

## Denham Green E-ACT PSHE HLP

### BEING ME IN THE WORLD (Autumn 1)

	Help others to feel welcome	Try to make our community a better place	Think about everyone's right to learn	Care about other people's feelings	Work well with others	Choose to follow the Learning Charter
YrR	<b>Who .. me</b> I know how it feels to belong and that we are similar and different	<b>How am I feeling today?</b> I know how I am feeling and know how to manage them	<b>Being at school</b> I enjoy working with others to make school a good place to be	<b>Gentle hands</b> I know why it is good to be kind and to use gentle hands	<b>Our rights</b> I am starting to understand Children's Rights and this means that we should all be allowed to play and learn	<b>Our responsibilities</b> I am learning what being responsible means
Yr1	<b>Special and safe</b> I feel special and safe in my class	<b>My class</b> I know that I belong in my class	<b>Rights and Responsibilities</b> I know how to make my class a safe place so that everyone can learn	<b>Rewards and feeling proud</b> I recognise how it feels to be proud of an achievement	<b>Consequences</b> I recognise a range of feelings when I face certain consequences	<b>Owning our learning charter</b> I understand my choices in following the Learning Charter
Yr2	<b>Hopes and fears for the year</b> I recognise when I feel worried and how who to ask for help	<b>Rights and responsibilities</b> I recognise when I feel worried and know who to ask for help	<b>Rewards and consequences</b> I can help to make my class a safe and fair place	<b>Rewards and consequences</b> I can help to make my class a safe and fair place	<b>Our learning charter</b> I can work cooperatively	<b>Owning our learning charter</b> I am choosing to follow the Learning Charter
Yr3	<b>Getting to know each other</b> I value myself and know how to make someone else feel welcome and valued	<b>Our Nightmare School</b> I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions	<b>Our Dream School</b> I know how to make others feel valued	<b>Rewards and Consequences</b> I understand that my behaviour brings rewards and consequences	<b>Our learning charter</b> I can work cooperatively in a group	<b>Owning our learning charter</b> I am choosing to follow the Learning Charter
Yr4	<b>Becoming a class team</b> I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued	<b>Being a school citizen</b> I can take on a role in a group and contribute to the overall outcome	<b>Rights and responsibilities</b> I can recognise my contribution to making a Learning Charter for the whole school	<b>Rewards and Consequences</b> I understand how rewards and consequences motivate people's behaviour	<b>Our learning charter</b> I can take on a role on a group and contribute to the overall outcome	<b>Owning our learning charter</b> I understand why our school community benefits from the Learning Charter and can help others to follow it
Yr5	<b>My Year ahead</b> I know what I value most about my school and can identify my hopes for this school year.	<b>Being a citizen of my country</b> I can empathise with people in this country whose lives are different to my own	<b>Year 5 responsibilities</b> I can empathise with people in this country whose lives are different from my own	<b>Rewards and consequences</b> I understand that my actions affect me and others	<b>Our learning charter</b> I can contribute to the group and understand how we can function best as a whole	<b>Owning our learning charter</b> I understand why our school community benefits from a Learning Charter and can help others to follow it
Yr6	<b>My Year ahead</b> I feel welcome and valued and know how to make others feel the same	<b>Being a Global citizen 1</b> I understand my own wants and needs and can compare these with children in different communities	<b>Being a Global citizen 2</b> I understand my own wants and needs and can compare these with children in different communities	<b>The Learning Charter</b> I understand my own wants and needs and can compare these with children in different communities	<b>Our learning charter</b> I understand that my own actions affect myself and others; I care about other people's feelings and try to empathise with them	<b>Owning our learning charter</b> I can contribute to the group and understand how we can function best as a whole

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## CELEBRATING DIFFERENCES (Autumn 2)

	Accept that everyone is different	Include others when working and playing	Know how to help if someone is being	Try to solve problems	Try to use kind words	Know how to give and receive compliments
YrR	<b>What I am good at</b> I can identify something that I am good at and understand that everyone is good at things	<b>I'm Special, I'm me!</b> I understand that being different makes us all special	<b>Families</b> I know we are all different by the same in some ways	<b>Houses and homes</b> I can tell you why I think my home is special to me	<b>Making friends</b> I can tell you how to be a kind friend	<b>Standing up for yourself</b> I know which words to use to stand up for myself when someone says or does something unkind
Yr1	<b>The same as ...</b> I can tell you some ways in which I am the same as my friends	<b>Different from ...</b> I can tell you some ways I am different from my friends	<b>Why is bullying?</b> I understand how being bullied might feel	<b>What do I do about bullying?</b> I can be kind to children who are being bullied	<b>Making new friends</b> I know how it feels to make a new friend	<b>Celebrating difference and still celebrating me</b> I understand these differences make us all special and unique
Yr2	<b>Boys and girls</b> I understand some ways in which boys and girls are similar and feel good about this	<b>Boys and girls</b> I understand some way in which boys and girls are different and accept that this is ok	<b>Why does bullying happen?</b> I can tell you how someone who is being bullied feels I can be kind to children who are bullied	<b>Standing up for myself and others</b> I know when and how to stand up for myself and others I know how to get help if I am being bullied	<b>Gender diversity</b> I understand we shouldn't judge people if they are different I know how it feels to be a friend and have a friend	<b>Celebrating difference and still being friends</b> I understand these differences make us all special and unique
Yr3	<b>Families</b> I appreciate my family/the people who care for me	<b>Family conflict</b> I know how to calm myself down and can use the Solve it together technique	<b>Witness and feelings</b> I know some ways of helping to make someone who is bullied feel better	<b>Words that harm</b> I can problem solve a bullying situation with others	<b>Words that harm</b> I try hard not to use hurtful words (eg gay and fat)	<b>Celebrating difference: compliments</b> I can give and receive compliments and know how this feels
Yr4	<b>Judging by appearances</b> I try to accept people for who they are	<b>Understanding influences</b> I can question why I think what I do about other people	<b>Understanding bullying</b> I know how it might feel to be a witness and a target of bullying	<b>Problem solving</b> I can problem solve a bullying situation with others	<b>Special me</b> I like and respect the unique features of my physical appearances	<b>Celebrating differences: how we look</b> I can explain why it is good to accept people for who they are
Yr5	<b>Different culture</b> I am aware of my own culture	<b>Racism</b> I am aware of my attitude towards people from different races	<b>Rumours and name calling</b> I can tell you a range of strategies for managing my feelings in bullying situations and for problem solving when I'm part of one	<b>Types of bullying</b> I know some ways to encourage children who use bullying behaviours to make	<b>Does money matter</b> I can appreciate the value of happiness regardless of material wealth	<b>Celebrating difference across the world</b> I respect my own and other people's cultures
Yr6	<b>Am I normal?</b> I can empathise with people who are different	<b>Understanding difference</b> I am aware of my attitude towards people who are different	<b>Power struggles</b> I know how it can feel to be excluded or treated badly by being different in some way	<b>Why bully</b> I can tell you a range of strategies for managing my feelings in bullying situations and for problem solving when I'm part of one	<b>Celebrating difference</b> I appreciate people for who they are	<b>Celebrating difference</b> I can show empathy with people in either situation

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## DREAM and GOALS (Spring 1)

	Stay motivated when doing something challenging	Keep trying even when it is difficult	Work well with a partner or a group	Have a positive attitude	Help others to achieve their goals	Are working hard to achieve their own dreams and goals
YrR	<b>Challenge</b> I understand that if I persevere I can tackle challenges	<b>Never giving up</b> I can tell you about a time I didn't give up until I achieved my goal	<b>Setting a goal</b> I can set a goal and work towards it	<b>Obstacles and support</b> I can use kind words to encourage people	<b>Flight to the future</b> I understand the link between what I learn now and the job I might like to do when I am older	<b>Footprint awards</b> I can say how I feel when I achieve a goal and know what it means to feel proud
Yr1	<b>My treasure chest of Success</b> I can tell you about a think I do well	<b>Steps to goals</b> I can tell you how I learn best	<b>Achieving together</b> I can celebrate achievements with my partner	<b>Stretchy learning</b> I can identify how I feel when I am faced with a new challenge	<b>Overcoming obstacles</b> I know how I feel when I see obstacles and how I feel when I overcome them	<b>Celebrating my success</b> I know how to store the feeling of success in my internal treasure chest
Yr2	<b>Goals to success</b> I can tell you things that I have achieved and say how that makes me feel	<b>My learning strengths</b> I can tell you some of my strengths as a learner	<b>Learning with others</b> I can tell you how working with other people helps me learn	<b>A group challenge</b> I can work with others in a group to solve problems	<b>Continuing our group challenge</b> I can tell you how I felt about working in my group	<b>Celebrating our achievement</b> I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest
Yr3	<b>Dreams and goals</b> I respect and admire people who overcome obstacles and achieve their dreams and goals (eg through disability)	<b>My dreams and ambitions</b> I can imagine how I will feel when I achieve my dream/ ambition	<b>New challenge</b> I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge	<b>Our new challenge</b> I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge	<b>Our new challenge</b> I can manage the feelings of frustrating that may arise when obstacles occur	<b>Celebrating my learning</b> I am confident in sharing my success with others and can store my feelings in my internal treasure chest
Yr4	<b>Hopes and dreams</b> I know how it feels to have hopes and dreams	<b>Broken dreams</b> I know how disappointment feels and can identify when I felt that way	<b>Overcoming disappointment</b> I know how to cope with disappointment and how to help others cope with theirs	<b>Creating new dreams</b> I know what I means to be resilient and to have a positive attitude	<b>Achieving goals</b> I can enjoy being part o a group challenge	<b>We did it!</b> I know how to share in the success of a group and how to store this success experience in my internal treasure chest
Yr5	<b>When I grow up</b> I can identify what I would like my life to e like when I am grown up	<b>Investigate jobs and careers</b> I appreciate the contributions made by people in different jobs	<b>My dream job.</b> Why I want it and the steps to get there	<b>Dream and goals of young people in other culture</b> I can reflect on how these relate to my own	<b>How can we support each other?</b> I appreciate the similarities and differences in aspirations between myself and young people in a different culture	<b>Rallying support</b> I understand why I am motivate to make a positive contribution to supporting others
Yr6	<b>Personal learning goals</b> I understand why it is important to stretch the boundaries of my current learning	<b>Steps to success</b> I can set success criteria so that I will know whether I have reached my goals	<b>My dream for the world</b> I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations	<b>Helping to make a difference</b> I can empathise with people who are suffering or who are living in difficult situations	<b>Helping to make a difference</b> I can identify why I am motivated to do this	<b>Recognising our achievement</b> I can give praise and compliment to other people when I recognise their contributions and achievements

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## HEALTHY ME (Spring 2)

	Have I made a healthy choice	Have I eaten a healthy, balanced diet	Have I been physically active	Have I myself and others safe to keep	Know how to be a good friend and enjoy healthy friendships	Know how to keep calm and deal with difficult situations
YrR	<b>Everybody's body</b> I understand that I need to exercise to keep my body healthy	<b>We like to move it, move it!</b> I understand how moving and resting are good for my body	<b>Food glorious food</b> I know which goods are healthy and not so healthy and can make healthy eating choices	<b>Sweet dreams</b> I know how to help myself go to sleep and understand why sleep is good for me	<b>Keeping clean</b> I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	<b>Stranger danger</b> I know what a stranger is and how to stay safe if a stranger approaches me
Yr1	<b>Being healthy</b> I feel good about myself when I make healthy choices	<b>Healthy choices</b> I feel good about myself when I make healthy choices	<b>Clean and healthy</b> I am special so I keep myself safe	<b>Medicine safety</b> I know some ways to help myself when I feel poorly	<b>Road safety</b> I can recognise when I feel frightened and know who to ask for help	<b>Happy, healthy me</b> I can recognise how being healthy helps me to feel happy
Yr2	<b>Being healthy</b> I am motivated to make healthy lifestyle choices	<b>Being relaxed</b> I can tell you when a feeling is weak and when a feeling is strong	<b>Medicine safety</b> I feel positive about caring for my body and keeping it healthy	<b>Healthy eating</b> I have a healthy relationship with food and know which goods I enjoy the most	<b>Healthy eating</b> I can express how it feels to share healthy food with my friends	<b>Happy, healthy me!</b> I have a healthy relationship with food and I know which foods are most nutritious for my body
Yr3	<b>Being fit and healthy</b> I can set myself a fitness challenge	<b>Being fit and healthy</b> I know what it feels like to make a healthy choice	<b>What do I know about drugs?</b> I can identify how I feel towards drugs	<b>Being safe</b> I can express how being anxious or scared feels	<b>Safe or unsafe</b> I can take responsibility for keeping myself and others safe	<b>My amazing body</b> I respect my body and appreciate what it does for me
Yr4	<b>My friends and me</b> I can identify the feelings I have about my friends and my different friendship groups	<b>Group dynamics</b> I am aware of how different people and groups impact on me	<b>Smoking</b> I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know who to act assertively to resist pressure from myself and others	<b>Alcohol</b> I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know who to act assertively to resist pressure from myself and others	<b>Healthy friendships</b> I can identify feelings of anxiety and fear associated with peer pressure	<b>Celebrating my inner strength and assertiveness</b> I can tap into my inner strength and know how to be assertive
Yr5	<b>Smoking</b> I can make an informed decision about whether or not I choose to smoke and know how to resist peer pressure	<b>Alcohol</b> I can make an informed decision about whether or not I choose to drink alcohol and know how to resist peer pressure	<b>Emergency Aid</b> I know how to keep myself calm in emergencies	<b>Body image</b> I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am	<b>My relationship with food</b> I respect and value my body	<b>Healthy me</b> I am motivated to keep myself healthy and happy
Yr6	<b>Taking responsibility for my health and well being</b> I am motivated to care for my physical and emotional health	<b>Drugs</b> I am motivated to find ways to be happy and cope with life's situation without using drugs	<b>Exploitation</b> I can suggest strategies someone could use to avoid being pressurised	<b>Gangs</b> I can suggest someone could use to avoid being pressurised	<b>Emotional and mental health</b> I know how to help myself feel emotionally healthy and can recognise when I need help with this	<b>Managing stress and pressure</b> I can use different strategies to manage stress and pressure

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## RELATIONSHIPS (Summer 1)

	Know how to make friends	Try to solve friendship problems when they occur	Help others to feel part of a group	Show respect in how they treat others	Know how to help themselves and others when they feel upset and hurt	Know and show what makes a good relationship
YrR	<b>My family and me!</b> I can identify some of the jobs I do in my family and how I feel like I belong	<b>Make friends, make friends, never ever break friends part 1</b> I know how to make friends to stop myself from feeling lonely	<b>Make friends, make friends, never ever break friends part 2</b> I can think of way to solve problems and stay friends	<b>Falling out and bullying part 1</b> I am starting to understand the impact of unkind words	<b>Know how to help myself and other when I feel upset and hurt</b> I can use Calm Me time to manage my feelings	<b>Know and show what makes a good relationship</b> I know how to be a good friend
Yr1	<b>Families</b> I know how it feels to belong to a family and care about the people who are important to me	<b>Making friends</b> I know how to make a new friend	<b>Greetings</b> I can recognise which forms of physical contact are acceptable and unacceptable to me	<b>People who help us</b> I know when I need help and know how to ask for it	<b>Being my own best friend</b> I know ways to praise myself	<b>Celebrating my special relationships</b> I can express how I feel about them
Yr2	<b>Families</b> I accept that everyone's family is different and understand that most people value their family	<b>Keeping safe – exploring physical contact</b> I know which type of physical contact I like and don't like and can talk about this	<b>Friends and conflict</b> I can demonstrate how to use the positive problem solving technique to resolve conflicts with my family	<b>Secrets</b> I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this	<b>Trust and appreciation</b> I understand how it feels to trust someone	<b>Celebrating my special relationship</b> I am comfortable accepting appreciation from others
Yr3	<b>Family roles and responsibilities</b> I can describe how taking some responsibility in my family makes me feel	<b>Friendship</b> I know how to negotiate in conflict situation to try to find a win/win solution	<b>Keeping myself safe online</b> I know who to ask for help if I am worried or concerned about anything online	<b>Being a global citizen 1</b> I can show an awareness f how this could affect my choices	<b>Being a global citizen 2</b> I can empathise with children whose lives are different to mine and appreciate what I may learn from them	<b>Celebrating my web of relationships</b> I enjoy being part of a family and friendship groups
Yr4	<b>Jealousy</b> I can identify feelings associated with jealousy and suggest strategies to problem solve when this happens	<b>Love and loss</b> I know how most people feel when they lose someone or something they love	<b>Puzzle outcome: memory box</b> I understand that we can remember people even if we no longer see them	<b>Getting on and falling out</b> I know how to stand up for myself and how to negotiate and compromised	<b>Girlfriends and boyfriends</b> I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into have boyfriend/girlfriend	<b>Celebrating my relationships with people and animals</b> I can love and be loved
Yr5	<b>Recognising me</b> I know how to keep building my own self esteem	<b>Safety with online communities</b> I can recognise when an online community feels unsafe or uncomfortable	<b>Being in an online community</b> I can recognise when an online community is helpful or unhelpful	<b>Online gaming</b> I can recognise when an online game is becoming unhelpful or unsafe	<b>My relationship with technology – screen time</b> I can identify things I can do to reduce screen time, so my health isn't affected	<b>Relationships and technology</b> I can recognise and resist reassures to use technology in ways that my able risky or may cause harm to myself or others
Yr6	<b>What is mental health?</b> I understand that people can get problems with their mental health and that it is nothing to be ashamed of	<b>My mental health</b> I can help myself and others when worried about a mental health problem	<b>Love and loss</b> I can recognise when I am feeling those emotions and have strategies to manage them	<b>Power and control</b> I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	<b>Being online – real or false? safe or unsafe?</b> I can resist pressure to do something online that might hurt myself or others	<b>Using technology responsibly</b> I can take responsibility for my own safety and well being

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## CHANGING ME (Summer 2)

	Understand that everyone is unique and special	Can express how they feel when change happens	Understand and respect the change that they see in themselves	Understand and respect the changes that they see in other people	Know who to ask for help if they are worried about change	Are looking forward to change
YrR	<b>My body</b> I can name parts of the body	<b>Respect my body</b> I can tell you some things that I can do and foods I can eat to be healthy	<b>Growing up</b> I understand that we all grow from babies to adults	<b>Growth and change</b> I can express how I feel about moving to Year 1	<b>Fun and fears</b> I can talk about my worries and /or the things I am looking forward to about being in Year 1	<b>Celebration</b> I can share my memories of the best bits of this year in Reception
Yr1	<b>Life cycles</b> I understand that changes happen as we grown and that this ok	<b>Changing me</b> I know that changes are ok and that sometimes they will happen whether I want them to or not	<b>My changing body</b> I understand that growing up is natural and that everybody grows at different rates	<b>Boys and Girls bodies</b> I respect my body and understand which parts are private	<b>Learning and Growing</b> I enjoy learning new things	<b>Coping with changes</b> I know some way to cope with changes
Yr2	<b>Life cycles in nature</b> I understand there are some changes that are outside my control and can recognise how I feel about this	<b>Growing from young to old</b> I can identify people I respect who are older than me	<b>The changing me</b> I feel proud about becoming more independent	<b>Boys and girls bodies</b> I can tell you what I like/don't like about being a girl/boy	<b>Assertiveness</b> I am confident to say what I like and don't like and can ask for help	<b>Looking ahead</b> I can start to think about changes I will make when I am in Year 3 and know how to go about them
Yr3	<b>How babies grow</b> I can express how I feel when I see babies or baby animals	<b>Babies</b> I can express how I might feel if I had a new baby in my family	<b>Outside body changes</b> I recognise how I feel about these change happening to me and know how to cope with those feelings	<b>Inside body changes</b> I recognise how I feel about these change happening to me and know how to cope with those feelings	<b>Family stereotypes</b> I can express how I feel when my ideas are challenged and might be willing to change my idea sometimes	<b>Looking ahead</b> I start to think about changes I will make next year and know how to go about this
Yr4	<b>Unique me</b> I appreciate that I am a truly unique human being	<b>Having a baby</b> I understand that having a baby is a personal choice and can express how I feel about having children when I am adult	<b>Girls and puberty</b> I have strategies to help me cope with the physical and emotional changes I will experience during puberty	<b>Circles of change</b> I am confident enough to try to make changes when I think they will benefit me	<b>Accepting change</b> I can express my fears and concerns about changes that are outside of my control and know how to manage these positively	<b>Looking ahead</b> I can reflect on the change I would like to make next year and can describe how to go about this
Yr5	<b>Self and body image</b> I know how to develop my own self esteem	<b>Puberty for girls</b> I understand that puberty is a natural process that happens to everybody and that it will be ok for me	<b>Puberty for boys</b> I can express how I feel about the changes that will happen to me during puberty	<b>Conception</b> I appreciate how amazing it is that human bodies can reproduce in these ways	<b>Looking ahead</b> I am confident that I can cope with the changes that growing up will bring	<b>Looking ahead</b> I can start to think about changes I will make next year and know how to go about this
Yr6	<b>My self image</b> I know how to develop my own self esteem	<b>Puberty</b> I can express how I feel about the changes that will happen to me during puberty	<b>Babies: conception to birth</b> I can recognise how I feel when I reflect on the development and birth of a baby	<b>Boyfriends and girlfriends</b> I understand that respect for one another is essential in a boyfriend/girlfriend relationship and that I should not feel pressured into doing something I don't want to	<b>Real self and ideal self</b> I can express how I feel about my self image and know how to challenge negative body talk	<b>The year ahead</b> I know how to prepare myself emotionally for the changes next year

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