



St Mary's Infants Vision, Mission, Values and Key Ideals.

Vision: We aspire to be a community living life in all its fullness. We share, care, learn and love with God, valuing the dignity and respect of all humanity and creation. Through the power of the Holy Spirit Jesus' Kingdom comes and everyone can flourish together.

Our 6 Key ideals that underpin our life in school: Live life through our values, Connecting Communities, Encouraging Curiosity, Nurturing Creativity, One Message, Learning Together, Growing Together and Stimulating Surroundings.

Mission: 'Sharing, Caring, Learning and Loving with God'

Values: Friendship, Generosity, Perseverance, Forgiveness, Respect, Courage, Trust, Peace, Thankfulness, Compassion, Humility, love, and Responsibility

The intent of our St Mary's whole school curriculum: This is for all pupils to demonstrate knowledge, understanding and application of the skills set out for each subject which ensure full coverage of the National Curriculum. These skills are sequenced and progress. Learners have opportunities to work towards, within or at greater depth in relation to their starting points. Skills have been chosen based on an awareness of the life skills and opportunities that our cohorts of pupils currently need. Children's progress against expectations are tracked through timely analysis of their flight path. The progression of skills for each subject is challenging and therefore if a child remains on their flight path from their starting point then their progress is sustained. Pupils make rapid progress if they deviate above their flight path.

YEAR: 1

Progression of Skills for PSHE

Formative and Summative Assessment Criteria

Curriculum intent for PSHE

PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing them emotionally, morally, socially and spiritually. Through our approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life.

Spirituality statement for PSHE

PSHE teaches our children to live by the values of compassion, dignity and respect and treat everyone as equals to live a fulfilled life. 'All are made in the image of God and loved by God'.
(Genesis 1:27) Through the example of Jesus, all are called to live embodied, fulfilled human lives.

Area	Pupils working at national expectation will:
Being Me in My World Autumn 1	<p>Expectations at the end of unit:</p> <ol style="list-style-type: none"> 1. I can explain why my class is a happy and safe place to learn. 2. I can give different examples where I or others make my class happy and safe. <p>Expectations at end of lesson:</p> <ol style="list-style-type: none"> 1. I feel special and safe in my class 2. I understand the rights and responsibilities as a member of my class I know that I belong to my class 3. I understand the rights and responsibilities for being a member of my class I know how to make my class a safe place for everybody to learn 4. I know my views are valued and can contribute to the Learning Charter I recognise how it feels to be proud of an achievement 5. I can recognise the choices I make and understand the consequences I recognise the range of feelings when I face certain consequences 6. I understand my rights and responsibilities within our Learning Charter I understand my choices in following the Learning Charter
Celebrating difference Autumn 2	<p>Expectations at the end of unit:</p> <ol style="list-style-type: none"> 1. I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. 2. I can explain what bullying is and how being bullied might make somebody feel.



	<p>Expectations at end of lesson:</p> <ol style="list-style-type: none">1. I can identify similarities between people in my class I can tell you some ways in which I am the same as my friends2. I can identify differences between people in my class I can tell you some ways I am different from my friends3. I can tell you what bullying is. I understand how being bullied might feel4. I know some people who I could talk to if I was feeling unhappy or being bullied I can be kind to children who are bullied5. I know how to make new friends. I know how it feels to make a new friend6. I can tell you some ways I am different from my friends I understand these differences make us all special and unique
Dreams and Goals Spring 1	<p>Expectations at the end of unit:</p> <ol style="list-style-type: none">1. I can explain how I feel when I am successful and how this can be celebrated positively.2. I can say why my internal treasure chest is an important place to store positive feelings. <p>Expectations at end of lesson:</p> <ol style="list-style-type: none">1. I can set simple goals I can tell you about a thing I do well2. I can set a goal and work out how to achieve it I can tell you how I learn best3. I understand how to work well with a partner I can celebrate achievement with my partner4. I can tackle a new challenge and understand this might stretch my learning I can identify how I feel when I am faced with a new challenge5. I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I know how I feel when I see obstacles and how I feel when I overcome them6. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest
Healthy Me Spring 2	<p>Expectations at the end of unit:</p> <ol style="list-style-type: none">1. I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.2. I can give examples where being healthy can help me feel happy. <p>Expectations at end of lesson:</p> <ol style="list-style-type: none">1. I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I feel good about myself when I make healthy choices2. I know how to make healthy lifestyle choices I feel good about myself when I make healthy choices3. I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly



	<p>I am special so I keep myself safe</p> <p>4. I understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>I know some ways to help myself when I feel poorly</p> <p>5. I know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>I can recognise when I feel frightened and know who to ask for help</p> <p>6. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>
Relationships Summer 1	<p>Expectations at the end of unit:</p> <ol style="list-style-type: none">1. I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.2. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. <p>Expectations at end of lesson:</p> <ol style="list-style-type: none">1. I can identify the members of my family and understand that there are lots of different types of familiesI know how it feels to belong to a family and care about the people who are important to me2.I can identify what being a good friend means to meI know how to make a new friend3. I know appropriate ways of physical contact to greet my friends and know which ways I preferI can recognise which forms of physical contact are acceptable and unacceptable to me4. I know who can help me in my school communityI know when I need help and know how to ask for it5. I can recognise my qualities as a person and a friendI know ways to praise myself6.I can tell you why I appreciate someone who is special to meI can express how I feel about them
Changing me Summer 2	<p>Expectations at the end of unit:</p> <ol style="list-style-type: none">1. I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.2. I can explain why some changes I might experience might feel better than others. <p>Expectations at end of lesson:</p> <ol style="list-style-type: none">1. I am starting to understand the life cycles of animals and humansI understand that changes happen as we grow and that this is OK2.I can tell you some things about me that have changed and some things about me that have stayed the sameI know that changes are OK and that sometimes they will happen whether I want them to or not3. I can tell you how my body has changed since I was a baby



	<p>I understand that growing up is natural and that everybody grows at different rates</p> <p>4. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p> <p>I respect my body and understand which parts are private</p> <p>5. I understand that every time I learn something new I change a little bit</p> <p>I enjoy learning new thing</p> <p>6. I can tell you about changes that have happened in my life</p> <p>I know some ways to cope with change</p>
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