Coates Primary School

Subject – PSHE 2026-2027	Overview and goals	Knowledge	Skills	Concepts
EYFS	**<u>Beginning and Belonging.</u>** To understand what is special about me and other people in my class. To understand what I have learnt to do and recognise what I would like to do next. To know who and how to ask for help if they need it. To understand ways of welcoming new children to the class. To understand how people's behaviour makes other people feel To understand ways of respecting the needs of other children in the class. To begin to understand how to play and work alongside others at school.	**<u>Beginning and Belonging.</u>** To name some things that I am able to do. To explain what a goal is. To identify different adults working at the school. To say who I can talk to both at school and at home if I am worried about something. To describe the classroom rules and explain what they mean. To talk about what sharing and taking turns means and give examples. To speak and listen to others in the class including when we are in a group. To communicate politely and considerately with others in the class and school.	**<u>Beginning and Belonging.</u>** To talk about ways in which I am special. To talk about ways in which other people in my class are special. To give examples of ways in which I am similar to and different from other people. To talk about people's similarities and differences in a positive way. To demonstrate through playing and working positively alongside other children that I value and respect peoples' similarities and differences. To talk about how we are all good at doing different things. To set a goal for myself. To talk about what I want to learn or achieve and how I am going to do so. To try new things in my learning. To suggest some steps that I could take to reach my goal. To give examples of how to keep trying to reach a goal. To talk about what I have done and the things that worked well. To talk about how I felt when I was starting school. To describe how I belong to my class/group. To talk about some things people do to show they like me. To talk about how everybody has feelings and give some examples. To suggest simple ways to be friendly and make someone new feel welcome.	**<u>Beginning and Belonging.</u>** A difference means ways in which something is different. A difference includes hair colour, glasses, height. How you look and your personality makes you special. How you feel is based around your emotions. Different feelings – happy, sad, frightened, excited, worried, pleased. Physical activity – running, skipping, climbing, etc. Appearance – how someone or something looks.

			To suggest things that the teachers and the school can do to help a new person feel welcome. To describe a situation that is fair or unfair. To describe how fair behaviour makes people feel. To describe how unfair behaviour makes people feel. To explain why it is important to respect the needs of other people. To describe examples of fair and unfair behaviour that might happen in the classroom. To explain why we need classroom and school rules. To suggest some ideas for classroom rules that will help us to work together. To follow the classroom and school rules. To talk about why it is fun and important to share and take turns. To explain how it feels if people share things with me and allow me to have my turn. To suggest some ideas for helping people to share in the classroom. To suggest some ways of communicating politely and considerately with other people in the class and school.	
	My Body and Growing Up. To understand and value what their bodies can do. To describe their own appearance and name external body parts including using agreed names for the sexual parts. To recognise similarities and differences between the bodies of girls and boys. To understand ways in which their body has changed since they were a baby. To understand ways of looking after their body and keeping it clean.	**My Body and Growing Up.** To recognise and name different external parts of the body. To recognise the external sexual parts of the body and name them using agreed names. To talk about why it is important to keep my body clean (e.g. stop germs entering my body). To talk about and demonstrate the different things that people do to keep their bodies clean.	**My Body and Growing Up.** To demonstrate different body actions through physical activity and play. To describe different body functions. To show examples of caring for my body. To talk positively about my body. To describe how I look. To describe similarities and differences between the appearances of different people. To talk positively about differences in the appearance of others.	**My Body and Growing Up.** See separate sheet for vocabulary related to body parts taught in EYFS. Ways to keep our bodies clean include washing hands, having a bath, washing our hair. Trust – belief in someone or something. Independence – being able to do something on your own.

	To understand how members of their family and other trusted people care for and look after them. To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. To recognise how growing up makes them feel.	To talk about my own hygiene routines that I follow at school and at home including toileting and washing. To name people in my family and other trusted people who care for and look after me. To show a positive attitude to learning new skills, including learning how to do new things by myself.	To describe ways in which my body has grown and changed since I was a baby. To describe things that my body could and could not do when I was a baby. To describe new things that my body has learnt to do since I was a baby (e.g. walk, run, swim on their own). To talk positively about what I have learnt to do with my body and new achievements. To follow good hygiene practices at school (e.g. washing hands when going to the toilet or after a messy play activity). To talk about the different ways that people in my family and other trusted people care for and look after me. To demonstrate ways that people in families care for and look after each other. To show that I can care for a younger sibling. To demonstrate simple self care skills while at school (e.g. washing hands, putting on an apron, putting on appropriate outdoors clothes, keeping things safe in a drawer). To talk about ways in which I still need help from others to ensure that I am looked after properly (e.g. cooking, ironing clothes, running a bath). To demonstrate ways in which I am able to dress and undress by myself. To practise skills that will help me to dress and undress (e.g. tying laces, using buttons and zips). To talk about how I decide what to wear and when I may still need help deciding what to wear. To talk about how growing up makes me feel (e.g. excited, sad).	

	Family and Friends. To be able to identify who is special to me and what makes them special. To be able to say who is in my family and how my family care for one another. To understand what a friend is, and what a good friend might do. To know some ways to make new friends. To know how to respect my own needs and how to show respect to the needs of others. To know some simple strategies to use to make up with friends after falling out. To know that my actions can affect others. To recognise some forms of unkind behaviour, and know what to do if someone is unkind to me.	**Family and Friends.** To name people who are special to me. To name members of my family. To say way(s) that my family show they care for me. To suggest some traits that a good friend might show. To suggest some things I could do to make friends with others. To suggest why it sometimes might be difficult to make friends. To have some strategies for respecting a different choice to my own. To suggest how to respect other people's boundaries. To recall a time when I have had a disagreement with a friend. To suggest a way that a certain behaviour may affect someone else. To suggest a way of considering my actions before doing it.	**Family and Friends.** To explain what makes these people special. To explain how families can differ from one another and may have things in common. To recognise some positive friendship behaviours in others. To demonstrate positive friendship behaviours. To describe and show friendly behaviour towards others. To practise setting boundaries about things I do not like. To describe / show ways of making up with a friend. To follow a simple 'My turn, your turn' approach to solve a problem. To talk about how it feels when someone is unkind. To practise a simple response to assert my feelings politely.	**Family and Friends.** To understand that special means someone who is particularly important. To understand that caring for others means giving them a cuddle, asking how they are, getting them a teddy or special belonging to hold. Children to understand that social and communication skills include listening, friendly, respect, eye contact. To know that a friend is someone who has a bond with someone else. To understand qualities of a good friend include listening, asking questions, friendly, kind, supportive, shows respect. Children to know how to resolve conflict by talking to others, discussing the problem, giving space, explaining how you feel. To understand if someone is unkind you need to talk to them, tell an adult.
	Keeping safe. To be able to identify trusted adults who children could talk to and ask for help. To be able to assess risks in the school and its grounds. To be able to plan ahead to keep safer and understand and apply safety rules in different contexts e.g. sun, water, fire, railways. To be able to develop a strategy to keep safer when lost. To be able to identify safer places to play. To be able to name parts of the body including the external sexual parts. To be able to identify and distinguish between different touches. To be able to recognise what a secret is. To be able to use an assertive voice and body language. To be able to identify how and when to tell. To understand basic road safety skills. To be able to identify common harmful substances. To know what goes on to and into a young child's body.	**Keeping safe.** To know the names of all my trusted adults. To understand the need to tell someone in my Safety Circle if I have a worry. To identify places in school that give me Yes, No or I'm not sure feelings. To tell someone my full name, address and telephone number. To say how I can keep myself safer in different play places. To recognise and name different parts of the body. To recognise intimate/ private body parts. To use family words to name intimate/private body parts. To use doctors words to name intimate/private body parts. To understand that people respond differently to different touches. To know that some touches are good and some are bad.	**Keeping safe.** To describe a place or time when I felt safe. To talk about things in this place or at a particular time that helped to make me feel safe. To recognise Yes, No, and I'm not sure feelings in myself. To describe and demonstrate how I use my Safety Eyes and Ears to keep myself and others safer. To describe simple safety rules for keeping myself and others safer describe how it feels to be lost. To describe situations away from the home where I may become separated from my parents/carers. To describe and demonstrate that I know what to do if I become lost. To describe safer place to play. To describe what a secret is.	**Keeping safe.** To feel safe and not anticipate feeling hurt. To understand that different touches include appropriate and inappropriate touching. Children to know what to do if inappropriate touching occurs – tell an adult, reassurance then necessary, form filled in and passed onto CP leader. To know that secret are things that are not known or seen by others. To know that body language includes arms open, stiff body, arms down, crossed legs. To understand the basics of road safety – only cross at a 'Green man', wear a safety helmet if necessary, cross with an adult. To understand that harmful substances can be used to cause harm or death.

	To understand what medicines are and why some people need medicines. To understand how to be safe with medicines and who are the trusted people who help them to take medicine when they need it.	To understand that no one should touch my intimate areas, apart from for health or hygiene reasons. To understand the need to tell someone in my Safety Circle if I have been touched in a No or I'm not sure way. To understand the need to tell someone in my Safety Circle if I have been asked to keep a secret that makes me feel sad, frightened or angry or 'No' or 'I'm not sure' feeling. To understand the need to tell someone in their Safety Circle if someone has tried to make them do something that might hurt them or someone else. To understand they have many people who can help them if they have a problem. To understand they should tell someone from their Safety Circle if they have a problem or someone has done something to frighten them. To identify household items and substances that are safe for me to use by myself. To identify household items and substances that are unsafe for me to touch and are for adults use only. To name things that go on to my body. To talk about using a safety rule if I come across an item or substance that might be harmful (e.g. I'm not sure. I'll ask someone about it. It's not O.K.– so I won't let it touch my body). To name some trusted people who look after me when I am unwell. To name some places that my trusted people may take me to when I am unwell (e.g. doctors, hospital). To identify adults in my Safety Circle who could help me to take my medicine. To identify other people whose job it is to help me with my medicine (e.g. doctors, nurses, health visitors).	To demonstrate empathy about sharing. To understand and say 'No' in different ways, both politely and more assertively depending on the situation. To demonstrate that I understand a range of feelings. To repeat the formula or words to indicate that they want someone to listen to them or they need help. To talk about what is dangerous about being near roads. To identify and demonstrate strategies for keeping safer from road traffic including how to cross a road safely. To talk about places in a house where unsafe items and substances are safely stored. To use my safety eyes and ears to work out if a household item or substance is safe or potentially unsafe. To name things that go into my body and describe how they enter my body (e.g. through my mouth, cuts, injections etc). To describe in simple terms how substances that go into our tummies or lungs pass into our bloodstream. To use my safety eyes and ears to work out if something is safe or unsafe to put on to or into my body. To describe an experience of being unwell including how I felt. To describe some things that help to make me better when I am unwell (e.g. staying in bed, a hot water bottle, medicine). To explain that some people use medicines when they are unwell and need to get better or to stop them becoming unwell. To explain what medicines look like (e.g. pills, liquid, cream, in bottle) and how they are taken (e.g. by mouth, rubbed on the skin).	

		To identify some safe places at home where medicines should be stored.	To talk about why it is important that only trusted adults who know me and understand why I take medicine and how much I need, should help me to take my medicine. To describe some rules for keeping safe around medicines (e.g. only take medicines that have been prescribed for you, never take or touch anything just because someone tells you to).	
	Identities and diversity. To name and describe themselves and people in their class and notice how they are similar and different. To name and describe their family and show interest in other people's families. To name and describe things which are important to them and their family. To recognise similarities and differences between classmates' everyday activities at home. To notice and describe some features of life in other countries. To show interest in, and equally value, a range of people and the variety of ways they live their lives. To understand different ways that people and families celebrate their beliefs.	**Identities and diversity.** To identify physical similarities and differences between myself and others in the class. To name some people in my family. To describe something about their home life. To share with others some perceptions of life in other countries.	**Identities and diversity.** To talk about other ways in which we are all similar to and different from each other. To talk about family members and how other families are made up of different people. To talk about things which are very important to me. To talk about the things which are important to my family. To recognise that other people live their everyday lives in different ways. To talk about some of the different ways that people and families live their lives. To talk about why people and families sometimes get together to celebrate. To describe some different ways that people and families celebrate.	**Identities and diversity.** Children to know that identity is about being who or what a person is. To know that diversity refers to lots of different kinds of things or people. Children to know that a family is a group that share a legal or genetic bond but to many it means much more.
	Me and my world. To identify some of the people who look after them and their school. To know some ways that they can help to look after their school. To understand some things they can do to show care for things at home. To recognise the places and features of their neighbourhood. To recognise and understand the jobs that people have in their neighbourhood, including people who help them.	**Me and my world.** To name some of the people who look after me and the school. To describe things that I do and do not like about the school environment. To identify some of the places in my local neighbourhood. To identify people who work in the neighbourhood. To observe and list some of the natural things I can see outdoors.	**Me and my world.** To describe the role of those who look after me and the school community. To suggest ideas to improve the environment. To put my ideas into action to show my care for the school. To suggest ways that I can help to look after my home. To talk about the things that members of my family do to look after my home.	**Me and my world.** To know that a community refers to groups of people with common interests. To understand that an environment refers to physical surroundings. To understand that natural world refers to the earth on which we live.

	To understand some ways of looking after the local environment to keep it special for everyone. To understand what a plant or animal needs to live, and know some ways for caring for them. To understand the sorts of things people have to pay for and how they pay for them.	To say some ways that people look after the local environment. To identify things that animals (including pets) need to be able to live and survive. (e.g. food, water, somewhere to live, somewhere to sleep, space to move around). To identify things that plants need to be able to live and survive. (e.g. soil, water, the right temperature). identify places we may use money To name some things that children and adults might spend their money on.	To describe the neighbourhood and environment where I live. To suggest ways in which these people help others in their job. To suggest something that I could do to help keep the neighbourhood special. To talk about or observe how I know something is living (e.g. it can grow, breathe, move, have babies or make more of itself). To demonstrate that I know how to look after plants and animals. To talk about and show how we exchange money for goods and services.	
	My emotions. To recognise and identify feelings in themselves and others. To recognise what causes different feelings in themselves and others. To recognise how change and losing something makes them and other people feel. To recognise simple ways of making themselves feel better. To recognise ways of helping other people to feel better.	**My emotions.** To name a number of different ways of feeling (e.g. happy, excited, sad or scared). To talk about feelings I have had and why I felt like that. To know that it is O.K. to have any feeling but that it is not O.K. to behave in any way we like (e.g. if it hurts other people). To name special people in my Safety Circle who I could talk to if I was feeling upset or worried. To describe simple ways of making myself feel better (e.g. doing something different, spending some time on my own, having a cuddle with a special person, drawing a picture, holding a teddy, relaxing).	**My emotions.** To describe how I am feeling now and at different times throughout the day. To give examples of the ways in which I and others show emotions (e.g. facial expressions, body language, behaviour). To give simple examples of how feelings affect how we behave. To describe situations that make me feel good about myself. To describe situations that cause me to experience uncomfortable feelings. To listen to the experiences of others and suggest how these experiences may make them feel. To describe a time when I experienced something new and how it made me feel. To talk about a time when I lost something and how it made me feel. To imagine how others may feel when they lose something or a situation changes. To give simple examples of how the feelings associated with loss and change affect how people behave. To talk about how it feels when someone leaves me. To talk about how if someone leaves me they still love me.	**My emotions.** To know strategies to make people feel better include smiling, talking to someone, giving a teddy a cuddle.

			To describe simple ways of getting the attention of people in my Safety Circle when I need to speak to them and say what I need (e.g. asking for help, waiting for a good time, putting my hand up, making eye contact). To talk about why it helps me to talk to someone in my Safety Circle. To describe a time when a friend or someone I know experienced uncomfortable feelings and did not feel good about themselves. To describe simple ways to make someone feel better (e.g. talking to them, offering to play a game with them, putting an arm around them, drawing a picture for them, letting them share my toys).	
	Healthy Lifestyles. To understand what their bodies need to stay healthy. To be able to name and talk about foods they like and dislike. To understand why different foods and drink are important for their bodies. To understand what exercise is and why it is good for them. To understand the importance of sleep for their bodies. To be able to name some choices they can make which contribute to healthy living.	**Healthy Lifestyles.** To know that different people like different foods. To say what sort of foods need to go into a lunchbox to make it healthier. To name some different physical activities that I can do at home and at school. To describe my bedtime routine. To choose one thing that I could do to improve my health (e.g. do more physical activity, go to bed earlier, clean my teeth twice a day).	**Healthy Lifestyles.** To talk about what being healthy means. To explain how my body needs sleep, exercise and food in order to be healthy. To talk about how it feels when I am ill. To name and express opinions about different foods. To recognise the Eatwell guide and sort some foods into their group. To use the words lots, some and a little to describe the amounts of food that should be eaten from each food group to help us stay healthy. To talk about how different types of food do different jobs for my body. To name different fruits and vegetables and tell you why they are good for my body. To make up a game that will give my body some exercise. To talk about what happens to my body when I exercise (e.g. my heart beats faster, my breathing becomes harder, my body sweats, I feel happy).	**Healthy Lifestyles.** To understand that healthy means keeping your body working at its best. To understand that a balanced diet is having of range of foods that we eat. To know that exercise includes running, skipping, jumping, etc. Children to know they need 10-12 hours sleep a day.

			To talk about why it is important to exercise (e.g. body becomes stronger, my muscles grow). To talk about why sleep is important (e.g. my body grows and heals faster, it stops me from feeling tired, it helps me to think and concentrate). To assess a situation and make a choice that will help to keep me healthy.	
Y1	**Beginning and Belonging.** To participate in discussions about how to help the classroom to be a place where they can learn safely and happily. To participate in activities that enable them to develop relationships in class. To recognise what it may feel like to start something new. To have some ideas about how to help new people feel welcome in the class. To learn simple strategies to help in new situations. To be able to identify adults who can help them if they need support. To know how to ask for help, and to have some ideas about how they can help each other. **My emotions.** To know the names of a basic range of feelings and the strength of their feeling.	**Beginning and Belonging.** To give examples of ways I can help others to feel safe and happy in the class. To agree some rules that will help us to learn. To tell everyone something I like doing. To name all the other children in my class. To find things I have in common with someone else and differences between us. To name some feelings I might have felt when I first started school. To understand how someone else might feel if they arrive new in our class. To understand how important it is to know some adults I can trust and can talk to. To name some adults at home and at school whom I would include in my 'Network of Support. To give examples of times when I might need to get help from someone else. **My emotions.** To give names to a number of different feelings.	**Beginning and Belonging.** show what it might look like when we are doing the things we have talked about. To listen to other people sharing their ideas. To show I might recognise some feelings from how people look and the expression on their face. To show I have some ideas about what to say to someone when they are new. To share ideas about how to help someone feel welcome in other ways too. To talk about new situations I could experience. To have some ideas of what I could do that would help me to cope. To know some ways to ask an adult for help. To know when to ask for help. To have ideas about how to help my friends in some situations and about how they might help. To share an idea about how I can cope when I am new. To share an idea about how I can help someone else when they are new. To show that I know the class rules and what they mean. **My emotions.** To say how I am feeling. To describe how strong my feeling is. To begin to recognise feelings in others.	**Beginning and Belonging.** To know that rules are a set of key information we live our lives by. To know that a positive relationship refers to safe and healthy friendships. To understand strategies to support someone new to the school – buddy, giving them a tour, showing them where to go, reminders. To gain a safety circle – people (particularly adults) who they feel comfortable sharing information with. **My emotions.** To know that there are emotions that include – happy, sad, worried, excited, nervous.

	To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others. To understand the difference between impulsive behaviour and that which is thought through and what both might feel and look like. To know how to get support when they need it. To talk about personal gifts and talents; what they are good at and also what they find more difficult. To understand that they can do things to help change their mood and that this may be helpful. To know what 'relaxed' means and how it feels. To know that it is possible to affect our behaviour by stopping and thinking about what we are doing. To be able to stand up for their own rights without being hurtful to others.	To have some ideas for what might cause us to feel a particular way. To recognise impulsive behaviour. To recognise behaviour which has been thought through. To know some people I can go to when I need help. To recognise and name some uncomfortable feelings. To know what it feels like to be calm or relaxed. To know what it means to 'stop and think'. To begin to understand what 'being assertive' means.	To begin to see links between feelings and actions in myself and others. To recognise strong emotions and know some strategies to deal with them. To begin to understand the difference between impulsive and thought through behaviours. To start to use simple strategies to begin to ask for help. To recognise some positive qualities I have. To recognise positive qualities in others. To recognise things I might find more difficult. To have some strategies for helping myself feel more positive. To have some strategies for calming down and relaxing. To begin to know when it is important to 'stop and think'. To have some strategies to help me 'stop and think'. To explore what it looks, feels and sounds like to be assertive. To know some situations when it might be good to be assertive.	To gain strategies to calm and relax – take deep breaths, close eyes, go to a safe place, think of something that makes them happy. To know that special people refer to those they feel relaxed and comfortable to talk to.
	Diversity and Communities. To begin to understand what builds their sense of identity through exploring similarities and differences. To begin to understand that perceptions of gender may limit personal expression and choice. To express their family's structure, traditions, culture and beliefs and recognise that other families are different. To recognise different groups they belong to and the different backgrounds of people they know. To understand how people might be affected by stereotypes. To know about people who help different groups in their community.	**Diversity and Communities.** To describe something about my identity. To say what I have in common with other people and some differences between us. To describe games or toys that I like. To understand that both boys and girls may enjoy the same activities. To understand that men and women do a range of jobs. To share with others some of what my family and I do at home. To understand what other children do at home that is different. To know about some different places of worship that people visit. To identify some stereotypes about people who do different jobs.	**Diversity and Communities.** To talk about my family and what we like doing together. To recognise that people sometimes have limited views of what boys and girls like. To explain how stereotypes about jobs might affect ambitions. To use my senses to explore and describe places around the school grounds. To understand how I can help to look after the classroom and the school.	**Diversity and Communities.** To know that personal identity refers to what makes them special, them. To know that self-worth relates to believing in yourself and knowing your value. To know that respect is about caring and thinking of others feelings. To know that views means opinions. To know that cultures relate to the pattern shared by a group of people. To know that a community is a group of people with common interests. To know that stereotyping refers to mistaken idea or belief that many people have.

	To understand what 'my community' means and the benefits of belonging to community groups. To begin to understand the role of the media in their local community. To know how to care for animals and plants in their own environment. To know how they can help look after the school environment.	To know the jobs of some people who help in the community. To describe different roles these people carry out. To understand that these people help a range of different people. To know where different people go in my community for different purposes. To share with other children some information about my home. To understand the range of types of homes people may live in. To describe some ways information about community is shared. To name a range of animals and plants, and know whether they are wild or domesticated. To know what some animals need in order to be healthy and happy. To know how to look after plants in my environment. To describe what areas of the school look like when they have been looked after.		To identify as an environment as physical surroundings. To know that a contribution is something that someone gives.
	Managing Safety and Risk. To identify a range a familiar situations which might entail risk and identify associated emotions. To know basic personal information and know when they might need to give it. To understand the range of people who can help in an emergency and how to call them. To develop knowledge and skills to stay safer when they are lost. To describe a place where it is physically safer to play. To reflect on the benefits of being a road user, to identify some dangers and understand how to stay safer as a pedestrian and car passenger. To describe the benefits of being outside and to know how to keep safer in the sun.	**Managing Safety and Risk.** To name a risky situation. To say my full name and address. To describe a familiar place where its is safe to play. To list vehicles I might see when I am out walking. To identify safe places to cross the road where I live. To identify places where I might come across water locally. To describe safer ways I can behave near water. To know some emergency situations where I can help.	**Managing Safety and Risk.** To explain a way I can reduce risk in a risky situation. To give an example of a situation where I might need to give this information. To give a realistic suggestion of someone I might ask for help in an emergency. To describe a safe strategy to follow when they are lost in a specific context. To explain some general rules for staying safer in a playground/park. To explain some ways I can keep safer as a car passenger. To suggest what the risks might be in a situation. To suggest ways I can keep myself and others safer. To know when to get adult help.	**Managing Safety and Risk.** To understand that risk means a situation involving danger. To understand the risks involved in particular situations, e.g. swimming without an adult. To understand that risks may be emotional and social areas, e.g. getting lost. To understand how to ask for help from people they do not know so it reduces distress in an emergency. To understand that they can give personal details to people in emergencies. They need to identify different situations where this is the case. Children are to identify that there are times when they feel less safe. Children are to use these to identify how to keep safe within these situations.

	To identify familiar places where they enjoy being near water and to know how to keep safer. To know how to reduce risk and keep myself safer in a variety of situations. To recognise familiar situations where they can offer help.			Staying safe near a road – crossing at a pedestrian crossing, holding hands with someone, looking both ways. Staying safe in the sun – sun hat, sun cream, shade. Staying safe near water – with an adult, do what an adult states, do not go far into the water. Staying safe when lost – ask an adult for help, know their address, who they are and the names of the adults who care for them. Safe places to play – identifying dangers, going with someone, tell an adult where they are going.
	Relationships and Sex Education. To recognise the main external parts of the bodies of humans, including names for sexual parts. To notice how their body has changed since they were younger. To describe what their bodies can do now. To understand that they have responsibility for their body's actions and that their body belongs to them. To know how to keep themselves clean. To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease.	**Relationships and Sex Education.** To use names such as arm leg, elbow with confidence. To use scientific names such as penis, testicles and vagina. To use the words male and female. To give examples of ways my body has changed. To give a reason that my body is amazing. To describe a physical skill that I have developed since being little. I can give an example of how I can be in control of my body. To describe some things I would only do in private. To name the parts of my body which are private. To give examples of things I do to keep myself clean at home. To give examples of things I can do to keep clean at school. To name a way I can prevent the spread of germs.		**Relationships and Sex Education.** To use the separate list to teach all of the necessary body parts. Children are to identify ways that their own bodies can do, e.g. run, skip. Children to understand the term private. Children are to then use this to identify situations that are 'private' and parts of the body that are 'private'. Children to identify situations where they know they are responsible for their actions, e.g. upsetting someone in the playground. Children are to identify the importance of personal hygiene, e.g. washing hands, using a tissue.
	Healthy Lifestyles. To know about the range of things that help to keep them healthy.	**Healthy Lifestyles.** To give examples of some ways I can be and stay healthy. To say what it feels like to be healthy.	**Healthy Lifestyles.** To encourage someone else to make choices which would keep them healthy. To say what changes happen to my body and my feelings when I am active.	**Healthy Lifestyles.** To be aware that children of this age do not always have the chance to choose foods and how to use their free time as adults will do this for them.

	To understand why healthy eating is beneficial and how it supports physical activity. To understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise. To be able to talk about foods they like and dislike with reasons why. To recognise how foods fit within the basic food groups in the Eatwell Guide, and what constitutes a balanced meal. To understand that we need food to grow, be active and maintain health. To know that everyone should eat at least 5 portions of fruit and vegetables every day. To be able to make healthy eating choices and know how to prepare simple healthy meals. To know how to make choices which promote healthy living. To know who to talk to if they are worried about their health.	To explain why healthy eating is important. To understand that there is a relationship between what I eat and what I am able to do. To understand the difference between being physically active and inactive. To say at least one activity I enjoy which is active. To challenge myself to take part in a physical activity once or twice more each week. To describe how food tastes, looks, smells and feels To talk about food I like and dislike and give reasons. To talk about the different food groups in the Eatwell Guide. To say which food group a food or drink belongs to. To understand that a healthy diet includes a balance of foods from the five food groups. To know that everyone should eat at least five portions of fruit and vegetables every day. To know that five portions include not just fresh fruit but also tinned, dried, frozen and juice. To understand that we eat different types of food at different times of day depending on our traditions and cultures. To know how to make food choices which are healthy. To talk about their favourite foods, places to eat and people to eat with. To understand that sometimes I can choose and that at other times an adult will need to choose for me. To understand that there are many things which help me to be healthy.	To explain why we need food. To find ways of helping others who do not feel like eating understand why it is important. To suggest ideas of how to eat five a day. To give examples of choices I can make which will help me to stay healthy. To explain to others what we can do to stay healthy.	To identify ways to keep them healthy – e.g. by eating a balanced diet and exercising. To know that sedentary means spending much time seated. Children are to explore exercise and describe what their bodies feel like when they do. Children understand that there are different food groups. Children to identify that some are needed more than others. Children to identify that some food groups are needed in larger quantities than others. Children are to use this information to make healthy choices.
	Working together. To recognise and celebrate some of their strengths, emotions, gifts and talents.	**Working together.** To say something special about myself and about other members of my class.	**Working together.** To recognise and value difference and similarity in people's strengths.	**Working together.** To identify good communication skills, e.g. eyes focused, listen carefully.

	To be able to identify and develop a new skill. To understand and practise some skills of a good communicator, including listening skills, turn taking and explaining. To know and practise effective group work skills, including discussion, negotiation, compromise and co-operation. To be aware of how my skills and strengths can be useful in a group. To apply communication and group work skills in a real life situation. To be able to state some things they did well in a group task and some things they would like to do better at next time.	To understand how it feels to find something difficult and what to say to help someone who is finding something difficult. To know that we continue to learn as we get older. To suggest something new I would like to learn. To know it's OK to change my mind. To know some of my strengths and skills. To know that my strengths and skills can be useful in a group or class. To know that everyone has different strengths and how that helps in a group situation. To think about how our group worked together. To say what my group did well. To say what my group could do better at next time.	To know some steps I will need to take to learn a new skill. To recognise some feelings I might have while I am learning. To show good listening. To take turns and understand why this is important. To explain something clearly to a friend. To talk with others to make a decision as a group. To say some ways I might sort out a disagreement and know how I might speak to someone to persuade them of an idea. To use my skills to work in a group.	To understand that they have strengths, gifts and talents, e.g. dancing, reading. Group working skills, e.g. listening, turn taking, negotiation and co- operation. including discussion, negotiation, compromise and co-operation.
Y2	**<u>Rights, rules and responsibilities.</u>** To be able to name some people who look after them and some of their responsibilities towards them. To identify jobs and responsibilities they have at school and at home. To understand how rules and conventions enable them to feel safe and happy in familiar settings. To understand how they can be involved in decisions which affect them at home and at school. To understand how democracy might feature in the everyday life of their class. To understand and experience the process of electing a school council representative. To be able to share opinions, taking turns and valuing the views of others by listening actively. To develop skills to contribute to paired and class discussions about an issue which affects them.	**<u>Rights, rules and responsibilities.</u>** To name some adults in school who look after me and describe their responsibilities. To know that I have responsibilities in school. To be able to name some jobs I do in my classroom. To explain how rules keep us safe and happy at school. To describe some of the consequences that may occur if I fail to follow the rules. To describe our class ground rules. To explain who is involved in making the rules and why. To describe how we made the rules. To explain what is meant by voting. To name some people and groups who make decisions in school. To explain some reasons why we put our hand up in class. To explain what a school council is for. To explain what a representative does and say what qualities they need to have.	**<u>Rights, rules and responsibilities.</u>** To explain some of the consequences that may occur when I do not take responsibility. To explain some of the benefits that may occur when I do take responsibility. To express my opinions about school. To share information, opinions and feelings with others. To show others that I am listening. To ask and answer appropriate questions. To say what I think or feel about a school issue. To listen to someone else's views and tell others about these views.	**<u>Rights, rules and responsibilities.</u>** Children to understand what is meant by them being looked after. Children to understand what adults around them are responsible for, e.g. feeding them, keeping them safe. Children are to identfy jobs that they have around the classroom and school. Children are to understand why we have rules. Children are to understand how things are chosen democratically (fairly). Children to understand that an election is a fair vote. Children are able to run on an election. Children are to prepare and make a speech. Children to understand the importance of listening carefully and taking turns. Children to together generate a topical issue in school, e.g. should year 6 always be on benches? Children are to state their beliefs in a discussion.

		To take part in electing school council representatives. To explain why it is important to work together.		
	Anti-Bullying. To understand that teasing, unkindness and falling out might happen in friendships. To begin to describe bullying and recognise examples of physical, verbal and some indirect forms of bullying To begin to understand some reasons that people bully others and why it is unacceptable To begin to understand that bullying may happen when people do not respect others who may seem different To understand how people who are bullied may feel. To understand how it may feel to see someone else being bullied. To understand how someone who bullies may feel. To identify some people in and out of school who they can talk to about friendship difficulties and bullying To develop simple strategies for preventing bullying by being assertive. To understand simple ways to help someone who is being bullied. To identify ways that the school prevents bullying. To identify ways that the school promotes a caring ethos, encouraging positive and safe relationships.	**Anti-Bullying.** To recognise some reasons why friends may fall out. To recognise that bullying behaviour is deliberately unkind and is usually repeated. To understand that bullying can involve physically hurting someone, saying unkind things or leaving someone out. To recognise that bullying can also happen online. To understand that it is unfair to treat other people unkindly because they are different from me. To suggest how it may feel to be bullied. To suggest how it may feel to see someone being bullied. To name the trusted adults in my Network of Support who I can talk with if I am being bullied. To have some ideas of how I can respond if someone is being unkind to me or bullying me online or offline. To identify which parts of school feel safe and unsafe to me.	**Anti-Bullying.** To suggest some ways they could try to resolve a falling out. To give some examples of how I can show respect to others. To suggest some ways in which I could help someone who is being bullied. To suggest some ways in which people can be helped to feel safer at school.	**Anti-Bullying.** Children understand that bullying is unwanted behaviour from others that takes place over a period of time. To understand that there are different types of bullying. To begin to understand the different types of bullying including cyberbullying. To understand that bullying refers to disrespecting people. To understand that respect refers to how people are treated. To identify what to do in cases where they are being bullied or see it happening, i.e. tell a trusted adult, ensure they feel safe to do so, discuss with that person everything that has happened. Children to then think about how the class can promote positive relationships together.
	Personal safety. To be able to identify different feelings and tell others how I feel To be able to name my own Early Warning Signs. To recognise which adults and friends I can trust.	**Personal safety.** To group feelings into 'physical' and 'emotional' feelings. To name possible Early Warning Signs that can tell me I don't feel safe. To give some examples of what makes a good friend.	**Personal safety.** To explain how I am feeling. To identify how others may be feeling. To recognise my own Early Warning Signs. To decide if my fun, is fun for everyone.	**Personal safety.** Children to know that a sixth sense is based upon their perception of a situation, a feeling. Children to know that they may use this to feel worried about something. Children to use this sixth sense at various points throughout the day.

	To know who I could talk with if I have a worry or need to ask for help To recognise which school/classroom rules are about helping people to feel safe To be able to identify private body parts. To know that my body belongs to me and to be able to say 'no' to unwanted touch. To know what I could do if I feel worried about a secret. To know what I could do if a friend or someone in my family isn't kind to me. To know what I could do if something worries or upsets me when I am online.	To give some examples of what makes a trusted adult. To name the adults on my Network of Support who I can talk with if I have a worry or need help. To give some examples of rules we have to help people feel safe. To know which parts of my body are private. To use scientific names for private body parts such as penis, testicles and vagina. To understand what is meant by 'My Body, My Choice'. To give examples of when I should ask first.	To talk with someone from my Network of Support if I am worried about unsafe touch. To be confident to say 'No' if I don't want to do something. To talk with someone from my Network of Support if I am worried about an unsafe secret. To talk with someone from my Network of Support if a friend or someone in my family isn't kind to me. To talk with someone from my Network of Support if I am worried or upset about something online. To know when and how to call 999. To know what I can do if I am lost.	Children to identify ways to be safer in and around school at all times. Children to understand that good secrets refer to things, e.g. birthday presents. Children to understand that bad secrets refer to things, e.g. taking something without asking. Children to understand that body language refers to how you stand/ sit and your facial expressions.
	E Safety. To be able to talk about my identity both in real life and online. To know what information I can use to create a safe online profile. To be able to design their own online space. To be able to recognise when something they see or hear online makes them feel uncomfortable. To know what to do when something they see or hear online makes them feel uncomfortable.	**E Safety.** To describe how we know things about each other. To understand that we should keep our information safe when using technology. To say what sort of information I can use online. To talk about how my bedroom shows some of the things I like by how it is decorated and the things that are in it. To give examples of things that make me feel safe. To talk about who is in my Safety Circle. To know that I can talk to people in my Safety Circle if I see or hear something which makes me feel uncomfortable. To know about tools such as safety buttons I can use to help keep safer online.	**E Safety.** To share information with someone without giving away personal details. To know how to create a safe online profile. To design an image for my online profile. To choose a suitable nickname to use online. To be able to make my online space show something about me which is safe to share. To be aware of my sixth sense and know that I should trust it. To suggest feelings someone might have when they see or hear something new online.	**E Safety.** Children to understand that they are able to have a real life identity as well as one online. Children to understand the importance of keeping a range of information 'private' when online. Children understand the importance of discussing anything they see online that makes them feel anxious, worried, nervous, etc with a trusted adult.
	Family and friends. To be able to describe what a friend is and does. To develop strategies for making and keeping friends. To understand that friendship patterns change and to develop strategies for coping.	**Family and friends.** To give an example of something a friend does. To say why friends are important. To describe what I would look for in a friend. To explain what I do together with my friends.	**Family and friends.** To identify feelings involved in being in a new situation. To describe some strategies I could use for making new friends. To show some approaches to coping with friendship difficulties.	**Family and friends.** Children to understand that a friend is a person who is kind, shares and cares about you. Children to understand that a friend is a person who does something for you. Children to be aware that at times their friendships will change and why this might

	To recognise similarities and differences between themselves and their peers. To understand why families are special, that there are different family patterns and to be able to describe what is special about their own family. To identify the range of people who are special to them and describe what makes them special. To know how to seek help and support and from whom. **<u>Relationships and Sex Education.</u>** To know that humans produce babies that grow into children and then into adults. To understand that babies grow inside a female body until they are ready to be born. To consider the ways they have changed physically since they were born. To consider their responsibilities now and compare these with when they were younger. To understand how the needs of babies and young children are met by their families.	To give examples of behaviour that might not help a friendship. To give examples of behaviour that helps to keep a friend. To identify friends I had in a range of contexts when I was younger and friends I have now. To give examples of changes in my friendships since I was younger. To give examples of things I have in common with other people in the class. To give examples of some differences between us. To understand that sometimes people want to be like other people. To recognise that we are all unique and that that is positive. To identify different people and relationships within my family. To recognise similarities and differences between my and other people's families. To know that family patterns are different for everybody. To give examples of how family members care for one another. To give an example of why I am special. To identify and describe some of the people who are special to me. To describe some of the things I and my special people do for each other. **<u>Relationships and Sex Education.</u>** To explain that adult animals and humans have babies who look like them. To show understanding that my parents were once children. To explain that a baby grows inside its mother. To describe some things I can do now that I couldn't do when I was a baby. To describe some ways my body will change as I get older. To explain some things I did when I was a baby.	To describe reasons why friendships sometimes change. To explain strategies for coping with changes in friendships. To describe why families are special, including my own. To name the feelings I might experience when there is a difficulty with a friendship. To identify people I can talk to at home and at school if I am feeling worried or upset. To describe a problem to a trusted person and ask for help. To give ideas about how and when to talk to busy adults. To recognise 'real life' examples of when someone shows friendship to someone else.	happen, e.g. a person leaving or joining the school, spending less time with the friend outside of school. Children to understand that families are important to each other, they are there for one another and will always be there for them. Children are to understand that if something within their friendships or family life becomes unhappy, they ask for support from one of their trusted adults. **<u>Relationships and Sex Education.</u>** Children to revisit how they have developed form a baby into a child, i.e. crawled, walked, talked, etc. Children to understand that they will develop further into adults, gaining more information. Children to understand that a responsibility refers to a something they might have been given to look after. Children to understand the differences and therefore the responsibilities they

	To understand that not all families are the same, but that love and care should be at the heart of all families.	To describe some responsibilities I have now. To explain some ways I can help other people now I am older. To explain how babies need care from adults to stay safe and healthy. To describe the adult relationship in families I know. To discuss my feelings about being a baby and being older.		have now compared to when they were younger.
	Drug education. To know basic information about how substances enter the body and their effects To develop understanding of and attitudes towards medicines – how they can be helpful and their possible risks. To develop understanding of and attitudes towards health professionals. To understand reasons why many people have injections, including childhood immunisations. To recognise that there are ways to feel good and better without taking medicines. To understand that all drugs and many household substances can be harmful if they are used incorrectly. To be able to identify situations where risky substances are present and be able to ask for advice or say 'No, I won't'. To recognise persuaders and pressure in risky situations.	**Drug education.** To describe how food, drink or air go into my body and into my blood. To understand that all medicines are drugs and name some. To recognise that there are other drugs that are not medicines. To tell you when a medicine can be helpful and when it could be harmful. To tell you where medicines could be stored safely. To tell you about people who could help me take a medicine safely. To understand that some medicines can be injected to try and stop people getting ill and to get people better. To tell you things I could do that might help me feel better other than taking a medicine. To point out safety information on packaging. To name people at home and at school that I could talk to if I was worried or needed help.	**Drug education.** To describe how I feel when I am poorly. To describe how to use a household substance safely. To describe how to keep myself safe with substances. To point out risk in a given situation.	**Drug education.** Children to know that medicines ca be used for positive reasons (e.g. feeling poorly) and for negative reasons (e.g. people take them who do not do it to make them feel less poorly). To understand the differences between medicines and drugs. Children to understand that professionals related to medicine try to do the best for their patients. Children to understand that harmful substances around the house may harm them. Children to understand that there are particular situations that may arise in which harmful substances are available. Children to develop strategies for not taking/ buying these – i.e. walk away, tell someone.
	Financial capability. To know where the money they have might come from (including regular and irregular sources) and how they might keep it safe. To know some ways money might be 'used' and that it is a finite resource.	**Financial capability.** To identify the forms money takes. To know we can receive money for different reasons. To begin to understand that money we get might be regular, like pocket money, or unpredictable, like birthday and other presents.	**Financial capability.** To be able to plan simple spending.	**Financial capability.** Children to understand that money is not something you necessarily get, you have to earn it, e.g. pocket money. Children to understand how to keep money safe, e.g. in the bank. Children to understand that money is finite – it cannot be reproduced easily.

	To know that there are some things they have to buy and some things they choose to buy. To begin to understand what a family might need to pay for and some of the ways it might be done. To know how to keep simple financial records. To understand that the feelings they may have about money are varied and can change. To know what charities are for and what some might do.	To know some ways to keep money safe, including through saving. To know we use money to pay for things. To know we can pay for things in different ways, including using cards. To understand that it isn't always possible to have what we want straight away. To begin to understand that money can be used up and that planning for spending, and knowing what I've spent can help me begin to manage my money. To begin to understand the difference between needs and wants. To know what 'I can't afford it' might mean. To understand that there are things that individuals need, and that these have to be paid for by the family. To know some of the things a family might have to buy. To know that different people in the family might want or need different things. To understand that the choices they and their family make affect them and others. To know what budgeting is and how it can help us use our money sensibly. To know what a 'running record' is. To know that there are choices to be made when using money. To understand that the choices I make can affect me and others in different ways. To understand that money, and how I use it, can cause a range of feelings. To know that feelings relating to money can change. To begin to understand what poverty might mean in a broad sense. To begin to understand what charities are for. To understand what one charity does.		Children to develop ways of recording their money, e.g. £5 pocket money given. £1 spent on sweet, £4 saved. Children to understand that charities are organisations that have been set up to help others in need. Children to explore what particular charities do.

	Managing change. To recognise that they are growing and that their achievements, skills and responsibilities are changing. To be able to understand that there are changes they can choose for themselves and changes they cannot do anything about. To understand how friendships may change over time. To be able to name some of the emotions that may be felt in situations involving loss and change. To develop strategies for coping with strong or uncomfortable emotions.	**Managing change.** To say some things I can do now which I couldn't do when I was a baby. To say something I have achieved. To say some things I have learned since starting school. To suggest changes I or other people have experienced in life. To recognise that there are some changes I can choose and others which I can't. To know that change is a normal part of life. To understand that sometimes we might want a friendship to change, and sometimes we won't. To identify trusted adults to help us with changes and our feelings. To know that sometimes we find lost things and sometimes we don't. To know that other people can help me when changes happen. To say some ways in which my likes and dislikes have changed or might change in the future.	**Managing change.** To suggest what it might mean if someone says 'things are going to change'. To suggest why changes in friendships might happen. To suggest some feelings we may have when friendships change. To say how it feels when I lose something special. To suggest what I might do if I lose something special. To say some feelings I might have at times of change. To say what I might do to help myself cope with the feelings.	**Managing change.** Children are to understand the differences between achievements, skills and responsibilities. Children are to give examples of all three from the age they are now to if they were older. Children to identify events that they can change and others they cannot. E.g. going to school cannot be changed and what they play at break time can be. Children to identify that they might feel sad and anxious if they lost something special. Children are to think of ways of coping without having that possession, e.g. putting up wanted posters, discussing how special the object was to them.
Y3	**Beginning and belonging.** To contribute to helping the school feel like a place where everyone can learn safely and happily. To contribute to approaches and activities for building collaborative relationships within their class. To recognise the emotions involved in being in a new situation and to learn coping strategies. To know how to help new people feel welcome in the class and in the school. To learn strategies to help me if I am in a new situation or learning something new. To identify different people in my support network and how to ask them for help. To know when I might need help, how to ask for it, and to have some ideas about how to help other people in different situations.	**Beginning and belonging.** To give examples of behaviour that helps us to learn. To describe what is important to help the classroom feel a safe and happy place. To know and understand rules that help this to happen. To know the names of everyone in my class. To describe something I have in common with someone else and a difference between us. To say what somebody else in the class is interested in or likes doing. To give examples of new situations I have been or might be in. To understand ways I can help someone feel they belong. To know some strategies that might help when I am in a new situation, or learning something new.	**Beginning and belonging.** To share with the rest of the class something about myself. To ask someone else a question about something they are interested in. To list feelings I might experience in a new situation. To recognise what might be difficult for someone else in a new situation. To explain some things that are helpful and things that are unhelpful in a new situation. To show how I could help someone new to our class or school feel welcome. To give some examples of ways to cope with difficult feelings. To describe how I might manage in a new situation. To understand that there are situations I might be able to deal with myself or with a friend, and some ways to do that.	**Beginning and belonging.** Children to identify what makes their classroom safe and happy. Children to complete a range of activities alongside a variety of children within their classroom to build relationships between a variety of children. Children to understand how it felt when they began something new. Children to use this to identify ways to make people more comfortable if they started a new school. Children to identfy things that would help people starting as new, e.g. timetable, someone to play with. Children to be able to ask others for support if necessary. Children to choose different people for different places.

		To understand why it is important to identify people in my network. To name some people who can help and support me. To identify people in different contexts in my life who I could ask for support. To know some ways to get help from an adult, including finding the best times and places to talk.	To recognise there are situations where I might need help from an adult. To show that I know how to help other people when they need it. To have ideas about how I could cope in a new situation. To have ideas about how to help someone else in a new situation. To recognize something I could now do that I couldn't do before.	
	Anti-bullying. To understand that difficulties that some friends have may or may not be bullying. To understand the characteristics of different types of bullying. To begin to understand about power and groups in bullying situations To understand how bullying can occur when people do not respect and empathise with their diverse peers To understand more about indirect forms of bullying such as cyber bullying and exclusion. To understand that the feelings associated with bullying might last a long time. To understand the roles and possible feelings of bystanders and followers in a bullying situation To develop strategies for preventing bullying and responding assertively in different contexts. To understand a range of ways to support someone who is being bullied. To understand what bystanders can do to improve a bullying situation. To understand the procedures in school to prevent bullying and support those involved. To identify ways of helping the school to feel a safer place where bullying is less likely to happen.	**Anti-bullying.** To explain what makes bullying different from a falling out. To recognise that bullying behaviour is deliberately unkind and is usually repeated. To understand that those who display bullying behaviour often use their power over others. To recognise that bullying can be physical, verbal, indirect or cyberbullying. To recognise that bullying can occur when people do not respect these differences between us. To recognise that indirect bullying can be as hurtful as direct bullying. To understand that being bullied can have a negative impact on the person who is targeted. To recognise that being bullied can affect how a person feels about themself for a long time. To understand what is meant by a 'follower' and a 'bystander'. To name the trusted adults in my Network of Support who I can talk with if I am being bullied or see someone else being bullied. To understand that I can help in a bullying situation by reporting the bullying to a trusted adult. To identify the parts of school where bullying may occur.	**Anti-bullying.** To recognise some reasons why friends may fall out and suggest some ways I can try to resolve a falling out. To recognise that difference is positive and describe some of the benefits diversity brings. To have some ideas of how I can respond to cyberbullying. To consider the action or inaction of followers and bystanders may affect the feelings of others. To use my voice and my body language to speak assertively. To have some ideas about how I can help someone who is being bullied. To suggest some ways in which I can help school to feel a safer place where bullying is less likely to happen.	**Anti-bullying.** Children are able to what is meant by bullying and the different types of bullying – Revision of the topic. Children to delve deeper in the understanding of why bullying occurs due to not valuing respect, difference and diversity. Children to understand the terms and then discussing examples of each type, e.g. respect – take their pencil without asking, difference – you might make fun of a person who is wearing glasses, diversity – someone who is from a different culture and stating unkind comments. Children to understand that the role of the bystander is to watch what is happening. Children to understand how this is an important role. Children to understand that responding assertively means putting their point across firmly. Children to use the school as it is and generate ideas of how to make the school safer.

	Personal safety. To be able to recognise my own feelings and communicate them to others. To be able to identify when my Early Warning Signs are telling me I don't feel safe To be able to describe the qualities of trusted adults and trusted friends To be able to name who is on my Network of Support and know how I can ask them for help. To be able to decide which school and classroom rules are about helping people to feel safe. To be able to identify the sort of physical contact I feel comfortable with. To know what I could do if I experience unwanted or unsafe physical contact. To be able to decide if a secret is safe or unsafe. To know what I could do if I feel worried about a friendship or family relationship To be able to suggest some ways in which I can keep safe online?	**Personal safety.** To name possible Early Warning Signs that can tell me I don't feel safe. To name the adults on my Network of Support who I can talk with if I have a worry or need help. To identify the sort of physical contact I feel comfortable with. To know how and when I should seek permission from others. To name the private parts of the body. To identify whether physical contact feels safe or unsafe.	**Personal safety** To recognise my own feelings and talk about how I am feeling with others. To identify how others may be feeling. To recognise my own Early Warning Signs. To give some examples of what makes a good friend. To give some examples of what makes a trusted adult. To know when and how to call 999. To know what I can do if I am lost. To decide if my fun, is fun for everyone. To give some examples of rules we have to help people feel safer. To be confident to say 'No' if I don't want to do something. To talk with someone from my Network of Support about unsafe or unwanted physical contact if I need to. To talk with someone from my Network of Support if I am worried about an unsafe secret. To talk with someone from my Network of Support if a friend or someone in my family isn't kind to me. To talk with someone from my Network of Support if I am worried or upset about something online.	**Personal safety.** Children to understand that a trusted adult is one in which you can share you thoughts and feelings without being worried. Children develop their knowledge from Year 2 in regards to a sixth sense. Children are aware of the specific vocabulary identified on the separate sheet and understanding the meaning of each. Children are to show a clear understanding of yes and no touches as well as good or bad secrets (revision from Year 2). Children to understand that a bribe is giving someone something if they give promise to give you something in return. Children to understand that a trick refers to something that someone else makes them do something, possibly to laugh at that person. Children to understand that a good listener is one that focuses on the person talking and makes eye contact throughout.
	Relationships and Sex Education. To know scientific names for male and female sexual parts and use them confidently. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. To value their own body and recognise its uniqueness. To understand the benefits of carrying out regular personal hygiene routines. To consider who is responsible for their personal hygiene now, and how this will change the future.	**Relationships and Sex Education.** To use body part names such as penis, vagina, testicle, scrotum and nipple confidently. To give an example of one new thing they have learnt about the body. To identify a trusted adult I can talk to about my body. To describe a new physical skills I have. To recognise that each body is different. To understand that our bodies are special and unique. To describe some basic personal hygiene routines relevant to me.	**Relationships and Sex Education.** To explain some actions I can take to make sure I don't pass on germs.	**Relationships and Sex Education.** Children to know and understand what is meant by the vocabulary taught (see separate vocab sheet). Children to identify what makes tem unique (one of a kind). Children to understand the importance of personal hygiene routines, e.g. hand washing, having a bath/shower. Children are to become more independent in completing personal hygiene routines. Children to understand what common illnesses and diseases there are.

	To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this.	To explain why body parts should be kept clean. To describe how germs might get into the body.		Children are to think of ways to stop the spreading of these, e.g. do not come to school.
	Managing safety and risk. To state possible physical and emotional reactions to different risks. To develop decision making strategies for risky situations. To understand that pressure to act in a risky way might come from people they know. To be able to suggest known and unknown people they would ask for help in risky situations. To identify further benefits and risks with road traffic and have strategies to stay safer and get help. To identify further benefits and risks of being near water and have strategies to stay safer and get help. To identify different risks with fire and have strategies to stay safer and respond to an accident. To be able to recognise an emergency and take suitable action. To identify risks when joining in with activities and visits and have strategies to stay safer and offer help. To know some causes of accidents in familiar settings, actions which could prevent them and ways to offer help.	**Managing safety and risk.** To explain what the word 'risky' means. To give an example of a social, emotional and physical risk. To describe some ways my body might react in a risky situation. To describe a way I use to help me make decisions in risky situations. To name some people I would ask for help in a risky situation. To explain the Stop, Look, Listen, Think procedure for crossing a road. To explain ways to be seen when using the road in the dark. To describe some dangers at the beach and some ways I can stay safer. To describe some dangers of inland waterways and how I can stay safer. To identify ways to stay safer in the event of fire. To explain how to treat a scald or burn. To explain what an emergency is. To explain the role of the emergency services and how to contact them. To identify some of the risks in everyday situations. To give an example of an unintentional and a preventable accident.	**Managing safety and risk.** To name some emotions I might feel in a risky situation. To describe what I can do to help someone who is choking. To give one example of how my friends might affect my decisions about risky situations. To give an example of an emergency situation where I could help and one where I would need to get further help. To suggest ways of reducing risk in everyday situations. To describe how I could prevent an accident in a familiar situation.	**Managing safety and risk.** Children to understand that physical risks mean, e.g. climbing on a tree and falling off. Children to understand that social risks mean, e.g. going over to someone who you do not usually know. Children to understand that emotional risks mean, e.g. asking someone to be your friend. Children to understand that pressure refers to someone asking or telling you to do something. Children to understand that risks are involved and to act accordingly, e.g. if the risk is too high, do not participate. Children to generate strategies to deal with risky situations, e.g. take deep breaths, sing a song, read a book. Children to understand what to do if an emergency occurs, e.g. ring or shout for help, describe the situation, discuss what is the best cause of action.
	Diversity and Communities. To explore how perceived similarities and differences contribute to the building of a sense of identity To explore personal characteristics often associated with gender and understand how these affect behaviour, identity and choices To know that families are made up in a variety of ways.	**Diversity and Communities.** To describe aspects of my identity. To recognise that we all have similarities and differences between us. To talk about aspects of my identity that have stayed the same and aspects that have changed. To identify stereotypes associated with gender. To describe how familiar stereotypes may have an effect on behaviour or aspiration.	**Diversity and Communities.** To describe some of the benefits diversity brings. To suggest ways in which to challenge stereotypes. To understand what actions can help the environment and how I can contribute.	**Diversity and Communities.** To understand that people have different ways of life and believe in different things. To know that there are different communities within the UK. To know that religious communities include people of Christian faith, Muslim faith, Sikh faith, Hindu faith, Judaism faith and the Buddhism faith.

	To understand about the breadth of cultures, traditions and beliefs of people in their locality To understand the importance of valuing difference and diversity To understand what stereotypes are, their negative effects and ways to challenge them To be able to describe some groups and communities around them and the benefits of being part of these. To know about some of the roles of people who support their community and how they help people with different needs. To understand the different forms the media takes and some of what it does. To understand how to care for the local environment and the benefits for individuals. To know about the needs of animals, including pets, and the responsibilities of humans towards them.	To explain some of the various family configurations in my community. To understand that love and care for children is at the heart of every family. To describe aspects of the identity of children from a range of different groups. To know about some different communities that live in the UK. To identify things I have in common with children from different groups and differences between us. To recognise that difference is positive. To describe a negative consequence of stereotyping. To identify different groups I belong to in school and in the community. To describe some other groups that exist in the community. To understand how different groups meet the needs of different people. To describe roles and organisations that support people in the community. To understand what volunteers do and some benefits of volunteering. To recognise positive and negative aspects of where I live. To describe the needs of some different animals. To explain some basic responsibilities humans have towards animals, including pets.		To know that ethnic communities refer to a group of people of the same race, nationality or culture. To understand that people need to respect how people are different to them in terms of their appearance and personality. To know that a stereotype refers to a mistaken idea or belief that people have. To know people play different parts within the community, e.g. toddler groups, fundraising groups, choir. To understand the different media types, e.g. newspapers, internet, television, radio). Children to create ideas of how they could help within the local community, e.g. litter, traffic. Children to identify and explore how to look after different animals, e.g. a cat needs comfort, love, water, food, space.
	Healthy lifestyles. To understand that they can make choices which contribute to a healthy lifestyle. To understand how physical activity and nutrition affects their physical and mental health. To recognise ways in which stamina, strength and flexibility can be improved through daily physical activity. To understand that a healthy lifestyle involves making balanced choices about their free time.	**Healthy lifestyles.** To know that I can make choices which are healthy or unhealthy. To know that I need to eat healthily, be active and sleep well to have a healthy lifestyle. To understand some of the reasons why people sometimes make unhealthy choices. To know that one of the benefits of physical activity is that it helps us to feel good about ourselves.	**Healthy lifestyles.** To say some choices I make which are healthy. To suggest examples of daily menus which would give someone a good balance of different types of foods. To plan a healthy, balanced diet. To plan and prepare a simple healthy meal or snack. To know some ways of looking after my teeth. To explain some ways of helping myself if I am having trouble sleeping.	**Healthy lifestyles.** To understand that a healthy lifestyle refers to what they eat, how they sleep, the exercise they complete, etc. To understand what can have an effect on what we eat, e.g. time, parties, treats. Children to understand how eating makes sure you have the energy to be able to do everything they can. To understand that stamina refers to being able to do something for a long time.

	To be aware of the factors which influence their food choices. To understand the importance of consuming a variety and balance of foods and drinks. To understand how food helps them to be active and healthy and gives them energy. To be able to plan and help prepare simple healthy meals. To know why good dental hygiene is important and how it contributes to a healthy lifestyle. To know how much sleep children of their age tend to need, and to recognise the consequences of not having enough sleep. To be able to reflect on their own lifestyles and take responsibility for their own healthy choices. **Managing change.** To identify changes that they and other children may experience in their lives.	To know why practising is important if we want to improve our levels of physical activity. To know the three main benefits of exercise to our bodies. To give examples of activities which develop strength, stamina and flexibility. To know that part of a healthy lifestyle is choosing a range of activities and that some of these will be more active than others. To know that sleep and rest are an important part of a healthy lifestyle. To know what might influence what we choose to eat. To know what might influence adults when they are shopping for food. To know how food companies might try to persuade us to buy their food. To know the different types of food in the Eatwell guide. To sort foods into their groups on the Eatwell guide. To understand why our bodies need a balance of different kinds of foods. To understand that different types of food provide energy and helps people to be active and stay healthy. To know that there are food standards which schools have to meet. To know why it is important to look after my teeth. To say how many hours of sleep I need at night. To say how it feels when I don't have enough sleep, and name some of the possible consequences. To say some choices I make to keep healthy. To say some people who help me to stay healthy and make healthy choices. **Managing change.** To name examples of changes I have experienced.	To think about my lifestyle and suggest something I could do to be healthier. **Managing change.** To put examples of the changes I have experienced in date order.	To identify strength as being strong and challenged. To know that flexibility in this case means being supple and moving easily. To know that they have the independence to become more active and make healthier choices. **Managing change.** Children to understand that they experiences changed throughout their

	To know how and why friendships might change and how this might feel. To be able to identify situations which involve temporary or permanent loss, and describe how someone might feel and behave. To develop strategies for managing feelings associated with loss and change. To know who can help them if they are experiencing difficult emotions, and know how to access support or approach someone. To understand that some changes are wanted and that they can plan for them.	To name changes I may experience in the future. To give some reasons why a friendship might change. To suggest possible emotions when friendships change. To understand that feelings can change over time. To understand the different between temporary and permanent change. To identify some situations of temporary loss or change. To understand that death is a permanent change. To identify how someone might feel when a pet or loved one dies. To suggest some possible behaviour someone might show when they are feeling strong emotions. To identify who on my ne twork of support I can talk to if I need to. To know how to approach someone to ask for help. To understand there are changes that we can choose and those which happen to us. To identify some changes that I would like to happen.	To know how to get support when I need it. To know some ways to cope with change. To talk about things that might help me feel better when something difficult is happening. To know how I can help someone else when they are feeling very sad. To recognise that some changes are wanted and some are unwanted. To begin to make a plan for a change I am choosing. To describe how I might feel when changes happen. To know what I can do when I experience difficult feelings. To explain to other people my ideas about how to cope with change.	lives, focus on the social aspects, e.g. friendships, people within their lives. To identify what things can help them during such times, e.g. talking to someone, crying. To identify what things can hinder them during such times, e.g. someone asking how you are feeling, focusing on that particular thing. Children to generate strategies for coping with loss, e.g. having a special place, special song, talking about what they have lost. Children to identify people that can help them if they experiencing difficult emotions. Children to identify times they have wanted something to change and identify strategies to ensure these things happened.
Y4	**Rights, rules and responsibilities.** To understand the difference between rights, wants and needs, and that rights come with responsibilities. To recognise their responsibilities at school and at home to themselves and others. To recognise what it feels like to be treated with respect, understand what is meant by respect towards others and develop skills to demonstrate this. To understand why rules and conventions are needed at home and at school. To develop skills to participate in making and changing rules at home and at school. To understand how decisions can be made democratically in our class through simple debating and voting.	**Rights, rules and responsibilities.** To explain the difference between wants and needs. To explain why rights are important. To describe some of the rights in the UN Convention on the Rights of the Child. To explain that rights come with responsibilities. To explain the difference between wants and needs. To explain why rights are important. To describe some of the rights in the UN Convention on the Rights of the Child. To explain that rights come with responsibilities. To explain how these responsibilities affect my actions in school.	**Rights, rules and responsibilities.** To demonstrate skills in interacting with others that show respect. To suggest a rule which helps the class feel safe and enjoy learning. To take part in making class ground rules. To explain or show what following the rules looks like. To suggest some different ways of making a decision. To contribute to a class discussion by expressing my views and listening to those of others. To suggest feelings I may have when voting and when finding out the result. To take part in voting.	**Rights, rules and responsibilities.** Children to know that a right means you have a choice or you have an entitlement. Children to know that wants refer to things that children feel they would like. Children to know that needs refer to things that the children have to have. Children to understand that having rights men they are responsible for particular things. Children to understand that being responsible for something means that some things may change. Children to understand that a rule is something that you live by and must not break.

	To understand how children and adults in school might be democratically elected to represent others. **Drug education.** To understand more about different types of drugs, how they enter the body and their effects. To develop understanding about essential use of medicines and people who use and administer them. To understand the basic principles of immunisation and consider personal experience. To know basic safety rules for medicines, including rules for storage at home and at school and be able to follow these rules. To develop attitudes and beliefs about two legal, recreational drugs (nicotine and alcohol) and people who might use or misuse them and why. To understand and practise how to act if harmful items (e.g. a syringe) or unknown substances are found. To begin to recognise influences from friends, the media and other sources and how to respond to these.	To explain how these responsibilities affect my actions at home. To explain ways that people can treat others with respect. To explain how it feels to be treated with respect. To explain what a convention is. To explain why rules are necessary. To describe what a classroom or school would look and feel like without any rules. To say whether a rule is necessary and useful. To describe a fair way of making a decision. To know some facts about an election. To describe what a representative does. **Drug education.** To list a range of medical and legal recreational drugs. To explain how different drugs can get into the body and the bloodstream. To explain some different reasons for using medicines. To explain about people who need medicines regularly. To identify different people involved with medical drugs. To understand that some medicines are used to try and help immunise the body against infections. To describe safety rules for medicines at home and at school and why these are important. To know that cigarettes contain the drug nicotine. To describe some of the effects of cigarettes. To list some drinks that contain alcohol. To describe some of the effects of alcohol. To suggest some reasons why some people choose to drink alcohol and others choose not to. To explain the specific rules that relate to finding a syringe.	**Drug education.** To suggest ideas to help someone who lives with a smoker. To suggest safe ways of dealing with finding harmful items. To recognise persuasion and demonstrate skills to manage it effectively.	They are to understand that rules are put into place to protect children and ensure that consistency occurs. Children to know that democracy means having a vote. Children to understand how to vote and that using this democratic system ensures everyone is treated fairly. **Drug education.** Children to develop their knowledge of different types of drugs and know that they can enter the bloodstream which can cause many effects. To understand that people use the recreational drugs of nicotine and alcohol. They are to understand what forms these take and why people might use and misuse these, i.e. having too much of them. To understand that some medicines are prescribed (given by a nurse or doctor) and these are then taken according to the label. To understand that other medicines are over the counter medicines and are taken with the instructions to the box. Children are to identify if a harmful substance is found, i.e. a syringe. They know that they are to leave it and tell someone. Children are to understand that pressure can be placed on them to either smoke or drink alcohol late in life but to understand that it is their choice.

		To suggest a number of trusted adults that realistically I could turn to for help. To describe how an advert seeks to persuade. To identify people who influence me in different scenarios.		
	E Safety. To understand there are things they can do to keep themselves as safe as possible. To know about and be able to describe and review their current online activity. To know how to access help when something they see or hear online makes them feel uncomfortable. To know, explore and understand the SMART rules for keeping safe online. To apply their understanding of the SMART rules to their own online presence. To be able to communicate rules and strategies for keeping safe online to others.	**E Safety.** To describe what feeling safe is like. To describe some risky situations I might face. To monitor and map my own use of technology. To know where I can get support. To explain what I know already about keeping safe online. To talk about my identity both in real life and online. To know what information I can use to create a safe online profile.	**E Safety.** To say what sort of things I can do to help me feel as safe as possible. To identify where the risks might be in my own use of technology. To recognise when I feel uncomfortable when I see or hear something online. To know how to report something that worries me. To know how to ask for help. To show I know the SMART rules and what each means. To use the SMART rules to help me work out solutions to possible situations involving e-safety. To talk about rules and strategies for keeping safe online. To communicate rules and strategies to others in a clear and meaningful way.	**E Safety.** Children to understand that there are rules they need to follow in order to stay online. Children to use these rules in order to stay safe online. Children understand the importance of discussing anything they see online that makes them feel anxious, worried, nervous, etc with a trusted adult.
	Working together. To recognise their own worth and identify positive things about themselves and others. To be able to identify skills they need to and would like to develop. To experience learning a new skill as a class and to reflect on that process. To understand and practise some skills of a good communicator, including effective confident expression of opinions and questioning skills. To understand and develop effective group work skills, including problem solving and decision making To know how different people can contribute in different ways to a group task.	**Working together.** To say things that I am good at. To say things that someone else is good at. To be positive about my own strengths. To know that we can always learn more about or become better at a skill. To say what we did well in a group task and what could be improved next time. To know some skills which are useful in a team. To say what I have done well and what I could do better next time. To say what other people have done well and what they could do better next time. To say what skills we would like to develop individually and as a class and how we might develop these skills.	**Working together.** To know what skills I already have and be able to tell someone else about a skill and how to learn it. To choose a skill to develop and know how to move forward with it. To know how to solve problems we might face as we learn. To keep going when we face challenges or problems. To find out whether we have been successful and what we might change next time. To know how to show I am listening using my body and know how it feels when someone listens well and when they don't.	**Working together.** Children are to acknowledge things that they do well, e.g. get on well with everyone, artistic. Children to understand that to communicate well you need to listen carefully (eye contact, stop what you are doing, focus on the person, look at them), speak confidently about what they would like to achieve and ask and answer questions related to their task. To understand and work well as a group by taking on various roles, e.g. listening carefully to others as well as putting your ideas forward, make decisions as a group and then using these, to complete the project.

	To apply communication and group work skills in a real situation. To be able to persevere at a task even when faced with difficulties. To be able to evaluate a group task, including their own and others' contribution, the overall process and final results. To be able to give feedback sensitively and receive it from others.	To know what is useful feedback.	To have the confidence to tell someone else my opinion. To know how to ask open questions and why these are useful. To work as a group to solve a problem. To know how to make a group decision by listening to others' opinions and choosing the best solution. To know how to take turns and different ways of managing this. To plan a group task and choose people to take on each individual job. To use communication skills such as listening well, giving opinions and asking useful questions. To use group work skills such as solving problems, making decisions and choosing people to do different jobs. To keep going with a task even when there are problems. To know what might help people to keep going. To give people positive messages to help them keep going. To know how to give useful feedback kindly. To receive feedback from others and be able to act on it.	Children are to learn that they need to persevere at a task, they need to focus and try even if they believe they cannot do something. Children are to explain what is good about theirs and others work and explaining this in detail. They are to also be able to state how they and others may do things differently next time but taking into consideration how everyone may feel.
	Relationships and Sex education. To understand the main stages of the human life cycle: birth, baby, child, adolescent, adult, middle age, old age, death. To understand that babies begin when a male seed and female egg join together. To investigate perceptions of being physically, emotionally and socially 'grown up'. To consider their responsibilities and how these have changed and how they will change in the future. To consider the wider responsibilities that families have for the physical and	**Relationships and Sex education.** To state the main stages of the human life cycle. To say what stage a person is at in the human lifecycle. To explain that when animals reproduce they make copies of themselves. To understand that human babies are made when an egg and sperm join together. To know that there might be different views of what 'grown up' means. To explain what is meant by 'responsibility'. To understand that adults and children have different responsibilities and know	**Relationships and Sex education.** To say how I feel and how others might feel about growing up. To state possible feelings associated with new responsibilities.	**Relationships and Sex education.** Children to understand that there are main stages in their life: Birth – 0 Baby – 0-2 Child – 3-12 Adolescent – 12-18 Adult – 18-40 Middle age – 40-65 Old age – 65+ Children to discuss what they believe to be grown up and their thoughts and feelings related to this as well as others. Children to discuss what they are responsible now, i.e. being a child.

	emotional wellbeing of babies and children. **Financial capability.** To know that there are different ways to gain money, including paid work, and different ways to keep it safe. To know that there is a range of ways to pay for things (some involving debit/credit/borrowing) and they have consequences. To understand that individuals and families may manage their money in different ways according to values, culture, circumstance etc. To understand choices made can have an impact on individuals, families and beyond. To understand that feelings about money can change and may be uncomfortable or complex. To develop an understanding of issues relating to poverty. To begin to understand why charities exist and how they might help. To be able to make informed choices about how money is spent and keep track of spending.	that responsibilities vary from family to family. To explain why babies need special care from a parent/carer. To state some things parents/carers need to do to look after babies. **Financial capability.** To know people can receive money in many different ways, including paid work. To begin to understand some of the advantages of regular income. To begin to understand that there are a number of things we can do with our money, some involving risk. To know that it is possible to keep money safe by putting it into an 'account' in a Building Society or bank. To know about other forms of money, e.g. credit cards, debit cards, mobile phone apps and how payment is made in these cases. To begin to understand debt or credit ('borrowing'). To understand that if you 'borrow' money you usually have to pay back more (interest). To recognise some household expenses and financial commitments. To begin to be aware of how our lifestyles, beliefs and values might affect our choices. To know that the choices we make may have an impact on us and on others. To begin to understand how the wider 'economy' affects our choices. To understand that individual and group choices can have an effect locally, nationally and globally. To know that it may be difficult to make choices about spending. To know that choices made will affect me and other people and may cause uncomfortable feelings. To know these feelings can change.	**Financial capability.** To begin to understand the need to balance income and expenses. To manage money within a budget. To balance needs and wants when deciding how to spend money. To be able to make comparisons between prices when deciding what is the best 'value for money'.	Children to discuss what responsibilities they had when they were a baby and what they believe they will be as they get older. **Financial capability.** Children are to understand that debit cards use the money you already have and credit cards are used when you are 18+ and are used to borrow money and then pay the money back. Children are to understand that a charity refers to an organization that is set up to help and raise money for those that need support. Children are to understand that different people and families feel differently about money and therefore do different things with it, e.g. spend or save. Children are to then understand that this may cause difficulties in homes for instance and that they have responsibilities regarding money. Children to understand that poverty refers to people being extremely poor.

		To explore the meaning of poverty and the role money might play in it. To understand that money has different values in different countries. To understand how money can make things different for people here and in other countries. To understand how one charity in particular works. To begin to understand why we might need charities.		
	Family and friends. To recognise the qualities of a good friend and to be able to reflect on their own friendship skills. To develop strategies for managing friendship problems and to be able to support their friends. To understand about and be able to cope with changes in friendship patterns and situations. To be able to identify and value similarities and differences between themselves and their classmates. To be able to see things from another point of view, and to use this in resolving conflict. To identify people who are special to them and to recognise how they affect each other. To recognise different patterns of family life, including their own and those of others they know. To identify people they can talk to if they need support, and to have strategies for sharing their concerns	**Family and friends.** To describe the qualities of a good friend. To explain why friends are important. To describe changes in my friendships over time. To name things I have in common with other people in the class. To recognise that we all have similarities and differences between us. To understand that we are all unique individuals. To describe how this might be helpful when I fall out with someone. To name special people who are in my network. To describe what they do for me that makes them special to me. To explain what I do for them. To describe different roles of people that might make up a family. To understand that family patterns are different for different people. To identify people in my networks whom they could talk to about relationships worries.	**Family and friends.** To give examples of friendship skills. To know some strategies I could use for making new friends. To say how I feel when there is a problem with a friendship. To give examples of what might cause problems in friendships. To describe a way to stay friends with someone when there has been a Problem. To know some ways to cope when I fall out with someone. To explain how I can help someone else with a friendship problem. To understand reasons why friendships change and how this might feel. To describe a situation from two different points of view. To identify emotions experienced by different characters in a situation. To describe approaches to resolving conflict. To know some words and phrases that might be useful when needing to resolve a conflict. To explain some ways friendship can be rebuilt after a conflict. To give examples of ways we can behave that might make other people feel happy or sad.	**Family and friends.** Children to understand that qualities refer to characteristics of a particular person. Children to understand that a good friend refers to someone that listens, gives rather than takes, loyal, positive, appreciates people and is interested in what you are talking about/ doing. Children are to understand that there are people who they should feel comfortable to talk to in all. Particular situations and be able to name these. Children are to understand that they need to begin to deal with friendship difficulties. Children to develop strategies to be able to do this effectively, i.e. talking to the people involved, discussing what is this the issue and calmly discussing ways to overcome them. Children are to be able to identify how different people are different and the importance and value of this. Children are to identify that if a conflict occurs they may feel angry/ upset and to use the strategies discussed above to resolve them.

			To recognise that situations can change and that my feelings about them might also change. To describe or show approaches to talking to someone about a concern. To explain how I can listen to and help someone else who has a problem.	
	My emotions. To be able to recognise and communicate an increasing range of emotions, both comfortable and uncomfortable. To begin to understand what is meant by "mental health" or "mental wellbeing" and why this is as important as physical wellbeing. To understand some of the ways emotions may affect our interactions, and to show care towards others and their emotions. To be able to identify their worries and decide what they might do about them. To be able to get support when they need it. To recognise some of the strengths and personal qualities of themselves and others. To understand that how we feel can affect how we tackle things and whether or not we find them difficult. To understand what is meant by "over-reacting" and to be able to show myself and others understanding To know some strategies to move from an uncomfortable state to a more positive one. To know what it means to be assertive and to be able to act assertively.	**My emotions.** To describe what "mental wellbeing" is. To explain why mental wellbeing is important. To know who they can go to for support. To recognise things I might find more difficult and how that might feel. To begin to know that how I feel about something can affect how I tackle it. To understand that feeling confident and capable helps when tackling new things. To explain what "over-reacting" means. To describe reasons why someone may appear to "over-react". To begin to understand that what we tell ourselves can have an effect on how we feel. To know what 'being assertive' means.	**My emotions.** To use a range of words to explain how I and others are feeling. To explain how strong the emotion is and whether it is comfortable or uncomfortable. To make suggestions about the causes of particular emotions. To identify feelings in others using body language, tone of voice etc. To give examples of ways in which I look after my mental wellbeing. To understand how I and others express emotions. To talk about how people might misunderstand me and react to me, based on how I express my emotions. To identify links between feelings, thoughts and actions in myself and others. To identify a worry and know some strategies to deal with it. To begin to understand how strong feelings may make me act impulsively or irrationally. To understand how thinking or talking things through might help. To have some strategies for seeking help from others. To recognise positive qualities in others as well as themselves. To identify qualities they may want or need to develop. To be kind to myself and others when we feel overwhelmed by our feelings, and may behave in unhelpful ways.	**My emotions.** Children are to understand that worries refer to something that they are nervous, upset, panicking about. Children are to understand the importance of talking to a trusted person about worries in order to make them positive. Children are to understand that assertiveness refers to being self-confident without being aggressive. Children are to understand that the 'fight or flight' mechanism refers to whether they work through something or run away from it. Children to discuss strategies that they can use to calm down if they get angry, e.g. take themselves away from situations, counting to 10, reading a book.

			To identify some strategies for regaining a positive state of mind where this is helpful. To have some strategies for calming down and relaxing. To demonstrate some of the skills involved in being assertive. To begin to know when it might be appropriate to be assertive.	
Y5	**Beginning and belonging.** To develop ideas to help school to feel a safer, happier place and develop an awareness of how my own actions may impact upon the feelings of others. To develop strategies for building collaborative relationships within the class and the school. To recognise the emotions people might feel in a new situation and how to support them. To know how to help new people feel welcome, in a range of situations in and out of school. To develop their own strategies for coping with emotions and developing resilience in new situations. To be able to identify a range of sources of support and know how to seek help. To be able to ask for help and support for others, report concerns and keep trying until they are heard.	**Beginning and belonging.** To give examples of behaviour that illustrates the ground rules. To know the names of everyone in the class. To explain what helps me to learn in class. To list a range of new situations I or someone I know might find themselves in. To know and understand a range of reasons why people might arrive new to school. To identify what is important for new people to know about the school. To describe some of the challenges they might experience in a new situation. To know and understand some new approaches I could use in a new situation. To describe situations where I might need support from a trusted adult or friend. To name people who are in my Network of Support. To know who I can contact from outside agencies and support services if I need to. To describe ways I could approach an adult and talk to them if I needed help. To know that sometimes it is important we involve a trusted adult. To state what I can do to help myself when I am in a new situation. To state how I can help someone else when they are in a new situation.	**Beginning and belonging.** To contribute ideas for what helps the classroom to feel safe and happy. To work with other children to share ideas. To listen to and show an interest in what someone else is sharing. To work cooperatively with anyone in the class. To name feelings I or someone else might experience when we are in a new situation. To show empathy for people different from me who are in a new situation. To describe or show approaches to helping a new person feel welcome. To describe how it might feel to be new in the school or in another situation. To describe aspects of the school in a way that will help a new person. To explain approaches to helping someone feel welcome in a different context, e.g. a club. To share ideas of strategies I have already used when I have been in a new situation. To understand that my friend may sometimes need my support. To explain ways in which I can help and support my friend.	**Beginning and belonging.** Children to understand that they may feel nervous, panicked, upset and uneasy in different situations. Children to identify a range of strategies if welcoming someone into the school, e.g. ensuring they have someone to play with/ talk to at all times. Children to discuss and identify different people/ things can be used to support them in different situations, e.g. a member of their family, a friend, someone at school, a teddy. Children to understand that a collaborative relationship refers to people working together to achieve a common goal.

	Working together. To recognise their own strengths and skills and understand how they are perceived by others. To be able to challenge themselves and others to work on developing new skills. To reflect on the experience of learning a new skill and know how to apply it in different contexts. To be aware of how their strengths may be useful in a range of different careers in the future. To understand and practise some skills of a good communicator, including effective listening skills, debating, explaining their views and acknowledging others' views. To understand and develop effective group work skills, including decision making, chairing and debating. To recognise influences on their decision making, including the media. To be aware of the range of different strengths and skills people bring to a group and to know how my own strengths and skills complement those of others. To be able to persevere and overcome barriers to achieving a task. To be able to evaluate a group task, including their own and others' contribution, the overall process and final results.	**Working together.** To identify skills I already have and use. To tell others about my strengths and skills. To say some things which help me to be successful and which make it more difficult to be successful. To understand that sometimes a task might seem more daunting or difficult than it actually is. To understand why the ability to learn is so important. To know which skills are needed for different jobs and that some skills are useful in a range of jobs. To know what skills I have which might be useful in the future. To know what sort of job I might be interested in. To understand the role of the chairperson. To understand the difference between inside and outside influences. To know what can help when I'm making decisions. To recognise that the media gives us messages and that these are sometimes hidden.	**Working together.** To know how to have a balanced view of my abilities and strengths. To accept positive comments from others about my own strengths and skills. To talk about the process of facing a challenge. To talk about skills I would like to develop. To suggest some hopes and dreams I have and know how to take steps towards achieving these. To suggest some things which might happen when they set about learning a new skill. To suggest some things which help people to learn. To listen actively and know how we use body language to help us communicate. To negotiate with others to achieve an agreement. To listen to and take account of others' views and opinions. To practise the role of the chairperson. To recognise influences on my decision making. To think about how others see my strengths and skills. To think about what others might say I need to work on. To be aware of how my skills and strength might be useful to others. To realise that we sometimes face difficulties and barriers when attempting a task. To break down a long- term goal or dream into smaller steps to achieve in the short term. To persevere when I face difficulties.	**Working together.** Children to understand that strengths can refers to creativeness, mathematical skills, imagination, etc. Children to understand that different skills can work together to produce the best possible outcome and therefore the importance of considering everyone's ideas. Children to understand that a good communicator not only refers to someone who can produce valid points but someone who listens as well. Children to understand that group work includes different roles being included and depends on the task that has been given. Children to use these to decide on the roles of each member of the group to ensure it is completed successfully.
	Anti-bullying. To correctly distinguish between friendship difficulties and bullying.	**Anti-bullying.** To explain the difference between bullying and falling out.	**Anti-bullying.** To recognise some reasons why friends may fall out and suggest some ways I can try to resolve a falling out.	**Anti-bullying.** Children to understand that bullying refers to repeated behaviour that is intended to

	To define the key characteristics of verbal, physical, indirect and cyber forms of bullying. To understand the common elements of all types of bullying and those that differ. To understand how people who bully may use power imbalance, manipulation and exclusion within groups. To explore whether different groups of people might perpetrate/or encounter some forms of bullying more than others. To understand more about forms of prejudice-based bullying. To understand cyberbullying, how to take positive action to prevent it and how to ask for help. To understand the feelings of those who are bullied, perpetrators, followers and bystanders and how this might affect their mental wellbeing and behaviour. To understand personal circumstances that may lead someone to engage in bullying or become a target of bullying. To understand how to prevent or stop bullying assertively in different online and offline contexts to the benefit of those involved. To understand the role of peer influence in bullying situations and how bystanders can become defenders or colluders. To consider when, where and what types of bullying are happening in the local community and how to respond. To identify ways pupils, teachers and parents can work together to reduce bullying in school and the wider community. **<u>Drug education.</u>** To know about different categories of drugs including medicines (both prescribed and over-the-counter), legal recreational and illegal.	To recognise that bullying behaviour is deliberately unkind and is usually repeated. To recognise the characterstics of physical, verbal and indirect bullying and cyberbullying. To understand that those who display bullying behaviour often use their power over others. To explore some stereotypical views about how different people experience bullying. To recognise that difference is positive and describe some of the benefits diversity brings. To identify the sort of behaviour which constitutes cyberbullying. To suggest what actions I could take if I was affected by cyberbullying. To identify the adults from my Network of Support who I could talk with about bullying. To identify places where I feel safe and unsafe within my local community. To identify people in my Network of Support who I could speak with if I was being bullied. To suggest ways in which the school tries to stop bullying. To suggest how parents/carers can help if their child is affected by bullying. **<u>Drug education.</u>** To list a range of medical, legal recreational and illegal drugs. To tell you some potential times when medicines could be harmful. To tell you about a number of uses of medicines.	To recognise the impact indirect bullying, such as excluding others, may have. To explain why it is important not to make assumptions about who will be affected by bullying. To explain why it is important to value and respect people's similarities and differences. To explain the role of stereotyping in prejudice driven bullying. To recognise that experiencing bullying can have a negative impact on a person's mental wellbeing. To consider the feelings, thoughts and behaviours of those involved in a bullying situation. To recognise that different people will be affected in different ways by bullying. To suggest factors that can support me if I am experiencing bullying. To use my voice and my body language to speak assertively. To suggest some strategies that I could use to protect myself if I experienced bullying. To explain how the response of bystanders can improve a situation or make it worse. To reflect on my own individual responsibility to help others and not join in with bullying. To demonstrate ways in which I can support the school's Anti-Bullying policy. **<u>Drug education.</u>** To suggest ways that people might try to give up smoking. To identify risk in a range of situations and assess it for myself and others. To suggest a number of strategies to lessen the risk.	hurt someone either emotionally or physically. Physical bullying – hitting, kicking, punching, throwing things at someone. Verbal bullying – using insults, teasing. Indirect bullying – talking to someone else about the person by insults, spreading rumours. Cyberbullying – use of electronic equipment to hurting someone. Children to understand that prejudice refers to ideas about someone or a group of people before they have spoken to them. Perpetrator – the person(s) who carry out the harmful behaviour. Bystander –person present at an event but does not take part. Peer pressure – how others make you feel. Children to discuss and generate a list of ways they can respond to bullying, e.g. monitor what and when things are happening, tell a trusted adult, use advice given. Defender – support the person that needs it. Colluder – a person that joins in with the harmful behaviour. Children to understand the importance of talking to trusted people/ sharing information they have seen/ received online. **<u>Drug education.</u>** Children to understand that some drugs/ medicines are necessary for people to feel and be well, i.e. legal. Recreational drugs – taken by people to alter their moods.

	To understand the role of medicines in promoting, improving and sustaining health. To further understand the role of immunisations and implications for health. To develop their knowledge, understanding and attitudes relating to alcohol, its effects and associated risks and consequences. To develop their knowledge, understanding and attitudes relating to nicotine and tobacco, effects and associated risks and consequences. To develop their knowledge, understanding and attitudes relating to solvents, their effects and associated risks and consequences. To develop attitudes and beliefs about the use and misuse of legal and illegal drugs, who uses them and why and possible alternatives. To begin to learn about the law relating to the use and misuse of legal and illegal drugs. To recognise a range of different risky situations related to drugs, explore personal reactions to risk and being assertive in decision making around these drug related situations. To recognise peer influence and its effect on decision making and behaviour. To develop attitudes towards media and advertising of alcohol, nicotine and other legal drugs. To begin to distinguish between fact and opinion in relation to drugs and to know where to check information and advice. **Financial capability.** To develop a broader view of what money is, including its history, trade and currencies.	To explain that some drugs can be injected and understand associated safety rules. To give examples of drinks that contain alcohol. To describe how alcohol enters the bloodstream and a range of possible effects. To recognise that media images of alcohol use do not reflect the whole picture. To tell you some of the substances in cigarettes. To describe how nicotine enters the bloodstream and a range of possible effects of cigarettes. To identify a number of products that contain solvents. To tell you how to keep myself and others safe around solvents. To describe some laws relating to the sale and possession of particular drugs. To explain some of the possible consequences of breaking the law. To know where and from whom I could get help and support. **Financial capability.** To begin to understand why money is important. To begin to understand some of the history of money.	To recognise peer influence and describe possible feelings, courses of action and consequences. To identify some potentially risky situations and have some skills to help me avoid or manage these. To point out the portrayal of drug use in the media and consider its bias. To point out strategies used in advertising to promote products. To assess some statements as fact or opinion. To tell you some sources of information and support that I could use. **Financial capability.** To know how to 'read' a payslip. To understand that deciding the difference between needs and wants is complicated and depends on many things.	Illegal drugs – restricted use by a government. Children to understand that alcohol cannot be bought until someone is 18. If 1 or 17 and accompanied by an adult you can have a drink with a meal if the adult states this is acceptable. Children to understand that the legal limit to buy or smoke cigarettes is 18. Children to understand that the legal limit to purchase solvents is 18. Children to understand that using solvents, cigarettes or illegal drugs can have or lead to major health problems. Children to understand the importance of their own beliefs and understanding in order to make their own decisions and not listen to others to change their decisions. **Financial capability.** Children to understand the importance of the beginning of money to allow trade. Trade – buying and selling goods. Currency – sterling, Euro.

	To know that different jobs require different skills and are paid at different rates. To know what is deducted from earnings and why (begin to understand pensions, insurance, tax etc.), and how money we earn might support the community. To differentiate between essentials and desires (needs and wants) and understand that these may be different for different people and circumstances. To know how they might plan for the immediate and more distant future, including the part debt might play and how and why people save. To begin to understand that our choices about spending affect our local communities and the wider world. To begin to understand that 'poverty' might have different meanings to people in different circumstances. To be able to manage money in a real life situation.	To begin to understand how world trade began. To begin to know and understand about currencies. To know some skills are needed for different occupations. To know that different occupations have different rates of pay. To understand that we don't keep all we earn. To begin to understand what happens to some of the deductions made. To understand that it isn't always possible to have what we want straight away but this can be managed. To understand what an investment is and that there is risk involved. To know that some of the ways we may choose to pay for things may involve debt and how this might be managed. To understand that managing money is complex but there are people who can help. To begin to understand how local economy works. To begin to understand about world trade. To begin to understand absolute and relative poverty. To know that circumstances in different cultures and countries may be different from our own.	To know different ways to plan for spending including saving and why we save. To make informed choices to get 'best buys' and value for money. To plan and budget for a project. To keep effective records of spending to help with budgeting. To make adjustments according to need.	Children to understand that different people earn different amounts and that amounts are taken out for different reasons. Pension – payments made to support retirement. Insurance – payment made for particular benefits. Tax - money sent directly to HMRC from earnings. Children are to understand that essentials refer to things they need, e.g. water, food and desires include things such as chocolate, computer games, particular clothes. Children to be given opportunities to 'act out' situations using 'real' money.
	My emotions. To be able to communicate effectively a wide range of emotions, including mixed emotions. To recognise emotions in others and consider the response they might give. To recognise their own mood changes and have some strategies to help them cope. To understand they can be overwhelmed by emotions and recognise this in themselves and others. To understand what might cause boredom and have strategies for managing it.	**My emotions.** To understand that different people might experience different emotions in the same situation. To understand that emotions can be complex, e.g. mixed. To understand that we may not be able to control how we feel but we are responsible for how we act. To know that other people share the same emotions. To understand that people may react in different ways to their emotions.	**My emotions.** To use an extended vocabulary to explain how I and others are feeling. To understand the varied causes of emotions and how we might express them. To have some strategies for responding to my own and other people's emotions. To recognise my own moods and what might cause them. To recognise the moods of others. To have some strategies for dealing with them.	**My emotions.** Children are to understand that worries refer to something that they are nervous, upset, panicking about. Children are to understand the importance of talking to a trusted person about worries in order to make them positive. Children are to understand that assertiveness refers to being self-confident without being aggressive. Children to discuss strategies that they can use to calm down if they get angry,

	To recognise their worries and know how to do something about them. To be able to describe stress, its causes and expression and begin to develop strategies to manage it. To be able to use the 'problem solving process' to help myself and others. To be able to get support when they need it. To know what they might find difficult and have some strategies for staying positive through difficult times. To begin to understand what it means to be assertive and to be able to act assertively in appropriate situations	To recognise some situations which might lead to becoming overwhelmed. To know how the body reacts to stress. To understand why managing stress is important. To identify clearly a group of people to whom I can go for support. To begin to understand pride, boasting and jealousy. To understand that sometimes when the impulsive part of our brain takes over we can make mistakes.	To know how it feels when I am beginning to be overwhelmed. To begin to recognise the signs in others. To have some positive ideas for how to respond to this in myself and others. To recognise boredom and know what might cause it. To have strategies to manage boredom. To have some strategies for identifying what worries me. To understand how worry might make us want to act. To use some strategies for managing worry, including talking with a trusted person. To have simple strategies for managing my own stress, including avoiding stressful situations where possible and calming and relaxing. To recognise stress in others and understand the accompanying behaviour. To use strategies already practised to be ready to use a 'problem solving process'. To control behaviour by stopping and thinking things through increasingly more often. To sometimes use the problem solving process to help others. To begin to understand how I might share my feelings and possible times to do so. To recognise positive qualities in myself and others. To know some things I can do when things go wrong to make me feel better. To have some ideas for how I can help others. To disagree with others without falling out and cope with the consequent feelings. To stand up for my beliefs and values, even when in the minority.	e.g. take themselves away from situations, counting to 10, reading a book. Children to understand that being overwhelmed refers to strong emotions. Children to understand that boredom refers to being uninterested in something. Children to generate ways they could tackle not feeling bored, e.g. thinking of something in a different way. Stress – mental or emotional strain, tension. Children to be able to discuss times they have felt stressed ad ways they have overcome these, e.g. in class and asking for support.

			To begin to know when and how to be assertive. To use appropriate body language and tone of voice when being assertive.	
	Managing safety and risk. To explore positive and negative aspects of risk taking. To understand the benefits and consequences of taking physical, social and emotional risks. To explore situations where they have responsibility for their own safety and that of others. To understand and practise a range of strategies to reduce risk. To learn ways of getting help from known and unknown adults in an emergency (even when getting attention is difficult). To identify new risky situations due to increasing independence and consider safety implications. To identify safety issues when cycling and develop understanding of how to stay safe on the roads. To identify some benefits of being outside and have strategies to keep themselves safer in the sun. To identify a wider range of situations where they might encounter risk e.g. on public transport, near the railway and have strategies to stay safer. To understand and practise basic procedures for first aid and making an emergency call. To understand their growing responsibility and possible actions to prevent a wider range of accidents at home and at school.	**Managing safety and risk.** To give an example of a positive reason for taking a risk. To give examples of possible risks and benefits for wellbeing. To give an example of a physical risk, a social risk and an emotional risk. To give some examples of possible positive and negative consequences of taking these different types of risk. To describe situations where I am responsible for my own safety. To explain how to identify and reduce risks on a trip. To name people in my network I would go to for help and describe ways to get attention from these people. To identify new situations where they are being given responsibility. To describe skills they need as they encounter new situations where they are responsible. To describe key aspects of keeping safe on the roads. To explain why it is dangerous for me to get sunburnt. To explain the main dangers of trains and level crossings. To describe when and how to get help from an adult. To describe a rule for using electricity safely in the home.	**Managing safety and risk.** To describe ways I can help others to stay safe. To decide whether risks can be sufficiently reduced to make an activity safer. To make a 999 emergency call. To explain particular dangers relating to cycling and relevant safety strategies. To explain actions I can take to reduce the risk of sunburn. To explain actions they might take in a familiar situation requiring first aid. To describe possible actions for preventing accidents involving the use of electricity.	**Managing safety and risk.** Physical risk – performing a new routine, running a longer distance. Social risk – talking to others. Emotional risk – doing something that you do not know how you feel doing. Children to understand that there are different risks and levels of risk, e.g. low, medium and high. Children to understand that although it may be overwhelming and nervous, there are benefits to risk taking. Children understand how to gain help in low level situations, i.e. gaining adult attention rather than 999. Children are to be able to 'ring 999' (in demonstrations) and know how to complete it so that help is gained. Children are to understand basic first hand included the recovery position, low level bandaging and use of plasters. Children understand the importance of using roads, cycle paths, etc when cycling. They know that helmets should always be worn and lights are on if riding in dim/ dark situation. Children understand the importance of sun hats, sun cream, not looking directly at the sun, staying in the shade. Children to understand the safety rules in and at various places, e.g. do not use the cooker without supervision at home.
	Relationships and Sex education. To identify male and female sexual parts confidently and describe their functions. To know terminology for sexual parts and explore privacy boundaries and appropriate use.	**Relationships and Sex education.** To name confidently the sexual parts outside male and female bodies. To name confidently the sexual parts inside male and female bodies.	**Relationships and Sex education.** To describe some of the changes that will happen during puberty. To name some common misconceptions about puberty and know how to correct them.	**Relationships and Sex education.** Using the separate terminology guidance, children are to identify and understand what each sexual part does. Puberty – period adolescents reach sexual maturity. Children to understand the

	To know and understand about the physical changes that take place at puberty and how to manage them. To understand that physical changes affect people in a variety of ways and at different rates. To understand how the media, families and friends can influence attitudes to their bodies. To know about aspects of personal hygiene relevant to puberty and the implications of these. To understand that hygiene routines can stop the spread of viruses and bacteria.	To understand which words for sexual parts are acceptable for use in the classroom. To understand that some words for sexual parts might be considered rude. To understand that the media drives fashion for profit. To understand that some people's choices about clothes are influenced by their friends and the media. To name personal hygiene products relevant to puberty. To name parts of the body which need to be washed regularly during puberty. To name some infectious/contagious diseases. To name ways in which illnesses can be spread. To identify a possible worry about puberty.	To give a reason for people starting puberty at different times. To explain some worries that different people might have about puberty. To explain some coping strategies for people who have worries about puberty. To explain some possible effects of focusing on appearance in the media and social media. To explain how I can reduce the spread of common diseases.	different things that happen to makes and females during this time, e.g. hair gain. Children to understand the importance of personal hygiene during and after this time, e.g. washing, using deodorant. Children to understand the importance of using gloves, washing hands, etc to stop viruses and bacteria from spreading.
Y6	**<u>Rights, rules and responsibilities.</u>** To understand the basic rights of children and adults and know who is responsible for ensuring these are protected. To build an understanding of their rights and responsibilities as a member of the community. To recognise their right to feel respected and their responsibility to show respect to all, in person and online. To take an active role in making, reviewing and adhering to rules in class and the wider school community. To describe views about courtesy and manners amongst people they know and places they go. To explain and demonstrate rules for keeping safe online and know who to speak to if they feel unsafe. To understand why rules and laws are needed in society. To understand how democratic elections work at school and nationally and how people represent or act on behalf of others.	**<u>Rights, rules and responsibilities.</u>** To describe some of the rights in the United Nations Convention on the Rights of the Child. To explain some rights that adults have. To explain who is responsible for ensuring these rights are protected. To suggest ground rules and take part in forming them for the class. To explain some ways of showing courtesy and manners at school and in other settings. To recognise that there are risks involved in being online. To state some reasons why it is important to be careful about what I share online. To say what is appropriate and safe to share online. To explain that rules and laws are there to keep people safe. To explain some of the rules and laws we have in our country and who is responsible for making and enforcing these.	**<u>Rights, rules and responsibilities.</u>** To explain some of the reasons why rights are important for children and adults. To prioritise rights for my class and school. To explain a link between a right or responsibility and a school or class ground rule. To explain how ground rules can help prevent problems in school. To describe what feeling respected is like. To describe how people in authority should show and be shown respect. To demonstrate ways to show respect both off line and online. To give examples of what it looks like when people are following the ground rules. To review the effectiveness of ground rules and suggest relevant changes. To communicate appropriately with adults and peers.	**<u>Rights, rules and responsibilities.</u>** Children to understand that a right refers to a choice to make your own opinion and entitlement to things such as education, religion and freedom of speech. Children to understand that a rule refers to the things that must be followed. Children to understand that responsibilities refer to things that you are expected to do. Children are to understand that school and home might have differences, e.g. how much reading you should do every night. Children are to understand that parliament refers to the place where MP's (people who are voted for by the public) decide laws and make decisions. Children to understand that councilors are voted for to manage the affairs of their area. Children to understand that elections that take place in this country are democratic, i.e. all people who are eligible have a vote.

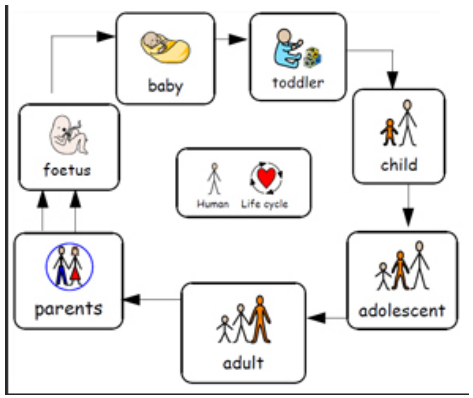
	To understand the role of councils, councillors, Parliament and MPs in the UK. To be able to take part in a debate respectfully, listening to others and sharing their own view.	To know some legal ages for certain responsibilities and the reasons for this. To explain what a manifesto is and give some examples of election promises. To explain the role of a local council and councillors. To understand similarities and differences between the school council and a local council. To explain the role of parliament and an MP. To know who my local MP is and what his/her responsibilities are. To understand the role of the Prime Minister.	To suggest some ways of safeguarding online information. To suggest some strategies to use when faced with situations online about which I feel uncomfortable. To explain the role of the influence of others and explain how I can be a positive influence on others. To create their own manifesto for school council elections. To express my view on a social or moral question and explain my reasons. To research a local issue. To take part in a debate about a local issue.	Children are to debate (argue) on issues relating to social (referring to interaction with others) and moral (something that is right or wrong) questions.
	Personal safety. To be able to recognise and report feelings of being unsafe or feeling bad about any adult. To be able to recognise who to trust and who not to trust. To be able to ask for advice or help for themselves or others, and to keep trying until they are heard. To know where to get advice e.g. family, school and/or other sources. To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate. To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). To know the importance of permission-seeking and giving in relationships with friends, peers and adults. To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	**Personal safety.** To identify some of the rights that we all have, including the right to feel safe. To identify my Early Warning Signs (the physical feelings in my body that tell me I do not feel safe). To identify which places around school feel safe/unsafe to me. To decide where I would place myself on the safety continuum in different scenarios. To identify the personal qualities that would make a good network person. To identify who is on my Network of Support. To identify who from my Network of Support I could speak to in different scenarios. To recall the number for the emergency services/Childline and know how they can help me. To identify the risks associated with contacting an unknown person online. To know how and when I should seek permission from others. To identify when physical contact breaks personal boundaries. To identify when physical contact feels safe or unsafe.	**Personal safety.** To persist in asking for help. To suggest different strategies I could use if I am worried about something that happens online. To consider how to judge which unknown adult to approach in an emergency. To consider the way my own actions may affect the feelings of others. To take responsibility for ensuring my own actions do not affect the right of others to feel safe. To identify when my behaviours, or the the behaviour of others, break personal boundaries. To use protective interruption as a strategy if I feel unsafe. To be confident to say 'No' if I don't want to do something. To talk with someone about unsafe or unwanted physical contact if I need to. To decide what action I should take in the event of being asked to keep an unsafe secret. To talk with someone about an unsafe secret if I need to. To talk with someone about abuse if I need to.	**Personal safety.** Children to understand that personal boundaries refer to rules, limits, etc made by people that they would like others to follow when coming into contact with them. Children to understand that people stand/ act in different ways and this refers to their body language. Children to understand that there are 'yes' and 'no' touches and this refers to individuals as well as specific places on their bodies. Children to understand that 'good' secrets are those e.g. birthday presents and 'bad' secrets refer to things such as someone being mean to someone, a particular touch, etc. Children to understand that peer group pressure and influence refers to how their friends/ people around them act or want them to do to be like them.

	To know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. To know how to report concerns or abuse, and the vocabulary and confidence needed to do so. To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. **E Safety.** To understand the need to be careful about how they present themselves online. To know the information which should and should not be shared online. To know how to safeguard their online information. To be able to apply their knowledge of which information to share online when creating profiles. To be able to review and improve their online profiles. To develop safe approaches to setting up passwords. To know the difference between information which can be shared and personal information which should be kept private. To be able to evaluate their own profiles to ensure that private information is not shared. To know what to do if they see something online which makes them feel uncomfortable. **Family and friends.** To identify who is in their network of people who are special to them and	To identify whether a secret feels safe or unsafe. To explain what abuse is and identify abusive behaviour. To recognise a range of risks online. To give examples of how I can assess how safe a situation feels. To give examples of actions I can take to help me to feel safer. **E Safety.** To recognise that there are risks involved in being online. To state some reasons why it is important to be careful about what I share online. To give examples of what could happen if an online identity is not protected. To explain some of the risks involved in sharing information online. To say what is appropriate and safe to share online. To state some rules for creating a safer password. To say who I can share my password with. To state the difference between information which can be shared online, and personal information, which should be kept private. To give some examples of personal information. To know that sometimes I might see or hear something online which worries or scares me. **Family and friends.** To identify a range of special people in my network.	To suggest strategies that can help me to feel safer online. To talk with someone if I am worried about something that happens online. **E Safety.** To suggest some ways of safeguarding online information. To suggest what someone could do if they think their online profile details have been stolen, or used inappropriately. To create a safe online profile for a fictional character. To act on feedback about an online profile, and make changes as necessary. To create my own online profile which is safe. To explain the main potential online risks when creating and using a profile. To explain some ways of ensuring my profile is as safe as possible. To review my online profile and suggest improvements. To present my learning about passwords to others. To recognise information which is safe to share and information which is not. To review my online profiles to ensure they are as safe as possible. To suggest some strategies to use when faced with situations online about which I feel uncomfortable. **Family and friends.** To describe qualities I value in people. To describe changes in my network and why they may have happened.	**E Safety.** Children to understand that there are rules they need to follow in order to stay online. Children to use these rules in order to stay safe online. Children understand the importance of discussing anything they see online that makes them feel anxious, worried, nervous, etc with a trusted adult. Children to understand the importance of a password and keeping it safe. **Family and friends.** Diversity – a range of different things, being different to others.

	recognise how their relationships have changed and developed. To develop ways of beginning new friendships and maintaining existing ones during times of change. To recognise and value differences between individuals, and how difference can be a positive aspect of their friendships. To recognise the diversity of family patterns, and how these can continue to change. To recognise some of the pressures on relationships and to develop strategies to manage them. To identify some of the influences and pressures involved in group relationships, and to develop strategies to manage these. To know how to access support from people in their network and from other people and places. To identify ways in which they already do or could support others.	To talk about the different contexts where I come into contact with people in my network. To talk about changes that may happen in the future in my network of relationships. To describe qualities I look for in my friends. To describe aspects of friendship I think I might give to others. To recognise that people may bring different qualities to a friendship from those we expect. To understand some of the reasons why relationships change, and that this is normal. To describe some of the benefits of meeting new people. To identify similarities and differences between myself and others in the class. To recognise that differences within friendships are positive. To understand that everybody's home and family situation is different. To recognise a range of different family patterns. To understand that family situations can change. To understand that all friendships and relationships sometimes face challenges. To describe some of the challenges I do or might face in my relationships. To state positive and negative things about group friendships. To recognise some of the influences involved when we are in groups. To describe some of the pressures we can experience in group situations. To identify a range of people in my Network of Support who I can talk to if I have a problem. To understand what 'trust' means. To recognise the qualities of a trusted adult. To understand why it is important to find	To recognise what makes a friendship or other relationship a positive one. To have some strategies for meeting new people and building new relationships. To have some strategies for maintaining existing friendships. To know some ways that people can cope with change in families. To recognise there are aspects of the same person's personality or behaviour I might find more difficult. To understand how to be tolerant of different behaviour. To develop ways to cope with different behaviour in our friends and family. To show I have some strategies to cope with situations that happen in groups. To know some obstacles to talking about worries and some ways to overcome these. To identify things that help me to feel able to share my worries and concerns. To talk about times that I have supported other people. To recognise the range of things I could do to help other people. To know some ways I can deal with the barriers to make it easier to help.	Children are to identify that things may put pressure on relationships, e.g. someone new to the school, a party. Children to understand that to work effectively as a group they need to listen as well as put their ideas across, have roles, etc.

		someone I can share my worries with. To identify organisations and agencies who may provide help in addition to/instead of those on the network of support. To describe things that friends have done to support me. To identify some of the 'drivers' and 'barriers' to supporting other people.		
	Diversity and communities. To explore the elements that make up people's identities and how others' perceptions can influence identity. To explore how perceptions of gender amongst peers and the media affect identity, emotions, friendships, behaviour and choices. To explore the variety of origins, national identities, religious beliefs, cultural traditions and lifestyles locally and in the UK. To understand why people should show respect for those with different lifestyles, beliefs and traditions and explore ways to demonstrate respect. To recognise the negative effects of stereotyping and how they might lead to prejudice. To recognise the different local and wider communities they belong to, and explore the contribution that belonging makes to wellbeing and happiness. To understand the role of volunteers and voluntary organisations. To know about the role of the media nationally, and understand how it can affect them and their community. To understand some ways of caring for the wider environment and the contribution they can make.	**Diversity and communities.** To describe some different perceptions of gender. To explain how a person's view of gender might affect what they choose to read, wear or do. To know about the range of nationalities, cultures and ethnic groups that live in Britain. To describe the make-up of our community to others. To explain different prejudice-based phobias. To describe how someone might feel if they experienced or observed prejudice-based behaviour. To describe the community around my home. To identify facilities and support available in my community. To know what 'to volunteer' means. To give examples of voluntary, community, pressure groups and charities. To describe aspects of what these groups might do. To identify different forms of the media and what they do. To recognise that the media can influence the way we think. To understand some of the regulations used by national and local government to protect the environment e.g. planning, waste management, protection of endangered species.	**Diversity and communities.** To describe aspects of my identity and empathise with some other people. To talk about how my views about my identity might have changed over time. To give examples of how the way you treat someone can affect their views about their identity. To explain how to talk about difference respectfully. To describe ways to support people who are not being treated respectfully by others. To talk about how someone might challenge prejudice-based behaviour. To present to others positive aspects of my community and possible issues/challenges for people who live there. To demonstrate an understanding of the need for sustainable lifestyles.	**Diversity and communities.** Children to understand that the ethnic make up refers people with different cultures or backgrounds. Voluntary organization – a group of people that are set up to help others, usually these people are unpaid. Stereotyping and prejudice – people coming to conclusions before going into a situation.

	Healthy lifestyles. To be aware of and to be able to identify a range of factors which contribute to their physical and mental health. To understand that variety is needed for a healthy diet because different foods contain different substances, including nutrients, which our body needs, and to know that the Eatwell Guide represents this balanced diet. To understand the benefits of a range of nutrients for keeping the body healthy. To be able to plan, prepare and cook simple healthy meals. To understand that different types and amounts of food provide different amounts of energy, and to know how to achieve an energy balance which will help us stay healthy and be active. To understand what is meant by a positive, healthy attitude towards food and nutrition. To understand the benefits of physical activity for promoting health, and the risks of not engaging in it. To know the signs of physical illness and to explain how they might respond. To understand that there are a range of influences on the choices they make about diet and exercise, including the media, peers and adults. To understand the contribution behaviour and routines make to a healthy lifestyle, and to reflect on and take responsibility for their own lifestyle choices.	**Healthy lifestyles.** To state some ways of being healthy. To understand that a healthy lifestyle is made up of physical, social and emotional aspects. To understand that some activities impact on more than one aspect of health. To understand that different foods contain different nutrients. To understand the function of different nutrients. To explain that fat, protein and carbohydrate provide energy. To know that there are guideline daily amounts of nutrients for different people. To know that different foods provide different amounts of energy. To understand that different people need different amounts of energy, depending on their age and activity levels. To know that different activities use different amounts of energy. To describe the choices I have in relation to food. To know that these choices will increase as I get older. To know who to approach for help if I feel there's an imbalance for myself or someone I know. To state some of the physical, mental and social benefits of physical activity. To know some of the reasons people might give for not being physically active. To state some of the possible signs of illness. To state some of the influences on people's lifestyle choices. To know how the media tries to persuade people to choose certain foods. To suggest reasons why we might change our behaviour around physical activity and eating. To know that there are a range of indicators of good health.	**Healthy lifestyles.** To sort foods and meals according to the Eatwell guide and the nutrients they contain. To suggest a meal which provides a healthy balance of nutrients. To explain some of the risks of an imbalance of one or more nutrients. To plan healthy meals. To prepare and cook healthy meals. To apply my understanding to suggest a healthy balance of energy in and energy out. To describe some possible consequences of making choices which lead to an imbalance of nutrition. To persuade others that physical activity is beneficial. To suggest what I could do for myself to help me feel better. To suggest when I might need to talk to an adult and/or see a medical professional. To make suggestions which may influence others' choices, based on truthful messages. To reflect on and take responsibility for my own choices. To suggest changes which would make my lifestyle healthier. To use my understanding to evaluate others' behaviour sensitively. To share my understanding of what a healthy lifestyle looks like with others.	**Healthy lifestyles.** Physical health – includes fitness, agility, condition, muscular strength. Mental health – how a person feels. Children to understand the importance of a healthy balanced diet encompassing the different food groups. Children to understand that it is not only eating that plays an important part in being healthy, i.e. exercise is also important.

		To understand what makes a person's lifestyle healthier or less healthy.		
	Relationships and Sex education. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. To understand that they have some responsibility for the feelings and wellbeing of others. To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment. To be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families.	**Relationships and Sex education.** To name internal and external sexual parts for males and females, using scientific words. To show understanding that there are lots of different types of love. To name examples of different family relationships. To name the family members who are closest to me and recognise that everyone has different special people.	**Relationships and Sex education.** To describe the stages of fertilisation. To ask a question about sexual intercourse. To describe some things I am looking forward to about being a teenager and an adult. To describe some things I am not looking forward to about being a teenager and an adult. To describe ways to show kindness and consideration to someone, even if you have fallen out with them. To describe examples of special ways that people who are 'in love' might behave. To describe ways that adults who are 'in love' might show their commitment to each other. To give some reasons why people may choose to marry or enter a civil partnership.	**Relationships and Sex education.**  Second marriage – people that have been married before, divorced and then remarried. Fostering – bringing someone up that is not the parents by birth. Same sex partners – female and female, male and male. Extended families – includes grandparents and other relatives. Responsibility – having control.
	Managing change. To be able to identify a range of situations which involve loss and change. To be able to identify changes which happen in families, and what the impact might be on family members. To recognise emotions associated with loss and change, and understand how these can change over time. To describe what is meant by grief, and give some examples of the ways in which people might grieve. To be able to identify what might help when experiencing grief, how to get support and how they could support others.	**Managing change.** To identify different situations that have involved or could involve change. To recognise that all changes involve an element of loss. To identify the different kinds of change which happen in families. To identify some of the possible feelings associated with family change. To understand how managing change is an on going process which happens over time. To understand that we can experience different feelings at different times when we are managing change. To describe situations in which people may experience grief.	**Managing change.** To name emotions I have experienced in a change situation. To suggest some feelings and behaviours we might notice when someone is grieving. To describe some ways I or someone else might cope with feelings we experience in a change situation. To have some ideas about how I could help other people cope with difficult feelings. To talk about some changes I have already experienced in my life. To recognise how some of the changes I have experienced have affected me.	**Managing change.** Children are able to discuss any loss they have had and explain how this has affected them. Children are to then use this to generate ways they could cope in the future.

	To recognise that a range of changes take place throughout everyone's lifetime and that people manage change in different ways. To reflect on their own experiences of change and how they have affected them both positively and negatively. To develop strategies for coping with future changes that they may experience. To identify the changing influences on their friendships and relationships, and how they might manage these.	To explain that grief will be experienced differently by each individual, but that there might be some common experiences too. To know who I could ask for support. To understand there are lots of different changes that people go through in their lives. To know that people may experience more than one change at a time. To recognise that there are different ways to cope with change. To understand that when a change happens to someone, their feelings about it may change over time. To recognise that there are often positive and negative aspects to a change. To identify how my friendships might change in the next year or two. To identify what currently influences me in my friendships, and what might influence me in the future. To suggest strategies for managing these changes.	To identify ways to cope with change that have helped me. To name some emotions I might experience when I move to secondary school. To understand some of the ways I can feel more confident. To know what might help me to cope at times of change.	