

## PSHE Whole School Yearly Overview

<u>Year 1</u> <b>1.Me and My School</b>	
Learning Aims	Learning outcomes Children will be able to :
To help to construct, and agree to follow class rules	understand the need for class rules and how they help them  discuss ideas with one or more people
To listen to other people and co-operate with them	listen to other people's ideas and opinions  to compromise with other children
To understand their role and contribution to the life of the school particularly in relation to the School Council	describe what the School Council does and how it works  explain the role of School Council rep
To develop an understanding of personal skills	list some of the skills of School Council Representative  recognise some of their own skills and attributes
To understand how a Class Council meeting works	take part in a discussion with their class

<u>Year 1</u> <b>2. Happy and Healthy Me</b>	
Learning Aims	Learning outcomes Children will be able to :
To know the correct names for parts of the body	name the main parts of the body
To know about the process of growing from young to old and how people's needs change	describe how they have changed since they were born  describe how they might change in the future
To know about growing and changing and new opportunities and responsibilities that increasing independence may bring	identify some new opportunities and responsibilities they may have as they grow up
To recognise what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health	name a range of things that help them keep physically healthy

To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences	<p>choose what they like and dislike give a reason for their choices</p> <p>recognise that choices have consequences both good and bad</p> <p>identify things which help them feel emotionally healthy</p>
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<u>Year 1</u> <b>3. Me in the World</b>	
Learning Aims	Learning outcomes Children will be able to :
To share their opinions and explain their views	<p>recognise what they like and dislike</p> <p>begin to identify right and wrong and give reasons</p>
To recognise that living things have needs	<p>describe the needs of animals</p> <p>recognise that some needs have a cost attached to them</p>
To consider social and moral dilemmas	identify fair and unfair
To recognise that living things have needs and that they have responsibilities to meet them	describe the needs of animals and how people can meet their needs
To recognise the needs people have	identify some needs humans have
To understand the contribution a range of people make to their school	describe how adults in school ensure children's needs are met

<u>Year 1</u> <b>4. Me and My Safety</b>	
Learning Aims	Learning outcomes Children will be able to :
Understand that household products including medicines can be harmful if not used properly	<p>identify some things which can be harmful if they go inside your body</p> <p>use strategies to overcome worries about a substance going into their body</p>
Understand rules for and ways of keeping safe	<p>identify some things which might be dangerous in their home</p> <p>explain what they might do if they find something which could be dangerous at home</p> <p>describe some things they can do to make their homes safer</p>

Know about people who can help them to stay safe	<p>identify a range of people who help to keep them safe</p> <p>ask relevant questions about a person's job</p>
Understand rules for, and ways of, keeping safe, including basic road safety	<p>describe ways to keep themselves safe when walking</p> <p>describe ways to keep themselves safe in the car</p>

<u>Year 1</u> <b>5. Me and My Relationships</b>	
Learning Aims	Learning outcomes Children will be able to :
To begin to value themselves	<p>recognise things which make us special and unique</p> <p>describe the range of groups they belong to</p>
To recognise and value similarities and differences between people	recognise and respect similarities and differences between people
To know that families are all different but they are all special.	<p>describe types of families</p> <p>explain why families are special</p> <p>identify ways that families care for each other</p> <p>identify and describe a person who is special to them</p>
To begin to understand friendship	<p>describe a good friend</p> <p>demonstrate skills to be a good friend</p>
To understand the difference between good and bad secrets	recognise friendly and unfriendly behaviours
<b>My Choices</b> To recognise some choices they can make	<p>list some of the choices they might have</p> <p>recognise the choices they make will be affected by different factors</p> <p>recognise that choices can be right or wrong</p> <p>use a strategy for making decision</p>

<u>Year 1</u> <b>6. Me and Other People</b>	
Learning Aims	Learning outcomes Children will be able to :

<p>Understand that they belong to various groups and communities</p>	<p>recognise that they are members of groups and communities</p> <p>describe how it might feel to be excluded from a group</p> <p>use strategies to make sure everyone is included</p>
<p>Understand that there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying</p>	<p>describe different types of teasing</p> <p>describe strategies for dealing with teasing</p> <p>define what bullying is</p> <p>explain what to do if they are being bullied</p>

<b>Year 2</b> <b>1. Me and My School</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>
To understand the need for rules	explain the need for class rules and how they help them  discuss ideas with one or more people
To begin to develop an understanding that adults follow rules	Identify a law that adults have to follow
To understand their role and contribution to the life of the school particularly in relation to the School Council	explain what the School Council does and how it works  describe the role of School Council rep
To develop an understanding of personal skills	list some of the skills of School Council Rep  recognise some of their own skills and attributes
To understand how a Class Council meeting works	take part in a discussion with their class
To recognise, name and deal with feelings	recognise and name a range of feelings (positive and negative)  explain ways to deal with different feelings particularly negative ones  recognise how they have dealt with a negative feeling

<b>Year 2</b> <b>2. Happy and Healthy Me</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>
<b>Our bodies</b> To name body parts including some sexual parts	name boy's and girl's body parts describe the differences between boys and girls
<b>Looking after my body</b> Understand the importance of and how to maintain personal hygiene	describe how to keep different parts of the body clean
To understand how some diseases are spread and can be controlled and the responsibilities the have for their own health and that of others	describe how common infections are spread  explain ways to limit or avoid infections
To understand that choices we make affect our health and well being	describe the components of a balanced diet  put together a healthy lunchbox  describe the contribution physical activity and sleep make to our well being

<u>Year 2</u> 3. <u>Me in the World</u>	
Learning Aims	Learning outcomes Children will be able to :
Understand what improves and harms their local, natural and built environments and about some of the ways people look after them	<p>describe some of the positive and negative features of the local environment</p> <p>take part in a discussion with the whole class</p> <p>describe positive things about the local area and how people look after it</p> <p>describe negative things about the area and understand that they can contribute to making it better.</p> <p>take part in a simple debate</p>
Understand that money comes from different sources and can be used for different purposes	<p>list some different sources of money</p> <p>describe some things money can be used for including spending and saving</p> <p>explain the role money plays in their lives</p> <p>identify choices they can make about spending money and what influences these choices</p> <p>identify ways you can help others through fund raising</p>

<u>Year 2</u> 4. <u>Me and My Safety</u>	
Learning Aims	Learning outcomes Children will be able to :
<p>Understand rules for and ways of keeping physically and emotionally safe</p> <p>Recognise that they share a responsibility for keeping themselves and others safe</p>	<p>name some unsafe situations</p> <p>describe how to keep themselves safe in relation to unsafe things</p> <p>describe how to keep themselves safe in relation to unsafe places – roads</p> <p>describe how to keep themselves safe in relation to unsafe places</p>
<p>Understand that they should not keep adults secrets</p> <p>Recognise the difference between secrets and surprises</p>	<p>describe how to keep themselves safe in relation to people</p> <p>explain the difference between secrets and surprises</p> <p>recognise that they should not keep adults secrets</p>

<b>Year 2</b> <b>5. Me and My Relationships</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>
How to develop and maintain a variety of healthy relationships within a range of contexts	<p>describe how their behaviour affects other people</p> <p>describe how their behaviour affects other people</p> <p>play and work co-operatively with others</p> <p>identify strategies to resolve simple arguments</p> <p>Identify that there are different types of teasing and bullying.</p> <p>recognise that teasing and bullying are wrong and unacceptable</p> <p>Explain how to resist teasing and bullying, if they experience or witness it.</p> <p>say who they could go to and how to get help</p>
<p><b>My friends and family</b> Understand relationships change for a variety of reasons</p>	<p>explain why relationships might change</p> <p>describe how we might deal with these changes</p>

<b>Year 2</b> <b>6. Me and Other People</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>
To understand and respect that boys and girls can be different	describe differences and similarities between boys and girls
	question assumptions about what boys and girls can do
To understand and respect the range of families in society today	describe different types of families
To understand and respect racial diversity in Britain today	<p>describe similarities between people of different races in the UK</p> <p>understand that Britain is a diverse place</p>

<b>Year 3</b> <b>1. Me and My School</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>
Recognise their worth as individuals	list their own strengths
Face new challenges in a positive way	identify challenges they will face
Begin to make responsible choices	contribute ideas to class rules  describe how they can contribute positively to the school  List the skills of a School Council representative
Meet and talk to other people	explain how the Class and School Council works
Begin to understand democracy	describe the role of a local councillor

<b>Year 3</b> <b>2. Happy and Healthy Me</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>
Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of a balanced diet	list some of the components of a balanced diet  recognise balanced meals  suggest ways to make a meal more balanced
Understand how to make informed choices and to begin to understand the concept of a balanced lifestyle	reflect on their own diet  explain the benefits of eating healthily  list the opportunities they have to make choices for themselves  recognise some of the influences on their choices
Research and debate topical issues	express an opinion on a food related issue

<b>Year 3</b> <b>3. Me in the World</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>
Understand the role of money in their own and other's lives	identify where money comes from identify what money is used for
Understand how to manage money and to be a critical consumer	describe a range of things money can be used for  explain why something is or is not good value for money  explain things we need to consider when we decide to buy something  use research skills to develop as critical consumers



Know that resources are allocated in different ways and these economic choices affect individuals, communities and sustainability of the environment	name a range of resources we need as humans begin to recognise how resources are allocated describe ways to reduce the impact resource use has on the environment
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Year 3 4. Me and My Safety	
Learning Aims	Learning outcomes Children will be able to :
To deepen their understanding of risk by recognising, predicting and assessing risks in different situations  Decide how to manage risks responsibly and to use this as an opportunity to build resilience	identify risk in a range of situations  explain rules for keeping safe on the road  explain that medicines should be used properly or they can be harmful  recognise that sometimes we know what to do but we do something else
Safety To be able to use basic techniques for resisting pressure to do wrong	know that pressure to behave in an unacceptable or risky way can come from a variety of people  understand and be able to resist peer and media pressure
Begin to understand the concept of keeping something confidential or secret and when we should or should not agree to do this	judge what type of physical contact is acceptable or unacceptable  explain what they can do if they experience unacceptable touches  explain which parts of their body are private  explain the underwear rule  explain the difference between secrets and surprises  know who can help and support them

Year 3 5. Me and My Relationships	
Learning Aims	Learning outcomes Children will be able to :

To recognise the difference between males and females and learn the agreed names of body parts	<p>identify the differences between males and females</p> <p>name the main internal and external parts of the body</p> <p>understand the differences between male and female, and learn the agreed names of the sexual parts</p>
To recognise the different sorts of families	<p>recognise that families come in many different forms</p> <p>explain why children might be in different family arrangements</p>
To be able to demonstrate simple decision making strategies	<p>know that choices require decisions</p> <p>know that their actions have consequences and be able to anticipate the results of them</p> <p>have shown effective decision making skills</p>
To recognise features of a positive friendship	<p>describe features of a positive friendship</p>
To know how to resolve arguments without hurting someone and how to get help if someone is hurt	<p>discuss feelings about arguments</p> <p>have some ideas about how to recognise negative feelings and behaviour</p> <p>know when and where to get help</p>

<b>Year 3</b> <b>6. Me and Other People</b>	
Learning Aims	Learning outcomes Children will be able to :
Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	<p>describe themselves in a range of ways</p>
<p>Understand what being part of a community means and about the varied institutions that support communities locally and nationally</p> <p>To respect equality and to be a productive member of a diverse community</p>	<p>describe what a community is</p> <p>identify some institutions which support the community</p> <p>Identify similarities and differences between local communities</p> <p>recognise the range of identities in our wider community today</p>

<b>Year 4</b> <b>1. Me and My School</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>
Participate in the school's decision making process, relating it to democratic structures and processes such as council, parliaments, government and voting	contribute to class rules explain what democracy means understand their role in the democratic process describe the role of a chairperson and secretary explain the democratic process of the School Council elections express an opinion in a respectful way
Understand the role of local councillors and the local MP	Explain how to raise an issue with the local Councillor

<b>Year 4</b> <b>2. Happy and Healthy Me</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>
Understand that bacteria and viruses affect health and following simple safe routines can reduce their spread	identify a range of things which keep them healthy explain what makes them ill recognise ways to reduce the spread of bacteria and viruses
Understand that medicines are drugs and the potential dangers of using incorrectly	describe ways we can help ourselves feel better when we are ill explain reasons medicines could be dangerous
Understand which, why and how commonly available substances and drugs (including tobacco) could damage their immediate and future health and safety	recognise that all drugs are not medicines Understand how smoking can affect health Explain some of the benefits of being a non smoker Understand what a habit is. Recognise that habits can be good and bad

<b>Year 4</b> <b>3. Me in the World</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>

Understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	<p>explain what a right is</p> <p>explain what a responsibility is</p> <p>describe how people campaign for their rights and those of other people</p> <p>describe what a duty is.</p>
Recognise the range of jobs done by people they know and understand how they develop their skills to make contributions in the future	list a range of jobs in school and in the local community
Understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	list the responsibilities and duties people have to the environment

<u>Year 4</u> <b>4. Me and My Safety</b>	
Learning Aims	Learning outcomes Children will be able to :
To differentiate between terms risk, danger and hazard	<p>list potential hazards at home, in school and the local area</p> <p>identify possible dangers from the hazards</p> <p>define risk</p>
Understand school rules about health and safety	explain how school rules help to keep them safe
Understand other rules that adults follow	Explain how rules and laws keep people safe
Understand the importance of protecting personal information, including passwords, addresses and images	explain ways to keep safe on line
Recognise their increasing independence brings increased responsibility to keep themselves and others safe	explain ways they can keep themselves safe (in given situation)

<u>Year 4</u> <b>5. Me and My Relationships</b>	
Learning Aims	Learning outcomes Children will be able to :
To understand the human life cycle and how the body changes	recognise that change is a natural process
To introduce some basic physical changes for boys and girls that occur during puberty	<p>explain that during puberty the body changes from a child into an adult</p> <p>reflect on how they have changed and how they may change in the future</p>

<p>To consider how they have already changed and how they may look in the future</p> <p>To assure children that changes are a natural part of growing up</p>	<p>know that changes are a natural part of growing up and that change is a gradual process</p> <p>say who they can talk to if they have any concerns</p>
<p>To recognise and understand changing emotions as they grow up</p> <p>To learn strategies to express how they are feeling</p>	<p>accept their own feelings and understand how they affect behaviour</p> <p>explain that feelings change during puberty and that their feelings and actions can impact on others</p> <p>practise basic skills to think for themselves and manage some feelings</p>
<p>To know that there are 'safe' and 'unsafe' touches</p> <p>To understand that people they know could be a potential threat</p>	<p>explain that some parts of their body are private</p> <p>understand that nobody should make them do something they don't want to do or makes them feel bad</p> <p>recognise that they have the right to say no</p> <p>know when they should or should not agree to keep something confidential or secret</p> <p>know when it is right to 'break a confidence' or 'share a secret'</p>
<p>To understand that loss and change are a natural part of life's experiences</p>	<p>recognise strong feelings and when they may have these</p> <p>describe ways to deal positively with experiences and situations of loss, separation and death</p> <p>say where and how to get help, share feelings and help themselves</p>
<p>To think about how behaviour affects others</p> <p>To know how we must take responsibility for our actions</p>	<p>have discussed their feelings about arguments and violence</p> <p>considered whether it is ever acceptable to use violence to resolve arguments</p>

<b>Year 4</b> <b>6. Me and Other People</b>	
Learning Aims	Learning outcomes Children will be able to :
<p>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>	<p>Recognise the range of identities in Britain today</p> <p>Explain why respect and tolerance are important</p>

To respect equality and to be a productive member of a diverse community	
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<b>Year 5</b> <b>1. Me and My School</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>
recognise their worth as individuals, see their mistakes, make amends and set personal goals feel positive about themselves: e.g. by producing personal diaries, profiles and portfolios of achievements	list things they are good at identify things they want to improve
Participate: e.g. in the school's decision making process, relating it to democratic structures and processes such as councils, parliaments, government and voting	describe how the School Council works describe the contribution they have made to the school e.g. through the School Council describe the skills and qualities a School Council representative needs take part in a democratic process recognise the contribution they make to the life of the school

<b>Year 5</b> <b>2. Happy and Healthy Me</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>
Understand what makes a healthy lifestyle	identify components of a healthy lifestyle
What positively and negatively affects their physical, mental and emotional health (including the media)	list things which have a positive and negative impact on their physical health identify factors which affect their emotional health recognise how the media might influence physical and emotional health
To research, discuss and debate topical issues, problems and events	use a variety of sources to research a topical issue discuss an issue in a small group take part in a debate

<b>Year 5</b> <b>3. Me in the World</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>
Know what democracy is and the basic institutions that support it locally and nationally	Explain key aspects of Parliament

Know why and how rules and laws are made and enforced, why different rules are needed in different situations, how to take part in making and changing rules	<p>Explain how rules are made in the UK</p> <p>Take part in a debate on a topical issue</p> <p>Explain why and how rules and laws change over time</p> <p>Use persuasive language to make the case for a new rule or law</p>
Look after money and realise that future wants and needs may be met through saving	<p>Explain the function of cheques, credit and debit cards etc.</p> <p>plan for future spending</p> <p>Understand how and why people save</p> <p>Understand that money we earn also supports the community</p>

<u>Year 5</u> <b>4. Me and My Safety</b>	
Learning Aims	Learning outcomes Children will be able to :
recognise different risks in different situations decide how to behave responsibly	<p>describe times when they do not feel safe</p> <p>explain how overcoming a fear can be a positive experience</p> <p>decide how to behave responsibly in a range of situations</p>
To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong	<p>describe some techniques for resisting pressure</p> <p>understand difference between being passive, assertive and aggressive</p> <p>describe the impact that assertive behaviour can have in a difficult situation</p>
To recognise people who are responsible for helping them stay healthy and safe and ways they can help these people	<p>list people who help to keep safe and healthy</p> <p>describe their role in helping these people</p> <p>List things that will help keep them safe in a given situation</p>



<b>Year 5</b>	
<b>5. Me and My Relationships</b>	
<b>Learning Aims</b>	<b>Learning outcomes Children will be able to :</b>
To explore the emotional and physical changes that occur during puberty	explain the main physical and emotional changes which occur during puberty
To know why menstruation happens	explain what menstruation is, why menstruation only happens to females and how it happens
To discuss concerns surrounding menstruation	
To know and discuss how to manage menstruation – you may wish to focus on this with a girl-only group	
To recognise and challenge gender stereotyping	have explored their own perception of gender and challenged stereotypes
To understand the impact of the media on forming attitudes	understand how the media can affect how they think
To know the importance of keeping clean during puberty	know how to stay clean during puberty
To appreciate the value of friendship and the importance of building good friendships throughout life	be able to describe the different sorts of relationships they have  know how relationships change  be able to describe the important qualities in a friend/partner  have considered why some people choose to marry and others do not
<b>Secrets</b> To discuss their feelings about secrets and friendship in class group; know that some secrets are unhealthy and that it is OK to ask for help	have discussed their feelings about secrets and friendships  know that some secrets are unhealthy and that it is ok to ask for help

<b>Year 5</b>	
<b>6. Me and Other People</b>	
<b>Learning Aims</b>	<b>Learning outcomes Children will be able to :</b>
Reflect on spiritual, moral, social, cultural issues, understand other people's experiences using imagination	Talk about different people's points of view on different issues  Contribute positively to their local community

Appreciate range of national, regional, religious, ethnic identities in the UK	
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<b>Year 6</b> <b>1. Me and My School</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>
Recognise their worth as individuals, see their mistakes, make amends and set personal goals	recognise some of their strengths identify challenges suggest ways to overcome challenges
identify that there are different kinds of responsibilities, rights and duties at home, in school and in the community and sometimes they conflict with each other	describe the role of a School Council representative  Describe how people apply for jobs  write an application for a job in school
Identify that there are different kinds of responsibilities, rights and duties at how, in school and in the community and sometimes they conflict with each other	Recognise the different roles they take on in school and at home  Identify when there maybe conflicts between these

<b>Year 6</b> <b>2. Happy and Healthy Me</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>
To consolidate understanding of the emotional and physical changes that occur during puberty and how to manage them	list the physical, emotional and social changes that take place during puberty  explain strategies to manage their own feelings and experiences during puberty
To be more familiar with the internal organs and their functions	know the correct names for and functions of the internal organs of the body
To consolidate understanding of menstruation and the menstrual cycle	know what menstruation is and about the menstrual cycle
To provide factual information relating to conception  To dispel myths related to how we are created	know some basic facts about pregnancy and conception
To understand what makes a healthy lifestyle, benefits of exercise, healthy eating, what affects mental health, how to make informed choices	explain key facts about health and well being

<b>Year 6</b> <b>3. Me in the World</b>	
<b>Learning Aims</b>	<b>Learning outcomes</b> <b>Children will be able to :</b>

<b>Understand the role of voluntary, community and pressure groups</b>	<p>Explain a range of groups and identify local examples.</p> <p>Explain the role of a pressure group</p>
Understand some ways they can take responsibility for a particular activity or action	<p>Present findings to other people</p> <p>Plan appropriate actions to address and issue of interest to them</p> <p>Ask appropriate questions to find out more information on a given topic</p> <p>Explain how the media present information</p> <p>Take part in appropriate action or activity</p> <p>Identify skills used and their project</p>

<u>Year 6</u>	
4. <u>Me and My Safety</u>	
Learning Aims	Learning outcomes Children will be able to :
<p><b>Understand which commonly available substances and drugs are legal, some are restricted and some are illegal, to own, use and supply to others their effects and risks.</b></p> <p>NB bold lifted from NC rest is PSHE association guidance</p>	<p>Explain some of the effects and dangers of drugs on the individual</p> <p>Explain some of the effects and dangers of drugs on communities and the environment</p>
<p>that pressure to behave in unacceptable or ways can come from a variety of sources e.g. people they know, how to ask for help and use basic techniques for resisting pressure to do wrong</p>	<p>explain some consequences of decisions</p>
<p>understand basic emergency aid procedures and where to get help</p>	<p>use basic first aid skills including getting help</p>
<p>find information and advice e.g. through helplines; by understanding about welfare systems in society</p>	<p>list some sources of help and advice available to them</p>

<u>Year 6</u>	
5. <u>Me and My Relationships</u>	
Learning Aims	Learning outcomes Children will be able to :
<p>To look at the attitudes and beliefs held by some people about the roles played by men and women in society</p>	<p>have the opportunity to think about the impact of gender stereotypes</p>
<p>To look at the attitudes and beliefs held by some people about race in society</p>	<p>Have the opportunity to think about the consequences of racial bullying</p>

To look at the skills and strategies needed as they approach puberty	<p>identify what they are and are not looking forward to as they grow up and discuss ways of allaying fears</p> <p>identify ways of coping with growing up</p>
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<b>Year 6</b> <b>6. Me and Other People</b>	
Learning Aims	Learning outcomes Children will be able to :
to think about the lives of people living in other places and times, and those with different values and customs	<p>Understand how over time people can make a difference</p> <p>Be able to express their own point of view and that of others</p>
to recognise and challenge stereotypes	Understand what a stereo-typing is
consider social and moral dilemmas that they come across in life	<p>Have strategies to manage difficult situations</p> <p>Consider their own point of view and that of others.</p>