

	Who We Are	Sharing the Planet	How the World Works	How we organise themselves	Where we are in place and time	How We Express Ourselves
EYFS	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Show sensitivity to their own and to others' needs. Form positive attachments to adults and friendships with peers. work and play cooperatively and take turns with others. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Explain the reasons for rules, know right from wrong and try to behave accordingly. Be confident to try new activities.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Show sensitivity to their own and to others' needs. Form positive attachments to adults and friendships with peers. work and play cooperatively and take turns with others. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Explain the reasons for rules, know right from wrong and try to behave accordingly. Be confident to try new activities and show independence.</p>		<p>Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Show sensitivity to their own and to others' needs. Form positive attachments to adults and friendships with peers. work and play cooperatively and take turns with others. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>		<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Show sensitivity to their own and to others' needs. Form positive attachments to adults and friendships with peers. work and play cooperatively and take turns with others. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>
Year 1	<p><b>Relationships:</b>  *I can identify the members of my family and understand that there are lots of different types of families  *I can identify what being a good friend to me is  *I know appropriate ways of physical contact to greet my friends and which ways I prefer  *I can recognise my qualities as a person and a friend.  *I can tell you why I appreciate someone who is special to me  *I can tell you what bullying is  *I know some people who I could talk to if I was feeling unhappy or being bullied.</p>	<p><b>Celebrating difference:</b>  *I can identify similarities between people in my class.  *I can identify differences between people in my class  *I know that it is good to make friends that are different from me  *I can tell you some ways I am different from my friends</p>	<p><b>Keeping safe:</b>  *I understand the rights and responsibilities as a member of my class.  *I know my views are valued and can contribute  *I can recognise the choices I make and understand the consequences.  *I understand my rights and responsibilities within our Learning Charter (do they help to keep us safe?)  *I know how to keep safe when crossing the road, and about people who can help me stay safe.</p>	<p><b>Keeping healthy:</b>  *I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy  *I know how to make healthy lifestyle choices  *I know how to keep myself clean and healthy, and understand how germs cause disease/illness  *I know that all household products including medicines can be harmful if not used properly.  *I understand that medicines can help me if I feel poorly and know how to use them safely  *I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>	<p><b>Dreams and goals:</b>  *I can set simple goals  *I can set a simple goal and work out how to achieve it.  *I understand how to work well with a partner  *I can tackle a new challenge and understand this may stretch my learning  *I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them  *I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p>	<p><b>Change:</b>  *I am starting to understand the life cycle of animals and humans.  *I can tell you some things about me that have changed and some things that have stayed the same.  *I can tell you how my body has changed since I was a baby.  *I can identify the parts of a body that make boys different to girls and can use the correct names for these.  *I can understand that every time I learn something new I change a little bit.  *I can tell you about changes that have happened in my life.  *I can discuss my worries and the things I am looking forward to about being in Year 2.</p>

Year 2	<p>I know how to be a good friend, e.g. kindness, listening, honesty</p> <p>I know about different ways that people meet and make friends</p> <p>I know strategies for positive play with friends, e.g. joining in, including others, etc.</p> <p>I know about what causes arguments between friends</p> <p>I know how to positively resolve arguments between friends</p> <p>I know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p> <p>I know how to recognise hurtful behaviour, including online</p> <p>I know what to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p>I know what bullying is and different types of bullying</p> <p>I know how someone may feel if they are being bullied</p>	<ul style="list-style-type: none"> <li>• I know about the difference between happy surprises and secrets that make me feel uncomfortable or worried, and how to get help</li> <li>• I know how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• I know how to ask for help if I feel unsafe or worried and what vocabulary to use</li> <li>• I know about the things I have in common with my friends, classmates, and other people</li> <li>• I know how friends can have both similarities and differences</li> <li>• I know how to play and work cooperatively in different groups and situations</li> <li>• I know how to share my ideas and listen to others, take part in discussions, and give reasons for my views</li> </ul>	<ul style="list-style-type: none"> <li>• I know about being a part of different groups, and the role I play in these groups e.g. class, teams, faith groups</li> <li>• I know about different rights and responsibilities that I have in school and the wider community</li> <li>• I know about how a community can help people from different groups to feel included</li> <li>• I can recognise that we are all equal, and ways in which we are the same and different to others in my community</li> <li>• I know the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• I can recognise the purpose and value of the internet in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• I know that information online might not always be true</li> <li>• I know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• I know how money can be kept and looked after</li> <li>• I know about getting, keeping and spending money</li> <li>• I know that people are paid money for the job they do</li> <li>• I know how to recognise the difference between needs and wants</li> <li>• I know how people make choices about spending money, including thinking about needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>• I know about routines and habits for maintaining good physical and mental health</li> <li>• I know why sleep and rest are important for growing and keeping healthy</li> <li>• I know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• I know the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• I know about food and drink that affect dental health</li> <li>• I know how to describe and share a range of feelings</li> <li>• I know ways to feel good, calm down or change my mood e.g. playing outside, listening to music, spending time with others</li> <li>• I know how to manage big feelings including those associated with change, loss and bereavement</li> <li>• I know when and how to ask for help, and how to help others.</li> </ul>	<ul style="list-style-type: none"> <li>• I know about the human life cycle and how people grow from young to old</li> <li>• I understand how our needs and bodies change as we grow up</li> <li>• I can identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• I know about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> <li>• I know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• I know how to help keep myself safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• I can identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> </ul>
Year 3	<p>I know how to reflect on and celebrate my achievements, identify strengths and areas for improvements, set high aspirations and goals.</p> <p>I can work collaboratively towards shared goals.</p>	<p>I know that civil partnerships and marriages are examples of commitment and that there is a legal age</p> <p>I am able to judge what physical contact is acceptable or unacceptable and know how to respond.</p> <p>I can listen and respond respectfully to a wide range of people and be able to constructively challenge others</p> <p>I know that two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership</p> <p>I understand personal boundaries and know what I'm willing to share with people and that we have privacy rights</p> <p>I know how to recognise bullying and abuse in all its forms</p>	<p>I can understand online and offline behaviours.</p> <p>I know strategies for keeping safe online, protecting personal information and passwords.</p> <p>I know that bacteria and viruses can affect health and how simple routines can reduce this.</p> <p>I know how to deepen my understanding of my feelings, extending my vocabulary to be able to express them to others.</p> <p>I know what positively and negatively affects my physical, mental and emotional health (rest, food, friends, family, support)</p> <p>I know what constitutes a healthy diet (calories and other nutritional content, balanced diet benefits).</p>	<p>I can explain that it is important to respect difference, even if people have different beliefs or customs.</p> <p>I can research the customs of places outside of the UK (Italy) and explain how they are different from where I live.</p> <p>I can celebrate these differences.</p> <p>I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE).</p>	<p>can differentiate between the terms risk, danger and hazard</p> <p>I understand school rules about health and safety, basic emergency first aid and how and where to get help</p> <p>I know about people who are responsible for helping me stay healthy and safe and how they can help me.</p> <p>I know strategies for keeping physically and emotionally safe, including road safety, fire and water safety (fire is focus).</p> <p>I understand basic human rights shared by all peoples and societies and that children have their own special rights.</p>	<p>I know that I have different kinds of responsibilities, rights and duties at home, school, community and towards the environment.</p> <p>I know about change, including transitions, loss, separation, divorce and bereavement.</p> <p>I can identify what I am looking forward to when I am in Year 4.</p> <p>I can start to think about changes I will make when I am in Year 4</p>

Year 4	<p>I can explain something that is unique about me. I can explain why it is good to accept people for who they are. I know how to reflect on and celebrate my achievements, identify strengths and areas for improvements, set high aspirations and goals (RECAP). I am able to judge what physical contact is acceptable or unacceptable and know how to respond. I can realise consequences of anti-social, aggressive and harmful behaviours, such as bullying, discrimination and be able to develop support strategies for myself and others at risk.</p>	<p>I know how to recognise bullying and abuse in all its forms and problem solve a bullying situation with others. I know strategies for keeping safe online, protecting personal information and passwords (RECAP). I know how to use mobile phones responsibly, including safe user habits, e.g. time limits, passwords. I know what positively and negatively affects my physical, mental and emotional health (recognise anxiety, shame, pressure) I can make informed choices, recognising positive and negative consequences, and begin to understand a balanced lifestyle (obesity, dental health - tooth decay, regular vigorous exercise, bad food habits).</p>	<p>I recognise when others actions make me feel inadequate and manage this with simple self care techniques. I know who to ask for help if I'm worried about my health. I can differentiate between the terms risk, danger and hazard and know how to to manage situations with these. (RECAP) I know strategies for keeping physically and emotionally safe, including road safety, fire and water safety (water is the focus). I know how to recognise how increasing independence brings increased responsibility to keep myself and others safe. I know what being part of a community means, and about the varied institutions that support communities locally and nationally.</p>	<p>I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE). I can consider the lives of people living in other places and people with different values and customs (Link to inquiry or RE).</p>	<p>I know about change, including transitions, loss, separation, divorce and bereavement (RECAP).</p>	<p>I know how my body and emotions may change as I approach and move through puberty. I know about human reproduction. I understand school rules about health and safety, basic emergency first aid and how and where to get help I know about people who are responsible for helping me stay healthy and safe and how they can help me. I know how to help people with asthma (First Aid Afternoon). I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</p>
Year 5	<ul style="list-style-type: none"> <li>• I know what makes a healthy friendship and how they make people feel included</li> <li>• I know strategies to help someone feel included</li> <li>• I know about peer influence and how it can make people feel or behave</li> <li>• I know the impact of the need for peer approval in different situations, including online</li> <li>• I know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• I know that it is common for friendships to experience challenges</li> <li>• I know strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• I know that friendships can change over time and the benefits of having new and different types of friends</li> <li>• I can recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>• I know how it feels in a person's mind and body when they are uncomfortable</li> <li>• I know that it is never someone's fault if they have experienced unacceptable contact</li> <li>• I know how to respond to unwanted or unacceptable physical contact</li> <li>• I know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• I know whom to tell if they are concerned about unwanted physical contact</li> <li>• I can recognise that everyone should be treated equally</li> <li>• I know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• I know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> </ul>	<ul style="list-style-type: none"> <li>• I know about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• I know the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• I know how to show compassion for the environment, animals and other living things</li> <li>• I know about the way that money is spent and how it affects the environment</li> <li>• I can express my own opinions about their responsibility towards the environment</li> <li>• I can identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• I know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• I know that some media and online content promote stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise unsafe or suspicious content online</li> <li>• I know how devices store and share information</li> <li>• I can identify jobs that they might like to do in the future</li> <li>• I know about the role ambition can play in achieving a future career</li> <li>• I know how or why someone might choose a certain career</li> <li>• I know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• I know the importance of diversity and inclusion to promote people's career opportunities</li> <li>• I know about stereotyping in the workplace, its impact and how to challenge it</li> <li>• I know that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	<ul style="list-style-type: none"> <li>• I know how sleep contributes to a healthy lifestyle</li> <li>• I know healthy sleep strategies and how to maintain them</li> <li>• I know about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• I know how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• I know how medicines can contribute to health and how allergies can be managed</li> <li>• I know that some diseases can be prevented by vaccinations and immunisations</li> <li>• I know that bacteria and viruses can affect health</li> <li>• I know how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• I can recognise the shared responsibility of keeping a clean environment</li> <li>• I know about personal identity and what contributes to it, including race, sex, gender,</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to recognise, respect and express their individuality and personal qualities</li> <li>• I know ways to boost my mood and improve emotional wellbeing</li> <li>• I know about the link between participating in interests, hobbies and community groups and mental wellbeing</li> <li>• I can identify when situations are becoming risky, unsafe or an emergency</li> <li>• I can identify occasions where I can help take responsibility for my own safety</li> <li>• I can differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• I know how to deal with common injuries using basic first aid techniques</li> <li>• I know how to respond in an emergency, including when and how to contact different emergency services</li> <li>• I know that female genital mutilation (FGM) is against</li> </ul>

<p>Year 6</p>	<p>Relationships REAL LOVE ROCKS – Healthy &amp; equal relationships resource Christopher Winter Project: Understanding Relationships Communicating in Relationships I can realise consequences of anti-social, aggressive and harmful behaviours, such as bullying, discrimination and be able to develop support strategies for myself and others at risk (RECAP). I know what a positive, healthy relationship is and can develop skills to foster this. I know that marriage is a commitment freely entered into by people and that no one should be forced into a marriage. I can listen and respond respectfully to a wide range of people and be able to constructively challenge others. I can develop strategies to resolve disputes and conflict through negotiation and appropriate compromise. I know some of the reasons people use bullying behaviours. I can tell you strategies for managing my feelings in bullying situations and for problem solving when I'm part of one.</p>	<p>Keeping Healthy I know how to manage requests for images of myself and what is not appropriate. I can critically examine what is presented in social media and understand misrepresentation I know what I should not forward to others. I know what positively and negatively affects my physical, mental and emotional health (importance of early intervention, where to seek help if they or others need help - online or in person). I know which, why and how substances (drugs, tobacco, alcohol, energy drinks etc) can damage my health and that some are restricted or illegal. I understand 'habits' and why they can be hard to change. I know facts and science relating to allergies, immunisation and vaccination.</p>	<p>Celebrating Difference REAL LOVE ROCKS – LGBTQ Resources I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE). I can consider the lives of people living in other places and people with different values and customs (Link to inquiry or RE). I can explain ways in which difference can be a cause for celebration. I know that differences and similarities between people arise from a number of factors, including sexual orientation, gender, disability etc. I can explain how having a disability could affect someone's life. I can give examples of people who have disabilities leading a great life (e.g. Olympians).</p>	<p>Keeping Safe REAL LOVE ROCKS – Keeping safe resources, Barnardos I understand school rules about health and safety, I know how to help someone who is choking (First Aid Afternoon). I know about people who are responsible for helping me stay healthy and safe (RECAP). I know strategies for keeping physically and emotionally safe, including road safety, cycle, rail, water and fire safety (rail safety is the focus). I know what is meant by enterprise and am beginning to develop enterprise skills. I can develop an initial understanding of interest, loans, debt and tax. I know about the role money plays in my own and others' lives, including how to manage my money and be a critical consumer.</p>	<p>Dreams and Goals I know how to reflect on and celebrate my achievements, identify strengths and areas for improvements, set high aspirations and goals (SMART target). I can work collaboratively towards shared goals (RECAP). I know that universal rights are there to protect everyone and have primacy over national law, family and community practices. I know how rules and laws that protect me are made and enforced. I know how to take part in changing/making rules. **Sex and Relationships**</p>	<p>Change Christopher Winter Project: Puberty and Reproduction Conception and Pregnancy I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (thinking about their role in this as they get older). I know about taking care of my body and understand the right to protect it from inappropriate or unwanted contact. I know how my body and emotions may change as I approach and move through puberty. I know about human reproduction. I can identify what I am looking forward to and what worries me about the transition to secondary school.</p>
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