compare these with children in different communities.</i></p> <p>To understand that my actions affect other people locally and globally.</p> <p><i>To understand my own wants and needs.</i></p> <p><i>To compare these with children in different communities.</i></p> <p>To make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>To understand how these relate to my rights and responsibilities.</p> <p><i>To understand that my actions affect myself and others.</i></p> <p><i>To care about people's feelings and try to empathise with them.</i></p> <p>To understand how an individual's behaviour can impact on a group.</p> |

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| | <p><i>To be able to follow the Learning Charter.</i></p> | | <p><i>To understand why our school community benefits from a Learning Charter.</i> <i>To help others to follow the Learning Charter.</i></p> | <p><i>To be able to contribute to a group and understand how we can function best as a whole.</i> To understand how democracy and having a voice benefits the school community. <i>To understand why our school benefits from a Learning Charter.</i> <i>To know how I can help others to follow it by modelling it myself.</i></p> |
| <p>Celebrating difference</p> | <p>To understand that everybody's family is different and important to them. <i>To appreciate my family/the people who care for me.</i> To understand that differences and conflicts sometimes happen among family members. <i>To know how to calm myself down and use the 'Solve it together' technique.</i> To know what it means to be a witness to bullying. <i>To know some ways of helping to make someone is bullied feel better.</i> To know that witnesses can make the situation better or worse by what they do. <i>To be able to problem-solve a bullying situation with others.</i> To recognise that some words are used in hurtful ways. <i>To try hard not to use hurtful words.</i> To be able to talk about a time when my words affected someone else's feelings and what the consequences were. <i>To be able to give and receive compliments and know how this feels.</i></p> | <p>To understand that, sometimes, we make assumptions based on what people look like. <i>To try to accept people for who they are.</i> To understand what influences me to make assumptions based on how people look. <i>To be able to question why I think what I do about other people.</i> To know that sometimes bullying is hard to spot. To know what to do if I think it is going on but I'm not sure. <i>To know how it feels to be a witness to and a target of bullying.</i> To be able to say why witnesses sometimes join in with bullying and sometimes don't tell. <i>To be able to problem-solve a bullying situation with others.</i> To identify what is special about me and value the ways in which I am unique. <i>To like and respect the unique features of my physical appearance.</i> To be able to say a time when my first impression of someone changed when I got to know them. <i>To be able to explain why it is good to accept people for who they are.</i></p> | <p>To understand that cultural differences sometimes can cause conflict. <i>To be aware of my own culture.</i> To understand what racism is. <i>To be aware of my attitude towards people from different races.</i> To understand how rumour-spreading and name-calling can be bullying behaviours. <i>To explain a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</i> To explain the difference between direct and indirect types of bullying. <i>To know some ways to encourage children who use bullying behaviours to make other choices.</i> <i>To know how to support children who are being bullied.</i> To compare my life with people in the developing world. <i>To be able to appreciate the value of happiness regardless of material wealth.</i> To understand a different culture from my own. <i>To respect my own and other people's cultures.</i></p> | <p>To understand that there are different perceptions about what normal means. <i>To be able to empathise with people who are different.</i> To understand how being different could affect someone's life. <i>To be aware of my attitude towards people who are different.</i> To explain some of the ways in which one person or a group can have power over another. <i>To know how it can feel to be excluded or treated badly by being different in some way.</i> To know some of the reasons why people use bullying behaviours. <i>To be able to say a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</i> To be able to give examples of people with disabilities who lead amazing lives. <i>To be able to appreciate people for who they are.</i> To explain ways in which differences can be a source of conflict and a cause for celebration.</p> |

To be able to show empathy with people in either situation.

| Spring | | | | |
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| Healthy Me | <p>To understand how exercise affects my body.</p> <p>To know why my heart and lungs are such important organs.</p> <p><i>To be able to set myself a fitness challenge.</i></p> <p>To know that the amount of calories, fat and sugar I put in my body will affect my health.</p> <p><i>To know what it feels like to make a healthy choice.</i></p> <p>To be able to say what my knowledge and attitude towards drugs is.</p> <p><i>To identify how I feel towards drugs.</i></p> <p>To identify things, people and places that I need to keep safe from.</p> <p>To know some strategies for keeping myself safe.</p> <p>To know who to go to for help and how to call emergency services.</p> <p><i>To be able to express how being anxious or scared feels.</i></p> <p>To identify when something feels safe or unsafe.</p> <p><i>To take responsibility for keeping myself and others safe.</i></p> <p>To understand how complex my body is and how important it is to take care of it.</p> <p><i>To respect my body and appreciate what it does for me.</i></p> | <p>To be able to recognise how different friendship groups are formed.</p> <p>To know how I fit into friendship groups.</p> <p>To know the friends I value the most.</p> <p><i>To identify the feelings I have about my friends and my different friendship groups.</i></p> <p>To understand there are people who take on the roles of leaders or followers in a group.</p> <p>To know the role I take on in different situations.</p> <p><i>To be aware of how different people and groups impact on me.</i></p> <p><i>To recognise the people I most want to be friends with.</i></p> <p>To understand the facts about smoking and its effects on health.</p> <p>To know some of the reasons some people start to smoke.</p> <p><i>To recognise negative feelings in peer pressure situations. (e.g. embarrassment, shame, inadequacy and guilt)</i></p> <p><i>To know how to act assertively to resist pressure from myself and others.</i></p> <p>To understand the facts about alcohol and its effects on health, particularly the liver.</p> <p>To know some of the reasons some people drink alcohol.</p> | <p>To know the health risks of smoking.</p> <p>To be able to say how tobacco affects the lungs, liver and heart.</p> <p><i>To be able to make an informed decision about whether or not I choose to smoke.</i></p> <p><i>To know how to resist pressure.</i></p> <p>To know some of the risks with misusing alcohol. (including anti-social behaviour)</p> <p>To know how alcohol affects the liver and heart.</p> <p><i>To be able to make an informed decision about whether or not I choose to smoke.</i></p> <p><i>To know how to resist pressure.</i></p> <p>To know and put into practice basic emergency aid procedures (including recovery position).</p> <p>To know how to get help in emergency situations.</p> <p><i>To know how to keep myself calm in emergencies.</i></p> <p>To understand how the media, social media and celebrity culture promotes certain body types.</p> <p><i>To be able to reflect on my own body image.</i></p> <p><i>To know the importance of a positive body image.</i></p> <p><i>To be able to accept and respect myself for who I am.</i></p> <p>To describe the different roles food can play in people's lives.</p> | <p>To be able to take responsibility for my health.</p> <p>To be able to make choices that benefit my health and well-being.</p> <p><i>To be able to motivate myself to care for my physical and emotional health.</i></p> <p>To know about different types of drugs and their uses.</p> <p>To know about the effects of drugs on the body, particularly the liver and heart.</p> <p><i>To be able to motivate myself to find ways to be happy and cope with life's situations without using drugs.</i></p> <p>To understand that some people can be exploited and made to do things that are against the law.</p> <p><i>To be able to suggest ways that someone who is being exploited can help themselves.</i></p> <p>To know why some people join gangs.</p> <p>To know the risks involved in joining gangs.</p> <p><i>To be able to suggest strategies someone could use to avoid being pressurised.</i></p> <p>To understand what it means to be emotionally well.</p> <p>To be able to explore people's attitudes towards mental health/illness.</p> |

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| | | <p><i>To recognise negative feelings in peer pressure situations. (e.g. embarrassment, shame, inadequacy and guilt)</i></p> <p><i>To know how to act assertively to resist pressure from myself and others.</i></p> <p>To recognise when people are putting me under pressure.</p> <p>To explain ways to resist pressure when I want.</p> <p><i>To identify feelings of anxiety and fear associated with peer pressure.</i></p> <p>To know myself well enough to have a clear picture of what I believe is right and wrong.</p> <p><i>To be able to tap into my inner strength.</i></p> <p><i>To know how to be assertive.</i></p> | <p>To explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p><i>To respect and value my body.</i></p> <p>To know what makes a healthy lifestyle including healthy eating.</p> <p>To know the choices I need to make to be healthy and happy.</p> <p><i>To know how to motivate myself to keep myself healthy and happy.</i></p> | <p><i>To know how to help myself feel emotionally healthy.</i></p> <p><i>To recognise when I need help with my emotional health.</i></p> <p>To recognise stress and the triggers that cause this.</p> <p>To understand how stress can cause drug and alcohol misuse.</p> <p><i>To be able to use different strategies to manage stress and pressure.</i></p> |
| <p>Dreams and Goals</p> | <p>To be able to talk about a person who has faced difficult challenges and has achieved success.</p> <p><i>To respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability).</i></p> <p>To identify a dream/ambition that is important to me.</p> <p><i>To be able to imagine how I feel when I achieve my dream/ambition.</i></p> <p>To be able to enjoy facing new learning challenges.</p> <p>To be able to work out the best ways for me to achieve new learning challenges.</p> <p><i>To be able to break down a goal into a number of steps.</i></p> <p><i>To know how others could help me to achieve my goal.</i></p> <p>To be motivated and enthusiastic about achieving a new challenge.</p> | <p>To be able to discuss some of my hopes and dreams.</p> <p><i>To know how it feels to have hopes and dreams.</i></p> <p>To understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p><i>To know how disappointment feels.</i></p> <p><i>To identify when I have felt disappointment.</i></p> <p>To know that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p><i>To know how to cope with disappointment.</i></p> <p><i>To know how to help others cope with their disappointment.</i></p> <p>To know how to make a new plan and set new goals even if I have been disappointed.</p> <p><i>To know what it means to be resilient and to have a positive attitude.</i></p> | <p>To understand that I will need money to help me achieve some of my dreams.</p> <p><i>To identify what I would like my life to be like when I am grown up.</i></p> <p>To know about a range of jobs carried out by people I know.</p> <p>To explore how much people earn in different jobs.</p> <p><i>To appreciate the contributions made by people in different jobs.</i></p> <p>To identify a job I would like to do when I grow up.</p> <p>To understand what motivates me and what I need to do to achieve it.</p> <p><i>To appreciate the opportunities that learning and education are giving me.</i></p> <p><i>To understand how this will help me to build my future.</i></p> <p>To describe the dreams and goals of young people in a culture different to mine.</p> | <p>To know my learning strengths.</p> <p>To set challenging but realistic goals for myself.</p> <p><i>To understand why it is important to stretch the boundaries of my current learning.</i></p> <p>To work out the learning steps I need to take to reach my goal.</p> <p>To understand how to motivate myself to work on these steps.</p> <p><i>To be able to set success criteria so that I will know whether I have reached my goal.</i></p> <p>To identify problems in the world that concern me.</p> <p>To talk to other people about problems that concern me.</p> <p><i>To recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.</i></p> |

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| | <p><i>To know that I am responsible for my own learning.</i> <i>To be able to use my strengths as a learner to achieve the challenge.</i> To recognise obstacles which might hinder my achievement. To be able to take steps to overcome challenges. <i>To be able to manage the feelings of frustration that may arise when obstacles occur.</i> To be able to evaluate my own learning process. To identify how the learning process can be better next time. <i>To be confident in sharing my success with others.</i> <i>To be able to store my feelings in my internal treasure chest.</i></p> | <p>To know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. <i>To enjoy being part of a group challenge.</i> To identify the contributions made by myself and others to the group's achievement. <i>To be able to share in the success of a group.</i> <i>To be able to store success in my internal treasure chest.</i></p> | <p><i>To reflect on how these relate to my own.</i> To understand that communicating with someone in a different culture means we can learn from each other. To identify a range of ways that we could support each other. <i>To appreciate the similarities and differences in aspirations between myself and young people in a different culture.</i> To be able to encourage my peers to support young people here and abroad to meet their aspirations. To suggest ways we might be able to do this (e.g. through sponsorship). <i>To understand why I am motivated to make a positive contribution to supporting others.</i></p> | <p>To be able to work with other people to help make the world a better place. <i>To be able to empathise with people who are suffering or who are living in difficult situations.</i> To be able to describe some ways in which I can work with other people to help make the world a better place. <i>To identify why I am motivated to do this.</i> To know what some people in my class like or admire about me. To be able to accept their praise. <i>To be able to give praise and compliments to other people when I recognise their contributions and achievements.</i></p> |
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| | Year Three | Year Four | Year Five | Year Six |
| Relationships | <p>To identify the roles and responsibilities of each member of my family. To reflect on the expectations for males and females. <i>To be able to describe how taking some responsibility in my family makes me feel.</i> To identify and put into practice some of the skills of friendship (e.g. taking turns, being a good listener). <i>To know how to negotiate in conflict situations to try to find a win-win solution.</i> To know and use some strategies for keeping myself safe online.</p> | <p>To recognise situations which can cause jealousy in friendships. <i>To identify feelings associated with jealousy.</i> <i>To suggest strategies to problem-solve when this happens.</i> To identify someone I love. To be able to express why they are special to me. <i>To know how most people feel when they lose someone or something they love.</i> To be able to talk about someone I know that I no longer see. <i>To understand that we can remember people even if we no longer see them.</i></p> | <p>To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. <i>To know how to keep building my own self-esteem.</i> To understand that belonging to an online community can have positive and negative consequences. <i>To recognise when an online community feels unsafe or uncomfortable.</i> To understand there are rights and responsibilities in an online community or social network.</p> | <p>To know that it is important to take care of my mental health. <i>To understand that people can get problems with their mental health and that it is nothing to be ashamed of.</i> To know how to take care of my mental health. <i>To be able to help myself and others when worried about a mental health problem.</i> To understand that there are different stages of grief. To know that there are different types of loss that cause people to grieve.</p> |

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| | <p><i>To know who to ask for help if I am worried or concerned about anything online.</i></p> <p>To explain how some of the actions and work of people around the world help and influence my life.</p> <p><i>To be able to show an awareness of how this could affect my choices.</i></p> <p>To understand how my needs and rights are shared by children around the world.</p> <p>To identify how our lives may be different.</p> <p><i>To be able to empathise with children whose lives are different to mine.</i></p> <p><i>To be able to appreciate what I may learn from them.</i></p> <p>To know how to express my appreciation to my friends and family.</p> <p><i>To be able to enjoy being part of a family and friendship groups.</i></p> | <p>To recognise how friendships change.</p> <p>To know how to make new friends.</p> <p>To know how to manage when I fall out with my friends.</p> <p><i>To know how to stand up for myself.</i></p> <p><i>To know how to negotiate and compromise.</i></p> <p>To understand what having a boyfriend/girlfriend might mean.</p> <p>To know that it is a special relationship for when I am older.</p> <p><i>To understand that boyfriend/girlfriend relationships are personal and special.</i></p> <p><i>To understand that there is no need to feel pressurised into having a boyfriend/girlfriend.</i></p> <p>To know how to show love and appreciation to the people and animals who are special to me.</p> <p><i>To know how to love and be loved.</i></p> | <p><i>To recognise when an online community is helpful or unhelpful to me.</i></p> <p>To know there are rights and responsibilities when playing a game online.</p> <p><i>To recognise when an online game is becoming unhelpful or unsafe.</i></p> <p>To recognise when I am spending too much time using devices (screen time).</p> <p><i>To identify things I can do to reduce screen time so my health isn't affected.</i></p> <p>To explain how to stay safe when using technology to communicate with my friends.</p> <p><i>To recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</i></p> | <p><i>To be able to recognise when I am feeling those emotions.</i></p> <p><i>To have strategies to manage them.</i></p> <p>To recognise when people are trying to gain power or control.</p> <p><i>To be able to demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</i></p> <p>To be able to judge whether something online is safe and helpful for me.</p> <p><i>To be able to resist pressure to do something online that might hurt myself or others.</i></p> <p>To be able to use technology positively and safely to communicate with my friends and family.</p> <p><i>To be able to take responsibility for my own safety and well-being.</i></p> |
| <p>Changing Me</p> | <p>To understand that in animals and humans lots of changes happen between conception and growing up.</p> <p>To know that it is usually the female who has the baby.</p> <p><i>To be able to express how I feel when I see babies or animals.</i></p> <p>To understand how babies grow and develop in the mother's uterus.</p> <p>To understand what a baby needs to live and grow.</p> <p><i>To be able to express how I might feel if I had a new baby in my family.</i></p> <p>To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> | <p>To understand that some of my personal characteristics have come from my birth parents.</p> <p>To know this happens because I am made from the joining of their egg and sperm.</p> <p><i>To appreciate that I am a truly unique human being.</i></p> <p>To be able to label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p><i>To understand that having a baby is a personal choice.</i></p> <p><i>To express how I feel about having children when I am an adult.</i></p> <p>To describe how a girl's body changes in order for her to be able to have babies when she is an adult.</p> | <p>To be aware of my own self-image.</p> <p>To know how my body image fits into that.</p> <p><i>To know how to develop my own self esteem.</i></p> <p>To explain how a girl's body changes during puberty.</p> <p>To understand the importance of looking after yourself physically and emotionally.</p> <p><i>To understand that puberty is a natural process that happens to everybody and that it will be ok for me.</i></p> <p>To describe how boys' and girls' bodies change during puberty.</p> <p><i>To express how I feel about the changes that will happen to me during puberty.</i></p> | <p>To be aware of my own self-image and how my body image fits into that.</p> <p><i>To know how to develop my own self esteem.</i></p> <p>To explain how girls' and boys' bodies change during puberty.</p> <p>To understand the importance of looking after yourself physically and emotionally.</p> <p><i>To express how I feel about the changes that will happen to me during puberty.</i></p> <p>To describe how a baby develops from conception through the nine months of pregnancy.</p> <p>To describe how a baby is born.</p> |

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| | <p>To identify how boys' and girls' bodies change on the outside during this growing up process. <i>To recognise how I feel about these changes happening to me.</i> <i>To know how to cope with those feelings.</i></p> <p>To identify how boys' and girls' bodies change on the inside during the growing up process. To explain why these changes are necessary so that their bodies can make babies when they grow up. <i>To recognise how I feel about these changes happening to me.</i> <i>To know how to cope with these feelings.</i></p> <p>To start to recognise stereotypical ideas I might have about parenting and family roles. <i>To be able to express how I feel when my ideas are challenged.</i></p> <p>To identify what I am looking forward to when I move to my next class. <i>To be able to think about changes I will make next year.</i> <i>To know how to go about this.</i></p> | <p>To know that menstruation is a natural part of this. <i>To have strategies to help me cope with the physical and emotional changes I will experience during puberty.</i></p> <p>To know how the circle of change works. To apply it to changes I want to make in my life. <i>To be confident enough to try to make changes when I think they will benefit me.</i></p> <p>To identify changes that have been and may continue to be outside of my control that I learnt to accept. <i>To express my fears and concerns about changes that are outside of my control.</i> <i>To know how to manage these feelings positively.</i></p> <p>To identify what I am looking forward to when I move to a new class. <i>To be able to think about changes I will make next year.</i> <i>To describe how to go about this.</i></p> | <p>To understand that sexual intercourse can lead to conception. To know that is how babies are made. To understand that sometimes people need IVF to help them have a baby. <i>To appreciate how amazing it is that human bodies can reproduce in these ways.</i></p> <p>To identify what I am looking forward to about becoming a teenager. To understand this brings growing responsibilities. <i>To be confident that I can cope with the changes that growing up will bring.</i></p> <p>To identify what I am looking forward to when I move to a new class. <i>To be able to think about changes I will make next year.</i> <i>To know how to go about this.</i></p> | <p><i>To recognise how I feel when I reflect on the development and birth of a baby.</i></p> <p>To understand how being physically attracted to someone changes the nature of the relationship. To know what it means to have a boyfriend/girlfriend. <i>To understand that respect for one another is essential in a boyfriend/girlfriend relationship.</i> <i>To know that I should not feel pressured into doing something I don't want to.</i></p> <p>To be aware of the importance of a positive self-esteem. To know what to do to develop a positive self-esteem. <i>To express how I feel about my self-image.</i> <i>To know how to challenge negative 'body-talk'.</i></p> <p>To identify what I am looking forward to and what worries me about the transition to secondary school. <i>To know how to prepare myself emotionally for the changes next year.</i></p> |
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PSHE learning objective

Social and emotional development learning objective