



	Autumn I New Beginnings	Autumn 2 Getting on and Falling out Bullying	Spring I Going for Goals	Spring 2 Good to be me	Summer I Relationships	Summer 2 Changes
Nursery Development Matters	Select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people in safe context of their setting. Show more confidence in new social situations. Pla with more than one child extending and elaborating play ideas. Find solutions to conflicts and rivalries for example accepting that not everyone can be Spider-Man in the game and suggesting other ideas. Increasingly follow rules understanding why they are important, remember rules without needing an adult to remind them. Develop appropriate way of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like happy sad angry and worried. Understand gradually how others might be feeling Be increasingly independent in meeting their own care needs by brushing their teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about for					ice in new social situations. Play can be Spider-Man in the game them. Develop appropriate ways illy how others might be feeling.
Reception	and drink. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					,
Year One	New Beginnings Belonging: Pupils know they belong to a community and feel safe within their class. Pupils can explain how they are similar or different to a group and know	<u>Getting on and falling out</u> <u>Friendship:</u> Pupils can explain what it means to be a good friend ; they can listen well to other	<u>Going for Goals</u> <u>Knowing myself</u>	<u>Good to be me</u> <u>Knowing myself</u> Pupils can talk about their gifts and talents ; they are	Relationships Knowing myself	<u>Changes</u> <u>Knowing myself</u> Pupils can describe some things about themselves that have changed and some things that will





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		Pupils are able to explain what bullying is. Pupils know some of the ways in which they are the same as and different from their friends; they are proud of their differences. Pupils are able to explain how someone who is bullied might feel ; they can be kind to children who are bullied. Pupils understand how feeling of sadness affect the way people behave and think . Pupils know what to do if they are bullied ; they know some people in and out of school who they can talk to about their feelings_	Evaluation and Review Pupils can explain what they have learned from their successes; they can evaluate what went well and how they might do things differently in the future.	quiet and finding ways and places to relax. Pupils can change their behaviour if they need to; they can explain some things that help them stop worrying. <u>Standing up for myself</u> Pupils know when and how to stand up for themselves. <u>Making choices</u> Pupils can use the problem-solving process.	Pupils can talk about their feelings when they feel alone or when they have to share someone or something that is important to them. <u>Understanding the feeling</u> of others Pupils understand that if someone leaves them, they might still love them. Pupils understand that people have to make hard choices and sometimes they have no choice.	
Year	New Beginnings	Getting on and falling out	Going for Goals	Good to be me	Relationships	Changes
Тwo	Belonging: Pupils know they belong to a community and feel safe within their class. Pupils can explain how they are similar or different to a group and know how to make people feel welcome. Self-awareness: Pupils know how they are the same as and different from their friends and feel good about their strengths.	<u>Friendship:</u> Pupils can explain what it means to be a good friend ; they can listen well to other people when they are talking. Pupils can make someone else feel good by giving them a compliment ; they know what to say when someone gives them a compliment.	Knowing myself Pupils know that we all learn in different ways; they can explain some of their strengths as a learner. Setting a realistic goal Pupils can say what they want to happen when	Knowing myself Pupils can talk about their gifts and talents; they are able to explain something that makes them feel proud. Pupils know when they learn best and are able to explain what they have learnt.	Knowing myself Pupils know the people who are important to them. Pupils can tell when they feel cared for; they can tell when they love or care for someone.	Knowing myself Pupils can describe some things about themselves that have changed and some things that will not change; they can describe how they might change in the future and they know that some changes are natural and happen 'by themselves'. Pupils know different ways that help them to learn to do things.





Managing my feelings: Pupils	Seeing things from	there is a problem ; they	Pupils are able to explain	Understanding my	Pupils can explain what a habit is
know some ways to calm	another point of view:	can predict and	their strengths and	<u>feelings</u>	and know that it is hard to change
themselves down when they are	Pupils are aware that	understand the consequences of	weaknesses; they can discuss their behaviour		one.
feeling scared or upset.	people don't always see	reaching their goal.	towards tasks.	Pupils can describe	
3	things in the same way	reaching their goal.	towards tasks.	something that has made	Pupils know what it means when
Understanding the feelings of	and are beginning to see			them jealous; they can	something is or isn't your fault.
others: Pupils are beginning to	things from someone	Planning to reach a goal	Pupils can tell when they	tell when they feel jealous.	
recognise how other people are	else's point of view.		are being impulsive and		Planning to reach a goal
	Mandaine a ta an the am Dour ite	Pupils can break their	when they are thinking things through; they	Pupils understand that	
feeling and how to make them	Working together:Pupils can work in a group and	goal down into small	understand when a feeling	being unkind and hurting	Pupils can describe a plan they
feel better.	decide how effective the	realistic steps.	is weak and when it is	someone doesn't make	have made to change something
	group has been.		strong.	them feel better.	about their behaviour ; they can
Making choices: Pupils know	group has been.	Persistence			think about and plan to overcome
some ways to solve problems.	Managing feelings -		Understanding my	Pupils can explain how	obstacles.
	anger: Pupils are able to	Pupils can resist	feelings	they feel when they lose	
Understanding rights and	recognise if they are	distractions; they can	recurrys	someone or something	Making choices
responsibilities	feeling angry (they	work towards a reward or		they care about.	
	recognise changes inside	the satisfaction of	Pupils are able to use a		Duraile and describe all services there.
Pupils are able to help to make	and outside of their	finishing a task.	variety of words to describe different	Managing my feelings	Pupils can describe changes they can make happen; they can make
their class a safe and fair place	body); they are beginning	-	feelings; they can explain		some changes quickly and easily
for all and a good place to learn .	to find ways to calm	Pupils recognise when	what makes them feel	Pupils can feel proud on	but know that some changes are
	down to avoid feeling	they are becoming bored	anxious or worried.	behalf of their friends	hard and take a long time.
	overwhelmed.	or frustrated and know		when they have done	
	overwheimed.	some ways to overcome	Dunile and fall others these	something well.	Dupile know that they make their
	Resolving conflict	these feelings.	Pupils can tell when they are feeling proud	C C	Pupils know that they make their own choices about their
	reconting connet		explaining something that	Pupils can think of ways	behaviour.
	Pupils are beginning to	Making choices	makes them feel proud;	to make themselves feel	benaviour.
	use peaceful problem	Making onoiooo	they can help another	better when they feel	
	solving to resolve	Duraile and think of late of	person feel proud.	hurt; they can make	
	conflicts with friends	Pupils can think of lots of ideas or solutions to		themselves feel better	
		problems, predicting the	Managing my feelings	without hurting others.	
	Say no to bullying	consequences; they can	Inaliaging my leelings		
	Sug to to Dungrig	choose between their		Pupils can share people	
		ideas and give reasons.	Pupils understand what	they care about.	
			stressed and relaxed		
	Pupils are able to explain	Evaluation and Review	mean; they can show relaxed by being still and	Pupils can talk about their	
	what bullying is.		quiet and finding ways	feelings when they feel	
			and places to relax.	alone or when they have	
	Duralle lucasus anna af th	Pupils can explain what		to share someone or	
	Pupils know some of the ways in which they are the	they have learned from their successes; they can	Dunile con chenne their	something that is	
	same as and different	evaluate what went well	Pupils can change their behaviour if they need to;	important to them.	
	from their friends; they	and how they might do	they can explain some		
	are proud of their	things differently in the	things that help them stop	Understanding the feeling	
	differences.	future.	worrying.	of others	
				<u> </u>	
			I		





		Pupils are able to explain how someone who is bullied feels ; they can be kind to children who are bullied. Pupils understand how feeling of sadness affect the way people behave and think . Pupils know what to do if they are bullied ; they know some people in and out of school who they can talk to about their feelings .		Standing up for myself Pupils know when and how to stand up for themselves. <u>Making choices</u> Pupils can use the problem-solving process.	Pupils understand that if someone leaves them, they might still love them. Pupils understand that people have to make hard choices and sometimes they have no choice.	
Three/Four/Five/Six	Belonging Pupils know something about everyone in their class; they know that they are valued at school and how to make someone feel welcomed and valued at school. Pupils know what it feels like to be unwelcome; they also know how to join a group. Self-awareness Pupils are able to explain something special about themselves. Understanding my feelings Pupils know how it feels to be happy, sad or scared and can usually tell if other people are	FriendshipPupils know how to:look and soundfriendly; be a goodlistener (taking turns);give and receivecompliments; seethings from someoneelse's point of view.Pupils can explain howto give 'friendshiptokens' to otherpeople.Seeing things fromanother point of viewPupils know how tosee things fromsomeone else's pointof view.Working together	Say no to bullying (focusing on witnesses) Pupils know what it means to be a witness to bullying; they are aware that witnesses can make the situation better or worse with their actions. Pupils know how it might feel to be a witness and a target of bullying. Pupils can explain why witnesses sometimes join in with bullying and don't tell. Pupils can explain	Knowing myself Pupils know that they are responsible for their own learning and behaviour and how their feelings can have an influence; they understand and use their strengths as a learner and know what they need to learn effectively. Setting a realistic goal Pupils can set a realistic goal by foreseeing obstacles and planning to overcome them. <u>Planning to reach a</u> goal	Knowing myself Pupils can tell when something is their fault and when something is not their fault. Pupils can take responsibility for their behaviour. Pupils can explain the things that hurt their feelings. <u>Understanding my</u> feelings Pupils can express feelings of guilt ; they can say when they might feel guilty and know some things to do when they feel	Knowing myself Pupils know that change can be good and describe some changes that have made our lives much better. Pupils know that everybody goes through many different sorts of change all the time; they can describe some of the changes in their life, and how they feel about them. Pupils know that what we feel and think affects how we behave; they can explain why they behave in a certain way when they are finding a change difficult. Understanding my feelings Pupils know that even





	new situation or when	Pupils can take on a	is being bullied feel	Bunilo con cot	Managing my feelings	uncomfortable; they can
			-	Pupils can set	wanaging my reeilings	
m	neeting new people.	role in a group and contribute to the	better.	success criteria and	Pupils can explain	explain how they would feel if
NA	lanaging my feelings	overall outcome; they	Pupils know that	break down a goal into	when they feel	a change they didn't want was imposed on them.
<u></u>	lanaging my reenings	· · ·	bullying is sometimes	small steps; they know	ashamed about	imposed on them.
Pu	Pupils know how it feels to do or	can discuss in a group	hard to spot and what	how others can help	something; they know	Pupils know some of the
	tart something new, and some	how well they are	to do if they think it is	them to achieve their	when to tell someone	reasons that change can feel
	vays to cope with these	working together.	happening; they are	goals and they can	about it.	uncomfortable and scary.
	eelings.	Managing feelings –	able to solve a	help others.	about It.	unconnortable and scary.
		anger	bullying problem with	Persistence	Understanding the	Understanding the feelings of
Pu	Pupils can manage their feelings	anger	others.	<u>I ersisterice</u>	feelings of others	others
ar	nd usually find a way to calm	Pupils know: what their	others.	Pupils can recognise	<u></u>	<u></u>
dd	lown when necessary.	triggers for anger are;		when they find	Pupils can understand	Pupils can sometimes
	-	how our bodies		learning difficult and	how they might hurt	understand why other people
<u>So</u>	Social Skills	change when we start		persevere when they	others.	are behaving as they are
		to get angry; some		need to.		when they are finding a
	Pupils can give and accept a	ways to calm down			Pupils know how most	change difficult.
co	ompliment.	when they start feeling		Pupils can manage	people feel when they	-
м	laking Choices	angry.		frustration and keep	lose something or	Managing my feelings
<u>101</u>	laking choices			going even when a	someone they love.	
Pi	Pupils know some more ways to	Pupils understand why		task is difficult or		Pupils know some ways of
	olve a problem.	it is important to calm		boring; they know	Social skills	dealing with the feelings that
		down before they are		when to keep trying	Pupils can explain how	sometimes arise from
Ri	Rights and Responsibilities	overwhelmed by		and when to try	they can make	changes.
		feelings of anger; they		something else.	someone who is	Belonging to a community
	Pupils can contribute towards	know how it feels to be			important to them	Delonging to a community
	naking a class charter and	overwhelmed by		Pupils can identify	happy; they can	Pupils can explain how it feels
	nderstand their rights and	feelings of anger and		some barriers to their	explain some ways to	to belong to a group , and
re	esponsibilities in the school.	can explain some of		learning, including	make amends if they	know it is important for
) with the dependence of the second second	the ways they can stop		some thoughts.	have done something	everyone.
	Pupils understand why we need	this happening to		Making sheiroo	cruel or unkind.	
	b have different rules in	them.		Making choices		
	lifferent places, and know what			Pupils can identify	Pupils can explain how	
τn	ne rules are in school.	Resolving conflict		advantages and	they feel about the	
		Dunile con use		disadvantages of the	important people or	
		Pupils can use peaceful problem		solutions or goals they	animals in their life.	
				set for themselves:		
		solving to sort out difficulties; they can		they can predict the	Pupils know some	
				consequences of	ways to celebrate the	
		explain what a 'win- win' solution is and		their actions/solutions/		
		win solution is and				







	always try to fi in a conflict si	goals for themselves or others and make a choice about what to do.	life of someone they care about. Pupils can describe someone they no longer see; they understand that we can remember people even if we no longer see them. <u>Making choices</u> Pupils know how to make a good choice . Pupils can take responsibility for what they choose to do.	
Events:				