

Suffield Park Infant and Nursery School Progression Map for PSHE and RSE



Confident, Resilient, Ambitious, Brilliant

Colour Key information: For links with other curriculum areas see the following SPINS progression maps : **ICT PE Science RE Maths**

Subject: PSHE mental health and Relationships and Sex Education Subject Leader: Mrs Zoe Marsden			
Teaching focus: Health and wellbeing			
Yr Group	Knowledge	Skills	Vocabulary
R	<p>Physical development: Health and self care</p> <p>Range 5:</p> <ul style="list-style-type: none"> • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom <p>Range 6:</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands 	<p>Independence</p> <p>To be able to communicate their basic needs with an adult including asking to go to the toilet, if they are hungry/thirsty or what they would like to play.</p> <p>To be able to dress themselves with limited help.</p> <p>To be able to dress themselves independently.</p> <p>Keeping safe</p> <p>To be able to keep themselves safe using simple equipment and tools.</p> <p>To know when it is important to wash hands and knows what this involves.</p> <p>To be able to try new challenges whilst safely managing some risk.</p> <p>Healthy living</p> <p>Is able to discuss a healthy range of foods.</p> <p>Can talk about key practises to keep themselves healthy such as doing some exercise, eating certain foods and getting enough sleep or keeping clean by hand washing with an adult.</p> <p>To know that there are people they can ask for help when they need it or feel worried or scared (Safeguarding -PANTS NSPCC materials)</p>	<p>needs, wants, safe, unsafe, healthy, exercise, sleep, body, worried, scared, happy, sad, diet, health, toilet, PANTS rule</p>

	<p>need for variety in food</p> <ul style="list-style-type: none"> • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience <p>Early learning Goals Statutory ELG: Managing Self Children at the expected level of development will: - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>		
1	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about food and drink that affect dental health 	<p>To be able to give some simple ways we can be healthy (exercise, reducing sugar/sugar swaps, enjoyable activities and spending time with family and friends)</p> <p>To know to wash hands with soap and water for 20 seconds at least after toileting, before food and during illness.</p>	<p>Physical activity, hygiene, healthy, sugar, safety, feelings, happy, sad, exciting, good, enjoyable worried, frightened, angry, scared, likes, dislikes, behavior, age</p>

	<ul style="list-style-type: none"> ● about physical activity and how it keeps people healthy ● about different types of play, including balancing indoor, outdoor and screen-based play ● how to keep safe in the sun ● to recognise what makes them special and unique including their likes, dislikes and what they are good at ● how to manage and whom to tell when finding things difficult, or when things go wrong ● how they are the same and different to others ● about different kinds of feelings ● how to recognise feelings in themselves and others ● how feelings can affect how people behave ● how rules can help to keep us safe ● why some things have age restrictions, e.g. TV and film, games, toys or play areas ● basic rules for keeping safe online ● whom to tell if they see something online that makes them feel unhappy, worried, or scared ● To know what is meant by privacy and to know that they have a right to keep things private. ● To recognise the importance of respecting others' privacy. 	<p>To be able to wash hands correctly (see NHS guidance).</p> <p>To know some ways to stay safe in the sun.</p> <p>To know the Golden rules of our School and that we can stay happy and safe by following them. (linked to PATHS)</p> <p>To be able to say things that make them and others special (things that are unique to them or that they are good at) (PATHS)</p> <p>To be able to name (and recall confidently) different people who they can talk to if they are worried or scared –‘hand of trust’ (PANTS)</p> <p>To know different feelings and to be able to identify these in themselves and others (PATHS).</p> <p>To be able to talk about what to do when they feel sad, lonely worried or scared. (PATHS)</p> <p>To begin to understand that their behaviour and the behaviour of others affects what we do.</p> <p>To know how to calm down when things are difficult or they feel angry (PATHS)</p> <p>To be able to recognise what is private to them personally.</p> <p>To know ways to respect others' privacy. (PANTS)</p>	<p>restrictions, safety online, responsibilities, consequences</p>
2	<ul style="list-style-type: none"> ● about routines and habits for maintaining good physical and mental health ● why sleep and rest are important for growing and keeping healthy ● that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies ● the importance of, and routines for, brushing teeth and visiting the dentist ● how to describe and share a range of feelings ● ways to feel good, calm down or change their mood e.g. 	<p>To be able to identify many different ways we can be healthy and to know that these should be done regularly (exercise, 5 a day, enjoyable physical, social and personal/lone activities. Spending time with family and friends, getting enough sleep)</p> <p>To know that it is important to brush teeth twice a day before breakfast and bed time. To know that we should visit the dentist to maintain good oral health.</p>	<p>Physical activity, hygiene, healthy, sugar, safety, feelings, happy, sad, worried, frightened, angry, scared, exciting, enjoyable, likes, dislikes, behavior, age restrictions, safety online, 5 a day, personal, regularly, immunisations,</p>

	<p>playing outside, listening to music, spending time with others</p> <ul style="list-style-type: none"> ● how to manage big feelings including those associated with change, loss and bereavement ● when and how to ask for help, and how to help others, with their feelings ● about the human life cycle and how people grow from young to old ● how our needs and bodies change as we grow up ● to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) ● about change as people grow up, including new opportunities and responsibilities ● preparing to move to a new class and setting goals for next year ● how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines ● how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' ● to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger ● how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products ● how to respond if there is an accident and someone is hurt ● about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say ● about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors 	<p>To know that vaccinations/immunisations help to stop us from getting some illnesses.</p> <p>To know that setting goals can help us achieve new and exciting things (E.g. in a new class)</p> <p>To know some common risks (road, water, electricity, rail, fire, medicines, household products, unfamiliar environments) and that it is important to follow adults' instructions to keep safe from these things. To know some ways that they can keep themselves safe (asking for help, staying near a grown up, following safety rules, not touching/ingesting things they are not familiar with)</p> <p>To know how to call and what to say 999 in an emergency or if someone is hurt. To know the different people who can help us (parents, MSA's, firemen, coastguard, police, doctors nurses...)</p> <p>To be able to say various things that make them and others special and to know that it is important to thank people when they complement us. (personal attributes) (PATHS)</p> <p>To be able to name (and recall confidently) different people who they can talk to if they are worried or scared—'hand of trust' (PANTS)</p> <p>To know many different feelings and to be able to identify these in themselves and others (PATHS).</p> <p>To be able to identify what to do and how to help others when they feel sad, lonely worried or scared (including bereavement change and loss. (PATHS)</p> <p>To know ways to feel good or change our mood (playing outside, music, social activities. (PATHS)</p> <p>To know that their behaviour and the behaviour of others affects what we do and that all behaviours have consequences. (PATHS)</p>	<p>goals, mood, change, loss, human life cycle, themselves, vulva, penis, testicles, vagina, medicines, emergency, compliment, responsibilities, social, consequences</p>
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	<ul style="list-style-type: none"> To know what is meant by privacy and to know that they have a right to keep things private. To recognise the importance of respecting others' privacy. 	<p>To know how to calm down when things are difficult or they feel angry and also to be able to help others to calm down too. (PATHS)</p> <p>To be able to recognise what is private to them personally. To know ways to respect others' privacy. (PANTS rule)</p>	
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Teaching focus: Living in the Wider World

Year Group	Knowledge	Skills	Vocabulary
R	<p>Understanding the world: People and communities</p> <p>Range 5:</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <p>Range 6:</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members Knows that other children do not always enjoy the same things, and is sensitive to this Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <p>Early Learning Goal</p> <p>Statutory ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p>	<p>Community</p> <p>To be able to talk about important people and events in their own lives (experiences)</p> <p>Is able to show an interest in various occupations and ways of life e.g. police, firemen, librarian, coastguard, lollypop lady, priest, doctor, nurse,) we don't do this currently</p> <p>Similarities/differences</p> <p>Is able to say what makes them special with some support.</p> <p>Can recognise with support differences and similarities between their family or friends.</p> <p>Can show some awareness of what makes their friends special (PATHS-pupil of the day)</p> <p>To be able to talk about the past and present in their own lives.</p> <p>To be able to say that other children might like different things to them and are able to show sensitivity towards this.</p> <p>To be able to give some similarities and differences between themselves and others (e.g. through Pupil of the day -PATHS)</p>	<p>Important, special, past, similarity, difference, community, tradition, unique</p>

	<ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps 		
1	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community <p>about different jobs and the work people do.</p>	<p>To know that there are different sets of rules we follow: those at home, school and during PATHS time.</p> <p>To be able to identify different people who can help us in the community (e.g. police, firemen, librarian, coastguard, lollypop lady, priest, doctor, nurse,) To know how these people might be able to help us.</p> <p>(purple/green objectives see relevant progression map)</p> <p>To know strengths that they have (linked to being special-PATHS pupil) and to begin to think about strengths people need to do different jobs (e.g. personal attributes such as kindness, consideration, thoughtfulness, politeness, care)</p>	<p>Community, internet, communicate, safely, online, strengths, interests, kindness, consideration, care, thoughtful, polite, manners</p> <p>Strengths, kindness, consideration, respect,</p>
2	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their 	<p>To be able to identify strengths in their peers as well as themselves including those within our community (e.g. police, firemen, librarian, coastguard, lollypop lady, priest, doctor, nurse,) To recognise various skills needed by these people to do their jobs. (e.g. personal attributes of kindness, consideration, care, thoughtfulness, respect, politeness, trustworthiness) (partly covered in PATHS -identifying strengths in others)</p>	<p>politeness, manners, trustworthy, equal, similarities, differences, saving, spend, money, needs, wants, reward,</p>

	<p>community</p> <ul style="list-style-type: none"> the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everyday life to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants that different people have different needs how people make choices about spending money, including thinking about needs and wants 	<p>To know that we are all equal regardless of the similarities and differences we have.</p> <p>To understand the concept of saving money and why this is important. To know that the jobs people do earn the money which can be spent or saved.</p> <p>To know that there are some things we need and some things we want especially in terms on spending money. To begin to be able to tell the difference between these things e.g. To be able to ask themselves 'Do I really need this?' Can I wait and save up?</p> <p>(purple/yellow objectives see relevant progression map)</p>	
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Teaching Focus: Relationships

Year Group	Knowledge	Skills	Vocabulary
R	<p>PSED: Making relationships Range 5</p> <ul style="list-style-type: none"> Seeks out companionship with adults and other children, sharing experiences and play ideas Uses their experiences of adult behaviours to guide their social relationships and interactions Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it 	<p>Play/Relationships</p> <p>Is able to play alongside others</p> <p>Is able to select activities and resources with help.</p> <p>Is able to join in a game and is able to play co-operatively, I s able to take turns, in a group with success, building and extending on their collaborative ideas.</p> <p>Is able to demonstrate ways to be friendly and to form good relationships (e.g. listening, showing care, helping, sharing, compromise)</p>	<p>Listening, sharing, taking turns, helping, compromise, responsible, community, feelings, behaviour, problem consequence, unacceptable, love, care, kindness, private, scared, worried, help</p>

	<ul style="list-style-type: none"> • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play <p>Range 6</p> <ul style="list-style-type: none"> • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship <p>Early Learning Goal Statutory ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p> <p>personal, Social and emotional development - sense of self</p>	<p>Is able to initiate conversations by listening and responding to others appropriately. Is able to explain their own understanding and ask appropriate questions.</p> <p>Sensitivity to others Is able to form positive relationships with peers and adults. Is able to take account of one another's ideas about how to organise their activity. Is able to show sensitivity to others needs and feelings.</p> <p>Self confidence Is able to enjoys receiving praise (linked to PATHS thanking each other for their compliments) Is able to carry out small tasks and enjoys the responsibility this provides. Is able to talk about their own home and community. Is able to talk to peers and adults with confidence. (e.g peers when playing games and adults when sharing needs or wants) Is able to describe themselves and their abilities positively (PATHS-special person) Is able to try new activities and say why they like some activities more than others. Is able to speak confidently in a familiar group. Is able to talk about their ideas and choose the resources they need for chosen activities. To know when to ask for help and when they don't need it.</p> <p>Emotional development/Managing behaviour Is able to recognise their own feelings and that their actions and words can hurt others (PATHS) To know that others have needs and can take turns and share resources occasionally supported by others. Is able to tolerate delay when needs are not met (usually). Is able to understand that needs may not always be met. Is able to adapt behavior to different events situations and changes in routine.</p>	
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	<p>Range 5:</p> <ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help <p>Range 6:</p> <ul style="list-style-type: none"> • Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity <p>Early Learning Goal Statutory ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	<p>Is able to recognise that their behaviour affects other people (PATHS)</p> <p>Is able to recognise boundaries set and what behavior is expected of them.</p> <p>Is beginning to negotiate and solve problems without aggression.</p> <p>Is able to talk about how they and others show feelings (PATHS)</p> <p>Is able to talk about their behaviour and knows that it has consequences.</p> <p>Is able to know that some behavior is unacceptable.</p> <p>Is able to work collaboratively in a group and follow rules.</p> <p>Is able to adjust their behaviour to different situations and accept changes in routine.</p> <p>Keeping safe</p> <p>To understand how to get help if they are worried or scared about something in their family (PANTS -hand of trust)</p> <p>To be able to explain the parts of their body that are private and that these are personal to them (PANTS rule NSPCC materials)</p>	
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PSED: understanding emotions

Range 5

- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
- May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares
- Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants
- Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
- Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

Range 6

- Understands their own and other people's feelings, offering empathy and comfort
- Talks about their own and others' feelings and behaviour and its consequences
- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
- Seeks support, "emotional refuelling" and practical help in new or challenging situations.
- Is aware of behavioural expectations and sensitive to ideas of justice and fairness
- Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise

Early Learning Goal

Statutory ELG: Self-Regulation

Children at the expected level of development will:

	<p>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p><i>(KS1 objectives included for child protection reasons)</i></p> <p><i>how to respond if being touched makes them feel uncomfortable or unsafe</i></p> <p><i>about what it means to keep something private, including parts of the body that are private</i></p>		
1	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children’s lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone – and how to tell them – if they are worried about something in their family • about situations when someone’s body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means 	<p>To know people who can help them and the things they might do e.g. To some things that friends might do for us. (link to PANTS hand of trust – see health and wellbeing section).</p> <p>To know what it means to be part of a family and that there are all different types of family set ups. To know that all families love and care for each other regardless of how they are constructed.</p> <p>To know how to get help if they are worried or scared about something in their family (PANTS -hand of trust)</p> <p>To know the parts of their body that are private and that these are personal to them (PANTS rule NSPCC materials)</p> <p>To know that different types of touch make us feel differently. If touch makes them feel uncomfortable or unsafe they ask for help. To know to say NO in this situation and how to ask for help (PANTS rule)</p> <p>To know that it is important to ask before touching someone and that they may give permission or may not.</p>	<p>Love, care, kindness, private, worried, scared, family, trust, health, unsafe, uncomfortable, personal, behaviour, respect, bullying, hurtful, kind, caring, polite, manners, share, turn taking, friendships</p>

	<ul style="list-style-type: none"> about class rules, being polite to others, sharing and taking turns 	<p>To be able to recognise kind and unkind behaviour and how it makes people feel (PATHS)</p> <p>To know what respect is and how we show it towards others (PATHS)</p> <p>To know how to be polite, share and take turns (PATHS)</p>	
2	<ul style="list-style-type: none"> how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends strategies for positive play with friends, e.g. joining in, including others, etc. about what causes arguments between friends how to positively resolve arguments between friends how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online about what bullying is and different types of bullying how someone may feel if they are being bullied about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use about the things they have in common with their friends, classmates, and other people how friends can have both similarities and differences 	<p>To know many ways that they can be a good friend and to be able to demonstrate these confidently including being honest and showing good listening skills to their peers. (PATHS)</p> <p>To know how to initiate friendships and the benefits of this. (PATHS)</p> <p>To know ways to play and work well together (encouraging joining in, listening to each other, fair and cooperative play and work) (PATHS)</p> <p>To know that sometimes we have arguments and that behaviour can sometimes be hurtful. To know that we can generally resolve this ourselves but we must ask for help if we cannot. (PATHS)</p> <p>To know the difference between bullying and hurtful behavior. To know that bully is repetitive and done by the same person/people. To know how bullying can make someone feel.</p> <p>To know that they are in charge of their own behaviour and that they should not do something that they think is worrying or unsafe. (partly covered in PATHS taking control of their behavior -doing turtle)</p>	<p>Honesty, friendships, respect, argument, cooperative, bullying, ourselves, behaviour, fair, surprises, secrets, hurtful, repetitive, uncomfortable, worried, scared, unsafe, safe, similarities/ differences</p>

	<ul style="list-style-type: none"> • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p>To know the difference between happy surprises and secrets. To know that if a secret makes them feel worried or scared, they ask for help (Linked to PANTS NSPCC materials -hand of trust)</p> <p>To know that people can be friends regardless of whether they are similar or different. (PATHS)</p>	
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