



# The Federation of Holy Trinity Church of England Schools



## PSHE Progression of Knowledge and Skills

Year Group	N	YR	Y1	Y2	Y3	Y4	Y5	Y6
<b>Physical Health</b>	<ul style="list-style-type: none"> <li>• be increasingly independent in meeting their own care needs</li> <li>• make healthy choices about food, drink, activity and toothbrushing</li> <li>• start eating independently and learning how to use a knife and fork</li> <li>• be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li> <li>• be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</li> </ul>	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	<p><b>LMTW Come Fly with Me:</b></p> <p><b>Healthy Eating</b></p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• To know the importance of hand washing to protect against illness</li> <li>• To know the basics of healthy eating and to explore a range of fruits and vegetables.</li> <li>• Basic personal hygiene</li> <li>• To make positive real-life choices</li> </ul>	<p><b>LMTW Going Wild:</b></p> <p><b>The Human Body and Physical Activity</b></p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Simple self-care - rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Importance of regular exercise.</li> <li>• Understand the importance of physical activity and rest as part of a balanced, healthy lifestyle</li> <li>• To make positive real-life simple choices.</li> <li>• I can recognise why healthy eating and physical activity are beneficial</li> <li>• Importance of personal hygiene - bathing and showering</li> <li>• To understand how muscles work</li> <li>• Teeth cleaning and good dental hygiene</li> <li>• To understand the importance of a healthy lifestyle</li> <li>• Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>	<p><b>LMTW Come Fly with Me:</b></p> <p><b>Food and Nutrition</b></p> <p><b>Balanced Diet</b></p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Know and understand the difference between the terms physical, emotional and mental</li> <li>• Benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</li> <li>• Relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</li> <li>• I can begin to make informed lifestyle choices</li> <li>• Know the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• Understand the meaning of the word 'healthy'</li> <li>• I can begin to make informed lifestyle choices</li> <li>• Know the risks associated with an inactive lifestyle (including obesity)</li> <li>• Know the recommended guidelines for physical activity and understand the reasons for these</li> </ul>	<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Know the principles of planning and preparing a range of healthy meals</li> <li>• Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</li> <li>• I can begin to make informed lifestyle choices.</li> <li>• Learn to prepare and cook a variety of dishes</li> </ul>	<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Know about the basic synergy between physical, emotional and mental health</li> <li>• I can recognise that when the body changes during puberty it can affect feelings and behaviour</li> <li>• I can take responsibility for my physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</li> <li>• Know what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• Know about the different food groups and their related importance as part of a balanced diet</li> <li>• Develop an awareness of own dietary needs</li> </ul>	<p><b>LMTW A World of Bright Ideas:</b></p> <p><b>Nutrition Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• To take responsibility for my own safety and the safety of others and be able to seek help in an emergency (first aid).</li> <li>• To know the facts and science relating to allergies, immunisation and vaccination</li> </ul>



<h2>Changing and Growing</h2>				<p><b>LMTW Going Wild:</b> <b>The Human Body</b></p> <p>3D PSHE Units</p> <ul style="list-style-type: none"> <li>• Learn about the physical changes in our bodies as we grow</li> <li>• Understand emotional changes as we grow up</li> <li>• Know that they have rights over their own bodies</li> <li>• I can recognise the simple physical changes to my body experienced since birth</li> <li>• I can reflect on the similarities and differences between people</li> <li>• I can recognise and respect similarities and differences between people.</li> <li>• Learn about how our needs change and grow as we develop</li> <li>• I can recognise the simple physical changes to my body experienced since birth.</li> </ul>	<p><b>LMTW: Under the Canopy</b> <b>Managing Change</b></p> <p>3D PSHE Units</p> <ul style="list-style-type: none"> <li>• Understand that the rate at which we grow differs from person to person</li> <li>• I can recognise and respect similarities and differences between people</li> <li>• I can listen to and show consideration for other people's views</li> <li>• I can show awareness of changes that take place as I grow.</li> <li>• Know and understand how to look after our teeth</li> <li>• Understand what happens when we lose teeth as we grow up and why this happens</li> <li>• I can show awareness of changes that take place as I grow.</li> </ul>		<p>3D PSHE Units:</p> <p>Know key facts about puberty and the changing adolescent body</p> <ul style="list-style-type: none"> <li>• I can recognise how my behaviour and that of others may influence people both positively and negatively</li> <li>• I can understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene</li> <li>• I can recognise how new relationships may develop</li> <li>• I can manage changing emotions and recognise how they can impact on relationships.</li> <li>• I can recognise that when the body changes during puberty it can affect feelings and behaviour</li> </ul> <p>Know about and understand the cyclic nature of life and how death is an inevitable part of this cycle</p>	<ul style="list-style-type: none"> <li>• Know how and understand why close relationships are formed, especially during adolescence</li> <li>• Understand why friendship is important in the establishment of close relationships</li> <li>• I can understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene</li> <li>• I can manage changing emotions and recognise how they can impact on relationships</li> <li>• Know about and understated the physical, mental and emotional changes that takes place during puberty</li> <li>• Learn about sexual relationships in relation to puberty and changing relationships.</li> <li>• I can understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene</li> <li>• I can manage changing emotions and recognise how they can impact on relationships</li> <li>• Know about gender identities and have an awareness of transgender issues, including gender reassignment</li> <li>• Understand the difference between being a transgender person and a cross-dresser</li> </ul>
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<h1>Keeping Safe</h1>	<p>Do not always need an adult to remind them of a rule</p>	<p>Explain the reasons for rules, now right from wrong and try to behave accordingly</p> <p>Set work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>	<p><b>Unity in the Community:</b> <b>Road Safety.</b></p> <p><b>Light Up the World:</b> <b>Sun Safety</b></p>	<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• I can recognise risk in everyday activities</li> <li>• I can take responsibility for my own safety and the safety of others and be able to seek help in an emergency</li> </ul> <p>Learn about the importance of medicine safety</p> <ul style="list-style-type: none"> <li>• Know that all household products, including medicines, can be harmful if not used properly</li> <li>• I can recognise that some substances can help or harm my body</li> <li>• I can seek help from an appropriate adult when necessary</li> <li>• I can know how to keep safe and how and where to get help</li> <li>• I can recognise and manage risk in everyday activities.</li> </ul>	<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• I can recognise and manage risk in everyday activities</li> <li>• I can take responsibility for my own safety and the safety of others and be able to seek help in an emergency</li> <li>• I can extend strategies to cope with risky situations</li> <li>• I can behave safely and responsibly in different situations.</li> <li>• Know how to make a clear and efficient call to emergency services if necessary</li> <li>• I can recognise the importance of local organisations in providing for the needs of the local community</li> <li>• I can make decisions, giving consideration to the impact they may have on others</li> <li>• I can recognise and manage risk in everyday activities</li> <li>• I can take responsibility for my own safety and the safety of others and be able to seek help in an emergency</li> <li>• I can extend strategies to cope with risky situations</li> <li>• I can behave safely and responsibly in different situations</li> </ul>		<p>3D PSHE Units:</p> <p>Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <ul style="list-style-type: none"> <li>• I can take action based on responsible choices</li> <li>• I can identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of a range of substances can have on individuals, their family and friends</li> <li>• I can make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs.</li> <li>• Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> <li>• I can take action based on responsible choices</li> <li>• Know concepts of basic first-aid, for example, dealing with common injuries, including head injuries</li> <li>• I can take action based on responsible choices</li> <li>• I can recognise and respond to issues of safety relating to myself and others, and how to get help</li> </ul>	<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• I can take responsibility for my own safety and the safety of others and be able to seek help in an emergency.</li> <li>• Know concepts of basic first-aid, for example, dealing with common injuries, including head injuries</li> <li>• I can take action based on responsible choices</li> <li>• I can recognise and respond to issues of safety relating to myself and others, and how to get help</li> </ul>
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<h1>Keeping Safe Online</h1>			<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• I can explain why work I create using technology belongs to me (e.g. 'It's my idea' or 'I designed it').</li> <li>• I can save my work so that others know it belongs to me (e.g. filename, name or content).</li> </ul> <p>I can recognise that there are many people online who could make me feel sad, embarrassed or upset.</p> <ul style="list-style-type: none"> <li>• I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.</li> </ul>	<p>3D PSHE Units</p> <p>I can explain how other people's identity online can be different to their identity in real-life</p> <ul style="list-style-type: none"> <li>• I can describe ways in which people might make themselves look different online             <ul style="list-style-type: none"> <li>• I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened.</li> </ul> </li> </ul> <p>I can give examples of how I might get help.</p> <ul style="list-style-type: none"> <li>• I can give examples of how I might use technology to communicate with others I don't know well</li> <li>• I can describe how online information about me could be seen by others</li> <li>• I can describe and explain some rules for keeping my information private.</li> </ul> <p>I can explain how information put online about me can last for a long time</p> <ul style="list-style-type: none"> <li>• I know who to talk to if I think someone has made a mistake about putting something online.</li> <li>• I can describe why other people's work belongs to them</li> <li>• I can recognise that content on the internet may belong to other people</li> <li>• I can explain what passwords are and can use passwords for my accounts and devices</li> <li>• I can explain how many devices in my home could be connected to the internet and can list some of those device.</li> </ul>	<p>3D PSHE Units</p> <ul style="list-style-type: none"> <li>• I can give reasons why I should only share information with people I choose to and can trust</li> <li>• I can explain that if I am not sure or feel pressurised, I should ask a trusted adult</li> <li>• I understand and can give reasons why passwords are important</li> <li>• I can describe strategies for creating and keeping passwords private</li> <li>• I can describe how connected devices can collect and share my information with others I can explain what is meant by the term 'identity'</li> <li>• I can explain how I can represent myself in different ways online</li> <li>• I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming, using an avatar, social media)</li> <li>• I can describe ways in which people who have similar likes and interests can get together online</li> <li>• I can give examples of technology-specific forms of communication (e.g. emojis acronyms, text speak)</li> <li>• I can explain some risks of communicating online with others I don't know very well</li> <li>• I can explain why I should be careful who I trust online and what information I can trust them with</li> <li>• I can explain how my, and other people's, feelings can be hurt by what is said or written online</li> <li>• I can explain why someone may change</li> </ul>	<p><b>LMTW Lightning Speed</b></p> <p><b>E-Safety Privacy</b></p> <p>3D PSHE Units:</p> <p>Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being</p> <p>To know why social media, some computer games and online gaming, for example, are age restricted</p> <ul style="list-style-type: none"> <li>• To know where and how to report concerns and get support with issues online.</li> <li>• I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms)</li> <li>• I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours</li> <li>• I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs</li> <li>• I can recognise when someone is upset, hurt or angry online</li> <li>• I can describe ways people can be bullied through a range of media (e.g. image, video, text chat)</li> <li>• I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them</li> </ul>	<p>3D PSHE Units</p> <ul style="list-style-type: none"> <li>• I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, messages, geolocation) with others</li> <li>• I can explain what app permissions are and can give some examples</li> <li>• I can explain what a strong password is and demonstrate how to create one.</li> </ul> <p>I can explain how identity online can be copied, modified or altered</p> <ul style="list-style-type: none"> <li>• I can demonstrate how to make responsible choices about having an online identity, depending on context.</li> <li>• I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be correct</li> <li>• I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'</li> <li>• I can evaluate digital content and can explain how to make choices about what is trustworthy</li> <li>• I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence</li> <li>• I can identify where is the Internet can draw us to information for different agendas, e.g., website notifications, pop-ups, targeted ads</li> <li>• I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by</li> </ul>	<p>3D PSHE Units</p> <ul style="list-style-type: none"> <li>• Fake news: To know how to be a discerning consumer of information online</li> <li>• I can explain the ways in which anyone can develop a positive online reputation</li> <li>• I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity</li> </ul> <p>I can explain how search engines work and how results are selected and ranked</p> <ul style="list-style-type: none"> <li>• I can explain how to use search technologies effectively</li> <li>• I can describe has some online information can be opinion and can offer examples</li> <li>• I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it, true, fair, or perhaps even legal</li> <li>• I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online</li> <li>• I can demonstrate how to analyse and evaluate the validity of 'facts' and information, and I can explain why these strategies are important</li> <li>• I can explain how sharing something online may have an impact either positively or negatively</li> <li>• I can describe how to be kind and show respect for others online, including the importance of respecting boundaries</li> </ul>
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					<p>their mind about trusting anyone with something if they feel nervous, uncomfortable or worried</p> <ul style="list-style-type: none"> <li>• I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life</li> <li>• I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'</li> <li>• I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online are the same as sharing offline e.g. sharing images and videos.</li> </ul> <p>I can describe appropriate ways to behave towards other people online and why this is important</p> <ul style="list-style-type: none"> <li>• I can give examples of how bullying behaviour could appear online and how someone can get support.</li> <li>• I can recognise that I need to be careful before I share anything about myself or others online</li> <li>• I can give examples of what anyone may or may not be willing to share about themselves online</li> <li>• I know who I should ask if I am not sure if I should put something online</li> <li>• I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed)</li> <li>• I can describe how we can get help from a trusted adult if we see content that makes us</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain ways that some of the information about anyone online could have been created, copied or shared by others</li> <li>• I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others</li> <li>• I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites)</li> <li>• I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online</li> <li>• I can explain why lots of people sharing the same opinion or beliefs online do not make those opinions or beliefs true</li> <li>• I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be</li> <li>• I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</li> </ul> <p>I can explain how my online identity can be different to my offline identity</p> <ul style="list-style-type: none"> <li>• I can describe positive ways for someone to interact with others online and understand how this</li> </ul>	<p>commercial companies or by vloggers, content creators, influencers)</p> <ul style="list-style-type: none"> <li>• I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others</li> <li>• I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful</li> </ul> <p>I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p> <p>I can describe ways, technology can affect health and well-being both positively (e.g. well-being apps) and negatively</p> <ul style="list-style-type: none"> <li>• I can describe some strategies, tips or advice to promote health and well-being with regards to technology</li> <li>• I recognise the benefits and risks of accessing information about health and well-being online, and how we should balance this with talking to trusted adults and professionals</li> <li>• I can explain how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing.</li> <li>• I can assess and justify when it is acceptable to use the work of others</li> <li>• I can give examples of content that is permitted to be reused and know how this content can be found online.</li> </ul>	<p>regarding what is shared about them online and how to support them if others do not</p> <ul style="list-style-type: none"> <li>• I can describe how things shared privately online can have unintended consequences for others</li> <li>• I can explain that taking or sharing inappropriate images of someone even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this</li> <li>• I can describe how to capture bullying content as evidence</li> <li>• I can explain how someone would report online bullying in different contexts.</li> <li>• I can identify and critically evaluate online content relating to gender, race, religion, disability, culture, and other groups, and explain why it is important to challenge and reject inappropriate representations online</li> <li>• I can describe issues online could make anyone feel sad, worried, uncomfortable, or frightened. I know and can give examples of how to get help, both on and offline</li> <li>• I can explain the importance of asking until I get the help needed.</li> <li>• I can describe common systems that regulate age-related content and describe their purpose</li> <li>• I recognise, and can discuss the pressures that technology can place on someone and how/when they could manage this</li> <li>• I can recognise features of persuasive</li> </ul>
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					<p>feel sad, uncomfortable, worried or frightened.</p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on me.</p> <ul style="list-style-type: none"> <li>• I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable</li> <li>• I can explain why copying someone else's work from the internet without permissions can cause problems</li> </ul>	<p>will positively impact on how others perceive them</p> <ul style="list-style-type: none"> <li>• I can explain that others online pretend to be someone else, including my friends, and can suggest reasons why they might do this.</li> <li>• I can give some simple examples of content which I must not use without permission from the owner e.g. videos, music, images I can describe strategies for keeping personal information private, depending on the context</li> <li>• I can explain that internet use is never fully private and is monitored, e.g. adult supervisions</li> <li>• I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure</li> <li>• I know what the digital age of consent is and the impact this has on online services asking for consent.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give examples of technology-specific forms of communication (e.g. emojis, memes, and GIFs)</li> <li>• I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault</li> <li>• I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions</li> <li>• I can explain how someone can get help if they are having problems and identify when to tell a trusted adult</li> <li>• I can demonstrate how to support others (including those who are having difficulties) online</li> <li>• I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences</li> <li>• I can describe how what one person sees as playful, joking and teasing (including 'banter') might be experience by others as bullying</li> <li>• I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult</li> <li>• I can identify a range of ways to report concerns and access support both in school and at home about online bullying</li> <li>• I can explain how to block abusive users</li> </ul>	<p>design and how they are used to keep users engaged (current and future use)</p> <ul style="list-style-type: none"> <li>• I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet, and exercise)</li> <li>• I understand the concept of persuasive design and how it can be used to influence people's choices</li> <li>• I can describe the difference between online misinformation and disinformation</li> <li>• I can explain more information that is on a large number of sites may still be inaccurate or untrue and I can assess how this might happen</li> <li>• I can demonstrate how to analyse and evaluate the validity of facts and information, and I can explain why using these strategies are important.</li> </ul> <p>I can describe effective ways people can manage passwords</p> <ul style="list-style-type: none"> <li>• I can explain what to do if a password is shared, lost or stolen</li> <li>• I can describe how and why people should keep their software and apps up to date, e.g. auto updates</li> <li>• I can describe simple ways to increase privacy on apps and services that provide privacy settings</li> <li>• I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing)</li> </ul>
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<b>Healthy and Unhealthy Relationships</b>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Talk with others to solve conflict</p> <p>Develop appropriate ways of being assertive</p> <p>Select and use own activities and resources, with help when needed.</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Becomes more outgoing with unfamiliar people, in the safe context of their setting</p>	<p>Explain the reasons for rules, now right from wrong and try to behave accordingly</p> <p>Set work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <ul style="list-style-type: none"> <li>• Form positive attachments to adults and friendships with peers</li> </ul> <p>Show sensitivity to their own and to others' needs</p> <ul style="list-style-type: none"> <li>• Says when they do or don't need help</li> <li>• Knows the people who look after them and their different roles and responsibilities</li> </ul>	<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Recognise what is kind and unkind behaviour</li> <li>• Understand that family and friends should care for each other</li> <li>• I can recognise how my behaviour affects other people</li> <li>• I can consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying</li> <li>• I can recognise right and wrong</li> <li>• I can recognise how attitude and behaviour, including bullying, may affect others</li> <li>• I can recognise how my behaviour and that of others may influence people both positively and negatively.</li> <li>• I can recognise right and wrong, what is fair and unfair and explain why</li> <li>• I can recognise the difference between right and wrong and what is fair and unfair.</li> <li>• Know that families are important for children growing up because they can give love, security and stability</li> <li>• I can recognise that there are people who care for and look after me</li> <li>• I can identify different relationships that I have and why these are important</li> </ul>	<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Recognise what is fair and unfair</li> <li>• Learn to take part in discussions with the whole class in a safe environment.</li> <li>• I can recognise right and wrong, what is fair and unfair and explain why</li> </ul> <p>I can recognise how my behaviour and that of others may influence people both positively and negatively</p> <ul style="list-style-type: none"> <li>• Understand that family and friends should care for each other</li> <li>• I can listen to, reflect on and respect other people's views and feeling.</li> </ul> <p>Understand that all actions have consequences</p> <ul style="list-style-type: none"> <li>• Take responsibility for our actions</li> <li>• Learn from experiences</li> </ul>	<p><b>LMTW Athens Vs Sparta</b></p> <p><b>Bullying and Reactions</b></p> <p><b>LMTW Under the Canopy</b></p> <p><b>Family Units</b></p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Know and understand the features of a good friend</li> <li>• Understand why it is important to be positive in relationships with others</li> </ul> <p>Know how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <ul style="list-style-type: none"> <li>• Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• Know and understand the features of a good friend</li> <li>• Understand why it is important to be positive in relationships with others</li> <li>• I can work co-operatively, showing fairness and consideration to others</li> </ul> <p>Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <ul style="list-style-type: none"> <li>• Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>	<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Understand what self-esteem is and why it is important</li> <li>• Know how to communicate their opinions in a group setting</li> <li>• I can recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</li> <li>• I can talk about my views on issues that affect me and my class</li> <li>• I can empathise with another viewpoint</li> <li>• I can form and maintain appropriate relationships with a range of different people.</li> <li>• I can recognise how new relationships may develop</li> </ul>	<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul> <p>Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <ul style="list-style-type: none"> <li>• Know about and understand the importance of touch in a range of contexts</li> <li>• Know the difference between appropriate and inappropriate touches</li> <li>• Know how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• I can recognise when physical contact is acceptable and unacceptable</li> <li>• I can judge what kind of physical contact is acceptable or unacceptable in relationships.</li> </ul>	<p><b>LMTW Units Wars of The World: Extremism and Radicalisation</b></p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• I can judge what kind of physical contact is acceptable or unacceptable in relationships</li> <li>• Know the features of a healthy relationship</li> <li>• I can recognise how new relationships may develop</li> <li>• I can recognise that positive friendships and relationships can promote health and well-being</li> <li>• I can reflect on the many different types of relationships that exist</li> <li>• Know that bullying (including cyberbullying) has a negative and, often, lasting impact on mental well-being</li> <li>• I can recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</li> <li>• I can recognise that positive friendships and relationships can promote health and well-being.</li> </ul> <p>Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>Know that relationships can change as a result of growing up</p> <ul style="list-style-type: none"> <li>• I can reflect on how to deal with feelings about</li> </ul>



			<ul style="list-style-type: none"> <li>• I can seek help from an appropriate adult when necessary</li> <li>• I can develop positive relationships through work and play</li> <li>• I can listen to and show consideration for other people's views</li> <li>• I can listen to, reflect on and respect other people's views and feeling</li> <li>• Identify their special people and what makes them special</li> <li>• I can recognise that there are people who care for and look after me</li> <li>• I can identify different relationships that I have and why these are important</li> <li>• I can listen to and show consideration for other people's views</li> <li>• I can listen to, reflect on and respect other people's views and feelings</li> </ul>		<ul style="list-style-type: none"> <li>• I can form and maintain appropriate relationships with a range of different people</li> <li>• Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty kindness, generosity, trust, sharing interests</li> <li>• Understand why it is important to be positive in relationships with others</li> </ul>		<ul style="list-style-type: none"> <li>• I can reach agreements, make decisions and manage discussions to achieve positive results</li> </ul> <p>Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <ul style="list-style-type: none"> <li>• Understand the need for empathy when peers are experiencing conflict at home</li> </ul>	<p>myself, my family and others in a positive way</p> <ul style="list-style-type: none"> <li>• I can develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressure</li> <li>• I can manage changing emotions and recognise how they can impact on relationships</li> <li>• Learn about sexual relationships in relation to puberty and changing relationships.</li> </ul>
Working with others	<p>Begin to understand how others might be feeling</p> <p>Develop appropriate ways of being assertive</p> <p>Play with one or more other children, extending and elaborating play ideas</p> <p>Help to find solutions to conflicts and rivalries</p> <p>Select and use own activities and resources, with help when needed.</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Show more confidence in new social situations</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, now right from wrong and try to behave accordingly</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Work and play cooperatively and take turns with others</p>	<p>LMTW Happily Ever After:</p> <p>Bullying Teasing Behaviour</p> <p>LMTW Come Fly with Me:</p> <p>Friendship</p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• I can listen to and show consideration for other people's views</li> <li>• I can listen to, reflect on and respect other people's views and feelings.</li> <li>• Be able to take turns</li> <li>• Agree and follow rules for a collaborative game</li> <li>• I can listen to and show consideration for other people's views</li> <li>• I can listen to, reflect on and respect other</li> </ul>	<p>LMTW Land Ahoy:</p> <p>Rules / Expectations</p> <p>Sharing</p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Recognise the importance of listening to other people</li> <li>• Understand the importance of being able to work cooperatively</li> <li>• Understand the concept of negotiation</li> <li>• I can recognise, name and manage my feelings in a positive way</li> <li>• I can share my opinions on things that matter to me</li> </ul>	<p>LMTW Athens Vs Sparta:</p> <p>Working Together Persistence and Resilience</p> <p>3D PSHE Units:</p> <p>Recognise that there are many ways to communicate</p> <ul style="list-style-type: none"> <li>• Understand the need to communicate clearly</li> <li>• I can work co-operatively, showing fairness and consideration to others</li> <li>• I can face new challenges positively and know when to seek help</li> </ul> <p>Understand why it is important to listen to others</p> <ul style="list-style-type: none"> <li>• I can work co-operatively, showing</li> </ul>	<p>LMTW Come Fly With Me America:</p> <p>Communication</p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Understand why it is important to listen to others</li> <li>• I can work co-operatively, showing fairness and consideration to others</li> <li>• I can talk about my views on issues that affect me and my class</li> <li>• I can empathise with another viewpoint</li> </ul> <p>Know how to communicate their opinions in a group setting</p>	<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Know the importance of permission-seeking and giving in relationships with friends, peers and adults</li> <li>• Recognise that there are many different ways to communicate and explain importance of why</li> <li>• Understand the need for confidentiality in certain situations</li> <li>• I can work co-operatively, showing fairness and consideration to others</li> <li>• I can recognise and respond to issues of safety relating to myself and others and how to get help.</li> <li>• I can negotiate and present my own views</li> </ul>	<p>LMTW A World of Bright Ideas:</p> <p>Collaboration</p> <p>LMTW Wars of The World:</p> <p>Developing Resilience</p> <p>LMTW I Have a Dream:</p> <p>Collaboration</p>

	<p>Becomes more outgoing with unfamiliar people, in the safe context of their setting</p> <p>start taking part in some group activities which they make up for themselves, or in teams</p>	<p>Show sensitivity to their own and to others' needs</p> <ul style="list-style-type: none"> <li>• Says when they do or don't need help</li> <li>• Knows the people who look after them and their different roles and responsibilities</li> </ul>	<p>people's views and feelings</p> <ul style="list-style-type: none"> <li>• I can consider ways of looking after the school or community and how to care for the local environment</li> <li>• I can identify the importance of rules and be able to say why rules applying to me are necessary</li> <li>• I can express views and take part in decision-making activities to improve my immediate environment or community</li> <li>• I can take turns and share as appropriate</li> <li>• I can suggest rules that would improve things for the common good</li> <li>• Learn about the conventions of courtesy and manners</li> <li>• I can recognise how attitude and behaviour, including bullying, may affect others</li> <li>• I can listen to, reflect on and respect other people's views and feelings</li> <li>• I can work and play independently and in groups, showing sensitivity to others</li> <li>• I can recognise how behaviour affects other people</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to and show consideration for other people's views</li> <li>• I can listen to, reflect on and respect other people's views and feelings</li> <li>• I can negotiate and present my own views</li> <li>• I can reflect on the similarities and differences between people</li> <li>• I can identify and talk about my own and others' strengths and weaknesses and how to improve</li> <li>• I can work and play independently and in groups, showing sensitivity to others</li> <li>• I can work independently and in groups, taking on different roles and collaborating towards common goals</li> </ul>	<p>fairness and consideration to others</p> <ul style="list-style-type: none"> <li>• I can talk about my views on issues that affect me and my class</li> <li>• I can empathise with another viewpoint</li> <li>• Know how to identify ways to improve the environment</li> <li>• Know how to spot problems and find ways of dealing with them</li> <li>• I can suggest how I can contribute to a range of activities that help me to become more enterprising</li> <li>• I can talk about my views on issues that affect me and my class</li> <li>• I can empathise with another viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why it is important to listen to others</li> <li>• I can listen to and show consideration for other people's views</li> <li>• I can work collaboratively towards common goals</li> <li>• I can reach agreements, make decisions and manage discussions to achieve positive results</li> <li>• I can recognise stereotyping and discrimination</li> <li>• I can identify the range of jobs carried out by the people I know</li> <li>• I can reflect on the range of skills needed in different jobs.</li> <li>• I can work co-operatively, showing fairness and consideration to others</li> <li>• I can face new challenges positively and know when to seek help</li> <li>• I can behave safely and responsibly in different situations</li> <li>• I can form and maintain appropriate relationships with a range of different people.</li> <li>• I can work independently and in groups, taking on different roles and collaborating towards common goals</li> </ul>		
<p><b>Similarities and Differences</b></p>	<ul style="list-style-type: none"> <li>• continue developing positive attitudes about the differences between people</li> <li>• develop their sense of responsibility and membership of a community</li> <li>• know that there are different countries in the world and talk</li> </ul>		<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Know the importance of respecting others, even when they are very different from them.</li> <li>• I can reflect on the similarities and differences between people</li> <li>• I can recognise and respect similarities and</li> </ul>	<p>LMTW Zero to Hero:</p> <p>Similarities and Differences</p> <p>Boys and girls</p>		<p>LMTW Cry Freedom: Religious Views Tolerance and Diversity</p> <p>LMTW Come Fly With Me America: Celebrating Diversity</p> <p>3D PSHE Units:</p> <p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>		<p>LMTW I Have a Dream: Cultural Diversity</p> <p>Gender discrimination</p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Know the importance of self-respect and how this links to their own happiness</li> </ul>

	about the differences they have experienced or seen in photos		differences between people			<ul style="list-style-type: none"> <li>• Know and understand the terms 'discrimination' and 'stereotype'</li> <li>• Challenge stereotypes relating to gender and work</li> <li>• Understand how we are all connected by our similarities</li> <li>• I can work co-operatively, showing fairness and consideration to others</li> <li>• I can recognise and respect similarities and differences between people</li> <li>• I can empathise with another viewpoint</li> </ul>		<ul style="list-style-type: none"> <li>• Learn about racial discrimination and its impact on societies, past and present</li> <li>• I can identify different forms of discrimination against people in societies</li> <li>• I can recognise and respect similarities and differences between people</li> <li>• I can recognise stereotyping and discrimination</li> <li>• I can recognise the factors influencing opinion and choice, including the media</li> <li>• I can challenge stereotyping and discrimination</li> </ul>
Rules and Responsibilities	<p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule</p> <p>Develop their sense of responsibility and membership of a community</p>	<p>Explain the reasons for rules, now right from wrong and try to behave accordingly</p> <ul style="list-style-type: none"> <li>• Says when they do or don't need help</li> <li>• Knows the people who look after them and their different roles and responsibilities</li> </ul>	<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Understand that people and other living things have needs and that they have responsibilities to meet them</li> <li>• Learn about and show responsibility to others</li> <li>• I can make positive real-life choices</li> <li>• I can work independently and in groups, taking on different roles and collaborating towards common goals</li> <li>• I can take the lead, prioritise actions and work independently and collaboratively towards goals</li> <li>• I can consider ways of looking after the school or community and how to care for the local environment</li> <li>• I can express views and take part in decision-making activities to improve my immediate environment or communities.</li> </ul>	<p>LMTW Land Ahoy:</p> <p>Rules / Expectations</p> <p>Sharing Responsibility</p>		<p>LMTW Law and order:</p> <p>Rules and Responsibilities</p> <p>Thinking Ahead</p> <p>Actions and Consequences</p>	<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Understand why structure is needed in different situations</li> <li>• Understand the term 'anarchy' and understand the implications of living in an anarchic society</li> <li>• I can recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice</li> <li>• I can discuss how people can live and work together to benefit their communities</li> <li>• I can talk, write and explain my views on issues that affect the wider environment</li> <li>• I can take action based on responsible choices</li> <li>• I can recognise right and wrong, what is fair and unfair and explain why.</li> </ul> <p>Know and understand the meaning of the</p>	

			<ul style="list-style-type: none"> <li>• I can listen to and show consideration for other people's views</li> <li>• I can listen to, reflect on and respect other people's views and feelings</li> <li>• I can identify the importance of rules and be able to say why rules applying to me are necessary.</li> </ul>				<p>following:- democracy, sovereignty, dictatorship, government, monarchy</p> <ul style="list-style-type: none"> <li>• I can recognise the difference between right and wrong and what is fair and unfair</li> <li>• I can consider the main features of democracy</li> </ul> <p>Learn about organisations such as the United Nations</p> <ul style="list-style-type: none"> <li>• Understand the importance and significance of equal rights</li> <li>• I can recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others</li> <li>• I can engage actively with democratic processes and address issues of concern to me through my actions and decision-making</li> </ul>	
Diversity and Communities	<p>Develop their sense of responsibility and membership of a community</p> <ul style="list-style-type: none"> <li>• continue developing positive attitudes about the differences between people</li> <li>• know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>	Beginning to consider the impact of their actions on others and the environment	<p><b>LMTW Unity in the Community:</b></p> <p>Communities</p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• I can listen to and show consideration for other people's views</li> <li>• I can listen to, reflect on and respect other people's views and feelings</li> <li>• I can consider ways of looking after the school or community and how to care for the local environment</li> <li>• I can identify the importance of rules and be able to say why rules applying to me are necessary</li> <li>• I can express views and take part in decision-making</li> </ul>	<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Understand why it is important to be part of a community</li> <li>• I can show awareness of issues affecting communities and groups</li> <li>• I can recognise the importance of local organisations in providing for the needs of the local community</li> <li>• I can reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally</li> <li>• I can work independently and in groups, taking on different roles and collaborating towards common goals</li> </ul>	<p><b>LMTW Come Fly with Me: Communities</b></p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• I can work co-operatively, showing fairness and consideration to others</li> </ul> <p>Understand why it is important to listen to others</p> <ul style="list-style-type: none"> <li>• I can work co-operatively, showing fairness and consideration to others</li> <li>• I can talk about my views on issues that affect me and my class</li> <li>• I can empathise with another viewpoint</li> <li>• Know how to identify ways to improve the environment</li> </ul>	<p><b>LMTW Come Fly With Me America:</b></p> <p>Communication</p> <p>Celebrating Diversity</p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Understand why it is important to listen to others</li> <li>• I can work co-operatively, showing fairness and consideration to others</li> <li>• I can talk about my views on issues that affect me and my class</li> <li>• I can empathise with another viewpoint</li> </ul> <p>Know how to communicate their opinions in a group setting</p> <ul style="list-style-type: none"> <li>• Understand why it is important to listen to others</li> </ul>		<p><b>LMTW Wars of The World: Extremism and Radicalisation</b></p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Know the importance of self-respect and how this links to their own happiness</li> <li>• Learn about racial discrimination and its impact on societies, past and present</li> <li>• I can identify different forms of discrimination against people in societies</li> <li>• I can recognise and respect similarities and differences between people</li> <li>• I can recognise stereotyping and discrimination</li> </ul>

			<p>activities to improve my immediate environment or community</p> <ul style="list-style-type: none"> <li>• I can take turns and share as appropriate</li> <li>• I can suggest rules that would improve things for the common good</li> <li>• Learn about the conventions of courtesy and manners</li> <li>• I can recognise how attitude and behaviour, including bullying, may affect others</li> <li>• I can listen to, reflect on and respect other people's views and feelings</li> <li>• I can work and play independently and in groups, showing sensitivity to others</li> <li>• I can recognise how behaviour affects other people</li> <li>• Know the importance of respecting others, even when they are very different from them.</li> <li>• I can reflect on the similarities and differences between people</li> <li>• I can recognise and respect similarities and differences between people</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the importance of listening to other people</li> <li>• Understand the importance of being able to work cooperatively</li> <li>• Understand the concept of negotiation</li> <li>• I can listen to and show consideration for other people's views</li> <li>• I can listen to, reflect on and respect other people's views and feelings</li> <li>• I can reflect on the similarities and differences between people</li> <li>• I can work and play independently and in groups, showing sensitivity to others</li> <li>• I can work independently and in groups, taking on different roles and collaborating towards common goals</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to spot problems and find ways of dealing with them</li> <li>• I can suggest how I can contribute to a range of activities that help me to become more enterprising</li> <li>• I can talk about my views on issues that affect me and my class</li> <li>• I can empathise with another viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to and show consideration for other people's views</li> <li>• I can work collaboratively towards common goals</li> <li>• I can reach agreements, make decisions and manage discussions to achieve positive results</li> <li>• I can recognise stereotyping and discrimination</li> <li>• I can identify the range of jobs carried out by the people I know</li> <li>• I can reflect on the range of skills needed in different jobs.</li> <li>• I can work co-operatively, showing fairness and consideration to others</li> <li>• I can form and maintain appropriate relationships with a range of different people.</li> <li>• I can work independently and in groups, taking on different roles and collaborating towards common goals</li> </ul> <p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <ul style="list-style-type: none"> <li>• Know and understand the terms 'discrimination' and 'stereotype'</li> <li>• Challenge stereotypes relating to gender and work</li> </ul>		<ul style="list-style-type: none"> <li>• I can recognise the factors influencing opinion and choice, including the media</li> <li>• I can challenge stereotyping and discrimination</li> </ul>
Money and Finance			<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Understand where money comes from</li> <li>• Recognise notes and coins</li> </ul>	<p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Understand the importance of managing money carefully</li> <li>• I can recognise where money comes from and</li> </ul>		<p>LMTW Picture our Planet:</p> <p>Economic Awareness</p> <p>Needs and Wants</p> <p>Financial Capability</p>		<p>LMTW Full of Beans:</p> <p>Financial Capability</p> <p>Aspirations</p> <p>3D PSHE Units:</p>

			<ul style="list-style-type: none"> <li>• I can recognise where money comes from and the choices people make to spend money on things they want and need</li> <li>• Understand the role of money in our society</li> <li>• I can identify the different types of work people do and learn about different places of work</li> <li>• I can recognise where money comes from and the choices people make to spend money on things they want and need</li> <li>• Understand why it is important to keep money safe</li> <li>• I can recognise where money comes from and the choices people make to spend money on things they want and need</li> </ul>	<p>the choices people make to spend money on things they want and need</p> <ul style="list-style-type: none"> <li>• I can understand that we cannot always afford the items we want to buy</li> <li>• Understand the importance of choices and spending money wise</li> <li>• I can recognise where money comes from and the choices people make to spend money on things they want and need</li> <li>• I can understand that we cannot always afford the items we want to buy</li> <li>• Gain a basic understanding of enterprise</li> <li>• I can recognise where money comes from and the choices people make to spend money on things they want and need</li> <li>• I can understand that we cannot always afford the items we want to buy</li> <li>• I can contribute to enterprise activities</li> </ul>				<ul style="list-style-type: none"> <li>• Know and understand the principles of enterprise</li> <li>• Understand profit and loss</li> <li>• I can work collaboratively towards common goals</li> <li>• I can reach agreements, make decisions and manage discussions to achieve positive results</li> <li>• I can recognise my strengths and how I can contribute to different groups</li> <li>• I can take the lead, prioritise actions and work independently and collaboratively towards goals</li> <li>• I can respond to challenges, including recognising, taking and managing risk</li> <li>• I can identify the skills I need to develop to make my own contribution in the working world in the future</li> <li>• I can show initiative and take responsibility for activities that develop enterprise capability</li> </ul> <p>Know and understand the principles of charity work</p> <ul style="list-style-type: none"> <li>• I can work collaboratively towards common goals</li> <li>• I can reach agreements, make decisions and manage discussions to achieve positive results</li> <li>• I can recognise my strengths and how I can contribute to different groups</li> <li>• I can take the lead, prioritise actions and work independently and collaboratively towards goals</li> </ul>
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								<ul style="list-style-type: none"><li>• I can respond to challenges, including recognising, taking and managing risk</li><li>• I can identify the skills I need to develop to make my own contribution in the working world in the future</li><li>• I can show initiative and take responsibility for activities that develop enterprise capability</li></ul>
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Core Theme 1: Health and Wellbeing

Core Theme 2: Relationships

Core Theme 3: Living in the Wider World