

Progression Map

Subject: PSHE –
Hillstone Life Skills

Intent: In order to support children growing up in and experiencing a broad and complex world, it is our intention to deliver a PSHE curriculum that develop children’s knowledge, awareness and understanding of their well-being, health and relationships. In doing so, children will have every opportunity to become independent individuals with acceptance and awareness of difference, resilience and self-esteem that will support them to lead creative and happy lives.

Curriculum Drivers: PSHE learning at Hillstone is derived from our curriculum drivers oracy, problem solving and well-being. The three fundamental themes that run through the curriculum, living in the wider world, health and well-being and relationships, explore our drivers developing in levels of exploration as children progress through the school. Growth Mindset and developing Hillstone Learning Powers supports the children to develop problem solving skills, as well as high levels of well-being. Exploring a variety of relationships and health well-being lend themselves to children having endless opportunities to explore scenarios alongside others building their oracy skills in sharing their own ideas and acknowledging the ideas of others; reaching a point of acceptance of others’ views that may be different to their own.

Aut. 1	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Relationships: How are you feeling today?</p> <p>To recognise positive and negative feelings. Explore the similarities and differences of emotions. Recognise feelings through stories and role play. How to be a good friend and develop play behaviours and interaction.</p> <p>Vocab: Feelings Happiness Sadness Anger</p>	<p>Relationships: Feelings</p> <p>Expresses a wide range of emotions in their interactions. Talks about how others may be feeling. Understand the impact of their actions on others and beginning to take steps to help them feel better by being a good friend. Beginning to be able to adapt their behaviour depending on the circumstance.</p> <p>Vocab: Wide range of feelings eg. worried/concerned</p>	<p>Growth Mindset</p> <p>Knowing the differences between a growth and a fixed mindset. Identifying the characteristics of a growth and fixed mindset.</p> <p>Vocab: Growth mindset Fixed mindset Personal Characteristics</p>	<p>Growth Mindset</p> <p>Recognising how we feel when we make a mistake and how we respond to them effectively. To learn how gender effects job roles in some circumstances. To set learning challenges for next step progress and ensure different stages of effort towards success.</p> <p>Vocab: Gender Discrimination Equal opportunities</p>	<p>Growth Mindset</p> <p>Characteristics of a fixed and growth mindset. What happens in your brain when you are learning. Importance of making mistakes. How to overcome failure and how it feels when we make mistakes.</p>	<p>Growth Mindset</p> <p>Valuing failure as an important part of learning and defining success.</p> <p>Strategies to ensure perseverance and learning when you make a mistake.</p> <p>To be able to compare if we are born to be good at something.</p> <p>Vocab: Restriction Effective learning Perseverance</p>	<p>Growth Mindset</p> <p>Reflecting on different mindsets, how they are used and what their strengths are. Suggesting ways to help someone learn; exploring stereotypes. Characteristics of a successful teacher and reasons why.</p> <p>Exploring how the brain works, why it’s so important to our lives and explaining what happens when we are learning. Debate what it means to be a failure.</p> <p>Vocab: Neurons Characteristics</p>	<p>Growth Mindset:</p> <p>The impact of words and phrases on mindset. Identifying what is important for you as an individual learner and how this can be overcome. Justifying and discussing opinions of others based on a contradicting statement. Defining learning</p> <p>Vocab: Mindset Overcoming barriers</p>

Skills	Expresses self-aware emotions through frustrations/pride/embarrassment. Responds to the feelings of others, recognising that some actions can hurt others. Experiences a wide range of emotions that may result in losing control, beginning to communicate these feelings with others.	Being aware of a variety of ways to be a good friend and support each other. Talks about their own and others' feelings or behaviour and the consequences of this.	Knowing we are all special and can all develop a growth mindset. Knows how to encourage each other and celebrate others achievements and outcomes.	Building resilience towards challenges and returning to them several times. Awareness that equal opportunities exist in a variety of areas of society and how this has changed from the past.	Accepting that mistakes are important in the learning process. Being able to look at challenges and barriers to learning and how to overcome these. Vocab: Brain neurons Overcome failure	Being able to recognise words that can restrict people as learners as they have an effect on motivation. Recognise the characteristics of an effective learner.	Recognising the processes in place in the brain when we are learning. Identifying the characteristics of a successful teacher, are these similar or different to your peers.	Identifying barriers and how to overcome them in order to be an effective learner. Organising thoughts related to learning and comparing them to others views on it.
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Aut2	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Growth Mindset</p> <p>To know the importance of working together and playing with others. Be able to share affection with others; sharing and taking Turns. To understand the importance of trying again and not giving up.</p> <p>Vocab: Taking turns Try again Working together</p>	<p>Growth Mindset</p> <p>Recognise there are different ways to do something difficult and share how you feel when you find something difficult. Develop skills when you find something difficult.</p> <p>Vocab: Growth mindset Try Challenge Risk</p>	<p>Relationships: Family diversity</p> <p>To recognise, accept and compare family dynamics. Special people in our lives and their role .</p> <p>Knowing what consent is and how to share concerns with those we trust. How kind and unkind behaviours differ and the effects of this on others' feelings.</p> <p>Our happy classroom; rules, boundaries and expectations</p> <p>Vocab: Consent Trust Concern</p>	<p>Relationships: Maintaining friendships</p> <p>To recognise hurtful behaviour directed personally or at someone else and knowing who to speak to about it.</p> <p>Understanding what bullying is and dealing with bullying personally or as an onlooker.</p> <p>Giving permission in all aspects of yourself and responding confidently or asking for support if it makes you uncomfortable.</p>	<p>Health and Wellbeing: Healthy choices</p> <p>How to managing risk in order to keep your body safe.</p> <p>To understand that a lack of sleep and activity and the effects mentally and physically.</p> <p>To build awareness and responsibility of what to put into our bodies. Develop understanding of medicines that support various medical conditions.</p> <p>Vocab: Risk Nutritional Deprived</p>	<p>Relationships: Features of friendship</p> <p>To understand the importance of developing self-worth and self-esteem. Recognising your own personal attributes and strengths that contribute to self-esteem.</p> <p>Recognising others strengths and attributes.</p> <p>Awareness of hurting others feelings through words and actions.</p> <p>Vocab: Self-worth Self-esteem Characteristics Bullying</p>	<p>Relationships: Individual identity</p> <p>There is a range of different factors that contribute to a person's identity; race, religion, gender, hobbies, interests, dislikes.</p> <p>Stereotypes and lack of accuracy when sharing the view of an individual.</p> <p>Vocab: Stereotype Assumption Discussion Prejudice</p>	<p>Relationships: Healthy relationships</p> <p>Explore and acknowledge the variety of relationships in your life. Knowing they are formed between two people.</p> <p>Components of marriage and why it is so important to be a shared desire. Crimes related to marrying someone against their will.</p> <p>To be able to accept change and know that support is required for dealing with any kind of change. Recognising signs linked to poor mental health.</p> <p>Vocab: Marriage Forced marriage</p>
Skills	<p>To be able to try something new and try again when meeting challenge. To encourage friends to persevere and praising them for trying. Participates in collective co-operation as understanding of boundaries and expectations grows. Taking risks and trying new things, expressing their needs and ideas.</p>	<p>Different ways to do something tricky, knowing that challenge is important. Recognising difficult things. Exploring risk and getting aspects wrong initially and then trying again. The importance of praising and encouraging others.</p>	<p>Knows the classroom expectations and boundaries; understanding why these are important.</p> <p>Knows how to resolve conflicts between friends</p>	<p>Building confidence to address feeling uncomfortable.</p> <p>Recognising steps to take if you feel uncomfortable.</p>	<p>To be able to see the challenges of not having a nutritionally rich diet and the effect of this on our bodies.</p> <p>To be able to recognise risk and how to keep your body safe.</p>	<p>Understanding the importance of setting goals for yourself in order to persevere and succeed in all aspects of life.</p> <p>Recognising the vital factor of feeling respected, equal and comfortable.</p> <p>Knowing how to deal with bullying if you are the victim or the onlooker.</p>	<p>Accepting the range of different factors that makes up one individual. Exploring similarities and differences.</p> <p>Recognising stereotypical views of groups of people.</p> <p>Importance of challenging a personal assumption linked to a stereotype of a person or group of people.</p> <p>Being able to discuss ideas and thoughts, with those that disagree with your view point.</p> <p>Accepting different opinions.</p>	<p>Understanding what marriage entails and the importance of it being a shared desire.</p> <p>Know that change occurs throughout our whole life; in both positive and negative ways that can affect our mental health.</p> <p>The consequences of poor mental health and the effects on different aspects of people's lives.</p>

Spr 1	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Living in the Wider World: Houses and Homes</p> <p>Beginning to make sense of their families own life story; through culture/gender/family make-up. Comparing a range of different families and knowing the similarities and differences between these and their own.</p> <p>Vocab: House Flat Home Separate Together</p>	<p>Living in the Wider World: Family</p> <p>Recognising that all belong to different communities and social groups. Discussing family and knowing that all families have similarities and differences. Showing acceptance of different families, cultures and homes around the world.</p> <p>Vocab: Community Culture</p>	<p>Living in the Wider World: Money and Careers</p> <p>Responsibilities in our direct school community and wider community roles.</p> <p>How money is collected. How to make good decisions of what to do with money.</p> <p>Vocab: Savings account Bank account Saving</p>	<p>Living in the Wider World: Money and Media Resilience</p> <p>Recognising the impact of various jobs and earning money. Exploring where money can go and what it can be spent on. Positive and negative aspects of the internet.</p> <p>Vocab: Reality Virtual reality</p>	<p>Living in the Wider World: Money and Digital Resilience</p> <p>To be aware of the stereotypes involved in different job roles and the effect of this on chosen people.</p> <p>How to earn money and save money throughout your working life.</p> <p>To build resilience and awareness that not everyone and everything can be trusted online.</p> <p>Vocab: Aspirations Stereotype</p>	<p>Living in the Wider World: Rights and Responsibilities</p> <p>To develop an awareness of everyday choices and the effect of these on the environment.</p> <p>Exploring the rights and responsibilities in a school environment and the wider community and nation through parliamentary roles.</p> <p>Rights and responsibilities to accept those living under 'protected characteristics'.</p> <p>Knowing the rights that children have and why we should protect these.</p> <p>Vocab: Interests of a child Debate Opinion</p>	<p>Health and Wellbeing: A healthy mind and body</p> <p>Drugs that help us medically. Comparing those beneficial drugs with those that are associated with everyday life and the effect of these if you become addicted (addiction/well-being). Exploring why some drugs are legal and some are illegal. Organisations that support people that want to stop taking/using what they have become addicted to.</p> <p>Body image – developing a positive attitude towards body image and how social media affects this.</p> <p>Vocab: Mental wellbeing Physical wellbeing Addiction Drugs</p>	<p>Living in the Wider World: Diversity and online challenges</p> <p>To explore how the media can affect people's wellbeing and self-esteem. Having knowledge of the media's stereotypical views on some groups of people.</p> <p>To recognise unsafe information online and know how to deal with this.</p> <p>Vocab: Diversity</p>
Skills	<p>Exploring a range of homes around the world and the different culture linked to these. Comparing different homes and recognising similarities and differences to their own home. Being able to discuss what they like about their home and family.</p>	<p>Exploring a range of family dynamics through role play and stories. Knowing that people live differently around the world – being able to confidently share their own experiences and ask questions about differences.</p>	<p>How to save money in an environmentally and personally suitable way – based on aspirations and needs.</p>	<p>Building awareness of a savings account and purpose of this. How to understand the difference between the 'real' and 'virtual' world.</p>	<p>To develop strategies to ensure you are safe when exploring the internet and what to do if you do not feel safe.</p> <p>Understanding the importance of saving money and spending money at the same time.</p>	<p>Knowing that we all have a responsibility to respect the world around us and be aware of how we can do this.</p> <p>Patience, vocabulary and opinions to share with others when discussing topical debates.</p> <p>To be able to listen to others' points of view and understand that people can have different views on topics discussed.</p> <p>Showing awareness and acceptance of those that come under the umbrella of 'protected characteristics'.</p>	<p>Recognising that drugs are addictive and making independent decisions whether to take them up based on the long-term effects they have on the body and mind.</p> <p>Knowing you can become addicted to legal and illegal drugs.</p> <p>Awareness of what social media portrays is not always correct and has, at times, been edited.</p>	<p>Keeping an open mind on the internet and not spending too much time in a virtual world. Importance of spending time with friends and loved ones, outside in nature and connecting with people directly.</p>

Spr 2	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Living in the Wider World – Jobs</p> <p>Understand the importance of having a job; what we can do when we have a job.</p> <p>Exploring a range of job titles in the community and why they are important to others.</p> <p>Vocab: Community Specific vocabulary linked to job roles eg. optician/plumber etc</p>	<p>Living in the Wider World: Jobs</p> <p>Developing understanding of different job roles in the community, sharing ideas around day and night shifts. Understand the responsibility of having a job, knowing the commitment linked to it. To identify jobs that support the environment; bin men/charity etc. Visits from professionals and hands-on experience.</p> <p>Vocab: Shifts Contract Recycling Charity</p>	<p>Living in the Wider World: Community and Belonging</p> <p>Looking after the environment and recognising how to care for animals and people in different ways. Knowing the impact of recycling and re-using.</p> <p>Internet safety – How and why do we use the internet, why is the internet a good tool to use in a safe way. What are the key rules when following and exploring the internet.</p> <p>Vocab: Recycle Stranger Internet</p>	<p>Living in the Wider World: Community and Belonging</p> <p>Roles of people in school and how they vary people’s responsibilities. How can all feel included within school and the wider community.</p> <p>To recognise importance of equality in the community and effects this will have on physical and mental health.</p> <p>Vocab: Inclusion Community Equality</p>	<p>Living in the Wider World: The environment</p> <p>Building an awareness of what a community is. Understanding what the qualities of a community are. Being able to recognise a negative impact of not feeling part of a community.</p> <p>Recognising different groups and communities.</p> <p>Vocab: Diversity Prejudice Respect</p>	<p>Living in the Wider World: Internet and Financial safety</p> <p>Paying for things that we want/need – how to ensure you do not run out of money.</p> <p>Job role and the different pay scales that are linked to a job and why.</p> <p>What is the role of a bank and how does it support the person with the account.</p> <p>Understanding the link between the internet and personal, private information.</p> <p>Vocab: Finances Pay scale Account</p>	<p>Living in the Wider World: Money and the Media</p> <p>Internet safety: Importance of consent before sharing information and photographs online.</p> <p>What would influence you to choose a job. Training and skills needed for different jobs. Change of career throughout your life time. Money linked to a job: risks associated with losing a job/contracts. Justifying spending based on a job’s wage.</p> <p>Vocab: Wage Contract</p>	<p>Living in the Wider World: Money</p> <p>To recognise the influential views and attitudes to money, savings and careers in society today.</p> <p>Links between jobs and money. Awareness of some companies supporting those less fortunate or those that require support; aspects of this such as fundraising events and budgets. Where does this money come from and how is it used?</p> <p>Vocab: Fundraising Budgets Donations</p>
Skills	<p>Explore a range of job titles and be able to recognise that males and females can have the job role. To take on a role in play linked to a job title and explain it/transform themselves into that role using props/costume. Discussing different roles and sharing what they would like to do</p>	<p>Explore a range of job titles and be able to recognise that males and females can have the job role. To take on a role in play linked to a job title and explain it/transform themselves into that role using props/costume. Discussing different roles and sharing what they would like to do</p>	<p>Recognising small steps of saving the planet and the impact of this. Know how to keep safe in everyday life and recognise the differences in virtual reality and reality.</p>	<p>Building awareness of different social groups within our community and how to support inclusion in all aspects.</p>	<p>Developing a view on your own immediate environment and the effects on looking after your immediate environment both physically and mentally.</p> <p>Understanding of your immediate environment and developing a wider environment to learn and grow in.</p> <p>Recognising different ways of living and accepting this difference in life.</p>	<p>How to determine what is essential, what is a luxury and what a saving account is for.</p> <p>Understanding the importance of not sharing personal information with others that can be shared on the internet.</p>	<p>Knowing it is appropriate and acceptable to ask for support and advice about events online.</p> <p>Recognising that knowing someone online is not the same as knowing them personally – risks involved in this.</p> <p>Accepting different job paths and careers throughout your life.</p> <p>Recognising and knowing the processes to spending and saving money.</p>	<p>Recognising groups of people or charities that require support from the public and fundraising or donations to support others.</p>

Sum 1	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Health and Wellbeing: Ways to be healthy</p> <p>Understand the importance of dressing and recognising the ‘routines and rituals’ of the day. Develops some independence when brushing teeth and washing hands – knowing the importance of being clean. Recognising when feelings are becoming overwhelming and know how to adapt breathing and mindfulness into the management of their feelings. Recognising the PANTS rule</p>	<p>Health and Wellbeing: Being Healthy</p> <p>Can recognise and describe physical changes on the body when you are tired/anxious/angry. Shows some understanding of the importance of exercise, eating, drinking water and sleeping well. Knowing ways to settle down before going to sleep and how to switch off an active brain.</p>	<p>Health and Wellbeing: Staying healthy</p> <p>Exploring varieties of food, where it has come from before being in your cupboards. Important effect of exercise on the body physically and mentally. Growing from young to old; different aspects we learn and what’s next; animals/people. Exploring the difference between boys and girls – linking diversity and prejudice/discrimination Physical differences</p>	<p>Living in the Wider World: Safety and Risk</p> <p>To identify risk and how to respond to it in an online capacity and day-to-day.</p> <p>Understanding that not everything they see online is safe or trustworthy.</p> <p>Vocab: Trustworthy Untrustworthy</p>	<p>Relationships: Family and friendships</p> <p>How families vary. How friendships vary based on circumstance and interest and the effect on this when building relationships.</p> <p>To be able to recognise and differentiate family stereotypes and the direct impact of this on people within the family.</p> <p>Being able to recognise and develop strategies to support someone that may be lonely or feel excluded</p> <p>Vocab: Loneliness Excluded Strategies Pressure Affirmations</p>	<p>Health and Wellbeing: A Balanced life style</p> <p>The importance of supporting your own and others mental and physical wellbeing and how this will support the communication of expressing feelings at challenging times.</p> <p>Safe and unsafe products at home and the impact of them if they are used in the wrong way.</p> <p>Recognising which medication can be shared and if prescribed, only used on a personal level.</p>	<p>Health and Wellbeing: Puberty</p> <p>Comparing gestation periods of humans to other animals.</p> <p>Break down of puberty for girls and for boys; internal changes. Re-cap changes that occur for a girl during puberty. Explore internal changes that occur for a boy during puberty in preparation for children.</p> <p>Vocab: Ovaries/Periods (re-cap) Testes Sperm Internal External</p>	<p>Health and Wellbeing: Puberty and growing up</p> <p>Understanding that becoming physically attracted to someone changes the relationship that you have with them. Links to this with self-image and the effect of a good self-esteem on wider relationships.</p> <p>*Reproductive organs and systems – how babies are conceived and how they should be cared for pre and post birth.</p> <p>Vocab: Physical attraction Conception Reproductive organs and systems</p>
Skills	<p>Develop an increasingly independent focus towards dressing independently; zipping up coat, doing buttons, putting shoes and socks on etc. Washing hands and having more control over bowel and bladder movements and blowing nose. Acknowledging the importance of privacy and trust.</p>	<p>Describe self and knowing different effect on their body. Confidently asking questions about physical changes or emotions when doing different activities. To share the different processes of looking after our bodies and minds.</p>	<p>To understand how exercise helps us as we grow. To identify healthy and unhealthy foods. To understand that change happens and acknowledge the different changes that occur during the process.</p>	<p>Knowing it is acceptable to resist pressure if something makes you feel unsafe or concerned.</p>	<p>Recognising that strong relationships supports your own and others’ wellbeing.</p> <p>Build strategies to support being aware of and reconciling differences between friends.</p> <p>Knowing how to respond to pressure from others and who to go to for support.</p> <p>Understand that difference may bring rise to bullying/directed unkindness and how to deal with this.</p> <p>Able to apply affirmations to personal feelings to develop self-esteem and self-worth.</p>	<p>Developing the skills to express feelings appropriately.</p> <p>Ways to manage feelings in times of grief and loss.</p> <p>Determining the need for medication and the effects it would have if used in the wrong way.</p>	<p>Recognising that both males and females go through external and internal changes as they enter puberty.</p> <p>Accepting this is part of the human life cycle.</p> <p>Knowing the time period of this is not the same for all mammals.</p>	<p>Recognising the importance of a high self-worth and self-esteem on future relationships.</p> <p>Process of conception and the changes that occur within gestation periods of different animals.</p>

Sum. 2	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Health and Wellbeing: Healthy and Unhealthy</p> <p>Recognising healthy and unhealthy food, knowing the importance of a balanced diet and trying lots of different types of food (linking to growth mindset). Following on from PANTS rule; stranger danger and acknowledging who is special to you and who you can trust. Knowing they are going to school in September and knowing this will look and be different.</p> <p>Vocab: Trust Healthy Unhealthy Balanced</p>	<p>Health and Wellbeing: Privacy and difference</p> <p>Recognise and talk about who they trust comparing those they know to strangers. Knowing what privacy is and the many forms it can come in.</p> <p>Discussing the successes of the year and how they have changed. Aspirations for year 1 and what they want to do next.</p>	<p>Health and Wellbeing: Keeping safe</p> <p>Understand what being safe means. Being physically safe: how to get help and take part in basic first aid processes in an emergency. Being safe on the internet: How to be safe online(developing from spring 2). Know who can help you in uncertain situations. Recognising what makes you unique Managing change moving to a new class.</p> <p>Vocab: Emergency services First Aid Unique Risk</p>	<p>Health and Wellbeing: Growing up</p> <p>Importance of physical activity and rest on our mental and physical health. Developing awareness that experiences and feelings impact our bodies and behaviour. Develop awareness that boys and girls are different through labelling genitalia.</p> <p>Vocab: Penis Vagina Mental health Dental hygiene</p>	<p>Health and Wellbeing: How Babies Grow</p> <p>To understand how babies grow in the womb and what they need to grow and survive before they are born.</p> <p>To recognise the importance of the mother living a healthy life style in order to keep the baby healthy.</p> <p>To be aware of how boys and girls bodies change when going through puberty and the importance of accepting these personal changes and changes that may be noticed in others.</p> <p>Vocab: Puberty Change Womb</p>	<p>Health and Wellbeing: Change</p> <p>Refer to Y3 and how physical changes occur outside of the body when entering puberty. Recognise how puberty can affect feelings and emotions.</p> <p>Begin to be aware of internal changes for girls; ovaries start to release eggs and menstruation starts.</p> <p>Know and understand how to carry out basic first aid. How to respond to an emergency.</p> <p>Aspirations and concerns for year 5 and how to prepare for this change.</p> <p>Vocab: Puberty Period Ovaries</p>	<p>Living in the Wider World: Care for the environment</p> <p>Awareness of how we choose to live our lives having an impact on the wider environment.</p> <p>Acknowledging how we can care for the environment; making a difference.</p> <p>Aspirations for year 6 and how to prepare academically and socially for new challenges.</p> <p>Vocab: Environment Aspirations</p>	<p>Health and Wellbeing: Mental health</p> <p>Recognising change occurs through all stages of life – the excitement and challenges that come with it. Managing change regarding friendships and how to manage this. Mental wellbeing: Different aspects that support mental wellbeing such as clubs, communities. Recognising that growing up comes with added responsibilities and opportunities. Linking these ideas to personal circumstances and moving to secondary school.</p> <p>Vocab: Responsibilities Opportunities</p>

<p>Skills</p>	<p>Comparing different types of food and beginning to know what is healthy and unhealthy. Understanding that we can have both healthy and unhealthy foods in balance. Taking on the discussions in play through shops/supermarkets/play dough imaginative play.</p>	<p>Know it is okay to feel a range of feelings towards moving to a new class with a new teacher. Ensure understanding they are building on their learning.</p>	<p>Recognising risks in the internet and how to share the concerns with people you trust. Confidently knowing what to do in an emergency where the emergency services are required.</p>	<p>Build up a range of activities to support our physical and mental health. Become aware of people to ask for support and how to explain the big feelings. Developing a good process to sleeping well and good dental hygiene.</p>	<p>Understand that all children will go through puberty and accept that this is a part of growing up.</p> <p>Compare changes of human to changes in animals.</p>	<p>Recognising these changes occur when children begin to start developing towards adulthood.</p> <p>Being open to the changes that will occur through puberty and ensuring communication with those you trust to support you.</p> <p>Acknowledge when it is appropriate to use first aid or ask an adult or call for help.</p> <p>Remaining calm in an emergency.</p>	<p>Be aware of challenges in year 6 and break them down into achievable sets incorporating aspects explored within Growth Mindset lessons/rights for a child and the opportunities they are given.</p>	<p>Importance of sharing thoughts and feelings relating to change to be able to rationalise it. Comparing mental wellbeing and what can affect it; legal/illegal drugs/lack of sleep/interaction</p>
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