

PSHE objectives for Year 1:

<p>New Beginnings</p>	<p>I know that I belong to a community. I can help to make the class a safe and fair place. I can help to make my class a good place to learn. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. I know that I belong to a community. I can help to make the class a safe and fair place. I can help to make my class a good place to learn. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better. I know some more ways to calm myself down when I feel scared or upset. I can tell you how I am the same as and different from my friends. I feel good about the ways we are similar in the group and the ways I am different. I feel good about my strengths. I know how to solve problems. I know that I belong to a community. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. I can help to make the class a safe and fair place. I can help to make my class a good place to learn.</p>
<p>Democracy</p>	<p>I can vote in my class (school council and decisions) I understand how school council works.</p>
<p>Getting on and Falling Out:</p>	<p>I can tell you what being a good friend means to me. I can work well in a group. I can listen well to other people when they are talking. I know when I am starting to feel angry. I know what happens on the inside and the outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry. I know how to make up with a friend when we have fallen out. I can use peaceful problem-solving to sort out problems so both people feel OK.</p>
<p>Well Being Week:</p>	<p>I can understand and explore the importance of making healthy choices – including healthy eating, exercise and things that make us feel happy. I can explore what is bullying and what we can do to stop it. To recognise when people are being unkind either to them or others and what to do. That there are different types of teasing and bullying and that they are wrong and unacceptable. How to resist teasing or bullying, if they experience or witness it, who to go to and how to get help.</p>
<p>Good to be me:</p>	<p>I can tell you something that makes me feel proud. I can tell you about my gifts and talents. I can tell when I am feeling proud. I can help another person feel proud. I can use the problem-solving process I can tell when I am feeling worried or anxious. I can explain some things that help me stop worrying.</p>
<p>Being responsible:</p>	<p>Within the classroom: - Following the rules</p>

<p>MONEY</p>	<ul style="list-style-type: none"> - Making the right choices <p>In the playground:</p> <ul style="list-style-type: none"> - I know what improves and harms our local, natural and built environments and about some of the ways people look after them. <p>That money comes from different sources, can be used for different purposes including spending and saving: about the role money plays in our lives including how to manage my money, keep it safe. Choices about spending money and what influences those choices.</p>
<p>Going for Goals:</p>	<p>I know we learn in different ways. I can choose a realistic goal. I can break a goal down into small steps. I can tell you some of my strengths as a learner. I can resist distractions. I can say what I want to happen when there is a problem (set a goal). I can think of lots of different ideas or solutions. I can predict and understand the consequences of my solutions or ideas. I can choose a realistic goal.</p>
<p>Staying Safe Right and wrong</p>	<p>Rules for and ways of keeping safer, including: road safety, safety in the environment, safety online and the responsible use of ICT. The differences between secrets and surprises and understanding not to keep adults' secrets. About people who look after them, their family networks, who to go to if they are worried, how to attract their attention. Ways that they can help these people look after them, to recognise that they share a responsibility for keeping themselves and others safe. When to say 'yes', 'no', 'I'll ask' and 'I'll tell'. Judge what kind of physical contact is acceptable/comfortable and how to respond, including who to tell and how to tell them.</p> <p>Medicines: That household products, including medicines, can be harmful if not used properly.</p>
<p>Changes/Relationships:</p>	<p>I can tell you some things about me that have changed and some things that will not change. I can tell you how I might change in the future. I know that some changes are natural and happen 'by themselves' I know different ways that help me to learn to do things. I can tell you about changes that I can make happen. I can make some changes quickly and easily. I know that to make some changes is hard and takes a long time.</p>

PSHE objectives for Year 2:

New Beginnings	<p>I know that I belong to a community. I feel safe and content within my class. I can help to make the class a safe and fair place. I know that I belong to a community. I feel safe and content within my class. I can help to make the class a safe and fair place. I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better. I know some more ways to calm myself down when I feel scared or upset. I know how to make someone feel welcome. I know some ways to solve a problem. I know that I belong to a community. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. I can help to make the class a safe and fair place. I can help to make my class a good place to learn.</p>
Democracy	<p>I can vote in my class (school council and decisions) I understand how school council works. I understand that it is important to have leaders I can recognise who the leaders are in our school.. I understand that our country's leader is voted for by the people in our country.</p>
Getting on and Falling Out:	<p>I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment. I know that people don't always see things in the same way. I can see things from someone else's point of view. I can use my ability to see things from the other point of view to make a conflict situation better. I know that sometimes anger builds up and that I can be overwhelmed by my feelings. I can decide with my group about how well we have worked together.</p>
Well Being Week:	<p>I can understand and explore the importance of making healthy choices – including healthy eating, exercise and things that make us feel happy. I can explore what is bullying and what we can do to stop it.</p>
Good to be me:	<p>I can tell you the things I am good at and those things I find more difficult. I know when and how I learn best. I can show or tell you what relaxed means. I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak and when it is strong. I know what it feels like to be relaxed. I can be still and quiet and relax my body. I can tell when it is right to stand up for myself. I know how to stand up for myself.</p>

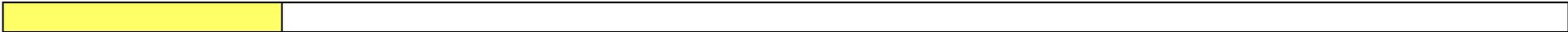
	<p>I can tell when I am being impulsive and when I am thinking things through. I can change my behaviour if I stop and think about what I am doing.</p>
<p>Being responsible: our community</p>	<p>Within the classroom:</p> <ul style="list-style-type: none"> - Following the rules - Making the right choices <p>In the playground:</p> <ul style="list-style-type: none"> - I know what improves and harms our local, natural and built environments and about some of the ways people look after them. <p>Money: That money comes from different sources, can be used for different purposes including spending and saving: about the role money plays in our lives including how to manage my money, keep it safe. Choices about spending money and what influences those choices.</p>
<p>Going for Goals:</p>	<p>I can tell you how I learn best. I can learn from my successes. I can say what I want to happen when there is a problem (set a goal). I can break a goal down into small steps. I can choose a realistic goal. I can recognise when I am becoming bored or frustrated. I know some ways to overcome boredom and frustration. I can choose a realistic goal. I can break a goal down into small steps. I can tell you what I have learned. I can tell you what I might do differently to learn more effectively. I can tell you why things have been successful.</p>
<p>Hazard Watch/ Choices we can make:</p>	<p>Rules for and ways of keeping safer, including: road safety, safety in the environment, safety online and the responsible use of ICT. The differences between secrets and surprises and understanding not to keep adults' secrets. About people who look after them, their family networks, who to go to if they are worried, how to attract their attention. Ways that they can help these people look after them, to recognise that they share a responsibility for keeping themselves and others safe. When to say 'yes', 'no', 'I'll ask' and 'I'll tell'. Judge what kind of physical contact is acceptable/comfortable and how to respond, including who to tell and how to tell them.</p> <p>Medicines: That household products, including medicines, can be harmful if not used properly.</p>
<p>Changes/Relationships:</p>	<p>I can tell you what a habit is and know that it is hard to change one. I know what it means when something is or isn't your fault.</p>

Making a contribution	<p>I can tell you about a plan I have made with my class to change something in our school.</p> <p>I can plan to overcome obstacles that might get in the way.</p> <p>I know that I make my own choices about my behaviour</p>
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PSHE objectives for Year 3:

New Beginnings	<p>I know something about everyone in my class.</p> <p>I can tell you one special thing about me.</p> <p>I can give and accept a compliment.</p> <p>I know that I am valued at school.</p> <p>I can contribute towards making a class charter.</p> <p>I understand my rights and responsibilities within the school.</p> <p>I understand why we need to have different rules in different places and know what the rules are in school.</p> <p>I know how it feels to do or start something new, and some ways to cope with these feelings.</p> <p>I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions.</p> <p>I can manage my feelings, and can usually find a way to calm myself down when necessary.</p> <p>I know some ways to solve a problem.</p> <p>I know some ways to solve a problem.</p> <p>I know how to make someone feel valued and welcome at school.</p>
Democracy	<p>I can vote in my class (school council and decisions).</p> <p>I can explain how our school council works.</p> <p>I understand that it is important to have leaders.</p> <p>I can recognise who the leaders in our school are.</p> <p>I understand that our country's leaders are voted for by the people in our country.</p> <p>Why and how rules and laws that protect themselves and others are made and enforced.</p> <p>Why different rules are needed in different situations and how to take part in making and changing rules.</p>
Getting on and Falling Out:	<p>I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view.</p> <p>I know: what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry.</p> <p>I can use peaceful problem solving to sort out difficulties.</p> <p>I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.</p>
Well Being Week:	<p>I can understand and explore the importance of making healthy choices – including healthy eating, exercise and things that make us feel happy.</p> <p>I can explore what is bullying and what we can do to stop it, including cyberbullying.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying, use of prejudice-based language and how to respond and ask for help.</p>
Good to be me:	<p>I know about myself and how I learn.</p> <p>I can extend my learning.</p> <p>I can tell you what feeling surprised is like.</p> <p>I can tell you whether I like surprises or I like things to stay the same.</p> <p>I can choose to act assertively.</p> <p>I know how to be assertive.</p> <p>I can think about my worries and decide what I might do about them.</p> <p>I can tell when I should share a worry.</p> <p>I know that most people have worries</p>

	<p>I can relax when I want to. I can tell when it is good to relax.</p>
Being responsible: our environment	<p>To realise the consequences of anti-social and aggressive behaviour such as bullying and discrimination against individuals and communities. That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p>
Going for Goals:	<p>I can tell you about myself as a learner. I can set success criteria so that I will know whether I have reached my goal. I can break down a goal into a number of steps and wait for the result. I can identify advantages and disadvantages of the solutions or goals I set myself. I can foresee obstacles and plan to overcome them when I am setting goals. I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups. I can manage frustration by using a number of strategies. I know that I am responsible for my own learning and behaviour I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others. I can tell you what has gone wrong with a plan and why. I can talk about the bits that went well and the bits that I need to change if I used my plan again. I can recognise when I have reached my goal or been successful with my learning. I can predict the consequences of my actions/solutions or goals for myself other individuals or groups. I can make a choice about what to do based upon my predictions of the likely consequences.</p>
Staying safe	<p>To judge what kind of physical contact is acceptable or unacceptable; how to respond. The concept of keeping something confidential or secret, when we should or should not agree to this. When is it right to 'break a confidence' or 'share a secret'.</p>
E-Safety	<p>E-Safety: To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying, use of prejudice-based language and how to respond and ask for help.</p>
Rule of Law: What is it?	<p>To explore the rule of law – what does it mean?</p>
Changes/Relationships:	<p>I know that change can be really good and can tell you about some changes that have made our lives much better. I know that everybody goes through many different sorts of change all the time. I can tell you about some of the things that have changed in my life, and how I feel about them. I know that even changes we want to happen can sometimes feel uncomfortable. I know some ways of dealing with the feelings that sometimes arise from changes. I can tell you about a plan I have made to change something about my behaviour. I can think about and plan to overcome obstacles.</p>



PSHE objectives for Year 4:

New Beginnings	I know how to make someone feel welcomed and valued at school. I know what it feels like to be unwelcome. I can use the problem-solving process to solve a problem. I can contribute towards making a class charter. I understand my rights and responsibilities within the school. I understand why we need to have different rules in different places and know what the rules are in school. I know how to make someone feel valued and welcome at school. I know what it feels like to be unwelcome. I know how to join a group. I can predict how I am going to feel in a new situation or meeting new people. I know how to join a group. I can predict how I am going to feel in a new situation or meeting new people. I can manage my feelings, and can usually find a way to calm myself down when necessary.
Democracy	I understand what the term democracy means. I can explain why democracy is a fair system of voting. I understand the process of an election. I can explain why we have laws in our country. I understand some of my rights and responsibilities as a member of my school.
Getting on and Falling Out:	I can tell you lots of ways to give 'friendship tokens' to other people. I understand why it is important to calm down before I am overwhelmed by feelings of anger. I can tell you some ways I can stop myself being overwhelmed by feelings of anger. I know how it feels to be overwhelmed by feelings of anger. I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together. I can use peaceful problem solving to sort out difficulties.
Well Being Week:	To understand and explore the importance of making healthy choices – including healthy eating, exercise and things that make us feel happy. To explore what is bullying and what we can do to stop it, including cyberbullying.

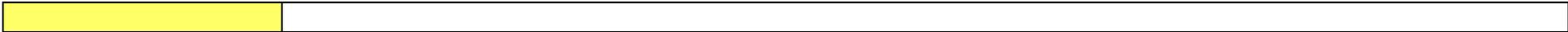
<p>Good to be me:</p>	<p>I can tell you the things I am good at. I can recognise when I find something difficult and do something about it or cope with how that makes me feel. I can explain what hopeful and disappointed mean. I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness. I can choose when to show my feelings and when to hide them. I can tell if I have hidden my feelings. I can express myself assertively in a variety of ways. I can recognise when I am beginning to get upset or angry and have some ways to calm down. I understand why we sometimes fight or run away when we feel threatened. I know why it is sometimes important to stop and think when we feel angry or stressed. I can stop and think before I act.</p>
<p>Being responsible: rights and responsibilities</p>	<p>E-Safety: To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyber-bullying, use of prejudice-based language and how to respond and ask for help.</p> <p>Safety in the environment and online (including social media, the responsible use of ICT and mobile phones). The importance of protecting personal information, including passwords, addresses and images of people. Who are responsible for helping them stay healthy and safe and ways that they can help these people.</p> <p>To think about the lives of people living in other places and people with different values and customs.</p>
<p>Going for Goals:</p>	<p>I can tell you about myself as a learner. I can use my strengths as a learner. I know what I need to do to learn effectively. I know that I am responsible for my own learning. I can identify some barriers to my learning. I know how my feelings can influence my learning. I can tell you how I am going to apply what I have learned. I can identify some barriers to my learning. I can think of ways to overcome barriers to my learning. I can set success criteria so I will know whether I have reached my goal.</p> <p>I can recognise why I have reached my goal or been successful.</p> <p>I can tell you how I am going to apply what I have learned.</p> <p>I can tell you how I keep going even when the task is difficult or boring. I know when to keep trying and when to try something else. I can understand that some thoughts help me reach my goal and some are a barrier. I can recognise when I find learning difficult and persevere when I need to.</p>
<p>Hazard Watch:</p>	<p>To differentiate between the terms 'risk', 'danger' and 'hazard'. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in the local environment) and to use this as an opportunity to build resilience. To recognise that increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>

Money	About the role money plays in their own and other's lives, including how to manage their money. About being a critical consumer to develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through payment of VAT)
Changes/Relationships:	I can tell you how I would feel if a change that I didn't want to happen was imposed on me. I know some of the reasons that change can feel uncomfortable and scary. I can tell you how it feels to belong to a group, and know it is important for everyone I know that what we feel and think affects what we do (how we behave). I can tell you why I behave as I do when I am finding a change difficult. I can sometimes understand why other people are behaving as they are when they are finding a change difficult. I know some ways of dealing with the feelings that sometimes arise from changes.

PSHE objectives for Year 5:

New Beginnings	<p>I know some of the things that help us in school to learn and play well together. I understand my rights and responsibilities within the school. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school I know how to go about trying to change things. I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. I know that I am valued at school. I understand how it feels to do or start something new, and why.</p>
Democracy	<p>I can define what the term democracy means. I can explain why voting is necessary. I understand the process of an election. I understand the importance and responsibility of listening carefully to the views of a candidate before choosing to vote. I understand some of the basic rights of citizens in our democracy. I can speak publicly on a subject that interests me. I understand the roles of central and local government.</p>
Getting on and Falling Out:	<p>I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give. I can say things and do things that are likely to make a difficult situation better. I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse I can use my skills for solving problems peacefully to help other people resolve conflict. I know: what my triggers are for anger; what happens when I get angry; what happens when I am overwhelmed by my feelings of anger; some ways to calm myself down. I can consider both the short-term and long-term consequences of my behaviour in order to make a wise choice when I am feeling angry. I know I am responsible for the choices I make and the way I behave, even if I am very angry. I can tell you some things that a good leader should do.</p>
Well Being Week:	<p>To understand and explore the importance of making healthy choices – including healthy eating, exercise and things that make us feel happy. To explore what is bullying and what we can do to stop it, including cyberbullying.</p>
Good to be me:	<p>I can use some strategies to help me when I feel useless or inadequate. I can feel positive even when things are going wrong.</p> <p>I can tell the difference between showing I am proud and boasting. I know that boasting can make other people feel inadequate or useless. I can explain how I am feeling even if I have mixed feelings. I can make a judgement about whether to take a risk. I can disagree with someone without falling out. I can cope when someone disagrees with me.</p>

<p>Being responsible: Communities</p>	<p>What being part of a community means and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. To appreciate the range of national, regional, religious and ethnic identities in the uk. To think about the lives of people living in other places and people with different values and customs.</p>
<p>Going for Goals:</p>	<p>I know the skills and attributes of an effective learner. I can try to develop these skills. I can set myself a goal or challenge. I can be a critical friend to others and myself. I can recognise and celebrate my own achievements. I know what some of the people in my class like or admire about me. I can set myself a goal or challenge. I can apply what I have learned. I can tell you what I need to learn next.</p>
<p>Road safety Rule of Law: different laws E-safety</p>	<p>To differentiate between the terms 'risk', 'danger' and 'hazard'. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in the local environment) and to use this as an opportunity to build resilience. To recognise that increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To explore the rule of law – what does that mean?</p> <p>E-Safety: To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyber-bullying, use of prejudice-based language and how to respond and ask for help.</p> <p>Safety in the environment and online (including social media, the responsible use of ICT and mobile phones). The importance of protecting personal information, including passwords, addresses and images of people. Who are responsible for helping them stay healthy and safe and ways that they can help these people.</p>
<p>Changes/Relationships: Living and growing (SRE)</p>	<p>I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. I understand how it might feel when a change takes you away from familiar people and places. I can try to understand why people might behave the way they do when they are facing a difficult change. I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident. I know that sometimes there can be positive outcomes from changes that we didn't welcome initially. I can tell you some of my own 'sore spots'. I can recognise when I might over-react because someone has touched a 'sore spot'. I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'. I know that people respond differently to changes and challenges.</p> <p>To know how their body will change as they approach and move through puberty. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p>



PSHE objectives for Year 6:

New Beginnings	<p>I understand my rights and responsibilities within the school.</p> <p>I know some of the things that help us in school to learn and play well together.</p> <p>I understand the need for rules in society and why we have the rules we do in school.</p> <p>If I don't agree with something in school I know how to go about trying to change things.</p> <p>I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.</p> <p>I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.</p> <p>I understand how it feels to do or start something new.</p>
Democracy	<p>I understand some of the responsibilities of those elected as leaders.</p> <p>I understand who makes the decisions in our country and how the decision-making process is organised.</p> <p>I understand the roles of central and local government.</p> <p>I understand that there are different ways we can participate in democracy, eg, standing as a candidate, requesting changes through the school council, writing to the headteacher or an MP.</p> <p>I understand some of the basic rights and responsibilities of citizens in our democracy.</p> <p>I can speak publicly on a subject that is important to me.</p>
Getting on and Falling Out:	<p>When I am working in a group I can tell people if I agree or don't agree with them and why.</p> <p>When I am working in a group I can listen to people when they don't agree with me and think about what they have said.</p> <p>I know that sometimes difference can be a barrier to friendship.</p> <p>I try to recognise when I, or other people, are pre-judging people, and I make an effort to overcome my own assumptions.</p> <p>I know how it might feel to be excluded or treated badly because of being different in some way.</p> <p>I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.</p> <p>I can use language ('I messages') that does not make conflict situations worse.</p> <p>I am able to see a situation from another person's perspective.</p> <p>I know how my behaviour is linked to my thoughts and feelings.</p> <p>I can stop and try to get an accurate picture before I act.</p> <p>I know: what my triggers are for anger; what happens when I get angry; what happens when I am overwhelmed by my feelings; some ways to calm myself down.</p>
Well Being Week:	<p>I can understand, explore and explain the importance of making healthy choices – including healthy eating, exercise and things that make us feel happy.</p> <p>I can explain what is bullying and what we can do to stop it, including cyberbullying.</p>
Good to be me:	<p>I accept myself for who and what I am.</p> <p>I can recognise when I am feeling worried.</p> <p>I know how to do something about my worry.</p> <p>I can stand up for what I think after listening to others and making my own choice.</p> <p>I understand that the majority view is not always right.</p>

	<p>I can behave in an assertive way using appropriate body language and tone of voice.</p> <p>I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy.</p> <p>I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time.</p>
Being responsible: choices	To explore and critique how the media present information.
Going for Goals:	<p>I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour.</p> <p>I know that it is up to me to get things done by taking the first step.</p> <p>I know that if at first I don't succeed it is worth trying again.</p> <p>I can try again even when I have been unsuccessful.</p> <p>I can recognise when I am using an excuse instead of finding a way around a problem.</p> <p>I know that it is up to me to get things done by taking the first step.</p> <p>I can consider the consequences of possible solutions or reaching my goal on myself, others and on communities or groups.</p>
Drugs and substances	
E Safety	<p>E-Safety:</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour, including cyber-bullying, use of prejudice-based language and how to respond and ask for help.</p> <p>Safety in the environment and online (including social media, the responsible use of ICT and mobile phones).</p> <p>The importance of protecting personal information, including passwords, addresses and images of people.</p> <p>Who are responsible for helping them stay healthy and safe and ways that they can help these people.</p>
Money	<p>About the role money plays in their own and other's lives, including how to manage their money.</p> <p>About being a critical consumer to develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through payment of VAT).</p>
Making a contribution	<p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>About enterprise and the skills that make someone 'enterprising'.</p>
Changes/Relationships:	<p>I can think about the changes I have made this year.</p> <p>I can describe my feelings about secondary school.</p> <p>I know that most rumours are unfounded but can cause great anxiety. The best way to deal with them is to ask someone you trust directly.</p> <p>I know that many children have mixed feelings about going to secondary school.</p> <p>I know that it is natural to be wary of change, and can tell you why.</p> <p>I know that all feelings, including uncomfortable ones have a purpose and give us information.</p> <p>I know that when I move to secondary school many things in my life will stay the same.</p> <p>I have some strategies for managing the feelings that I might experience when I change schools.</p> <p>I understand why I behave the way I do sometimes when I feel uncomfortable.</p> <p>I try to understand other people's behaviour by thinking about what they might be feeling or thinking.</p> <p>I can tell you about how people might feel and behave when they go to a new school.</p> <p>I can tell you some of the good things about me that my classmates like and value.</p>
SRE	<p>About human reproduction.</p> <p>To know how their body will change as they approach and move through puberty.</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p>