



Eaton Primary School

Progression of Learning

Supported by the scheme of work produced by:

PSHE
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Progression of Knowledge and Skills

How this document works:

This is a whole school overview, demonstrating progression in knowledge and skills.

Page 1: Overarching Concepts

Page 2: Demonstrates what a typical Global Citizen will look like at the end of each phase, combining the key skills and knowledge they will require.

Page 7 onwards: Demonstrates progression in knowledge and skills objectives for each phase, with key vocabulary, and also 'key indicators' which identify intended learning outcomes.

Overarching concepts

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

PHSE education makes significant contribution to the development of a wide range of essential skills.

Essential Skills

The Intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<ol style="list-style-type: none"> 1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) 2. Learning from experience to seek out and make use of constructive feedback 3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) 4. Making decisions (including knowing when to be flexible) 5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) 6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) 7. Self-regulation (including managing strong emotions e.g. negativity and impulse) 8. Recognising and managing the need for peer approval 9. Self-organisation (including time management) 	<ol style="list-style-type: none"> 1. Active listening 2. Empathy 3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) 4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) 5. Negotiation (including flexibility, self-advocacy and compromise) 6. Recognising and utilising strategies for managing pressure, persuasion and coercion 7. Responding to the need for positive affirmation for self and others 	<ol style="list-style-type: none"> 1. Formulating questions 2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) 3. Analysis (including separating fact from opinion) 4. Planning and deciding 5. Recalling and applying knowledge creatively and in novel situations 6. Drawing and defending conclusions using evidence and not just assertion 7. Identification, assessment (including prediction) and management of risk 8. Evaluating social norms 9. Reviewing progress against objectives

This is what our Global citizens	Foundation/ EYFS	KS1	KS2 UKS2
Core theme 1: relationships	<p>Special Relationships:</p> <p>Children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	<ol style="list-style-type: none"> 1. to communicate their feelings to others, to recognise how others show feelings and how to respond 2. to recognise how their behaviour affects other people 3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises 4. to recognise what is fair and unfair, kind and unkind, what is right and wrong 5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) 7. to offer constructive support and feedback to others 8. to identify and respect the differences and similarities between people 9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another 10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) 11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 13. that there are different types of teasing and bullying, that these are wrong and unacceptable 14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<ol style="list-style-type: none"> 1. to recognise and respond appropriately to a wider range of feelings in others 2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, 5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other their lives together and who are of the legal age to make that commitment 6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so 7. that their actions affect themselves and others 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond 9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view 11. to work collaboratively towards shared goals 12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves 13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help) 15. to recognise and manage 'dares' 16. to recognise and challenge stereotypes
Core Theme 2: Living in the wider world – Economic wellbeing and being a responsible citizen	<p>Taking on challenges</p> <p>Children will understand why we have rules, the importance of persistence and perseverance in the face</p>	<ol style="list-style-type: none"> 1. to communicate their feelings to others, to recognise how others show feelings and how to respond 2. to recognise how their behaviour affects other people 3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises 	<ol style="list-style-type: none"> 1. to recognise and respond appropriately to a wider range of feelings in others 2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.

	<p>of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge</p>	<ol style="list-style-type: none"> 4. to recognise what is fair and unfair, kind and unkind, what is right and wrong 5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) 7. to offer constructive support and feedback to others 8. to identify and respect the differences and similarities between people 9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another 10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) 11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 13. that there are different types of teasing and bullying, that these are wrong and unacceptable 14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<ol style="list-style-type: none"> 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, 5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment 6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so 7. that their actions affect themselves and others 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond 9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view 11. to work collaboratively towards shared goals 12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves 13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) 15. to recognise and manage 'dares' 16. to recognise and challenge stereotypes
<p>Core Theme 3: Health and Wellbeing</p>	<p>My feelings: Children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<ol style="list-style-type: none"> 1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health 2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences 3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals 4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings 5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) 6. the importance of and how to maintain personal hygiene 7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others 	<ol style="list-style-type: none"> 1. what positively and negatively affects their physical, mental and emotional health (including the media) 2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' 3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet 4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves 5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals 6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

		<p>8. about the process of growing from young to old and how people's needs change</p> <p>9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</p> <p>11. that household products, including medicines, can be harmful if not used properly</p> <p>12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety))</p> <p>13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p> <p>14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<p>7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p> <p>9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>13. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p> <p>14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>15. school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p> <p>18. how their body will, and emotions may, change as they approach and move through puberty</p> <p>19. about human reproduction</p> <p>20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</p> <p>21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)</p> <p>22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people</p>
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Year Group	EYFS	KS1	LKS2	UKS2
Relationships	<p>KAPOW - Families and Relationships</p> <p>(EYFS to focus on these throughout this whole section)</p>	<p><u>Families and friendships</u></p> <p>Year 1 - Roles of different people; families; feeling cared for</p> <p>Year 2 – Making friends; feeling lonely and getting help</p>	<p><u>Families and friendships</u></p> <p>Year 3 – What makes a family; features of family life</p> <p>Year 4 – Positive friendships, including online</p>	<p><u>Families and friendships</u></p> <p>Year 5 – Managing friendships and peer influence</p> <p>Year 6 – Attraction to others; romantic relationships; civil partnership and marriage</p>
<u>Knowledge and skills</u>	<p><u>Knowledge:</u> In EYFS Families & Relationships will be covered through KAPOW & PSED (Development matters)</p> <ul style="list-style-type: none"> • To know about families • To understand that all families are valuable and special. • To know the importance of sharing. • To know and develop strategies to help when sharing. • To understand it is ok to like different things <p><u>Skills:</u></p> <p><u>PSED:</u></p> <ul style="list-style-type: none"> • To think about the perspective of others. • To see themselves as a valuable individual. • Build constructive and respectful relationships. <p><u>UW:</u></p> <ul style="list-style-type: none"> • To talk about members of their immediate family and community. • To name and describe people who are familiar to them. <p><u>ELG</u> People, Culture and Communities;</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children’s lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family <p><u>Year 2</u></p> <ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe <p><u>Year 4 –</u></p> <ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know • what to do or whom to tell if they are worried about any contact online 	<p><u>Year 5 –</u></p> <ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships <p><u>Year 6 –</u></p> <ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone’s right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried

<p><u>Key vocabulary</u></p>	<ul style="list-style-type: none"> • Family • Special • Sharing • Different 	<ul style="list-style-type: none"> • family • love • kindness • listening • honesty • friendship • problem • manners 	<ul style="list-style-type: none"> • same-sex • stability • blended families • foster • adopted • caring • loving • support • communicate 	<ul style="list-style-type: none"> • included • influence • impact • strategies • experience • dispute • reconcile • uncomfortable • expectation • commitment •
<p><u>Key indicators</u></p>	<ul style="list-style-type: none"> • Can think about the perspective of others. • Can see themselves as a valuable individual. • Can build constructive and respectful relationships. • Can talk about members of their immediate family and community. • Can name and describe people who are familiar to them. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 	<p><u>Year 1</u> Can name people who care for them Can explain what it means to be a family Can explain the importance of telling someone if they are worried</p> <p><u>Year 2</u> Can explain how to be a good friend Can name ways to play positively with a friend Can name ways to positively resolve an argument with a friend Can ask for help when they are lonely, sad or unhappy.</p>	<p><u>Year 3</u> Can name some examples of different types of families Can explain what support a family can give Can name ways a family can care for a person Can explain what to do and whom, they can talk to if they are unhappy or worried</p> <p><u>Year 4</u> Can name the features of a positive healthy friendship Can explain how to seek support with relationships if they are lonely Can name ways to communicate effectively with a friend, including on digital devices Can explain what to do if they are worried or upset by something online</p>	<p><u>Year 5</u> Can explain what makes a healthy friendship including how they make others feel Can name strategies to help someone feeling included Understands peer influence and can explain how it makes people feel Can name strategies to manage peer influence Can explain how to seek support if they are unhappy, worried or uncomfortable</p> <p><u>Year 6</u> Can explain what it means to be attracted to someone Can explain the difference between gender identity and sexual orientation Can explain ways couples show their love and commitment Can explain what marriage and civil partnership mean Can explain how to report forced marriage or ask for help if they are worried</p>
<p>Relationships</p>	<p>EYFS – as above</p>	<p><u>Safe Relationships</u></p> <p>Year 1 – Recognising privacy; staying safe; seeking permission</p> <p>Year 2 - Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p>	<p><u>Safe Relationships</u></p> <p>Year 3 – Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Year 4 – Responding to hurtful behaviour; managing confidentiality; recognising risks online</p>	<p><u>Safe Relationships</u></p> <p>Year 5 – Physical contact and feeling safe</p> <p>Year 6 – Recognising and managing pressure; consent in different situations</p>
<p><u>Knowledge and skills</u></p>		<p><u>Year 1</u></p> <ul style="list-style-type: none"> • about situations when someone’s body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission <p><u>Year 2</u></p>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person’s mind and body when they are uncomfortable • that it is never someone’s fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • 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

		<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 	<p>Year 4</p> <ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online 	<ul style="list-style-type: none"> • whom to tell if they are concerned about unwanted physical contact <p>Year 6</p> <ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online ‘challenges’ and ‘dares’ • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations
<u>Key vocabulary</u>		<ul style="list-style-type: none"> • private • touches • uncomfortable • unsafe • permission • hurtful • behaviour • bullied • pressure 	<ul style="list-style-type: none"> • appropriate • social group • boundaries • supervision • bullying • unacceptable • consequences • pressures • confidence • harmful 	<ul style="list-style-type: none"> • acceptable • unacceptable • permission • physical contact • fault / blame • concerned • responsibility • respond • personal safety
<u>Key indicators</u>		<p>Year 1</p> <p>Can name situations when someone’s body or feelings may be hurt</p> <p>Can explain what private means, including parts of the body</p> <p>Can identify different types of touch</p> <p>Can explain how to ask for and give/not give permission</p> <p>Year 2</p> <p>Can name hurtful behaviour, including online</p> <p>Can explain what to do if they see or experience hurtful behaviour, including online</p> <p>Can name the feelings of someone who is being bullied</p> <p>Can explain how to ask for help if they feel unsafe or worried</p>	<p>Year 3</p> <p>Can name examples of when it is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>Can name ways to keep safe online</p> <p>Understands that bullying is unacceptable in any situation</p> <p>Can name the effects and consequences of bullying</p> <p>Can explain what to do and whom to seek support if they see or experience bullying or hurtful behaviour</p> <p>Year 4</p> <p>Can explain the differences between playful teasing, hurtful behaviour or bullying, including online</p> <p>Can explain how to manage pressures associated with dares</p> <p>Can explain when it is right to break a confidence</p> <p>Can explain how to report concerns and seek help if worried, or uncomfortable about someone’s behaviour, including online</p>	<p>Year 5</p> <p>To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>Can explain how to ask for, give and not give permission for physical contact</p> <p>Can explain how to respond to unwanted or unacceptable physical contact</p> <p>Can explain who to tell if concerned about unwanted physical contact</p> <p>Year 6</p> <p>To compare features of healthy and unhealthy friendship</p> <p>Can name strategies of how to respond to pressures from friends online</p> <p>To explain what consent means</p> <p>To explain how to get advice or report concerns about personal safety, including online</p>
Relationships	EYFS – as above	<u>Respecting ourselves and others</u>	<u>Respecting ourselves and others</u>	<u>Respecting ourselves and others</u>

		<p>Year 1 – How behaviour affects others; being polite and respectful</p> <p>Year 2 – Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p>Year 3 – Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>Year 4- Respecting differences and similarities; discussing difference sensitively</p>	<p>Year 5 – Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>Year 6 – Expressing opinions and respecting other points of view, including discussing topical issues</p>
<u>Knowledge and skills</u>		<p><u>Year 1</u></p> <ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns <p><u>Year 2</u></p> <ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society <p><u>Year 4</u></p> <ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • to recognise that everyone should be treated equally • 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 • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online <p><u>Year 6</u></p> <ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements
<u>Key vocabulary</u>		<ul style="list-style-type: none"> • behaviour • unkind • polite • manners • sharing • common • cooperatively • discussions • views 	<ul style="list-style-type: none"> • respectful behaviours • situations • self-respect • politely • cultures • courtesy • recognise • similarities 	<ul style="list-style-type: none"> • equally • respectfully • traditions • lifestyle • discrimination • racism • sexism • homophobia • society • constructively challenge • conflict • disagreements
<u>Key indicators</u>		<p><u>Year 1</u></p> <p>To explain what respect means</p> <p>To name kind and unkind behaviour</p> <p>To explain the class rules and what it means to be polite and share with others</p> <p><u>Year 2</u></p> <p>Can name similarities and differences with their friends, classmates and other people</p>	<p><u>Year 3</u></p> <p>Can name respectful behaviour</p> <p>Can explain why it is important to have self-respect and their right to be treated respectfully</p> <p>Can name ways to show respect and courtesy in different cultures and in wider society</p> <p><u>Year 4</u></p> <p>Can explain what they have in common with people that have different gender, race or faith</p>	<p><u>Year 5</u></p> <p>Can name reasons why it is important to listen and respond respectfully to a wide range of people</p> <p>Can name what discrimination means and different types of discrimination</p> <p>Can explain the impact of discrimination on different groups</p> <p>Can explain how to report discrimination online</p> <p><u>Year 6</u></p>

		Can explain how to play cooperatively in different situations Can demonstrate how to listen and take part in discussions	Can explain the importance of respecting the differences and similarities between people	Can explain how to be a role model making links to values and behaviour To explain how to listen and respond to respectfully discuss issues with others Can explain how manage conflict or disagreements
Living in the wider world	KAPOW - Citizenship (EYFS to focus on these throughout this whole section)	<u>Belonging to a community</u> Year 1 – What rules are; caring for others’ needs; looking after the environment Year 2 – Belonging to a group; roles and	<u>Belonging to a community</u> Year 3 –The value of rules and laws; rights, freedom and responsibilities Year 4 – What makes a community; shared responsibilities	<u>Belonging to a community</u> Year 5 – Protecting the environment; compassion towards others Year 6 – Valuing diversity; challenging discrimination and stereotypes
<u>Knowledge and skills</u>	<u>Knowledge:</u> In EYFS Citizenship will be covered through KAPOW & UW (Development matters) UW • To understand that some places are special to members of the community • To recognise that people have different beliefs and celebrate different times in different ways PSED • To see themselves as a valued individual <u>Skills:</u> • To know it is ok that some places are special to members of the community • To know that people have different beliefs and celebrate different times in different ways and begin to show respect for this	<u>Year 1</u> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling <u>Year 2</u> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community	<u>Year 3</u> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn <u>Year 4</u> • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them	<u>Year 5</u> • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment <u>Year 6</u> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this
<u>Key vocabulary</u>	<ul style="list-style-type: none"> • Belief • Special • Community • Celebrate • Respect 	<ul style="list-style-type: none"> • rules • different needs • caring • environment • recycling • faith • included • community 	<ul style="list-style-type: none"> • rules • laws • society • human rights • responsibilities • education • benefits • community • volunteering • compassion 	<ul style="list-style-type: none"> • resources • allocated • protecting • environment • damage • support • express • opinions • prejudice • discrimination • stereotypes • attitudes • perpetuated

<p>Key indicators</p>	<ul style="list-style-type: none"> • Can explore different places and know why they are special to people • To talk about themselves positively 	<p>Year 1 Can give examples of rules in different situations Can name ways to care for people and animals To name ways that we can look after the environment</p> <p>Year 2 Can name the different rights and responsibilities that they have in school and the wider community Can name ways that the community can help people from different groups To name ways we are all equal To explain how they are the same and different to others in their community</p>	<p>Year 3 To explain why we have rules and laws in wider society To explain the importance of human rights To name ways that we can be responsible for following the laws or rules</p> <p>Year 4 Can name the benefits of living in a community To name different communities that they belong to To explain how to show compassion towards others in need within the community</p>	<p>Year 5 To explain how resources are allocated and the effect on individuals, communities and the environment To name ways people can support or damage the environment Can explain using their own opinions</p> <p>Year 6 Can explain what prejudice means Can explain the difference between prejudice and discrimination Can explain how stereotypes influence attitudes and understandings of different groups Can explain how they can challenge a stereotype</p>
<p>Living in the wider world</p>	<p>EYFS – As above</p>	<p><u>Media literacy and digital resilience</u></p> <p>Year 1 – Using the internet and digital devices; communicating online</p> <p>Year 2 – The internet in everyday life; online content and information</p>	<p><u>Media literacy and digital resilience</u></p> <p>Year 3 – How the internet is used; assessing information online</p> <p>Year 4 – How data is shared and used</p>	<p><u>Media literacy and digital resilience</u></p> <p>Year 5 – How information online is targeted; different media types, their role and impact</p> <p>Year 6 – Evaluating media sources; sharing things online</p>
<p>Knowledge and skills</p>		<p>Year 1</p> <ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online <p>Year 2</p> <ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true 	<p>Year 3</p> <ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication <p>Year 4</p> <ul style="list-style-type: none"> • that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access 	<p>Year 5</p> <ul style="list-style-type: none"> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information <p>Year 6</p> <ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this

				<ul style="list-style-type: none"> • how to recognise what is appropriate to share online • how to report inappropriate online content or contact
<u>Key vocabulary</u>		<ul style="list-style-type: none"> • internet • online • digital • communicate • access • purpose • value • content • entertainment 	<ul style="list-style-type: none"> • leisure • altered • adapted • accurate • suitable • appropriate • reliable • digital footprint • organisations • personal information • advertising • popularity • access 	<ul style="list-style-type: none"> • media • purposes • entertainment • inform • advertise • opinion • biased • online content • promote • stereotypes • suspicious • devices • manipulated • altered • faked
<u>Key indicators</u>		<p>Year 1 Name ways people use the internet Name the benefits of using the internet and digital devices Name ways people use the internet and digital devices to find things out and communicate safely</p> <p>Year 2 Name ways that people can access the internet Name ways the internet help us in everyday life To explain what the information on the internet is used for</p>	<p>Year 3 Name ways the internet can be used for leisure, school or work Identify images or information that have been adapted and name reasons why this may have happened Can explain how to report something seen or experienced online that concerns them</p> <p>Year 4 To explain what a digital footprint is To recognise an online advert Can identify and explain that search results are based on popularity and how it affects what information people access</p>	<p>Year 5 Can name different types of media and their purpose Can assess which search results are more reliable than others Can explain how devices store and share information</p> <p>Year 6 Can name the benefits of safe internet use Can explain how and why images online might be manipulated. Altered or faked Can explain why people communicate through social media Can explain why content may not be appropriate for children Can explain how to report inappropriate online content or contact</p>
Living in the wider world	EYFS – As above	<p><u>Money and work</u></p> <p>Year 1 – Strength and interests; jobs in the community</p> <p>Year 2 – What money is; needs and wants; looking after money</p>	<p><u>Money and work</u></p> <p>Year 3 – Different jobs and skills; job stereotypes; setting personal goals</p> <p>Year 4 – Making decisions about money; using and keeping money safe</p>	<p><u>Money and work</u></p> <p>Year 5 – Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>Year 6 – Influences and attitudes to money; money and financial risks</p>
<u>Knowledge and skills</u>		<p>Year 1</p> <ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do <p>Year 2</p> <ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for 	<p>Year 3</p> <ul style="list-style-type: none"> • about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making 	<p>Year 5</p> <ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people’s career opportunities

		<p>things e.g. debit cards, electronic payments</p> <ul style="list-style-type: none"> • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants 	<ul style="list-style-type: none"> • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby <p>Year 4</p> <ul style="list-style-type: none"> • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<ul style="list-style-type: none"> • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, Training <p>Year 6</p> <ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks
Key vocabulary		<ul style="list-style-type: none"> • strength • interests • jobs • community • money • spending • electronic payments • debit cards • spending • choices • wants • needs 	<ul style="list-style-type: none"> • sectors • workforce • lifetime • myths • gender • stereotypes • interests • hobby • achievements • budget • e-payment • charities 	<ul style="list-style-type: none"> • ambition • future • career • working conditions • diversity • opportunities • stereotype • training • apprenticeships • critical consumer • debt • fraud • gambling • financial risk
Key indicators		<p>Year 1 Name ways different strengths are needed for different jobs Name different jobs and how they may help people in our community</p> <p>Year 2 To name different ways of paying for something Name ways that money can be looked after To explain why people are paid for the job that they do To explain the difference between needs and wants</p>	<p>Year 3 Name different jobs that people from different sectors might do To name ways that we can challenge stereotypes related to work To explain how their interests could lead to a job in the future To set goals for what they would like to achieve</p> <p>Year 4 Name different ways to pay for things To explain different spending decisions based on budget, values and needs To explain why it is important to keep track of your money and how much is being spent</p>	<p>Year 5 To identify a job that they might like to do in the future To explain the influences in people's decisions for choosing a certain career To explain the importance of challenging stereotypes in the workplace To name the different routes into work</p> <p>Year 6 Can explain why money is important to people's lives Can explain common risks associated with money and the effect it has on people's lives To explain how money can be gained or lost through scams and gambling To explain how to get help if they are concerned about gambling or other financial risks</p>

<p>Health and Wellbeing</p>	<p>KAPOW – Health and Wellbeing</p> <p>(EYFS to focus on these throughout this whole section)</p>	<p><u>Physical health and Mental wellbeing</u></p> <p>Year 1 – Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>Year 2 – Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<p><u>Physical health and Mental wellbeing</u></p> <p>Year 3 – Health choices and habits; what affects feelings; expressing feelings</p> <p>Year 4 – Maintaining a balanced lifestyle; oral hygiene and dental care</p>	<p><u>Physical health and Mental wellbeing</u></p> <p>Year 5 – healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>Year 6 – What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p>
<p><u>Knowledge and skills</u></p>	<p>Knowledge: In EYFS Health & Wellbeing will be covered through PSED (Development Matters)</p> <ul style="list-style-type: none"> • To understand what personal hygiene is and demonstrate good use of this. • To know and talk about the different factors that support their overall health and wellbeing. <p>Skills:</p> <ul style="list-style-type: none"> • To know when to wash their hands and how to. • To know how to brush their teeth • To know how to have a good sleep routine • To understand healthy eating • To engage with regular physical activity • To be a safe pedestrian 	<p>Year 1</p> <ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun <p>Year 2</p> <ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings 	<p>Year 3</p> <ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful <p>Year 4</p> <ul style="list-style-type: none"> • to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	<p>Year 5</p> <ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment <p>Year 6</p> <ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss

				<ul style="list-style-type: none"> • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online
Key vocabulary	<ul style="list-style-type: none"> • Clean • Brush • Sleep • Hygiene • Healthy 	<ul style="list-style-type: none"> • healthy • hygiene • physical activity • screen-based play • balancing • doctors • nurses • dentists • supervisors • routines • vaccinations • immunisations • bereavement 	<ul style="list-style-type: none"> • healthy • unhealthy • exercise • influence • habits • lifestyle • balanced diet • factors • hygiene • health • substances 	<ul style="list-style-type: none"> • contributes • maintain • physical health • mental health • sun exposure • medicines • vaccinations • immunisations • bacteria • viruses • responsibility • managing feelings
Key indicators	<ul style="list-style-type: none"> • Children can show good hygiene including handwashing and tooth brushing. • Children know what healthy eating is and can talk about this • Children know how to cross a road safely • Children can use the toilet independently. 	<p>Year 1 Can name ways to be healthy and explain why it is important Can demonstrate how to wash hands effectively Can name healthy and unhealthy foods Can name people who can help them to stay healthy Can name ways to stay safe in the sun</p> <p>Year 2 Can explain why a good routine for sleep is important Can name and explain the importance of routines (brushing teeth, dentist visits) Can name and demonstrate ways to manage their big emotions</p>	<p>Year 3 Can name healthy and unhealthy choices in lifestyle and routines Can name negative and positive effects of habits Can explain what a healthy diet means and give examples Can recognise their feelings and explain strategies for managing their emotions</p> <p>Year 4 Can name a wide range of factors that effect a balance, healthy lifestyle. Can explain what good health means Can name ways of seeking the right care for common illnesses Can explain the importance of regular visits to the dentist</p>	<p>Year 5 Can explain how sleep can contribute to a healthy lifestyle Can name ways to keep physically and mentally healthy Can name ways to manage risk to sun exposure, including skin damage and heat stroke Can explain how medicines, vaccinations and immunisations contribute towards a person's health Can explain ways of preventing the spread of bacteria and viruses through everyday hygiene routines</p> <p>Year 6 Understand that mental health is as important as physical health Can name positive strategies to manage feelings Can explain the importance of sharing feelings with a trusted adult Can name strategies to manage time online Can explain why it is important to balance time online with other activities to maintain their health and wellbeing</p>
Health and Wellbeing	<p>KAPOW – Safety and the changing body</p> <p>(EYFS to focus on these throughout this whole section)</p>	<p><u>Growing and changing</u></p> <p>Year 1 – Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Year 2 – Growing older; naming body parts; moving class or year</p>	<p><u>Growing and changing</u></p> <p>Year 3 – Personal strengths and achievements; managing and reframing setbacks</p> <p>Year 4 – Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p>	<p><u>Growing and changing</u></p> <p>Year 5 – Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>Year 6 – Human reproduction and birth; increasing independence; managing transitions</p>

<p><u>Knowledge and skills</u></p>	<p>Knowledge: In EYFS Safety & the changing body will be covered through PSED and PD (Development Matters)</p> <p>PSED</p> <ul style="list-style-type: none"> • To know how to be a safe pedestrian <p>PD</p> <ul style="list-style-type: none"> • To develop small motor skills so they can use a range of tools, confidently and safely. • To confidently and safely use a range of large and small apparatus indoor and outdoor, alone and in a group. <p>Skills:</p> <p>PSED</p> <ul style="list-style-type: none"> • Can show ways of being a safe pedestrian <p>PD</p> <ul style="list-style-type: none"> • Can use a knife and fork correctly • Can hold a pencil with increasing confidence • Can hold scissors correctly • Can use a range of equipment with increasing confidence 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave <p><u>Year 2</u></p> <ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on • what they can learn from a setback, remembering what they are good at, trying again <p><u>Year 4</u></p> <ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing <p><u>Year 6</u></p> <ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • about the responsibilities of being a parent or carer and how having a baby changes someone's life
<p><u>Key vocabulary</u></p>	<ul style="list-style-type: none"> • Safety • Pedestrian • Tools 	<ul style="list-style-type: none"> • special • unique • likes • dislikes • feelings • behave • life cycle • growing old <p>Year 2 only:</p> <ul style="list-style-type: none"> • genitalia • vulva • vagina • penis • testicles 	<ul style="list-style-type: none"> • individual • unique • contribution • identity • personal strength • reframe • setback <p>Year 4 only:</p> <ul style="list-style-type: none"> • External genitalia • physical changes • emotional changes • puberty • menstrual cycle • erections • personal hygiene • deodorant 	<ul style="list-style-type: none"> • personal identity • faith • culture • gender identity • personal qualities • emotional wellbeing • independence • transition • relationships <p>Year 6 only:</p> <ul style="list-style-type: none"> • sexual intercourse • pregnancy • sperm • ovum (egg) • fertilised • responsibilities

<p>Key indicators</p>	<ul style="list-style-type: none"> • Children can explain how to cross a road safely. • Children can use their fine motor skills with increasing confidence and safety for example scissors. • Children show confidence and safety when attempting to use a range of large and small apparatus. 	<p>Year 1 To name ways they are special and unique Name ways they are the same of different from others To recognise and name how they feel</p> <p>Year 2 To explain how people grow old in the human life cycle To name ways that are bodies change as we get older Names ways that we can be responsible Can set a goal for next year</p>	<p>Year 3 Name ways they are unique and explain how these are valuable contributions Can name strengths and interests that forms part of their personality Can name something they are proud of Can name a strategy for managing and reframing a setback</p> <p>Year 4 Can name parts of the reproductive organs Can name key facts about the menstrual cycle, including wellbeing</p>	<p>Year 5 Name things that contribute to a personal identity To explain ways that we can recognise, respect and express individual and personal qualities Name ways to boost and improve mood and wellbeing</p> <p>Year 6 To explain the importance of independence and what it might feel like To explain how they are feeling about transition to high school To explain the importance of feeling love in a committed relationship To explain the responsibilities of being a parent or carer and how a baby changes someone's life</p>
<p>Health and Wellbeing</p>	<p>EYFS – As above</p>	<p><u>Keeping safe</u></p> <p>Year 1 – How rules and age restrictions help us; keeping safe online</p> <p>Year 2 – Safety in different environments; risk and safety at home; emergencies</p>	<p><u>Keeping safe</u></p> <p>Year 3 – Risks and hazards; safety in the local environment and unfamiliar places</p> <p>Year 4 – Medicines and household products; drugs common to everyday life</p>	<p><u>Keeping safe</u></p> <p>Year 5 – Keeping safe indifferent situations, including responding in emergencies, first aid and FGM</p> <p>Year 6 -Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>
<p>Knowledge and skills</p>		<p>Year 1</p> <ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared <p>Year 2</p> <ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt 	<p>Year 3</p> <ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety <p>Year 4</p> <ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice 	<p>Year 5</p> <ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law • what to do and whom to tell if they think they or someone they know might be at risk of FGM <p>Year 6</p> <ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate

		<ul style="list-style-type: none"> • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 		<ul style="list-style-type: none"> • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions
<u>Key vocabulary</u>		<ul style="list-style-type: none"> • rules • restrictions • online • unhappy • worries • scared • medicines • unsafe situations • electrical appliances • medicines • accident 	<ul style="list-style-type: none"> • hazards • risk • manage • safety • unfamiliar • household • products • drugs • cigarettes / vaping • alcohol • medicines • risks 	<ul style="list-style-type: none"> • emergency • safety • risk taking • injuries • first aid • Female genital mutilation (FGM) • protect • requests • personal information
<u>Key indicators</u>		<p><u>Year 1</u> Can explain how rules can keep us safe To name who they tell if they see something online they are unhappy, worried or scared by</p> <p><u>Year 2</u> Name risks in everyday situations Name some steps that they can take to keep themselves safe in different situations</p>	<p><u>Year 3</u> Can name typical hazards at home and in school Can explain how to predict, assess and manage risk in everyday situations Can explain the importance of following safety rules from parents and other adults</p> <p><u>Year 4</u> To explain what 'drug' means To name ways that drugs are common in everyday life To name risks associated with drugs common to everyday life To explain how they would ask for help or advice</p>	<p><u>Year 5</u> To identify and explain when situations are becoming risky, unsafe or an emergency To explain how they can take responsibility for their own safety To explain how to deal with common injuries using basic first aid techniques To explain how they would respond in an emergency</p> <p><u>Year 6</u> To explain how to keep their personal information safe online To share strategies of how to deal with situations where they be hurt, upset, embarrassed including online</p>

				To name the risks associated with drugs, including nicotine, alcohol and medicines as well as illegal drugs To explain how they would seek help and support if they have concerns about drug use
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