



# Abbey School

## PSHE POLICY

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### Other relevant policies:

Child Protection and Safeguarding Policy and Procedures

Countering Bullying (including Cyberbullying) Policy

Online Safety Policy

Curriculum Policy

Spiritual, Moral, Social and Cultural Development (including British Values) Policy

Relationships and Sex Education Policy

Equality & Diversity Policy

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# 1. Aims and objectives

Through Personal, Social, Health and Economic (PSHE) Education, we aim to:

- Equip pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and fulfilling lives
- Build pupils' confidence, resilience, self-esteem
- Equip pupils with the knowledge and skills required to maintain both good physical and mental wellbeing
- Empower pupils to identify and manage risk, make informed choices and understand what influences their decisions
- Support pupils to manage emotions and to communicate in a variety of settings
- Develop pupils' understanding of themselves, empathy and the ability to work with others
- Support pupils to form and maintain good, healthy relationships
- Teach pupils how to stay safe online
- Support pupils in making effective transitions, positive learning and career choices, and in achieving economic well-being.

# 2. Legislation and guidance

This policy is consistent with current legislative framework and statutory guidance, including:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (statutory guidance)
- [Keeping Children Safe in Education 2024](#)
- [Equality Act 2010 advice for schools](#)
- [SEND code of practice: 0 to 25 years](#)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [The Independent School Standard: Part 2](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)

# 3. Context and rationale

At Abbey School we are aspirational for all of the young people that we support. Our vision is that all children with exceptional needs receive a meaningful and fulfilling education that enables them to make their own choices about the direction of their adult lives. We are committed to ensuring that the physical, emotional and social needs of all our children are met within our school environment and support the development of children's health and well-being, self-esteem and confidence. Our school vision and ethos are strongly supported through, and embedded in, the delivery of our PSHE curriculum.

PSHE education helps to equip pupils with the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active, responsible citizens. At Abbey School we feel that it is our responsibility to promote the personal and social development of all our pupils in a systematic way, through the delivery of our PSHE curriculum.

We believe that PSHE education:

- Prepares pupils to live their 'best lives' - both now and in the future.
- Is a planned, developmental programme of learning through which our pupils acquire the knowledge, understanding and skills they need to manage their lives.

- Develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- Helps in reducing, or removing, many of the barriers to learning experienced by our pupils, significantly improving their capacity to learn, achieve and raise aspirations;
- Makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and our statutory responsibility in promoting their well-being.
- Contributes to pupils' careers education through exploration of career paths and meaningful encounters with employers.
- Makes an essential contribution to the safeguarding of our pupils.

#### **4. Safe and supportive learning environments**

When setting up any lesson that deals with potentially sensitive subjects, it is essential to begin by creating a safe, secure learning environment. This helps children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence. At Abbey School we create a safe learning environment for pupils by linking PSHE and emotional health and well-being into the whole-school approach to supporting pupil welfare and safety. We ensure that ground rules/class agreements reflect the school's wider policies and practice in relation to managing sensitive issues. Staff should be aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being covered and will provide information to children about how they can get help and support both in school and outside, as appropriate. We aim to depersonalise discussions by using distancing techniques such as stories, drama, role-play, scenarios of real situations but with fictional characters and storylines.

#### **5. Entitlement and equality of opportunity**

We recognise the right for all pupils to have access to PSHE education and learning which meets their needs, thus PSHE is at the centre of the Abbey School mission to provide the best education possible for young people with exceptional needs. PSHE content is taught in accordance with pupils' age, ability and readiness and reflects the universal needs shared by *all* children and young people as well as the specific needs of Abbey School pupils. All pupils receive personalised access to the PSHE curriculum, supported by individualised learning support. We promote the needs and interests of all pupils, by ensuring that each pupil, irrespective of gender, culture, ability or personal circumstance is supported to be physically, emotionally and socially healthy.

#### **6. Principles and methodology**

We acknowledge that many pupils with autism and learning difficulties will present with significant barriers to their learning associated with their diagnosis. Although each pupil's learning needs are individual, and as such will be individually assessed, there are some common areas of good practice that pupils with autism and/or severe learning difficulties will benefit from. These should be routinely considered in the planning and teaching of PSHE.

At Abbey School we aim to:

- Make learning opportunities concrete and real
- Supplement teaching with visual aids e.g. videos, props, photographs, pictures, symbols, objects etc. and avoid ambiguous language
- Reinforce messages and provide plenty of opportunities for generalisation, keeping language simple and consistently using agreed vocabulary throughout the school
- Provide pupils with specific explanations and don't presume they will make links e.g. between a behaviour and emotion
- Encourage pupils to make choices and express their feelings

## 7. Resourcing

Our PSHE resources are carefully chosen and checked regularly for:

- Inclusivity
- Positive, healthy and unbiased messages
- Age appropriateness
- Promoting positive values
- Accuracy
- Being up-to-date

## 8. Planning

The PSHE curriculum offers both explicit and implicit learning opportunities and experiences. At Abbey School, PSHE is taught through a spiral programme, carefully informed and designed to address the following overarching concepts and skills set out in the PSHE Association's PSHE Education Planning Framework for pupils with SEND.

1. **Identity** (recognising their personal qualities, attitudes, skills, attributes and achievements and how these make them who they are; understanding and maintaining boundaries around their personal privacy—including online).
2. **Relationships** (different types and in different settings, including online and intimate relationships).
3. **A healthy** (physically, emotionally and socially) **balanced lifestyle**, (including within relationships, work- home-life, food, exercise and rest, spending and saving and lifestyle choices).
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk, or trusting that others will take responsibility for managing risk) and **safety** (including behaviour strategies and communication skills to employ in different settings, including online).
5. **Diversity & equality** (in all its forms, with due regard to the protected characteristics set out in the [Equality Act 2010](#)).
6. **Rights** (including the notion of universal human rights; recognition and understanding of their rights), **responsibilities** (including fairness and justice) and **consent** (in a variety of contexts).
7. **Change** (as something which is experienced and can be managed) and **resilience** (the skills, strategies and 'inner resources' to draw on when faced with challenging changes or circumstances).
8. **Power** (how it is used and encountered in a variety of contexts, including online; how it manifests through behaviours including bullying, hurtful behaviour, persuasion, coercion and how it can be challenged or managed, including how and where to access support and help; that misuse of power is never their fault).
9. **Economic well-being** (including careers education, enterprise, employability and economic awareness), identifying future aspirations and understanding the purpose of goal setting.

## 9. Programme of study

Our PSHE programme of study contains four strands:

- Online Safety
- Relationships and Sex
- Living in the Wider World
- Health and Well-being

## 9.1. Online safety

Through the online-safety strand of the PSHE curriculum, pupils are taught rules and principles for staying safe online, including how to recognise risks, harmful content and contact and how to report them and seek help. Pupils consider the distinction between public and private and learn rules about what is and isn't safe to post or share online. Pupils are taught that people sometimes behave differently online, including by pretending to be someone they are not. They learn 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. As pupils get older, they explore their rights, responsibilities and opportunities online. They learn that any material they post, or share has the potential to be shared online and that material shared online can be very difficult or impossible to remove. Pupils learn they should not provide material to others that they would not want shared further and not to share personal material which is sent to them.

Please refer to our Online Safety Policy for further details.

## 9.2. Relationships and Sex Education

From September 2020 the Department for Education made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education (RSE) compulsory in all secondary schools, as outlined in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

At Abbey School, RSE is taught within the personal, social, health and economic (PSHE) curriculum, with the basic biological aspects of sex education taught within the science curriculum. Through the science curriculum, pupils will learn that:

- Animals including humans have offspring that grow into adults
- Humans and animals have lifecycles which include reproduction
- From birth to old age, humans change, and special changes occur during puberty

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships and on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including the following areas of learning:

- Families and people who care for me
- Respectful relationships, including friendships
- Online relationships
- Being safe
- Intimate and sexual relationships, including sexual health

RSE topics address cover five stages. Stages one to three are taught in each key stage, with stages four and five introduced from Key Stage four onwards. As with all areas of the curriculum, careful consideration will always be given to pupils' individual starting points, age and stage of development, readiness and personal circumstances.

**Stage 1** – Knowing your own body

**Stage 2** – Recognising exploitation

**Stage 3** – Gender concepts and growing up

**Stage 4** – How babies are made

**Stage 5** – Contraception and sexual health

Please refer to our Relationships and Sex Education Policy for further details of our RSE curriculum.

## 9.3. Living in the Wider World

This strand of the PSHE curriculum makes a significant contribution towards pupils' spiritual, moral, social and cultural development and towards the promotion of the fundamental British values. Within this strand, pupils learn that they belong to different groups including those in school, at home and in the wider community, and differences and similarities between members of different groups are celebrated. Pupils learn about their rights and responsibilities and those of others. They explore rules and how rules keep people safe and protected. Pupils explore topical issues such as recycling, and care of the environment and they consider the impact their choices and actions can have on the

environment. Pupils learn about the role that money plays in their own and others' lives and they develop practical skills related to the management of money.

Please refer to our SMSC (including British Values) Policy for further details.

It is important to note that our PSHE curriculum is not fixed; it is evolving and is designed to be amended, changed and added to, to ensure it matches the real, and changing needs of all our pupils.

#### 9.4. Health & Wellbeing

The physical and emotional health and well-being of our pupils is fundamental to our philosophy and ethos at Abbey School and we place emotional well-being and mental health at the heart of our school to ensure successful learning and quality of life for all pupils. We have developed a bespoke well-being programme as part of our PSHE curriculum which is designed to teach pupils skills and strategies for maintaining positive mental health. The programme focuses on 'six ways to well-being' which are evidence-based strategies from the field of positive psychology that have been shown to boost mental well-being and develop emotional resilience. Through a spiral programme, we revisit the six ways to well-being, increase challenge, broaden scope and deepen pupils' thinking and understanding.

- **Connecting with other people** – good relationships help to build a sense of belonging and self-worth, give opportunity to share positive experiences and provide emotional support.
- **Being physically active** – being active is not only good for our physical health and fitness, it also raises self-esteem, helps us set and achieve goals or challenges and causes chemical changes in the brain which positively change our mood.
- **Learning new skills** – research shows that learning new skills boosts our self-confidence and raises self-esteem, helps us to build a sense of purpose and helps us connect with others.
- **Giving to others** – acts of giving and kindness create positive feelings and a sense of reward, give us feelings of purpose and self-worth and help us connect with others.
- **Embracing the present moment** – paying more attention to the present moment can improve our mental well-being by helping us enjoy life more and understand ourselves better, positively changing the ways we feel about life and how we approach challenges.
- **Caring for ourselves** – taking care of ourselves by eating healthily and resting well are an essential part of well-being.

Our well-being curriculum supports pupils to learn about and practise specific behaviours and activities linked to health and well-being, in an interesting, child-centred and age-appropriate way. Pupils are encouraged to practise the skills, strategies and activities, to see how they feel about them, and how useful they find them.

## 10. Timetabling

PSHE is most effective when taught through a spiral curriculum, a series of recurring themes which pupils experience each year. At each encounter, the level of demand increases and learning is progressively deepened depending on the unique needs of the pupil.

At Abbey School, PSHE is part of our core curriculum and is taught in weekly sessions using a spiral model. Discrete, dedicated curriculum time is allocated to teaching PSHE in order to deliver a meaningful, well-planned and developmental PSHE curriculum.

Our PSHE education takes place as weekly lessons throughout the school. In all key stages, depending upon the needs of individual pupils, teaching time may be broken into smaller sessions as appropriate rather than being delivered in entire hour-long lessons. In addition to regular, dedicated curriculum sessions, PSHE is enhanced through enrichment days and events.

Due to the developmental needs of the students and the nature of the topics covered in PSHE, especially in the relationships & sex education strand of the curriculum, PSHE is taught in year groups

rather than following a rolling programme. This approach to structuring the PSHE curriculum ensures that important topics such as puberty are taught at the correct time, neither too early nor too late, to ensure pupils are prepared for the changes they will experience in good time. In contrast to this, the Wellbeing strand of the curriculum operates on a rolling programme in order to maximise links with topics being studied in classes as part of the wider curriculum.

## 11. Assessment

Assessment in PSHE education must be an integral part of teaching and learning. PSHE education covers issues and areas of life which pupils with SEND may be affected by in differing ways and at different times in their lives. Carrying out a baseline assessment activity at the beginning of each new topic will ensure that the subsequent learning is matched to pupils' individual needs and allow progress to be demonstrated or measured. It is especially important to be able to evidence the progress of pupils with SEND in order to identify future learning needs. For some pupils this may entail very small steps which are consolidated and reinforced by re-visiting their original learning. Other pupils may be able to progress more quickly and manage increasing levels of challenge. The most meaningful model of assessment in PSHE education, especially for pupils with SEND, is ipsative assessment—in which a pupil's own starting point is the benchmark against which progress is measured, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing learning in PSHE education which we have adopted at Abbey School:



### 1. Baseline assessment

*Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').*

### 2. Assessment for Learning (Afl)

*Build Afl into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.*

### 3. Assessment of Learning (AoL)

*At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.*

## 12. Teaching responsibility and staff training

Class teachers and learning mentors are responsible for the teaching of PSHE throughout the school using discrete lessons and other curriculum links:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Abbey School ensures PSHE training for staff through:

- Opportunities for the curriculum lead to undertake any training required to fulfil the position effectively
- CPD aligned to the whole school development plan for all staff involved in teaching the subject
- Consultation with staff with regard to RSE content and support required
- Visits from external agencies such as school nurses or sexual health professionals to provide support and training to staff teaching RSE where required

## 13. Confidentiality and handling disclosures

In the course of PSHE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. Staff should be alert to the possible signs of abuse and where they have concerns that a pupil



is vulnerable or at risk, they should always work within the school's policies on safeguarding and confidentiality.

Please refer to our Safeguarding Policy and Procedures for further guidance.

## **14. Responding to pupils' questions**

At Abbey School, we believe it is important that where possible, pupils feel able to ask any questions that they wish and that their questions are valued. However, staff should give consideration to how to respond to questions, taking into consideration the prior learning and readiness of pupils. Staff members should seek advice from the curriculum lead if unsure about how to respond to a pupil's question and if a safeguarding concern is raised, staff members should adhere to the school's Safeguarding Policy and Procedures.

## **15. Promoting fundamental British values**

As part of providing a broad and balanced PSHE curriculum through our agreed PSHE whole school approach, we are able to nurture and support the Spiritual, Moral, Social and Cultural development in young children and promote the fundamental British Values in young lives. We support children to become responsible citizens and to develop the knowledge, skills and understanding they need to lead safe, confident, healthy lives with the greatest degree of independence possible. We recognise that our school vision is crucial to this learning and should be at the heart of whole school development. For further details, please refer to our SMSC (including British Values) Policy.

## **16. Links to other curriculum areas**

As a school our aim is to embed PSHE in every aspect of school life, so as well as termly or half termly themes, PSHE is also delivered through a range of whole school activities including:

- Class assemblies
- Circle time
- Special themed weeks
- Whole school council
- School trips and residentials
- Fundraising events, e.g. Children in Need, Harvest
- Visitors to the school, e.g. local fire or police service
- Celebrating significant days, e.g. Remembrance Day
- Wider school day, e.g. form time, snack time, lunch time, morning / home routines

Effective provision of PSHE needs to include discrete teaching in order to ensure full coverage of the framework, however learning in PSHE is complemented through a variety of curriculum areas. The following subject links show where some of the PSHE objectives could be taught.

- English – skills in enquiry and communication, the use of stories illustrating aspects of PSHE.
- Mathematics – aspects of financial capability, counting and sharing.
- Science – drugs (including medicines), sex, health, safety and the environment.
- Religious Education – religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- Physical Education – teaching and learning about health and safety, development of personal and social skills through team and individual activities, promotion of healthy lifestyles and the importance of exercise.
- Humanities – topical issues concerning the environment, study of own locality and the wider world, looking at reasons behind historical events, significant people, events, ideas and experiences of people from the past.
- Computing – communicating with others.
- Design and Technology – health and safety, healthy eating, use of technology, realising the needs of people through designs.
- Art and Design – reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- Music – making the most of abilities in playing and singing, cultural diversity, expression.

## 17. Outside agencies

Occasionally, appropriate and suitably-experienced and knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHE and Well-being at Abbey School. Staff should refer to the Health and Safety Policy regarding procedures for external visitors. Our 'Code of Practice' for visitors will ensure:

- Visitors are invited into school because of the particular expertise or contribution they are able to make.
- All visitors are familiar with and understand the school's PSHE policy and work within it.
- All input is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils, which will be used to inform future planning.

## 18. Involving parents and carers

At Abbey School we recognise that the involvement of parents and carers in their child's education is central to the progress of our pupils. As such, the school's relationship with parents and carers is considered as a partnership. Parents and carers are involved in discussions about their young person's learning and wellbeing at all stages of their time at Abbey School. There are regular formal and informal opportunities for parents and carers to engage with us as a school and to access a range of support and information. These include:

- **Pupil reviews:** These are termly opportunities to meet with the team of staff supporting the young person concerned. Reviews are used to share progress, achievements and concerns both at home and at school. They are also an opportunity to problem solve and share information on support strategies to ensure consistency for pupils across settings.
- **Annual review:** This is an annual pupil centred review of the Education Health and Care Plan. All of those inputting into a young person's education will form part of the review process. Progress and concerns will be considered and targets for the year ahead set and agreed.
- **Home visits:** A home visit can be requested or suggested in specific circumstances in which it would benefit the pupil and family. For example, if the family are struggling with behaviour at home or if a pupil is learning how to use a new communication system across settings.
- **School events:** We welcome parents and carers into school at various points throughout the year to celebrate our pupils' achievements. Examples include, fairs, assemblies, sports days and Christmas events.
- **Home/school communication log:** These books will come to and from school with each pupil containing key information that may be important to understand in order to effectively support the young person. For example, it is important for school staff to be aware of a lack of sleep or changes in routines at home that may be disruptive. Likewise, we recognise that many of our pupils are unable to come home and tell their family about their day, therefore, a few words about their school day is highly valued.
- **Parent/carer communication App:** In between more formal reviews, parents and carers are kept informed about their young person's progress via our School App that can be accessed on any smart phone or iPad. The App provides essential whole school information and is also used to provide personalised information to parents/carers regarding their child or young person. For example, photographs, progress reports and skills generalisation suggestions.

PSHE is strongest when there is communication and collaboration between school and home. We are committed to working with parents and carers and will involve them in reviewing our PSHE policy.

We will communicate with parents prior to teaching RSE, informing them of their right to withdraw pupils from this aspect of the curriculum and we will arrange workshops for parents to view teaching materials and discuss the RSE and wider PSHE curriculum. We are happy to offer materials from relevant organisations that parent can use with their children at home should they desire.

## **19. Roles & Responsibilities**

### **19.1. The Proprietor**

The proprietor is accountable for all matters relating to the PSHE curriculum and delegates strategic and operational responsibility for overseeing the PSHE curriculum to the Principal and Senior Leadership Team.

### **19.2. The Principal**

The Principal is responsible for strategic and operational matters in relation to the PSHE curriculum. The Principal and senior leadership team is responsible for ensuring that:

- This policy is adhered to.
- The required elements of the PSHE curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the PSHE curriculum is adequate.
- Requests to withdraw children from aspects of the RS curriculum are managed where appropriate.
- Key aspects of the PSHE curriculum are reported to the Proprietor and Advisory Body.

### **19.3. The Advisory Body**

The Advisory Body's role is to provide strategic support, challenge and accountability. The Advisory Body is responsible for:

- Being familiar with the school's PSHE policy.
- Holding school leaders to account for improving pupil and staff performance.

### **19.4. All Staff**

All staff working with pupils are responsible for adhering to this policy.

## Appendix I: Curriculum map (Online Safety, RSE, Living in the Wider World)

EYFS, KEY STAGE 1 (4 – 7 years)			
	AUTUMN	SPRING	SUMMER
YR	<p><b>How are people the same and different?</b> To identify some similarities and differences between others</p>	<p><b>Screen-time &amp; sleep</b> To recognise that sleep is important to be healthy To identify favourite websites or online games To know that too much screen time is unhealthy To move from a screen activity to a non-screen activity cooperatively</p>	<p><b>My growing body</b> To recognise the main differences between people i.e. boy/girl To name the different body parts including genitalia To know which parts of the body it is ok for others to touch To know how to tell others to stop doing something I do not like To know who to go for help if something happens that makes me feel sad, worried or frightened To know the difference between good and bad touch (who / where / when)</p>
Y1	<p><b>School rules</b> To give some simple examples of things I am allowed and not allowed to do in school (rules)</p>	<p><b>Staying safe online</b> To know what information is 'private' (e.g. name, address, telephone number, school, pictures of us, passwords) To know that I must not tell others my 'private' information online</p>	<p><b>Different kinds of family</b> To identify some of the differences between a baby, child and adult To know some of the things I can do now that I couldn't do when I was younger To recognise some of the people who are important to me To recognise different types of family</p>
Y2	<p><b>Taking care of animals</b> To make observations of animals and plants To identify simple ways in which I may take care of plants and animals To cooperate with activities that help others</p>	<p><b>Being kind online</b> To know what makes a good friend To understand the need to be kind to others online (and offline) To identify people who can help me if I am afraid, upset or worried</p>	<p><b>Bullying</b> To recognise kind and unkind behaviour To have a basic awareness of what bullying is To know what to do and who to go to if I or somebody I know is being treated unkindly or being bullied</p>

KEY STAGE 2 (7 – 11 years)			
	AUTUMN	SPRING	SUMMER

Y3	<p><b>Belonging to groups</b></p> <ul style="list-style-type: none"> <li>To identify different groups I belong to</li> <li>To recognise my important / special days in the week</li> <li>To understand what makes those days special</li> <li>To respect other people's special days</li> <li>To identify some differences and similarities between people</li> </ul>	<p><b>Deciding which games to play &amp; what to watch</b></p> <ul style="list-style-type: none"> <li>To understand that games, videos and websites have an age rating and I should only play on games, watch videos or visit sites which are suitable for my age</li> <li>To know that some digital content can be harmful or upsetting</li> <li>To know who to tell if I am worried about something online</li> </ul>	<p><b>Respecting privacy</b></p> <ul style="list-style-type: none"> <li>To take responsibility for my behaviour towards others</li> <li>To recognise a need for privacy</li> <li>To respect the wishes and privacy of others</li> <li>To begin to develop an understanding of personal space</li> </ul>
Y4	<p><b>My Community</b></p> <ul style="list-style-type: none"> <li>To identify different groups that I belong to</li> <li>To identify some of the rules associated with the groups I belong to</li> <li>To follow agreed codes of behaviour (rules) and know that they are important to help groups of people work together</li> </ul>	<p><b>Strangers</b></p> <ul style="list-style-type: none"> <li>To begin to understand the term 'stranger'</li> <li>To distinguish between safe and unsafe strangers</li> <li>To know who to go to if I am approached by a strange (both online and offline)</li> <li>To understand that it is easy to hide your identity online</li> </ul>	<p><b>Making Choices &amp; Saying No</b></p> <ul style="list-style-type: none"> <li>To make a choice given a range of options</li> <li>To identify people who can help me if I am afraid or worried</li> <li>To demonstrate how to indicate consent by communicating 'yes' or 'no', 'leave me alone' and 'please stop doing that'</li> </ul>
Y5	<p><b>Caring for the environment</b></p> <ul style="list-style-type: none"> <li>To know that it is important to care for different environments</li> <li>To identify some simple ways to care for different environments (classroom, dinner hall, playground)</li> </ul>	<p><b>Being healthy &amp; having fun online</b></p> <ul style="list-style-type: none"> <li>To know that technology use should be one part of a balanced diet of activities</li> <li>To know that too much screen time is unhealthy</li> <li>To recognise activities that can be enjoyed doing both online and offline</li> </ul>	<p><b>My changing body</b></p> <ul style="list-style-type: none"> <li>To recognise some of the changes that happen to boys and girls during puberty (e.g. body shape, voice change, height, mood changes, menstruation, ejaculation, etc)</li> <li>To establish and develop independent personal care routines with an understanding of the need for privacy</li> <li>To begin to have an awareness of changing emotions during puberty</li> </ul>
Y6	<p><b>Where money comes from</b></p> <ul style="list-style-type: none"> <li>To identify places or situations where money is used to buy things (shops, cafes, on the bus, etc)</li> <li>To identify where I may get money from and for what reasons (i.e. presents from relatives, pocket money...)</li> <li>To identify things that I might choose to spend money on</li> <li>To show a basic understanding of what is right and wrong.</li> </ul>	<p><b>Searching Safely</b></p> <ul style="list-style-type: none"> <li>To understand how to search the internet safely</li> <li>To know what to do if I see something online that makes me feel uncomfortable</li> </ul>	<p><b>Public and private</b></p> <ul style="list-style-type: none"> <li>To identify places that are public and places that are private in different settings</li> <li>To identify body parts that are public and body parts that are private</li> <li>To recognise what is / is not appropriate to do in a public place</li> <li>To know that my body is private and nobody has the right to touch me in my private places</li> </ul>

<b>KEY STAGE 3 (11-14 years)</b>			
	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
Y7	<p><b>My Rights &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>To identify some of the different kinds of people there are in the world</li> </ul>	<p><b>Gaming</b></p> <ul style="list-style-type: none"> <li>To identify some of the positive and negative feelings associated with gaming</li> </ul>	<p><b>Caring Relationships</b></p> <ul style="list-style-type: none"> <li>To develop an awareness of different types of relationships (families, friendships, communities, residential, etc)</li> </ul>

	To recognise my rights and responsibilities in school and beyond	To learn strategies for managing frustrations when gaming To understand that too much screen time is unhealthy	To distinguish between friends and boyfriends / girlfriends To learn appropriate social skills To learn how to accept rejection and accept other people's wishes
Y8	<p style="text-align: center;"><b>Recycling</b></p> <p>To be aware what constitutes rubbish To take responsibility for looking after the environment by gathering recyclable materials To reduce and reuse packaging To understand the responsibility and role of others in collecting recyclable materials and rubbish</p>	<p style="text-align: center;"><b>Cyberbullying</b></p> <p>To understand that the same rules apply to online relationships and face-to-face relationships To recognise unkind behaviour and know how to report it To know that my behaviour affects others</p>	<p style="text-align: center;"><b>Changing relationships</b></p> <p>To know how to be a good friend To recognise that sometimes we fall out with our friends To know how to say sorry and make up</p>
Y9	<p style="text-align: center;"><b>Fundraising</b></p> <p>To identify some simple ways of raising money To know that raising money can help others</p>	<p style="text-align: center;"><b>Sharing images online</b></p> <p>To know that technology can be used to share information To recognise that once an image has been shared online it is impossible to get it back To know that once an image has been passed onto somebody online, they can pass it on to other people To recognise the need to check with a trusted adult before sharing anything online</p>	<p style="text-align: center;"><b>Consent</b></p> <p>To demonstrate how to ask for permission (get consent) before borrowing or taking something from someone To identify instances in school or out of school when I might need to seek permission or receive consent To recognise what giving / not giving of consent within friendship might look like</p>

<b>KEY STAGE 4 (14-16 years)</b>			
	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
Y10	<p style="text-align: center;"><b>Different kinds of love</b></p> <p>To know who members of my family are and their need to take care of me</p>	<p style="text-align: center;"><b>Pornography</b></p> <p>To know what is meant by the term 'pornography' To know that the relationships, bodies, gender and sex shown in pornography are fake</p>	<p style="text-align: center;"><b>Diversity</b></p> <p>To recognise the many ways in which people may be different to myself</p>

	<p>To understand that a friend is someone I like to spend time with</p> <p>To describe the difference between 'liking' and 'fancying' someone</p> <p>To understand what is meant by a boyfriend or girlfriend</p> <p>To recognise the importance of respect in <i>all</i> relationships</p> <p>To identify expectations of relationships</p>	<p>To know where to go to find reliable information about sex and relationships</p> <p>To know that some pornography is illegal</p> <p>To know how to keep safe online</p> <p>To know where to go for help and what to do if you have a problem</p>	<p>To understand that although people may be different, they often share many similarities</p> <p>To understand my basic human rights and responsibilities</p>
Y11	<p><b>Intimate Relationships</b></p> <p>To know what sexual attraction is</p> <p>To know what sexual intercourse is and other ways to be intimate with a person</p> <p>To know which people may choose to have sex together</p> <p>To know that both partners must want to be intimate before intimacy takes place</p> <p>To know how a baby is made and how to prevent pregnancy</p> <p>To know how to access support</p>	<p><b>Social media &amp; instant messaging</b></p> <p>To recognise some common social media / instant messaging sites and identify what they are used for</p> <p>To know basic rules for staying safe when using social media sites</p> <p>To understand that images used on social media do not reflect real life</p>	<p><b>Managing money</b></p> <p>To distinguish between earning, spending and saving money</p> <p>To discriminate between things I need and things I want when spending money</p>

<b>KEY STAGE 5 (16-19 years)</b>			
	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
Y12	<p><b>Healthy relationships</b></p> <p>To recognise how to spot a healthy and an unhealthy relationship</p>	<p><b>Online gambling</b></p> <p>To understand what gambling is (both online and offline) and places this may take place</p>	<p><b>Democracy</b></p> <p>To make personal choices and decisions</p> <p>To take part in simple 'voting' activities</p> <p>To begin to know what is meant by the term 'democracy'</p>

	To identify people / places to turn to when a relationship makes me feel unhappy, frightened or worried.		
Y13	<p><b>Managing relationships</b></p> <p>To recognise different types of relationship</p> <p>To recognise that sometimes relationships come to an end</p> <p>To identify some of the feelings that may be associated with the change / loss / end of a relationship</p> <p>To know who to turn to when experiencing the change / loss / end of a relationship</p>	<p><b>Cyberbullying</b></p> <p>To recognise kind and unkind behaviour (offline and online)</p> <p>To identify ways in which people may use technology to be unkind and what I can do to stop this</p>	<p><b>Advertising</b></p> <p>To understand some of the ways that advertisers might try to persuade me to spend my money online and offline</p>
Y14	<p><b>Contraception &amp; sexual health</b></p> <p>To know what a sexually transmitted infection is</p> <p>To know how to prevent pregnancy and sexually transmitted infections using contraception</p> <p>To know how to use a condom</p> <p>To know where contraception is available from</p> <p>To know how to spot other health problems related to the sexual organs (e.g. testicular cancer, breast cancer, thrush)</p>	<p><b>Online gaming</b></p> <p>To recognise the good things and bad things about playing games online</p> <p>To develop strategies for managing feelings of frustration and anger when gaming</p>	<p><b>Keeping money &amp; valuables safe</b></p> <p>To recognise different ways of keeping money safe.</p> <p>To know how to withdraw money and pay money into a bank account.</p>

## Appendix 2: Curriculum map (Connect Health & Wellbeing)

EYFS, KEY STAGE 1 (4 – 7 years)			
	AUTUMN	SPRING	SUMMER
Cycle 1	People Who Help Me	Journeys	Me & My Body



	<p><b>Connecting with others</b> To begin to understand what connecting with others means with a focus on how I can connect with people that help me To know who helps me at home and how they can help me To know who can help me in an emergency To know how I can contact people when I need their help</p>	<p><b>Giving to others</b> To begin to understand what giving to others means with a focus on the different helping professions and what they do to help me To begin to be able to understand different ways I can help others To be able to ask for help</p>	<p><b>Embracing the moment</b> To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness through mindful seeing. To be able to know what the 5 senses are</p>	<p><b>Challenging yourself</b> To begin to understand what it means to challenge myself with a focus on trying something new To try eating a new fruit that I haven't eaten before To try playing a musical instrument that I haven't played before To be brave and put my hand inside a sensory feely box</p>	<p><b>Self-care</b> To begin to understand what self-care means with a focus on looking after myself physically To begin to learn ways to look after my body by keeping it clean (personal hygiene), with a focus on washing my whole body by having a bath or taking a shower</p>	<p><b>Exercise</b> To begin to develop an understanding of what different parts of the body are called, including those used for exercise To be able to copy pointing or gesturing towards different parts of the body</p>
<b>Cycle 2</b>	<b>Weather &amp; Seasons</b>		<b>Clothes</b>		<b>My Home &amp; Family</b>	
	<p><b>Self-care</b> To begin to understand what self-care means with a focus on looking after myself physically To begin to learn about different kinds of self-care I can do in different weathers and in different seasons</p>	<p><b>Embracing the moment</b> To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness through mindful touching. To be able to know what the 5 senses are</p>	<p><b>Challenging yourself</b> To begin to understand what it means to challenge myself with a focus on how I can learn something new To know that I can practice (persevere) to get better at something or achieve my goals</p>	<p><b>Exercise</b> To begin to develop an understanding that there are different types of exercise/ sporting activities  To begin to know about the different types of clothing that I need to wear for sport / exercise</p>	<p><b>Connecting with others</b> To begin to understand what connecting with others means with a focus on how I can have fun spending time with my family To be able to indicate the activities that I like to do at home and with my family To be able to indicate how it feels to do fun activities at home with my family</p>	<p><b>Giving to others</b> To begin to understand what giving to others means with a focus on ways to help at home and with my family To identify different household chores and jobs around the home that I can help with To understand how it makes my parents feel when I help out at home</p>
<b>Cycle 3</b>	<b>Plants &amp; Animals</b>		<b>My Town</b>		<b>Food &amp; Drink</b>	
	<p><b>Giving to others</b> To begin to understand what giving to others means with a focus on giving to animals and plants To identify giving actions for animals and plants To understand how animals react when I give them treats and look after them and how it makes them feel</p>	<p><b>Embracing the moment</b> To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness of nature and the great outdoors To begin to be able to name animals/ plants/ nature items that I may see on a nature walk To be able to use some describing words (attributes) for animals/ plants/ nature items To be able to notice items on a nature walk</p>	<p><b>Challenging yourself</b> To begin to understand what it means to challenge myself with a focus on how I can learn something new by going to a library To begin to know about what I can do at a library and who works there To be able to record my memories from the trip to the library and make my personalized record of the visit</p>	<p><b>Connecting with others</b> To begin to understand what connecting with others means with a focus on how I can have fun spending time with my friends in school To begin to understand that there are similarities and differences between what I like to do and what my friends like to do To be able to choose to play with friends who like to do the same things as me To be able to ask my friends to play with me and to know how to respond when they ask me</p>	<p><b>Self-care</b> To begin to understand what self-care means with a focus on healthy eating To identify different fruits and vegetables To try eating a variety of different healthy snacks (apples)</p>	<p><b>Exercise</b> To begin to be able to move my body in different ways, with a focus on dance  To be able to indicate how I feel after exercise (if I need food and drink/ am hungry or thirsty)</p>

KEY STAGE 2 (7 – 11 years)						
	AUTUMN		SPRING		SUMMER	
Cycle 1	Festivals & Celebrations		Transport		Me & My Body	
	<p><b>Connecting to others</b> To begin to understand what connecting with others means with a focus on how I can connect to others using non-verbal gestures To be able to imitate non-verbal gestures To be able to identify / label what different non-verbal gestures mean To be able to know which nonverbal gesture to use in different situations</p>	<p><b>Embracing the moment</b> To begin to learn how I can embrace the moment with a focus on noticing and savouring the times that I am happy To know how I can use different activities to boost my happiness</p>	<p><b>Giving to others</b> To begin to understand what giving to others means with a focus on helping the planet (looking after our world) To begin to be able to understand ways that I can travel in a sustainable way and why it is important To begin to understand the importance of active travel (e.g., walking, cycling) To begin to understand the importance of using public transport (e.g., taking the bus, train)</p>	<p><b>Challenging yourself</b> To begin to understand what it means to challenge myself with a focus on how I can learn something new To use a variety of strategies to find out new information To put together a “happiness” book on my special interest based on what I have learnt</p>	<p><b>Self-care</b> To begin to understand what self-care means with a focus on looking after myself physically To begin to learn ways to look after my body by keeping it clean (personal hygiene), with a focus on washing hands</p>	<p><b>Exercise</b> To begin to be able to move my body in different ways, with a focus on yoga  To be able to indicate how I feel after exercise (if I am happy or sad/ hungry or thirsty/ If I need a snack or a drink)</p>
Cycle 2	My City		Food & Drink		Materials	
	<p><b>Challenging yourself</b> To begin to understand what it means to challenge myself with a focus on how I can learn something new by going to a museum To begin to know about what I can find at a museum and who works there To be able to record my memories from the museum trip and make my personalized record of the visit</p>	<p><b>Embracing the moment</b> To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness through mindful hearing. To be able to know what the 5 senses are</p>	<p><b>Self-care</b> To begin to understand what self-care means with a focus on healthy eating To be able to indicate what my favourite fruit and vegetables are To try eating a new fruit that I haven’t eaten before To design a creative healthy snack to eat</p>	<p><b>Exercise</b> To begin to be able to move my body in different ways, with a focus on completing a simple exercise routine- To be able to indicate how I feel after exercise (if I am hungry or thirsty)</p>	<p><b>Connecting to others</b> To begin to understand what connecting with others means with a focus on how I can have fun spending time with my friends in school To begin to understand that there are similarities and differences between what I like to do and what my friends like to do To be able to write my name (or select my photograph) to put on my friend's survey sheets and be able to identify from the survey which games my friends like to do best To be able to choose to play with friends who like to do the same things as me To be able to ask my friends to play with me and to know how to respond when they ask me</p>	<p><b>Giving to others</b> To begin to understand what giving to others means with a focus on helping the planet (looking after our world) To begin to be able to discriminate between those materials that can be recycled (e.g., glass, paper, some plastics, cardboard) versus those that cannot To be able to sort rubbish into different recyclable categories</p>
Cycle 3	Plants & Animals		Light & Dark		My School Community	
	<p><b>Embracing the moment</b> To begin to learn how I can embrace the moment with a focus</p>	<p><b>Challenging yourself</b> To begin to understand what it means to challenge myself with a</p>	<p><b>Self-care</b></p>	<p><b>Exercise</b></p>	<p><b>Giving to others</b> To begin to understand what giving to others means with a</p>	<p><b>Connecting with others</b> To begin to understand what connecting with others means</p>

	<p>on increasing my sensory awareness of nature and the great outdoors</p> <p>To begin to be able to name animals/ plants/ nature items that I may see on a nature walk</p> <p>To be able to use some describing words (attributes) for animals/ plants/ nature items</p> <p>To be able to notice items on a nature walk</p>	<p>focus on trying something new in a social situation</p> <p>To be able to try playing a new game</p> <p>To be able to practice in a role play situation, social interactions that are difficult for me or which make me nervous</p> <p>To be able to join in with "show and tell"</p> <p>To try out new roles and responsibilities in the school</p>	<p>To begin to understand what self-care means with a focus on looking after myself emotionally</p> <p>To begin to understand that I can try relaxation strategies when I need to rest</p> <p>To try to take part in a relaxing activity - including a simple guided meditation</p>	<p>To be familiar with different places in the community where I can go to exercise</p> <p>To be familiar with different types of equipment I need for different types of exercise/ different sports</p>	<p>focus on ways to be giving at school</p> <p>To identify ways to be able give to others with a focus on giving to my friends</p> <p>To be able to share and take turns with my friends</p> <p>To identify ways to be able to give to others with a focus on helping out at school</p> <p>To be able to take part in helpful activities at school</p>	<p>with a focus on how I can have fun spending time with my friends in school</p> <p>To be able to participate in learning how to play a new game with my friends (e.g., playing hide and seek)</p> <p>To be able to indicate how playing with my friends makes me feel</p> <p>To be able to ask my friends to play with me and to know how to respond when they ask me</p>
<b>4</b>	<b>Weather &amp; Climate</b>		<b>Caring for Animals</b>		<b>Buildings</b>	
Connect wellbeing	<p><b>Embracing the moment</b></p> <p>To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness through mindful smelling.</p> <p>To be able to know what the 5 senses are</p>	<p><b>Exercise</b></p> <p>To begin to develop an understanding that there are different sporting activities for different times of the year</p> <p>To begin to be able to select clothing needed for winter outdoor exercise activities</p> <p>To be familiar with knowing that there are different sporting activities for different times of the year</p>	<p><b>Challenging yourself</b></p> <p>To begin to understand what it means to challenge myself with a focus on being brave and trying something new</p> <p>To be able to learn a new dance / song or drama routine</p> <p>To be able to perform the dance / song or drama routine to parents or to the rest of the school</p>	<p><b>Giving to others</b></p> <p>To begin to understand what giving to others means with a focus on giving to (caring for) animals</p> <p>To be able to identify how animals can be kind to each other</p> <p>To be able to notice when animals like / do not like what I am doing to them</p> <p>To be able to understand that how I care for animals depends on how their needs change over time</p>	<p><b>Self-care</b></p> <p>To begin to understand what self-care means with a focus on keeping myself safe</p> <p>To begin to be able to identify harmful (unsafe) items, substances and situations in the home, in the community and around the school building</p> <p>To begin to be able to remember some rules to help keep me safe</p>	<p><b>Connecting with others</b></p> <p>To begin to learn what I can do to connect to others with kindness</p> <p>To be able to decide what is kind and unkind</p> <p>To be able to follow the class friendship code to be a good friend</p> <p>To be able to demonstrate several friendly behaviours, including initiating and responding to greetings</p>

<b>KEY STAGE 3 (11-14 years)</b>						
	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>Cycle 1</b>	<b>Caring For Plants</b>		<b>Travel &amp; Transport</b>		<b>Farms &amp; Farming</b>	
	<p><b>Embracing the moment</b></p> <p>To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness of nature and the great outdoors</p> <p>To be able to notice what a nature item looks like, its texture, its smell and how it feels</p> <p>To be able to use some describing words (attributes) for nature items</p>	<p><b>Exercise</b></p> <p>To begin to be able to move my body in different ways, with a focus on knowing that gardening can be a type of exercise.</p> <p>To be able to indicate how I feel after exercise (if I am happy or sad/ hungry or thirsty / if I need a snack or a drink).</p>	<p><b>Challenging yourself</b></p> <p>To begin to understand what it means to challenge myself with a focus on how I can be brave</p> <p>To begin to be able to choose if the safe choice is to be brave, or not brave</p> <p>To be able to make brave and safe choices</p> <p>To be able to work towards being brave and conquering my fears when I am in school</p>	<p><b>Connecting to others</b></p> <p>To begin to learn what I can do to connect to others with kindness</p> <p>To be able to decide what is kind and unkind</p> <p>To be able to demonstrate several kind behaviours, including initiating and responding to greetings and asking someone to play with me</p>	<p><b>Self-care</b></p> <p>To begin to understand what self-care means with a focus on looking after myself physically</p> <p>To begin to learn ways to look after my body by keeping it clean (personal hygiene), with a focus on brushing teeth</p>	<p><b>Giving to others</b></p> <p>To begin to understand what giving to others means with a focus on sharing</p> <p>To be able to share with my friends</p> <p>To be able to understand how others feel when I share with them</p> <p>To be able to understand how sharing makes me feel</p>

	To be able to notice items on a nature walk			To be able to identify how I feel when someone is kind / unkind to me		
<b>Cycle 2</b>	<b>Looking After Our World</b>		<b>Light &amp; Dark (inc. Electricity)</b>		<b>Changes</b>	
	<p><b>Giving to others</b> To begin to understand what giving to others means with a focus on helping the planet (looking after our world) To begin to understand 6 different areas where I can help the planet (traveling in environmentally friendly ways, recycling, saving household energy, saving water, putting rubbish in the bin, looking after wildlife) To be able to spot any rubbish around the school, playground and in the community and to know what to do with it</p>	<p><b>Embracing the moment</b> To begin to learn how I can embrace the moment with a focus on being grateful and thankful for the things in my life To be able to indicate what I am grateful for To be able to say “thank you” using a preferred mode of communication</p>	<p><b>Exercise</b> To begin to be able to move my body in different ways, with a focus on yoga.  To be able to indicate how I feel after exercise (if I am happy or sad / hungry or thirsty / If I need a snack or a drink).  To begin to be able to understand which activities are exercise and which are not and to know that yoga is a type of exercise  To begin to understand that exercise is important because it keeps me healthy</p>	<p><b>Connecting to others</b> To begin to learn what I can do to connect with others by being a good friend To be able to recognise different types of teasing and bullying To be able to learn what I can do if I am being bullied or if I see someone else being bullied</p>	<p><b>Self-care</b> To begin to understand what self-care means with a focus on looking after myself emotionally To begin to understand that there are times in my life when I need to look after myself more and that certain relaxing activities can help me cope with difficult times To take part in a relaxing activity - using hand cream To be able to communicate how engaging in a relaxation activity makes me feel</p>	<p><b>Challenging yourself</b> To begin to understand what it means to act with courage To be able to participate in activities that require me to step outside of “my comfort zone” To know that I can practice (persevere) to get better at something or achieve my goals</p>
<b>3</b>	<b>Making Things</b>		<b>Healthy Eating / Lifestyles</b>		<b>Finding Our Way Around</b>	
Connect wellbeing	<p><b>Challenging yourself</b> To begin to understand what it means to challenge myself with a focus on how I can learn a new hobby To have a willingness to try a new hobby that I may not be familiar with</p>	<p><b>Giving to others</b> To begin to understand what giving to others means with a focus on being kind to others To be able to demonstrate simple acts of kindness, including making a picture or a craft item for a special person To know to say “thank you” when someone is kind to me</p>	<p><b>Self-care</b> To begin to understand what self-care means with a focus on healthy eating To be able to identify healthy snacks and unhealthy snacks To be able to indicate what my favourite healthy / unhealthy snacks are To be able to choose fruits to make a smoothie to drink To try drinking a new smoothie creation that I haven’t tried before</p>	<p><b>Exercise</b> To begin to be able to understand the importance of being physically active To understand that being physically active is important across the lifespan To know how exercise makes me feel To be able to choose some low energy forms of exercise that I like to do</p>	<p><b>Connecting with others</b> To begin to learn what I can do to connect with others by asking questions and giving information To be able to give information (“telling”) in different situations in school and in the community To be able to get information (“asking”) in different situations in school and in the community</p>	<p><b>Embracing the moment</b> To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness around tasting food To begin to be able to savour every mouthful of my food To be able to notice what the food looks like, its texture, its smell and how the food tastes To be able to use some describing words (attributes) around food</p>