



Parkhead Community Primary School

PSHE OVERVIEW AND OUTCOMES

	Autumn 1 Being Me In My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
EYFS Themes	<ul style="list-style-type: none"> • Self-identity • Understanding feelings Being in a classroom • Being gentle • Rights and responsibilities 	<ul style="list-style-type: none"> • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself 	<ul style="list-style-type: none"> • Challenges Perseverance • Goal-setting Overcoming obstacles Seeking help • Jobs • Achieving goals 	<ul style="list-style-type: none"> • Exercising bodies Physical activity • Healthy food • Sleep • Keeping clean • Safety 	<ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships Falling out • Dealing with bullying • Being a good friend 	<ul style="list-style-type: none"> • Bodies • Respecting my body Growing up • Growth and change • Fun and fears Celebrations
EYFS Outcomes	<ul style="list-style-type: none"> • Understand how it feels to belong and that we are similar and different • Begin to recognise and manage my feelings • Enjoy working with others to make school a 	<ul style="list-style-type: none"> • Identify something I am good at and understand everyone is good at different things • Understand that being different makes us all special • Know we are all different but the same in some ways 	<ul style="list-style-type: none"> • Understand that if I persevere I can tackle challenges • Tell you about a time I didn't give up until I achieved my goal • Set a goal and work towards it • Use kind words to encourage people 	<ul style="list-style-type: none"> • Understand that I need to exercise to keep my body healthy • Understand how moving and resting are good for my body • Know which foods are healthy and not so healthy and can make 	<ul style="list-style-type: none"> • Identify some of the jobs I do in my family and how I feel like I belong • Know how to make friends to stop myself from feeling lonely • Think of ways to solve problems and stay friends • Begin to understand the 	<ul style="list-style-type: none"> • Name parts of the body • Tell you some things I can do and foods I can eat to be healthy • Understand that we all grow from babies to adults • Express how I feel about moving to Year 1 • Talk about my worries and/or the things I am looking

	<p>good place to be • Understand why it is good to be kind and use gentle hand</p> <ul style="list-style-type: none"> • Begin to understand children's rights and this means we should all be allowed to learn and play • Learn what being responsible mean 	<ul style="list-style-type: none"> • Tell you why I think my home is special to me • Tell you how to be a kind friend • Know which words to use to stand up for myself when someone says or does something unkind. 	<ul style="list-style-type: none"> • Understand the link between what I learn now and the job I might like to do when I'm older • Say how I feel when I achieve a goal and know what it means to feel prou 	<p>healthy eating choices</p> <ul style="list-style-type: none"> • Know how to help myself go to sleep and understand why sleep is good for me • Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • Know what a stranger is and how to stay safe if a stranger approaches me 	<p>impact of unkind words • Use Calm Me time to manage my feelings • Know how to be a good friend</p>	<p>forward to about being in Year 1 • hare my memories of the best bits of this year in Reception</p>
Year 1 Themes	<ul style="list-style-type: none"> • Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the Learning Charter 	<ul style="list-style-type: none"> • Similarities and differences • Understanding bullying and knowing how to deal with it <ul style="list-style-type: none"> • Making new friends • Celebrating the differences in everyone 	<ul style="list-style-type: none"> • Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges • Identifying and overcoming 	<p>Keeping myself healthy</p> <ul style="list-style-type: none"> • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety/safety with household items • Road safety 	<ul style="list-style-type: none"> • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement 	<ul style="list-style-type: none"> • Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies • Linking growing and learning • Coping with change • Transition

			<ul style="list-style-type: none"> obstacles Feelings of success 	<ul style="list-style-type: none"> Linking health and happiness 	<ul style="list-style-type: none"> Being a good friend to myself Celebrating special relationships 	
Year 1 Outcomes	<ul style="list-style-type: none"> know how to use my Jigsaw Journal understand the rights and responsibilities as a member of my class understand the rights and responsibilities of being a member of my class know my views are valued and can contribute to the Learning Charter recognise the choices I make and understand the consequences understand my rights and responsibilities within our Learning Charter Identify similarities of people in my class. 	<ul style="list-style-type: none"> Identify differences of people in my class Tell you what people bullying is Know some people who I could talk to if I was feeling unhappy or being bullied Know some people who I could talk to if I was feeling unhappy or being bullied Know how to make new friends Tell you some ways I am different from my friends 	<ul style="list-style-type: none"> Set simple goals Set a goal and work out how to achieve it Understand how to work well with a partner Tackle a new challenge and understand it might stretch my learning. Identify obstacles which make it difficult to achieve my new challenge and work out how to overcome them Tell you how I felt I succeeded in a new challenge 	<ul style="list-style-type: none"> Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy Know how to make healthy lifestyle choices Know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly Understand that medicines can help me if I feel poorly and I know how to use them safely 	<ul style="list-style-type: none"> identify the members of my family and understand that there are lots of different types of families identify what being a good friend means to me know appropriate ways of physical contact to greet my friends and know which ways I prefer know who can help me in my school community can recognise my qualities as person and a friend can tell you why I appreciate someone who is special to me 	<ul style="list-style-type: none"> start to understand the life cycles of animals and humans tell you some things about me that have changed and some things about me that have stayed the same know how my body has changed since I was a baby identify the parts of the body that make boys different to girls and understand which parts are private understand that every time I learn something new I change a little bit tell you about changes that have happened in my life

				<ul style="list-style-type: none"> • Know how to keep safe when crossing the road, and about people who can help me to stay safe • Tell you why I think my body is amazing and can identify some ways to keep it safe and healthy 		
Year 2 Themes	<ul style="list-style-type: none"> • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings 	<p>Assumptions and stereotypes about gender</p> <ul style="list-style-type: none"> • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends 	<ul style="list-style-type: none"> • Achieving realistic goals • Perseverance • Learning strengths Learning with others • Group co-operation • Contributing to and sharing success 	<ul style="list-style-type: none"> • Motivation • Healthier choices • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food 	<ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict Secrets • Trust and appreciation • Expressing appreciation for special relationships 	<p>Life cycles in nature</p> <p>Growing from young to old</p> <ul style="list-style-type: none"> • Increasing independence • Assertiveness • Preparing for transition
Year 2 Outcomes	<p>identify some of my hopes and fears for this year know how to use my Jigsaw Journal</p> <ul style="list-style-type: none"> • understand the 	<p>Start to understand that sometimes people make assumptions about boys and girls (stereotypes)</p>	<ul style="list-style-type: none"> • Choose a realistic goal and think about how to achieve it 	<p>Know what I need to keep my body healthy</p> <ul style="list-style-type: none"> • Show or tell you what relaxed means and I know 	<ul style="list-style-type: none"> • Identify the different members of my family, understand my relationship with each of them and 	<p>recognise cycles of life in nature</p> <ul style="list-style-type: none"> • tell you about the natural process of growing from young to old and

	<p>rights and responsibilities of being a member of my class and school</p> <ul style="list-style-type: none"> • listen to other people and contribute my own ideas about rewards and consequences • listen to other people and contribute my own ideas about rewards and consequences • understand how following the Learning Charter will help me and others learn • recognise the choices I make and understand the consequences 	<ul style="list-style-type: none"> • understand that bullying is sometimes about difference • Recognise what is right and wrong and know how to look after myself. • Understand that it is OK to be different from other people and to be friends with them • Tell you some ways I am different from my friends 	<ul style="list-style-type: none"> • Persevere even when I find tasks difficult • Recognise who it is easy for me to work with and who it is more difficult for me to work with • Work cooperatively in a group to create an end product • Explain some of the ways I worked cooperatively in my group to create the end product • Know how to share success with other people 	<p>some things that make me feel relaxed and some that make me feel stressed</p> <ul style="list-style-type: none"> • Understand how medicines work in my body and how important it is to use them safely • Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy • Make some healthy snacks and explain why they are good for my body • Decide which foods to eat to give my body energy 	<p>know why it is important to share and cooperate</p> <ul style="list-style-type: none"> • Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • Identify some of the things that cause conflict with my friends • Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • Recognise and appreciate people who can help me in my family, my school and my community • Express my appreciation for the 	<p>understand that this is not in my control</p> <ul style="list-style-type: none"> • recognise how my body has changed since I was a baby and where I am on the continuum from young to old • understand there are different types of touch and tell you which ones I like and don't like • identify what I am looking forward to when I move to my next class people in my special relationships
Year 3 Themes	• Setting personal goals	Families and their differences	Dreams and ambitions	• Exercise	• Family roles and responsibilities	• How babies grow

	<ul style="list-style-type: none"> • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives 	<ul style="list-style-type: none"> • Family conflict and how to manage it (child-centred) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments • Difficult challenges and achieving success 	<ul style="list-style-type: none"> • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting 	<ul style="list-style-type: none"> • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and off line scenarios • Respect for myself and others • Healthy and safe choices 	<ul style="list-style-type: none"> • Friendship and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends 	<ul style="list-style-type: none"> • Differences between male and female bodies. • Types of touch/Assertiveness • Family stereotypes • Challenging my ideas • Preparing for transition
Year 3 Outcomes	<ul style="list-style-type: none"> • recognise my worth and identify positive things about myself and my achievements set personal goals • face new challenges positively, make responsible choices and ask for help when I need it • understand why rules are needed and how they 	<ul style="list-style-type: none"> • Understand that everybody's family is different and important to them • Understand that differences and conflicts sometimes happen among family members • Know what it means to be a witness to bullying • Know that witnesses can make the situation better 	<ul style="list-style-type: none"> • Tell you about a person who has faced difficult challenges and achieved success • Identify a dream/ambition that is important to me • Enjoy facing new learning challenges and working out the best ways for me to achieve them • Be motivated and 	<ul style="list-style-type: none"> • I understand how exercise affects my body and know why my heart and lungs are such important organs • I know that the amount of calories, fat and sugar I put into my body will affect my health • I can tell you my knowledge and attitude towards drugs 	<ul style="list-style-type: none"> • Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • Identify and put into practice some of the skills of friendship • Know and use some strategies for keeping myself safe online 	<ul style="list-style-type: none"> • understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby • recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some

	<p>relate to rights and responsibilities</p> <ul style="list-style-type: none"> • understand that my actions affect myself and others and I care about other people's feelings • make responsible choices and take action • understand my actions affect others and try to see things from their points of view 	<p>or worse by what they do</p> <ul style="list-style-type: none"> • recognise that some words are used in hurtful ways • tell you about a time when my words affected someone's feelings and what the consequences were 	<p>enthusiastic about achieving our new challenge</p> <ul style="list-style-type: none"> • Recognise obstacles which might hinder my achievement and take steps to overcome them • Evaluate my own learning process and identify how it can be better next time 	<ul style="list-style-type: none"> • can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help • I can identify when something feels safe or unsafe • I understand how complex my body is and how important it is to take care of it 	<ul style="list-style-type: none"> • Explain how some of the actions and work of people around the world help and influence my life • Understand how my needs and rights are shared by children around the world and to identify how our lives may be different that usually it is the female who has the baby • recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private • understand there are different types of touch and tell you which ones I like and don't like • start to recognise 	<p>parts of my body are private</p> <ul style="list-style-type: none"> • understand there are different types of touch and tell you which ones I like and don't like • start to recognise stereotypical ideas I might have about parenting and family roles • identify what I am looking forward to when I move to my next class
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					stereotypical ideas I might have about	
					<ul style="list-style-type: none"> • Know how to express my appreciation to my friends and family 	
Year 4 Themes	<ul style="list-style-type: none"> • Being part of a class team • Being a school citizen Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour 	<ul style="list-style-type: none"> • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions 	<ul style="list-style-type: none"> • Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes 	<ul style="list-style-type: none"> • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength 	<ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and • Falling Out • Girlfriends and boyfriends • Showing appreciation to people and animals 	<ul style="list-style-type: none"> • Being unique • Confidence in change • Accepting change • Environmental change • Preparing for transition
Year 4 Outcomes	<ul style="list-style-type: none"> • know my attitudes and actions make a difference to the class team • understand who is in my school community, the roles they play and how I fit in • understand how democracy works 	<p>understand that, sometimes, we make assumptions based on what people look like</p> <ul style="list-style-type: none"> • Understand what influences me to make assumptions based on how people look • Know that sometimes bullying 	<ul style="list-style-type: none"> • Tell you about some of my hopes and dreams • Understand that sometimes hopes and dreams do not come true and that this can hurt • Know that reflecting on positive and happy experiences can 	<ul style="list-style-type: none"> • I recognise how different friendship groups are formed, how I fit into them and the friends I value the most • I understand there are people who take on the roles of leaders or followers in a 	<ul style="list-style-type: none"> • recognise situations which can cause jealousy in relationships • identify someone I love and express why they are special to me • Tell you about someone I know that I no longer see • recognise how 	<ul style="list-style-type: none"> • understand that some of my personal characteristics have come from my birth parents • recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina,

	<p>through the school council/in this school</p> <ul style="list-style-type: none"> • understand that my actions affect myself and others I care about other people's feelings and try to empathise with them • understand how groups come together to make decisions take on a role in a group and contribute to the overall outcome • understand how democracy and having a voice benefits the school community 	<p>is hard to spot and to know what to do if I think bullying is going on but I'm not sure</p> <ul style="list-style-type: none"> • Tell you why witnesses sometimes join in with bullying and sometimes don't tell • Identify what is special about me and to value the ways in which I am unique like and respect the unique features of my physical appearance • Tell you a time when my first impression of someone changed when I got to know them. 	<p>help me to counteract disappointment</p> <ul style="list-style-type: none"> • Know how to make a new plan and set new goals even if I have been disappointed • Know how to work out the steps to take to achieve a goal, and do this successfully as part of a group • Identify the contributions made by myself and others to the group's achievement 	<p>group, and to know the role I take on in different situations</p> <ul style="list-style-type: none"> • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help • I can recognise when people are putting me under pressure and can explain ways to resist this when I want identify feelings of anxiety and fear associated with peer pressure • Know myself well enough to have a clear picture of what I believe is right and wrong 	<p>friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <ul style="list-style-type: none"> • know and use some strategies for keeping myself safe online • Know how to show love and appreciation to the people and animals who are special to me 	<p>vulva, anus) and appreciate that some parts of my body are private.</p> <ul style="list-style-type: none"> • know how the circle of change works and can apply it to changes I want to make in my life • identify changes that have been and may continue to be outside of my control that I learnt to accept • identify what I am looking forward to when I move to a new class
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Year 5 Themes	<ul style="list-style-type: none"> • Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating 	<ul style="list-style-type: none"> • Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures 	<ul style="list-style-type: none"> • Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation 	<ul style="list-style-type: none"> • Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour 	<ul style="list-style-type: none"> • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMART internet safety rules 	<ul style="list-style-type: none"> • Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Growing responsibility • Coping with change • Preparing for transition
Year 5 Outcomes	<ul style="list-style-type: none"> • face new challenges positively and know how to set personal goals • understand my rights and responsibilities as a citizen of my country • understand my rights and responsibilities as a citizen of my country and a 	<ul style="list-style-type: none"> • understand that cultural differences sometimes cause conflict • understand what racism is • understand how rumour spreading and name calling can be bullying behaviour • explain the difference between direct and indirect types of bullying 	<ul style="list-style-type: none"> • Understand that I will need money to help me achieve some of my dreams • Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it • Describe the dreams and goals of young people in 	<ul style="list-style-type: none"> Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. • Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • Know and can put into practice basic emergency 	<ul style="list-style-type: none"> • have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • understand that belonging to an online community can have positive and negative consequences • understand there are rights and responsibilities in an online 	<ul style="list-style-type: none"> be aware of my own self-image and how my body image fits into that • understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • identify how boys' and girls' bodies change on the outside during this growing up process

	<p>member of my school</p> <ul style="list-style-type: none"> • make choices about my own behaviour because I understand how rewards and consequences feel • understand how an individual's behaviour can impact on a group • understand how democracy and having a voice benefits the school community and know how to participate in this 	<ul style="list-style-type: none"> • compare my life with people in the developing world • I understand a different culture from my own 	<p>a culture different to mine</p> <ul style="list-style-type: none"> • Understand that communicating with someone in a different culture means we can learn from each other • Identify a range of ways that we could support each other • Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship 	<p>aid procedures (including recovery position) and know how to get help in emergency situations</p> <ul style="list-style-type: none"> • Understand how the media, social media and celebrity culture promotes certain body types • Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures • Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy 	<p>community or social network</p> <ul style="list-style-type: none"> • know there are rights and responsibilities when playing a game online • recognise when I am spending too much time using devices (screen time) • explain how to stay safe when using technology to communicate with my friends 	<ul style="list-style-type: none"> • identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up • identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) • identify what I am looking forward to when I move to my next class to
Year 6 Themes	<p>Identifying goals for the year</p> <ul style="list-style-type: none"> • Global citizenship 	<ul style="list-style-type: none"> • Perceptions of normality • Understanding 	<ul style="list-style-type: none"> • Personal learning goals, in and out of school • Success 	<ul style="list-style-type: none"> • Taking personal responsibility • How substances 	<ul style="list-style-type: none"> • Mental health • Identifying mental health worries and 	<ul style="list-style-type: none"> • Self-image • Body image

	<p>Children's universal rights</p> <ul style="list-style-type: none"> • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling 	<p>disability • Power struggles</p> <ul style="list-style-type: none"> • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy 	<p>criteria • Emotions in success • Making a difference in the world</p> <ul style="list-style-type: none"> • Motivation • Recognising achievements • Compliments 	<p>affect the body • Exploitation, including 'county lines' and gang culture</p> <ul style="list-style-type: none"> • Emotional and mental health • Managing stress 	<p>sources of support</p> <ul style="list-style-type: none"> • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use 	<ul style="list-style-type: none"> • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition
Year 6 Outcomes	<ul style="list-style-type: none"> • identify my goals for this year, understand my fears and worries about the future and know how to express them • know that there are universal rights for all children but for many children these rights are not met • understand that my actions affect other people locally and globally • make choices about my own behaviour because 	<ul style="list-style-type: none"> • understand there are different perceptions about what normal means • understand how being different could affect someone's life • explain some of the ways in which one person or a group can have power over another • know some of the reasons why people use bullying behaviours • give examples of people with disabilities who lead 	<ul style="list-style-type: none"> • Know my learning strengths and set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) • Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • Identify problems in the world that concern me and talk to other people about them 	<ul style="list-style-type: none"> • Take responsibility for my health and make choices that benefit my health and well-being • Know about different types of drugs and their uses and their effects on the body particularly the liver and heart • Understand that some people can be exploited and made to do things that are against the law 	<ul style="list-style-type: none"> • know that it is important to take care of my mental health • know how to take care of my mental health • understand that there are different stages of grief and that there are different types of loss that cause people to grieve • recognise when people are trying to gain power or control • judge whether something online is 	<ul style="list-style-type: none"> • aware of my own self-image and how my body image fits into that • explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally • describe how a baby develops from conception through the nine months of pregnancy, and how it is born

	<p>I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <ul style="list-style-type: none"> • understand how an individual's behaviour can impact on a group contribute to the group • understand how democracy and having a voice benefits the school community 	<p>amazing lives</p> <ul style="list-style-type: none"> • explain ways in which difference can be a source of conflict and a cause for celebration 	<ul style="list-style-type: none"> • Work with other people to help make the world a better place • Describe some ways in which I can work with other people to help make the world a better place • Know what some people in my class like or admire about me and to accept their praise 	<ul style="list-style-type: none"> • Know why some people join gangs and the risks this involves • Understand what it means to be emotionally towards mental health/illness • Recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse well and explore people's attitudes 	<p>safe and helpful for me</p> <ul style="list-style-type: none"> • use technology positively and safely to communicate with my friends and family 	<ul style="list-style-type: none"> • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend • be aware of the importance of a positive self esteem and what I can do to develop it • identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class