

Autumn term 1 – Being me in the World.

EYFS

Pupils will;

- Be interested in others play and want to join
- Be able to express their own feelings
- Be bale to take turns and share resources
- Respond to the feelings and wishes of others
- Understand how their actions affect how others feel.
- Be aware of boundaries, rules and routines.

Year 1

Pupils will:

- understand the rights and responsibilities as a member of class
- know how to make their class a safe place for everybody to learn
- know their views are valued and can contribute to the Learning Charter
- recognise how it feels to be proud of an achievement
- recognise the choices that are made and understand the consequences
- recognise the range of feelings when faced with certain consequences
- understand rights and responsibilities within the class Learning Charter
- understand the choices in following the Learning Charter

Year 2

Pupils will:

- identify some of their hopes and fears for the year,
- recognise when they feel worried and know how to ask for help.
- understand the rights and responsibilities for being a member of their class and school
- recognise when they feel worried and know who to ask for help
- help to make their class a safe and fair place
- listen to other people and contribute ideas about rewards and consequences
- understand how following the Learning Charter will help them and others learn
- work cooperatively

Year 3

Pupils will;

- identify positive things about themselves and their achievements.
- set personal

Year 4

Pupils will;

- know that their attitudes and actions make a difference to the class

Year 5

Pupils will;

- face new challenges positively and know how to set personal goals

Year 6

Pupils will;

- identify their goals for this year,
- understand their fears and worries about the future and know how to express them

<ul style="list-style-type: none"> • know how to make someone else feel welcome and valued • face new challenges positively, make responsible choices and ask for help when they need it • recognise how it feels to be happy, sad or scared and are able to identify if other people are feeling these emotions • understand why rules are needed and how they relate to rights and responsibilities • know how to make others feel valued • understand that their actions affect themselves and others • care about other people's feelings • understand that their behaviour brings rewards/consequences • can make responsible choices and take action I can work cooperatively in a group 	<ul style="list-style-type: none"> • know how good it feels to be included in a group and understand how it feels to be excluded • try to make people feel welcome and valued • understand who is in their school community, the roles they play and how they fit • can take on a role in a group and contribute to the overall outcome • understand how democracy works through the school council • understand that their actions affect themselves and others; • care about other people's feelings and try to empathise with them • understand how rewards and consequences motivate people's behaviour • can take on a role in a group and contribute to the overall outcome 	<ul style="list-style-type: none"> • know what they value most about their school and can identify their hopes for this school year • understand their rights and responsibilities as a British citizen • empathise with people in this country whose lives are different to their own • understand their rights and responsibilities as a British citizen and a member of their school • empathise with people in this country whose lives are different from their own. • make choices about their own behaviour because they understand how rewards and consequences feel • understand that their actions affect them and others • 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"> • know how they feel welcomed and valued and know how to make others feel the same • know that there are universal rights for all children but for many children these rights are not met • understand their own wants and needs and can compare these with children in different communities • understand that their actions affect other people locally and globally • understand their own wants and needs and can compare these with children in different communities • make choices about their own behaviour because they understand how rewards and consequences feel and they understand how these relate to their rights and responsibilities • understand that their actions affect themselves and others.
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Autumn term 2 – Celebrating difference

EYFS

Pupils will;

- recognise what they are good at, at home and in school
- talk about my likes and dislikes and share my favourite things e.g food/toy.
- Talk about my family and look at similarities and differences.
- Talk about our homes and look at the similarities and differences. Including those around the world.

Year 1

Pupils will;

- identify similarities between people in their class
- tell you some ways in which they are the same as their friends
- identify differences between people in their class
- tell you some ways they are different from their friends

Year 2

Pupils will;

- start to understand that sometimes people make assumptions about boys and girls (stereotypes)
- understand some ways in which boys and girls are similar and different

<ul style="list-style-type: none"> • tell you what bullying is • understand how being bullied might feel • know some people who they could talk to if they feeling unhappy or being bullied • be kind to children who are bullied • know how to make new friends • know how it feels to make a new friend 	<ul style="list-style-type: none"> • start to understand that sometimes people make assumptions about boys and girls (stereotypes) • understand that bullying is sometimes about difference and can tell you how someone who is bullied feels • be kind to children who are bullied • recognise what is right and wrong and know how to look after their self knowing when and how to stand up for their self and others • know how to get help if they are being bullied • know some ways to make new friends and know how it feels to be a friend and have a friend • tell you some ways they are different from their friends and understand these differences make us all special and unique
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Year 3	Year 4	Year 5	Year 6
<p>Pupils will;</p> <ul style="list-style-type: none"> • understand that everybody's family is different and important to them and appreciate their family/the people who care for them • understand that differences and conflicts sometimes happen among family members • know how to calm their self down and can use the 'Solve it together' technique • know what it means to be a witness to bullying and know some ways of helping to make someone who is bullied feel better 	<p>Pupils will;</p> <ul style="list-style-type: none"> • understand that, sometimes, we make assumptions based on what people look like and try to accept people for who they are influences them to make assumptions based on how people look • understand that sometimes bullying is hard to spot and know what to do if they think it is going on but are not sure or know how it might feel to be a witness to and a target of bullying • tell you why witnesses sometimes join in with bullying and sometimes don't tell 	<p>Pupils will;</p> <ul style="list-style-type: none"> • understand that cultural differences sometimes cause conflict and are aware of their own culture • understand what racism is and aware of their attitude towards people from different races • understand how rumour-spreading and name-calling can be bullying behaviours • tell you a range of strategies in managing their feelings in bullying situations and for problem-solving when they are part of one • explain the difference between direct and indirect types of bullying and know some ways 	<p>Pupils will;</p> <ul style="list-style-type: none"> • understand there are different perceptions about what normal means and can empathise with people who are living with disabilities • understand how having a disability could affect someone's life and are aware of their attitude towards people with disabilities • explain some of the ways in which one person or a group can have power over another and know how it can feel to be excluded or treated badly by being different in some way • know some of the reasons why people use bullying behaviours

<ul style="list-style-type: none"> • know that witnesses can make the situation better or worse by what they do • can problem-solve a bullying situation with others • recognise that some words are used in hurtful ways and try hard not to use hurtful words (e.g. gay, fat) • tell you about a time when their words affected someone's feelings and what the consequences were and can give and receive compliments and know how this feels 	<ul style="list-style-type: none"> • problem-solve a bullying situation with others • identify what is special about them and value the ways in which they are unique • like and respect the unique features of their physical appearance • tell you a time when their first impression of someone changed when they got to know them • explain why it is good to accept people for who they are 	<p>to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <ul style="list-style-type: none"> • compare their life with people in the developing world and appreciate the value of happiness regardless of material wealth • enjoy the experience of a culture other than their own and respect their own and other people's cultures 	<p>and can tell you a range of strategies in managing their feelings in bullying situations and for problem solving when they are part of one</p> <ul style="list-style-type: none"> • give examples of people with disabilities who lead amazing lives and appreciate people for who they are • explain ways in which difference can be a source of conflict and a cause for celebration and can show empathy with people in either situation
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Spring 1 – Dreams and Goals

EYFS

Pupils will;

- Try different activities which challenge them and talk about how it made them feel.
- Discuss how they should keep trying and not give up.
- Work as part of a group to follow routines
- Discuss how it feels when someone is unkind.
- Talk about my own feelings and how others might feel.
- Discuss jobs that they may choose when they are an adult.

Year 1

Pupils will;

- set simple goals and work out how to achieve it
- identify their successes and achievements
- tell you how they learn best
- understand how to work well with a partner
- celebrate achievement with a partner.
- tackle a new challenge and understand this may be stretching their learning
- identify how they feel when faced with a new challenge
- identify obstacles which make it more difficult to achieve and work out how to overcome it.
- know how they feel when they see obstacles and how they feel when they overcome them
- tell you how they felt when they succeeded in a new challenge and how they celebrated it

Year 2

Pupils will;

- choose a realistic goal and think about how to achieve it
- identify their successes and achievements and know how this makes me feel (proud)
- persevere even when they find tasks difficult they can tell you some of their strengths as a learner
- recognise who it is easy for them to work with and who it is more difficult for them to work with and understand how working with other people can help me to learn
- work cooperatively in a group to create an end product and can work with other people to solve problems
- explain some of the ways they worked cooperatively in their group to create the end product and can express how it felt to be working as part of this group
- know how to share success with other people and know how contributing to the success of a group feels and can store those feelings in their internal treasure chest (proud)

Year 3

Pupils will;

Year 4

Pupils will;

Year 5

Pupils will;

Year 6

Pupils will;

<ul style="list-style-type: none"> • tell you about a person who has faced difficult challenges and achieved success and respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) • identify a dream/ambition that is important to them and can imagine how they will feel when they achieve their dream/ambition • enjoy facing new learning challenges and working out the best ways for me to achieve them • break down a goal into a number of steps and know how others could help me to achieve it • be motivated and enthusiastic about achieving their new challenge and know that they are responsible for their own learning and can use their strengths as a learner • recognise obstacles which might hinder their achievement and can take steps to overcome them 	<ul style="list-style-type: none"> • tell you about some of their hopes and dreams and know how it feels to have hopes and dreams • understand that sometimes hopes and dreams do not come true and that this can hurt and know how disappointment feels and can identify when they have felt that way • reflect on positive and happy experiences can help them to counteract disappointment and know how to cope with disappointment and how to help others cope with theirs • know how to make a new plan and set new goals even if they have been disappointed and know what it means to be resilient and to have a positive attitude • know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group • enjoy being part of a group challenge • identify the contributions made by their self and others to the group's achievement 	<ul style="list-style-type: none"> • understand that they will need money to help me achieve some of their dreams and can identify what they would like their life to be like when they are grown up • know about a range of jobs carried out by people and have explored how much people earn in different jobs • they appreciate the contributions made by people in different jobs and identify a job they would like to do when they grow up and understand what motivates them and know what they need to do to achieve it • appreciate the opportunities that learning and education are giving the and understand how this will help them to build their future • describe the dreams and goals of young people in a culture different to their and can reflect on how these relate to their own • understand that communicating with someone in a different culture means we can learn from each other and 	<ul style="list-style-type: none"> • know their learning strengths and can set challenging but realistic goals for their self (e.g. one in-school goal and one out-of-school goal) • understand why it is important to stretch the boundaries of their current learning work out the learning steps they need to take to reach their goal and understand how to motivate their self to work on these and can set success criteria so that they will know whether they have reached their goal • identify problems in the world that concern thme and talk to other people about them • recognise the emotions they experience when they consider people in the world who are suffering or living in difficult situations • work with other people to help make the world a better place and can empathise with people who are suffering or who are living in difficult situations • describe some ways in which they can work with other people to help make the world
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<ul style="list-style-type: none"> • manage the feelings of frustration that may arise when obstacles occur • evaluate their own learning process and identify how it can be better next time and are confident in sharing their success with others and can store their feelings in their internal treasure chest 	<ul style="list-style-type: none"> • know how to share in the success of a group and how to store this success experience 	<p>can identify a range of ways that we could support each other and appreciate the similarities and differences in aspirations between their self and young people in a different culture</p> <ul style="list-style-type: none"> • encourage their peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship 	<p>a better place and can identify why they are motivated to do this</p> <ul style="list-style-type: none"> • know what some people in their class like or admire about me and can accept their praise and can give praise and compliments to other people when they recognise their contributions and achievements
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<h2>Spring 2 – Healthy Me</h2>	
<p>EYFS</p>	
<p>Pupils will;</p> <ul style="list-style-type: none"> • name different parts of our body • talk about what happens to our body after exercise. • Understand that being active and exercising makes me healthy • Understand the term 'healthy' and 'unhealthy' food. • Talk about dreams • Understand the importance of washing hands and how to keep clean. • Talk about the importance of stranger danger. 	
<p>Year 1</p>	<p>Year 2</p>

<p>Pupils will;</p> <ul style="list-style-type: none"> • understand the difference between being healthy and unhealthy • know how to make healthy lifestyle choices • feel good about their self when I make healthy choices. • know how to keep their self clean and healthy and understand how germs can cause disease • know that households products including medicines can be harmful • recognise how to keep their self safe • understand that medicines can help them if they feel poorly and know how to use them safely. • know some ways to help their self when they feel poorly. • know how to keep safe when crossing the road and about people who can help keep them safe • recognise when they feel frightened and know who to ask for help. 		<p>Pupils will;</p> <ul style="list-style-type: none"> • know what they need to keep their body healthy and are motivated to make healthy lifestyle choices • show or tell you what relaxed means and know some things that make them feel relaxed and some that make them feel stressed and can tell you when a feeling is weak and when a feeling is strong • understand how medicines work in their body and how important it is to use them safely and feel positive about caring for their body and keeping it healthy • sort foods into the correct food groups and know which foods their body needs every day to keep them healthy and have a healthy relationship with food and know which foods them enjoy the most • decide which foods to eat to give their body energy and have a healthy relationship with food and know which foods are most nutritious for their body • make some healthy snacks and explain why they are good for their body and can express how it feels to share healthy food with their friends 	
Year 3	Year 4	Year 5	Year 6
<p>Pupils will;</p> <ul style="list-style-type: none"> • understand how exercise affects their body and know why their heart and lungs are such important organs and can set their self a fitness challenge • understand how exercise affects their body and know why their heart and lungs are such important organs and can set their self a fitness challenge 	<p>Pupils will;</p> <ul style="list-style-type: none"> • recognise how different friendship groups are formed, how they fit into them and the friends they value the most and recognise when other people’s actions make them feel embarrassed, hurt or inadequate and can help theirself to manage these emotions 	<p>Pupils will;</p> <ul style="list-style-type: none"> • know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart • make an informed decision about whether or not they choose to smoke and know how to resist pressure • know some of the risks with misusing alcohol, including anti-social behaviour, and how 	<p>Pupils will;</p> <ul style="list-style-type: none"> • know the impact of food on the body, e.g. creating energy, giving comfort and altering mood and are motivated to give their body the best combination of food for their physical and emotional health • know about different types of drugs and their uses and their effects on the body particularly the liver and heart and are

<ul style="list-style-type: none"> • tell you their knowledge and attitude towards drugs and can identify how they feel towards drugs • identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping themselves safe including who to go to for help • express how being anxious or scared feels • understand that, like medicines, some household substances can be harmful if not used correctly and can take responsibility for keeping themselves and others safe at home • understand how complex their body is and how important it is to take care of it and respect their body and appreciate what it does for me 	<ul style="list-style-type: none"> • recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles they take on in different situations and are aware of how different people and groups impact on me and can recognise the people they most want to be friends with • understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke and can relate to feelings of shame and guilt and know how to act assertively to resist pressure from themselves and others • know the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol and can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from themselves and others • recognise when people are putting them under pressure and can explain ways to resist 	<p>it affects the liver and heart and can make an informed decision about whether or not they choose to drink alcohol and know how to resist pressure</p> <ul style="list-style-type: none"> • put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations and know how to keep their self calm in emergencies • how the media and celebrity culture promotes certain body types and can reflect on their own body image and know how important it is that this is positive and can accept and respect their self for who they are • 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 they need to make to be healthy and happy and are motivated 	<p>motivated to find ways to be happy and cope with life's situations without using drugs</p> <ul style="list-style-type: none"> • evaluate when alcohol is being used responsibly, anti-socially or being misused and can tell you how they feel about using alcohol when they are older and their reasons for this • know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations and know how to keep their self safe to avoid emergencies and also how to deal with emergencies if they happen • understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness and know how to help their self feel emotionally healthy and can recognise when they need help with this • recognise when they feel stressed and the triggers that cause this and understand how stress can cause alcohol misuse and can use different strategies to manage stress and pressure
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	<p>this when they want and can identify feelings of anxiety and fear associated with peer pressure</p>	<p>to keep their self healthy and happy</p>	
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Summer 1 – relationships

EYFS

<p>Pupils will;</p> <ul style="list-style-type: none"> • talk about our families • recognise what makes a good friend • recognise how unkind words can make people feel. • Know techniques/strategies to help me when they are upset or cross. • Know how to calm myself when they are angry or upset.

Year 1	Year 2
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<p>Pupils will;</p> <ul style="list-style-type: none"> • identify the members of their family and understand that there are lots of different types of families. • know how it feels to belong to a family and care about the people important to them. • identify what being a good friend means to them. • know how to make a new friend. • recognise which forms of physical contact are acceptable or unacceptable to me. • know who can help them in their school community 	<p>Pupils will;</p> <ul style="list-style-type: none"> • identify the different members of their family, understand their relationship with each of them and know why it is important to share and cooperate and accept that everyone’s family is different and understand that most people value their family • understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I know which types of physical contact and like and don’t like and can talk about this • identify some of the things that cause conflict with their friends and can demonstrate how to use the positive problem solving technique to resolve conflicts with their friends
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<ul style="list-style-type: none"> • know when they need help and know how to ask for it • recognise their qualities as a person and a friend • know ways to praise themselves. 	<ul style="list-style-type: none"> • understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret and know how it feels to be asked to keep a secret and do not want to keep and know who to talk to about this • recognise and appreciate people who can help them in their family, their school and their community and understand how it feels to trust someone • can express their appreciation for the people in their special relationships and are comfortable in accepting appreciation from others
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Year 3	Year 4	Year 5	Year 6
<p>Pupils will;</p> <ul style="list-style-type: none"> • identify the roles and responsibilities of each member of their family and can reflect on the expectations for males and females and can describe how taking some responsibility in their family makes me feel • identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener • know how to negotiate in conflict situations to try to find a win-win solution • use some strategies for keeping themselves safe and know who to ask for help if they are worried or concerned 	<p>Pupils will;</p> <ul style="list-style-type: none"> • identify the web of relationships that they part of, starting from those closest to them and including those more distant and know how it feels to belong to a range of different relationships and can identify what they contribute to each of them • identify someone they love and can express why they are special to them and know how most people feel when they lose someone or something they love • tell you about someone they know that they no longer see and understand that we can 	<p>Pupils will;</p> <ul style="list-style-type: none"> • have an accurate picture of who they are as a person in terms of their characteristics and personal qualities and know how to keep building their own self-esteem • recognise how friendships change, know how to make new friends and how to manage when they fall out with their friends and know how to stand up for their self and how to negotiate and compromise • recognise the feeling of jealousy, where it comes from and how to manage it • understand how to stay safe when using technology to communicate with their friends 	<p>Pupils will;</p> <ul style="list-style-type: none"> • identify the most significant people to be in their life so far and understand how it feels to have people in their life that are special to them • know some of the feelings we can have when someone dies or leaves and can use some strategies to manage feelings associated with loss and can help other people to do so • understand that there are different stages of grief and that there are different types of loss that cause people to grieve and can recognise when they are feeling those emotions and have strategies to manage them

<ul style="list-style-type: none"> • express how being anxious or scared feels • explain how some of the actions and work of people around the world help and influence their life • show an awareness of how this could affect their choices that, like medicines, some household substances can be harmful if not used correctly and can take responsibility for keeping themselves and others safe at home • understand how complex their body is and how important it is to take care of it and respect their body and appreciate what it does for me 	<p>remember people even if we no longer see them</p> <ul style="list-style-type: none"> • explain different points of view on an animal rights issue and can express their own opinion and feelings on this • understand how people feel when they love a special pet and can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet • know how to show love and appreciation to the people and animals who are special to me and can love and be loved 	<p>and can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others</p> <ul style="list-style-type: none"> • explain how to stay safe when using technology to communicate with their friends and can recognise and resist pressures to use technology in ways that may be risky or may cause harm to themselves or others 	<ul style="list-style-type: none"> • can recognise when people are trying to gain power or control and can demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • understand how technology can be used to try to gain power or control and can use strategies to prevent this from happening and can take responsibility for their own safety and well-being • use technology positively and safely to communicate with their friends and family can take responsibility for their own safety and well-being
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Summer 2 – changing me

EYFS

Pupils will;

- name different body parts inside and outside the body
- know different healthy foods- talk about favourite foods
- understand what we need to do to keep our body happy and healthy.
- discuss how we are different now compared to babies
- talk about what makes us happy, sad or scared
- celebrate all the things we have learnt this year.

Year 1

Pupils will;

- start to understand the lifecycles of humans and animals
- understand that changes happen when we grow and that is ok
- tell you some things about me that have changed and some things about me that have stayed the same
- know that changes are ok and that sometimes they will happen whether we want them or not
- know how their body has changed since they were a baby
- understand that growing up is natural and that everybody grows at different rates.
- respect their body and understand which parts are private
- understand that when they learn something new they change a little bit
- tell them about changes that have happened in their life
- know some ways to cope with change.

Year 2

Pupils will;

- recognise cycles of life in nature and understand there are some changes that are outside their control and can recognise how they feel about this
- tell you about the natural process of growing from young to old and understand that this is not in their control and can identify people they respect who are older than them
- recognise how their body has changed since they were a baby and where they are on the continuum from young to old and feel proud about becoming more independent
- recognise the physical differences between boys and girls, and appreciate that some parts of their body are private and can tell you what they like/don't like about being a boy/girl
- understand there are different types of touch and can tell you which ones they like and don't like and are confident to say what they like and don't like and can ask for help
- identify what they are looking forward to when they are in Year 3 and can start to think about changes they will make when they are in Year 3 and know how to go about this

Year 3

Year 4

Year 5

Year 6

<p>Pupils will;</p> <ul style="list-style-type: none"> • know 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 • express how they feel when they see babies or baby animals • understand what a baby needs to live and grow and can express how they might feel if they had a new baby in their family • know what they are looking forward to when they are in Year 4 and can start to think about changes they will make when they are in Year 4 and know how to go about this 	<p>Pupils will;</p> <ul style="list-style-type: none"> • understand that some of their personal characteristics have come from their birth parents • identify changes that have been and may continue to be outside of their control that they learnt to accept and can express their fears and concerns about changes that are outside of their control and know how to manage these feelings positively • identify what they are looking forward to when they are in Year 5 and can reflect on the changes and would like to make when they are in Year 5 and can describe how to go about this 	<p>Link to SRE and Science curriculum</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • be aware of their own self-image and how their body image fits into that and know how to develop their own self esteem • explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally and understand that puberty is a natural process that happens to everybody and that it will be ok for me • can describe how boys' and girls' bodies change during puberty and can express how they feel about the changes that will happen to them during puberty • identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) and are confident that they can cope with the changes that growing up will bring 	<p>Link to SRE and Science curriculum</p> <p>Pupils will;</p> <ul style="list-style-type: none"> • be aware of their own self-image and how their body image fits into that and know how to develop their own self esteem • explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally and can express how they feel about the changes that will happen to me during puberty • ask the questions they need answered about changes during puberty and can reflect on how they feel about asking the questions and about the answers they receive • identify what they are looking forward to and what worries the about the transition to secondary school and know how to prepare theirself emotionally for starting secondary school
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		<ul style="list-style-type: none">• identify what they are looking forward to when they are in Year 6 and can start to think about changes they will make when they are in Year 6 and know how to go about this	
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