

Curriculum Goals – Wellbeing and Citizenship



Year 1

Autumn Term
I can name a variety of different feelings and explain how these might make me behave.
I can think of some different ways of dealing with 'not so good' feelings.
I know when I need help and who to go to for help.
I can tell you some different classroom rules.
I can say ways in which people are similar as well as different.
I can say why things sometimes seem unfair, even if they are not.

Spring Term
I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).
I can give examples of how I keep myself healthy.
I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)
I can give some examples of how I look after myself and my environment - at school or at home.
I can also say some ways that we look after money.
To recognise that different notes and coins have different monetary value.

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Summer Term
I can name a few different ideas of what I can do if I find something difficult.
I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.
I can give and receive positive feedback, and experience how this makes them feel.
I can identify an adult I can talk to at both home and school. If I need help.
I can tell you some things I can do now that I couldn't do when I was a toddler.
I can tell you what some of my body parts do.

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Year 2

Autumn Term
I can tell you some ways that I can get help, if I am being bullied or teased.
I can suggest rules that will help to keep us happy and friendly.
I can express my feelings in a safe, controlled way.
I can say how I could help myself if I was being left out.
I can give a few examples of good listening skills.
I can explain why listening skills help to understand a different point of view.

Spring Term
I can give some examples of safe and unsafe secrets.
I can think of safe people who can help if something feels wrong.
I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.
I can give examples of when I've used some of these ideas to help me when I am not settled.
I can explain, and be able to use, strategies for dealing with impulsive behaviour.
I can make suggestions for improving the school environment.

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Summer Term
I can name a few different ideas of what I can do if I find something difficult.
I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.
I can give and receive positive feedback, and experience how this makes them feel.
I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.
I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).
I can give examples of how to give feedback to someone.

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Year 3

Autumn Term

I can usually accept the views of others and understand that we don't always agree with each other.

I can give you lots of ideas about what I do to be a good friend.

I can tell you some different ideas for how I make up with a friend if we've fallen out.

I can give examples of different community groups and what is good about having different groups.

I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.

Spring Term

I can say what I could do to make a situation less risky or not risky at all.

I can say why medicines can be helpful or harmful.

I can tell you a few things about keeping my personal details safe online.

I can say some ways of checking whether something is a fact or just an opinion.

I can say how I can help the people who help me, and how I can do this. I can give an example of this.

Summer Term

I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.

I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.

I can demonstrate my understanding of health and wellbeing issues that are relevant to me.

I can name a few things that make a positive relationship and some things that make a negative relationship.

I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.

I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

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Year 4

Autumn Term

I can give a lot of examples of how I can tell a person is feeling worried just by their body language.

I can say what I could do if someone was upsetting me or if I was being bullied.

I can explain what being 'assertive' means and give a few examples of ways of being assertive.

I can say a lot of ways that people are different, including religious or cultural differences.

I can explain why it's important to challenge stereotypes that might be applied to me or others.

Spring Term

I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.

I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.

I can give examples of positive and negative influences, including things that could influence me when I am making decisions.

I can explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.

I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.

Summer Term

I can give a few examples of different things that I do already that help to me keep healthy.

I can give different examples of some of the things that I do already to help look after my environment.

I can identify qualities and attributes of people who support the school community.

I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).

I can tell you why people get married.

I know who I could ask for help if a secret made me feel uncomfortable or unsafe.

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Year 5

Autumn Term
I can give a range of examples of our emotional needs and explain why they are important.
I can explain why these qualities are important.
I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.
I can give examples of different faiths and cultures and positive things about having these differences.
I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.

Spring Term
I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.
I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.
I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.
I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.
I can give a few different examples of things that I am responsible for to keep myself healthy.
I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.

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Summer Term
I can give an example of when I have had increased independence and how that has also helped me to show responsibility.
I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.
I know the basic functions of the four systems covered and know they are inter-related.
I can explain what resilience is and how it can be developed.
I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).
I am able to identify when I need help and can identify trusted adults in my life who can help me.

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Year 6

Autumn Term
I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
I can give examples of negotiation and compromise.
I can explain what inappropriate touch is and give example.
I can reflect on and give reasons for why some people show pre-judiced behaviour and sometimes bully for this reason.
I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.

Spring Term
I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.
I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.
I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).
I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.
I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.
I can explain the advantages and disadvantages of different ways of saving money.

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Summer Term
I can tell you how I can overcome problems and challenges on the way to achieving my goals.
I can give examples of an emotional risk and a physical risk.
To identify aspirational goals.
I can give an example of a secret that should be shared with a trusted adult.
I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.
I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).