



Pegasus Primary School
The best in everyone™
Part of United Learning



Orchard Meadow Primary School
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PSHCE Curriculum

Curriculum Intent Statement

At Orchard Meadow and Pegasus, we want our children to grow into not only useful citizens, but those that are unique, valued and respected.

Our Intent:

At Orchard Meadow/Pegasus, our pupils will:

- Develop the knowledge skills and attributes to keep themselves healthy and safe.
- Grow their own curiosities around spiritual, emotional, social and cultural topics.
- Tackle a range of barriers to learning and support with overcoming challenges that children may meet in life.
- Grow into responsible and independent members of a diverse and cultured community.
- Understand the importance of positive, healthy relationships in their lives.

Implementation:

Our aim is to grow our pupils into responsible and independent members of a diverse and cultured community, through the explicit and discreet teaching of citizenship, relationships and health and well-being. We enable this through providing learning experiences which focus on positive relationships, keeping ourselves healthy and safe and preparing for life in and beyond education.

The statutory content requirements outlined in the national curriculum (citizenship, sex and relationship education, drug education, financial education and personal safety) is progressively built on each year and we follow a structured framework to deliver weekly sessions and record our learning in our shared class book. We also understand that at times, the curriculum needs to reflect the needs of our pupils: therefore, we address any issues or topics which may arise in individual classes or across the school, through circle times and assemblies.

In addition to the core knowledge and statutory requirements, we aim to equip our pupils with essential attributes including building resilience, collaborative teamwork, self-esteem, critical thinking, emotional vocabulary and risk management. Through this, our children can develop their self-worth, emotional intelligence and understanding of the world around them.

We implement our curriculum through:

- Exploring enquiry questions
- High quality discussion
- Independent, paired and group tasks
- Visits in the community and visitors with expertise

- Providing children with a range of ways to show their understanding and learning
- Half termly high quality outcomes
- Weekly assemblies
- Our shared class PSHE outcomes book

We measure and assess the children's learning through:

- Comparing the quality and standard of work against planned outcomes
- Proof Of Progress (POP) quizzes completed before a taught topic and towards the end of a topic.
- Verbal responses and discussions
- Celebrations of learning
- Pupil voice
- Independent home learning tasks




















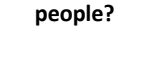

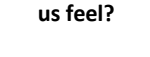


Our PSHE curriculum is built on our key drivers with embedded enquiry questions for the children to explore.

Key driver	Outcome	Enquiry Q
Respect	I understand that there are a variety of beliefs and attitudes amongst groups and individuals, celebrating the values of different cultures. I can listen to others and share my own feelings and thoughts with confidence and compassion. I show care to the environment and recognise the importance of supporting the community.	How do our choices define us? - Year 3
Determination	I can develop resilience to manage physical and mental changes and seek the appropriate support to any challenges I may face. I am driven in becoming an active citizen within different groups and communities.	What can I do when the going gets tough? - Year 2
Creativity	I recognise and celebrate the diversity of people and use my imagination to understand their experiences. I express myself in a variety of ways, but I can also appreciate how others may express themselves differently. I reflect on what makes me and other people unique.	How does my uniqueness make me different to others? - Year 5
Confidence	I can develop my self-esteem and self-worth to manage risks and respond to them in a responsible and safe manner. I use my skills to form healthy, safe and positive relationships with others. I recognise boundaries in relationships and apply this knowledge to my own in order to keep myself safe.	How can we prepare ourselves for pressures we may be faced with? Year 6



Enthusiasm	I engage with the rights and responsibilities I have as an individual and as a citizen in a community. I research, discuss and debate current topical issues and how these impact on people.	How can we become an active Global Citizen? - year 4
Ambition	I aspire and share dreams of my own future and recognise the characteristics I already have, and those I need to develop to achieve this. I inspire others in maintaining equality and challenge stereotypes.	How can we value others? - Year 1

Whole school summary

	Autumn		Spring		Summer	
Driver	Enthusiasm Rights and responsibilities	Creativity Me and my relationships	Ambition Being my best	Respect Valuing Difference	Determination Keeping myself safe	Confidence Growing and changing
Nursery	How can I be me at school?					
	How can I make my school a better place? 	What are my favourite things about me? 	What things do I need to be healthy? 	Why is it important that we are all different? 	How can I feel safe at school? 	How am I different to a baby? 
Reception	What makes me who I am ?					
	How should I care for my world? 	What makes me unique? 	What should I do when the going gets tough? 	What makes my home special? 	What are the dangers around me? 	How am I changing? 
Year 1	How can we value others?					
	What am I responsible for? 	How do my feelings affect me and my friendships? 	How can I keep myself at my best? 	How can we show our respect for others differences? 	How can I prepare myself for overcoming obstacles? 	How have we changed from then till now? 
Year 2	What can we do to overcome challenges?					
	What can I control around me? 	How does bullying affect people? 	What does it look like when I am my 	How do acts of kindness make us feel? 	When should I keep secrets? 	What are the effects of our changing 



			best self? 			bodies?
Year 3	How do our choices define us?					
	How do I become a responsible citizen? 	Why are healthy relationships important? 	How can we keep ourselves healthy? 	What does respect look like in a relationship? 	Whose responsibility is it to keep ourselves and others safe? 	How do we become a confident individual?
Year 4	How can we become an active Global Citizen?					
	What is our role in society? 	What do good communication skills look like in a relationship? 	How do our choices effect our community? 	Should our similarities & differences be celebrated? 	Is the safety of our physical well-being more important than our mental wellbeing? 	How does change and growth make us feel?
Year 5	How does my uniqueness make me different to others?					
	How can my voice and actions leave an impression? 	Are all relationships the same? 	How do I unlock my star qualities as I am growing up? 	How many of us are different? 	Should we dare others to take a risk? 	How will puberty change us?
Year 6	How can we prepare ourselves for the pressures we may be faced with?					
	How can we "make a mark" on this world? 	What are the consequences of pressure in relationships? 	Should we take risks in life? 	How does the phrase "putting yourself in someone else's shoes" help us understand others? 	How will I react to risky situations? 	What are the considerations of making a baby?



High quality outcomes

	Autumn		Spring		Summer	
Driver	Enthusiasm Rights and responsibilities	Creativity Me and my relationships	Ambition Being my best	Respect Valuing Difference	Determination Keeping myself safe	Confidence Growing and changing
Nursery	Children will create a photo display of how they can look after the school environment. Children's thoughts will be added to the display on speech bubbles. Evidence is also collected on Tapestry	Children to create self-portraits that will display in the classroom. Children will then make comments about their favourite thing and this will be added in speech bubbles to their self-portraits. Evidence is also collected on Tapestry	Children will create a poster by drawing things they think will help them be their best self. This will hang around the classroom to remind children and to show parents. Evidence is also collected on Tapestry	Children will learn the song I'm Special and then sing it to Reception. They will also tell Reception why we are all different. Evidence is also collected on Tapestry	Children will create a photo display with things they need to do to keep safe. Speech Bubbles will be added with children's thoughts. Evidence is also collected on Tapestry	Children will create a photo stage display. Children will bring in a baby photo to put up in class display. Photos from the very beginning of Nursery and the end of nursery can be used to add to the display . Children will add comments in speech bubbles of how they have changed over time. Evidence is also collected on Tapestry
	Children will create a hand display around the world. Children will draw a picture of how they can care for their world inside the hand. Evidence is also collected on Tapestry	Children will create a book that is all about them. These books will be in the book corner for other children to look at and share. Evidence is also collected on Tapestry	Children will retell the story and explain what strategies they can use to solve the problems. Evidence is also collected on Tapestry	Children will have a show and tell where they talk about a tradition that is in their family. They can use pictures and dressing up to share. Cultural Day-Children can dress in traditional clothing and bring traditional food to share. Create photo display with children's thoughts.	Children will create a display in the eys corridor about how they can keep safe. They can use photos, objects and drawings. They will also write how they can keep safe. Evidence is also collected on Tapestry	Children will create a photo stage display. Children will bring in a baby photo to put up in class display. Photos from Nursery and the very beginning of Reception can be use to add to the display as well as photos from now. Children will add comments in speech bubbles of how they have changed over time.
Reception						



				(Join with Year 4 – picnic open afternoon with families) Evidence is also collected on Tapestry		Evidence is also collected on Tapestry
Year 1						
	Class teddy: each child takes it home and can bring in/send a photo of what the teddy “got up to” at home. Create a class display.	Children will be doing a drama activity to show events that could happen within friendship groups and emotions children may feel. Class teacher to take pictures and then add speech bubbles.	Children will create a collage on a paper plate of all the things they need to keep themselves at their best. E.g. foods, emotions, skills, behaviours, hygiene activities.	Create a card for someone special. Using a range of materials children will draw a picture of their special person on the outside and write about the qualities that make them special inside. Children could have the sentence starter: ‘You are my special person because...’	Create four Issues tree. Trunk =Issue: from below Leaves = Solutions/actions. 4 separate trees- Healthy me Who can help? Loss Medicines	Display timeline of how they have changed over time with representatives of those who have helped them at each stage in their life. Chn’ can bring in photos of people that have helped them to add to the timeline.
Year 2						
	6 A3 pieces of paper put together. CT/TA draw large world. In groups, put around their section of the world that they can control- e.g. money, emotions, caring for the environment. Bring together to make a whole world.	Role play- situations of bullying. Freeze frame- how people are feeling and the effect it has on people.	Children create collage of human body. Children to use a range of resources to create the organs and then write short summaries to go with it on what it needs/what it looks like.	Display board with a large bucket. Children add to the bucket with every time someone has been kind to them, what that looks like, what that sounds like and how it made them feel.	Write a short story about someone keeping a secret and telling someone to show understanding that it is important to tell secrets sometimes.	A life cycle of the changes of the body (like the life cycle of a butterfly) In the middle of it children draw or label examples of the people that can help them through it?
Year 3						
	Children create a consequence wheel choosing one action that would affect their community and the positives and consequences of that one action.	In groups children create a why-why chain. The result is a flow chart of a complex relationship issue and how it effects our	Role Play Each group to be given a situation that describes when they are unwell, spreading an infectious	Children create a picture board with cuttings from magazines & newspapers showing what respect looks like in a relationship.	Create a whole class River Timeline. The river represents the steps towards achieving a goal, keeping safe. Tributaries joining the river represent	Children create a list of ‘I am’ statements. The student writes down as many positive attributes and qualities about him or herself



		emotions and actions.	illness, eating a well-balanced meal, working together, a doctor naming the internal body parts. Children to show the best responses to these situations.	(Children to label what they see.)	the actions that need to be taken. Potential obstacles can be shown as boulders, waterfalls or whirlpools.	as he or she can think. Children may decorate their list by adding magazine cut outs of things they like or by drawing, etc.
Year 4						
	Children complete a diamond nine ranking identifying nine different ways they can have a role in our society and putting those statements in order of importance. (post it notes added with children's comments – do they agree or not? Why?)	Create a class Issues tree. Trunk = Issue: communication Branches = Effects: Emotions & actions Leaves = Solutions.	Children take responsibility by planning and organising a Christmas jumper day on 15 th December to raise money for Save the children. Children to create posters, money boxes, whole school event on the day. E.g. daily mile walks, jumper competition or collection box.	Children will have a show and tell where they talk about a tradition that is in their family. They can use pictures and dressing up to share. Cultural Day- Children can dress in traditional clothing and bring traditional food to share. Create photo display with children's thoughts. (Join with Reception – picnic open afternoon with families)	Create a class continuum line to encouraging children to think about their position on the enquiry question. Do they agree or disagree? Children should explain their answer. Continuum line should be done at the start and the end of the outcome. Class Assembly? Discussing mental health for World Mental health day. (May)	Learning diaries kept by learners throughout the unit helping them to evaluate their own learning and the impact on their attitudes to change and growth.
Year 5						
	Drama- Town council meeting- children supporting different public services and saying why funding is important to them. Children dress up as characters- take pictures and write speech bubbles for class big book. Class assembly	Children create a relationship recipe considering emotions, behaviours, actions and how to resolve conflicts. Family, peer relationship, teacher relationship etc. Class display- different cauldrons with ingredients	Create own pupil profile on what star qualities children have and how they can use them now and in the future. E.g. family, dream job, community work etc.	Interrogating photographs- children have photos where they say what they know for sure from the photo and what they think they know. Generate questions on what they would like to know. Challenging assumptions	Write an agony aunt problem and resolution for a magazine, choosing from being offered a cigarette, making an online comment, being given a dare etc. Collate and create class magazine.	Create a personal toolkit (shoebox) with physical items, emotions and support to help the transition through puberty.



		that need to go in to make that relationship positive.		and stereotypes. E.g. boy in a desert- automatically think they are poor.		
Year 6						
	Children create their own jigsaw on all the things they will do/aspire to do to leave their mark on this world. Draw/write on each puzzle piece.	Write and perform a play to year 4 and 5 on a scenario involving peer pressure and how to overcome it. Class assembly	Children create their own risk assessment of situations they may encounter in their life and how they will reduce the risk. Pupil, parent and class teacher to all sign.	Give children scenarios which involve different viewpoints. Have different shoes- children write what the person is feeling/thinking on the inside. What they should say on the outside.	In groups- balanced argument on whether drugs are bad for people or not or whether the internet helps or hinders us. Perform to the class.	Question box- in classroom throughout topic. Children create a FAQ page on aspects to consider when making a baby.



Progression of PSHE Skills

<u>Relationships</u> Statutory	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.	What are my favourite things about me?	Why is it important that we are all different?		What makes me unique?		
I can recognise the importance of healthy relationships and how they provide love, happiness, stability and security.	What are my favourite things about me?		How can I feel safe at school?	What makes me unique?		
I can identify the characteristics needed to form and maintain healthy relationships and how this links to my own well-being.						
I can recognise and manage emotions within a range of relationships.				What makes me unique?		
I can recognise and maintain boundaries in a variety of relationships to keep myself safe.						What are the dangers around me?
I can recognise risky or negative relationships including all forms of bullying and abuse.						
I can respond to risky or negative relationships and ask for help.						
I can respect equality and diversity in relationships.		Why is it important that we are all different?			What makes my home special?	



Progression of PSHE Skills

	Nursery			Reception		
Health and Wellbeing Statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can recognise, develop and maintain what is meant by a healthy lifestyle.		How can we keep ourselves healthy?		What should I do when the going gets tough?		
I can recognise emotions that affect physical and mental health and well-being.				What should I do when the going gets tough?		How am I changing?
I can maintain physical, mental and emotional health and wellbeing.				What should I do when the going gets tough?		
I can identify influences on health and well-being.		How can we keep ourselves healthy?				
I can manage risks to physical and emotional health and wellbeing.			How can I feel safe at school?			What are the dangers around me?
I can make suggestions of ways to keep physically and emotionally safe.			How can I feel safe at school?			What are the dangers around me?
I can develop and manage change, including puberty, transition and loss			How am I different to a baby?			How am I changing?
I can make informed choices about health and wellbeing and recognise sources of help with this.		How can we keep ourselves healthy?				How am I changing?
I can respond to an emergency appropriately.						



Progression of PSHE Skills

	Nursery			Reception		
<u>Citizenship</u> Non-statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop my respect for myself, others and the importance of responsible behaviours and actions	What are my favourite things about me?	Why is it important that we are all different?				
I can recognise rights and responsibilities as members of families, other groups and ultimately as citizens.		How can I make my school a better place			What makes my home special?	
I can respect and recognise the value of different groups and communities.		How can I make my school a better place			How should I care for my world?	
I can respect equality and develop my ability to become a productive member of a diverse community.					What makes my home special?	
I can recognise the importance of respecting and protecting the environment.		How can I make my school a better place?			How should I care for my world?	
I can research, discuss and debate topical issues and events.						
I can understand where money comes from, keeping it safe and the importance of managing it effectively.					How should I care for my world?	
I can recognise my rights and responsibilities in different communities and how these may conflict with each other.						
I can reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences						

Progression of PSHE Skills

	Year 1			Year 2		
<u>Relationships</u> Statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.				What can I control around me?		
I can recognise the importance of healthy relationships and how they provide love, happiness, stability and security.		How do my feelings affect me and my friendships?				
I can identify the characteristics needed to form and maintain healthy relationships and how this links to my own well-being.	How can I keep myself at my best?			What does it look like when I am my best self?		
I can recognise and manage emotions within a range of relationships.	What am I responsible for?					
I can recognise and maintain boundaries in a variety of relationships to keep myself safe.			How can I keep myself safe?			
I can recognise risky or negative relationships including all forms of bullying and abuse.					How does bullying affect people?	
I can respond to risky or negative relationships and ask for help.						When should I keep secrets?
I can respect equality and diversity in relationships.		How can we show our respect for others differences?			How can we ensure diversity is celebrated?	

Progression of PSHE Skills

	Year 1			Year 2		
<u>Health and Wellbeing</u> Statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can recognise, develop and maintain what is meant by a healthy lifestyle.						
I can recognise emotions that affect physical and mental health and well-being.	How can I keep myself at my best?	How do my feelings affect me and my friendships?				
I can maintain physical, mental and emotional health and wellbeing.						
I can identify influences on health and well-being.			What's in my body?	What does it look like when I am my best self?		
I can manage risks to physical and emotional health and wellbeing.					How does bullying affect people?	When should I keep secrets?
I can make suggestions of ways to keep physically and emotionally safe.			How can I keep myself safe?			
I can develop and manage change, including puberty, transition and loss						How are our bodies different?
I can make informed choices about health and wellbeing and recognise sources of help with this.	What am I responsible for?					
I can respond to an emergency appropriately.				What can I control around me?		

Progression of PSHE Skills

	Year 1			Year 2		
<u>Citizenship</u> Non-statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop my respect for myself, others and the importance of responsible behaviours and actions		How do my feelings affect me and my friendships?				
I can recognise rights and responsibilities as members of families, other groups and ultimately as citizens.						
I can respect and recognise the value of different groups and communities.		How can we show our respect for others differences?				
I can respect equality and develop my ability to become a productive member of a diverse community.					How can we ensure diversity is celebrated?	
I can recognise the importance of respecting and protecting the environment.				What can I control around me?		
I can research, discuss and debate topical issues and events.						
I can understand where money comes from, keeping it safe and the importance of managing it effectively.	What am I responsible for?					
I can recognise my rights and responsibilities in different communities and how these may conflict with each other.	How can I keep myself at my best?					
I can reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences				What does it look like when I am my best self?		



Progression of PSHE Skills

	Year 3			Year 4		
Relationships Statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.	Why are healthy relationships important?				Should our similarities & differences be celebrated?	
I can recognise the importance of healthy relationships and how they provide love, happiness, stability and security.	Why are healthy relationships important?			What do good communication skills look like in a relationship?		
I can identify the characteristics needed to form and maintain healthy relationships and how this links to my own well-being.	Why are healthy relationships important?			What do good communication skills look like in a relationship?		
I can recognise and manage emotions within a range of relationships.				What do good communication skills look like in a relationship?		
I can recognise and maintain boundaries in a variety of relationships to keep myself safe.		What does respect look like in a relationship?				
I can recognise risky or negative relationships including all forms of bullying and abuse.					Should our similarities & differences be celebrated?	
I can respond to risky or negative relationships and ask for help.						
I can respect equality and diversity in relationships.		What does respect look like in a relationship?			Should our similarities & differences be celebrated?	



Progression of PSHE Skills

	Year 3			Year 4		
Health and Wellbeing Statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can recognise, develop and maintain what is meant by a healthy lifestyle.		How can we keep ourselves healthy?				
I can recognise emotions that affect physical and mental health and well-being.			How do we become a confident individual?			How does change and growth make us feel?
I can maintain physical, mental and emotional health and wellbeing.		How can we keep ourselves healthy?				Is the safety of our physical well-being more important than our mental wellbeing?
I can identify influences on health and well-being.		How can we keep ourselves healthy?	Whose responsibility is it to keep ourselves and others safe?			
I can manage risks to physical and emotional health and wellbeing.			Whose responsibility is it to keep ourselves and others safe?			Is the safety of our physical well-being more important than our mental wellbeing?
I can make suggestions of ways to keep physically and emotionally safe.			How do we become a confident individual?			Is the safety of our physical well-being more important than our mental wellbeing?
I can develop and manage change, including puberty, transition and loss			How do we become a confident individual?			How does change and growth make us feel?
I can make informed choices about health and wellbeing and recognise sources of help with this.			Whose responsibility is it to keep ourselves and others safe?			How does change and growth make us feel?
I can respond to an emergency appropriately.						



Progression of PSHE Skills

	Year 3			Year 4		
<u>Citizenship</u> Non-statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop my respect for myself, others and the importance of responsible behaviours and actions	How do I become a responsible citizen?					
I can recognise rights and responsibilities as members of families, other groups and ultimately as citizens.	How do I become a responsible citizen?			What is our role in society?		
I can respect and recognise the value of different groups and communities.		What does respect look like in a relationship?			How do our choices effect our community?	
I can respect equality and develop my ability to become a productive member of a diverse community.		What does Respect Look like in a relationship?			How do our choices effect our community?	
I can recognise the importance of respecting and protecting the environment.	How do I become a responsible citizen?					
I can research, discuss and debate topical issues and events.				What is our role in society?		
I can understand where money comes from, keeping it safe and the importance of managing it effectively.						
I can recognise my rights and responsibilities in different communities and how these may conflict with each other.					How do our choices effect our community?	
I can reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences				What is our role in society?		



Progression of PSHE Skills

	Year 5			Year 6		
Relationships Statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.		Are all relationships the same?				
I can recognise the importance of healthy relationships and how they provide love, happiness, stability and security.					What are the consequences of pressure in relationships?	
I can identify the characteristics needed to form and maintain healthy relationships and how this links to my own well-being.		Are all relationships the same?				
I can recognise and manage emotions within a range of relationships.		Are all relationships the same?				
I can recognise and maintain boundaries in a variety of relationships to keep myself safe.			How will puberty change us?		What are the consequences of pressure in relationships?	
I can recognise risky or negative relationships including all forms of bullying and abuse.			Should we dare others to take a risk?		How does the phrase "putting yourself in someone else's shoes" help us understand others?	What are the considerations of making a baby?
I can respond to risky or negative relationships and ask for help.			Should we dare others to take a risk?		How does the phrase "putting yourself in someone else's shoes" help us understand others?	
I can respect equality and diversity in relationships.		How many of us are different?			What are the consequences of pressure in relationships?	



Progression of PSHE Skills

	Year 5			Year 6		
<u>Health and Wellbeing</u> Statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can recognise, develop and maintain what is meant by a healthy lifestyle.						How will I react to risky situations?
I can recognise emotions that affect physical and mental health and well-being.			How will puberty change us?			
I can maintain physical, mental and emotional health and wellbeing.				Should we take risks in life?		
I can identify influences on health and well-being.	How do I unlock my star qualities as I am growing up?					How will I react to risky situations?
I can manage risks to physical and emotional health and wellbeing.				Should we take risks in life?		What are the considerations of making a baby?
I can make suggestions of ways to keep physically and emotionally safe.			Should we dare others to take a risk?			
I can develop and manage change, including puberty, transition and loss			How will puberty change us?			What are the considerations of making a baby?
I can make informed choices about health and wellbeing and recognise sources of help with this.				Should we take risks in life?		
I can respond to an accident/emergency appropriately.	How do I unlock my star qualities as I am growing up?					



Progression of PSHE Skills

	Year 5			Year 6		
<u>Citizenship</u> Non-statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop my respect for myself, others and the importance of responsible behaviours and actions	How do I unlock my star qualities as I am growing up?					How will I react to risky situations?
I can recognise rights and responsibilities as members of families, other groups and ultimately as citizens.	How can my voice and actions leave an impression?					
I can respect and recognise the value of different groups and communities.		How many of us are different?			How does the phrase "putting yourself in someone else's shoes" help us understand others?	
I can respect equality and develop my ability to become a productive member of a diverse community.				How can we "make a mark" on this world?		
I can recognise the importance of respecting and protecting the environment.				How can we "make a mark" on this world?		
I can research, discuss and debate topical issues and events.	How can my voice and actions leave an impression?					
I can understand where money comes from, keeping it safe and the importance of managing it effectively.	How can my voice and actions leave an impression?					
I can recognise my rights and responsibilities in different communities and how these may conflict with each other.				How can we "make a mark" on this world?		

I can reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences		How many of us are different?				
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