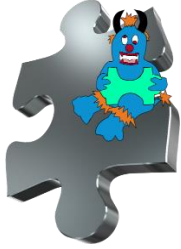


**Personal Social Health Education /  
Sex & Relationships Education  
Lower Key Stage Two**



**Placing learning at the heart of everything we do.**





## Year Three Intention Map



### Learning Intentions

1. *Recognise their worth and can identify positive things about themselves and their achievements.*
2. *Set personal goals.*
3. *Can face new challenges positively, make responsible choices and ask for help when they need it.*
4. *Understand why rules are needed and how they relate to rights and responsibilities.*
5. *Understand that my actions affect myself and others and care about other people's feelings.*
6. *Make responsible choices and take action.*
7. *Understand my actions affect others and to see things from their points of view.*

### Being Me in My World

### Knowledge Intentions

1. *I value myself and know how to make someone else feel welcome and valued*
2. *I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.*
3. *I know how to make others feel valued.*
4. *I understand that my behaviour brings rewards/consequences.*
5. *I can work cooperatively in a group.*
6. *I am choosing to follow the Learning Charter.*



### Learning Intentions

1. *Understand that everybody's family is different and important to them.*
2. *Understand that differences and conflicts sometimes happen among family members.*
3. *Know what it means to be a witness to bullying.*
4. *Know that witnesses can make the situation better or worse by what they do.*
5. *Recognise that some words are used in hurtful ways.*
6. *Articulate about a time when their own words affected someone's feelings and what the consequences were.*

### Celebrating Difference

### Knowledge Intentions

1. *I appreciate my family/the people who care for me.*
2. *I know how to calm myself down and can use the 'Solve it together' technique.*
3. *I know ways of helping to make someone who is bullied feel better.*
4. *I can problem solve a bullying situation with others.*
5. *I try hard not to use hurtful words (e.g. gay, fat)*
6. *I can give and receive compliments and know how this feels.*



## Learning Intentions

1. Articulate about a person who has faced difficult challenges and achieved success.
2. Identify a dream/ambition that is important to them.
3. Enjoy facing new learning challenges and working out the best ways to achieve them.
4. To be motivated and enthusiastic about achieving a challenge.
5. Recognise obstacles which might hinder any achievement and take steps to overcome them.
6. Evaluate own learning processes and identify how it can be better next time.



## Dreams & Goals

## Knowledge Intentions

1. I can respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)
  2. I can imagine how I will feel when I achieve my dream/ambition.
  3. I can break down a goal into a number of steps and know how others could help me to achieve it.
  4. I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.
  5. I can manage the feelings of frustration that may arise when obstacles occur.
- I am confident in sharing my success with others and can store my feelings in my internal treasure chest.

## Learning Intentions

1. Understand how exercise affects my body and know why my heart and lungs are such important things.
2. To be able to articulate their knowledge and attitude towards drugs.
3. Identify things, people and places that they need to keep safe from and can state some strategies for keeping themselves safe including who to go to for help.
4. Understand that, like medicines some household substances can be harmful if not used correctly.
5. Understand how complex my body is and how important it is to take care of it.

## Healthy Me

## Knowledge Intentions

1. I can set myself a fitness challenge.
2. I can identify how I feel towards drugs.
3. I can express how being anxious or scared feels.
4. I can take responsibility for keeping myself and others safe at home.
5. I respect my body and appreciate what it does for me.



## Learning Intentions

1. Identify the roles and responsibilities of each member of their family and can reflect on the expectations for males and females.
2. Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.
3. Know and be able to use some strategies for keeping themselves safe.
4. Explain how some of the actions and work of people around the world help and influence their life.
5. Understand how their needs and rights are shared by children around the world and identify how their lives may be different.
6. Know how to express appreciation to friends and family.

## Relationships

## Knowledge Intentions

1. I know how it feels to belong to a family and care about the people who are important to me.
2. I know how to make a new friend.
3. I can recognise which forms of physical contact are acceptable and unacceptable to me.
4. I know when I need help and know how to ask for it.
5. I know ways to praise myself.
6. I can express how I feel about somebody.

## Learning Intentions

1. Understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby.
2. Understand how babies grow and develop in the mother's uterus.
3. Understand what a baby needs to live and grow.
4. Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.
5. Identify how boys' and girls' bodies change on the outside during this growing up process.
6. Identify how boys' and girls' bodies change on the inside during the growing up process and articulate why these changes are necessary so that their bodies can make babies when they grow up.
7. Start to recognise stereotypical ideas they might have about parenting and family roles.
8. Identify what they are looking forward to in Year Four.

## Changing Me

## Knowledge Intentions

1. I understand that changes happen as I grow up and that this is OK.
2. I know that changes are OK and that sometimes they will happen whether I want them to or not.
3. I understand that growing up is natural and that everyone grows up at different rates.
4. I respect my body and understand which parts are private.
5. I enjoy learning new things.
6. I know some ways to cope with changes.





## Year Four Intention Map



### Learning Intentions

1. Know that attitudes and actions make a difference to the class team.
2. Understand who is in the school community, the roles they play and how they fit in.
3. Understand how democracy works through the school council.
4. Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
5. Understand how groups come together to make decisions.
6. Understand how democracy and having a voice benefits the school community.

### Being Me in My World

1. I know how good it feels to be included in a group and understand how it feels to be excluded.
2. I try to make people feel welcome and valued.
3. I can take on a role in a group and contribute to the overall outcome.
4. I can recognise my contribution to making a Learning Charter for the whole school.
5. I understand how rewards and consequences motivate people's behaviour.
6. I can take on a role in a group and contribute to the overall outcome.
7. I understand why our school community benefits from a Learning Charter and can help others to follow it.



### Learning Intentions

1. Understand that, sometimes, we make assumptions based on what people look like.
2. Understand what influences them to make assumptions based on how people look.
3. Know that sometimes bullying is hard to spot and know what to do if you think it is going on but not sure.
4. Articulate why witnesses sometimes join in with bullying and sometimes don't tell.
5. Identify what is special about themselves and value what is unique about themselves.
6. Articulate about a time that their first impression of someone changed when they got to know them.

### Celebrating Difference

1. I understand some ways in which boys and girls are similar and feel good about this.
2. I understand some ways in which boys and girls are different and accept that this is OK.
3. I can tell you how someone who is bullied feels.
4. I can be kind to children who are bullied.
5. I know when and how to stand up for myself and others.
6. I know how to get help if I am being bullied.
7. I know how it feels to be a friend and have a friend.
8. I understand these differences make us special and unique.

### Knowledge Intentions





## Learning Intentions

1. To be able to share some of their hopes and dreams.
2. Understand that sometimes hopes and dreams do not come true and that this can hurt.
3. Know that reflecting on positive and happy experiences can help me to counteract disappointment.
4. Know how to work out the steps to take to achieve a goal and can do this successfully as part of a group.
5. Identify the contributions made by themselves and others to the group's achievement.

## Dreams & Goals

## Knowledge Intentions

1. I know how it feels to have hopes and dreams.
2. I know how disappointment feels and can identify when I have felt that way.
3. I know how to cope with disappointment and how to help others cope with theirs.
4. I know what it means to be resilient and to have a positive attitude.
5. I can enjoy being part of a group challenge.
6. I know how to share in the success of a group and how to store this success experience in my internal treasure chest.



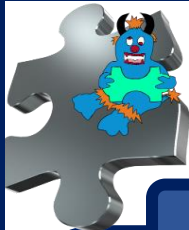
## Learning Intentions

1. Recognise how different friendship groups are formed, how they might fit into them and the friends they value the most.
2. 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.
3. Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.
4. Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reason some people drink alcohol.
5. Recognise when people are putting them under pressure and can explain ways to resist this when they want.
6. Know themselves well enough to have a clear picture of what they believe is right and wrong.

## Healthy Me

## Knowledge Intentions

1. I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions.
2. I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.
3. I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.
4. I can identify feelings of anxiety and fear associated with peer pressure.
5. I can tap into my inner strength and know how to be assertive.



## Learning Intentions

1. Identify the web of relationships that they are a part of, starting from those closest to them and including those more distant.
2. Identify someone they love and can express why they are so special.
3. To be able to talk about someone they know that they no longer see.
4. Explain different points of view on an animal rights issue.
5. Understand how people feel when they love a special pet.
6. Know how to show love and appreciation to the people and animals who are special to them.

## Relationships

1. I know how it feels to belong a range of different relationships and can identify what I contribute to each of them.
2. I know how most people feel when they lose someone or something they love.
3. I understand that can remember people even if we no longer see them.
4. I can express my own opinion and feelings on this.
5. I 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.
6. I can and be loved.



## Learning Intentions

1. Understand that some personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.
2. Correctly label the internal and external parts of the male and female bodies that are necessary for making a baby.
3. Describe how a girl's body changes in order to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.
4. Know how the circle of change works and apply it to changes they want to make in their lives.
5. Identify changes that have been and may continue to be outside of my control that I learnt to accept.
6. Identify what they are looking forward to in Year Five.

## Changing Me

1. I appreciate that I am truly a unique human being.
2. I understand that having a baby is a personal choice and express how I feel about having children when I am an adult.
3. I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
4. I am confident enough to try and make changes when I think they will benefit me.
5. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.
6. I can reflect on the changes I would like to make when I am in Year Five and can describe how to go about this.

## Knowledge Intentions