



	Rec	Year 1 and 2	Year 3 and 4	Year 5 and 6
Myself and My Relationships	<p><u>Aut 1 - Beginning and Belonging</u> Talk about their likes and dislikes and how they are different from or similar to other children. Set a simple goal and work towards it. Wait for what they want. Give focussed attention to the teacher and other adults in school. Follow instructions containing several ideas or actions. Talk about rules and why we have them in the classroom. Follow simple rules. Identify appropriate and inappropriate behaviour in school.</p>	<p><u>Aut 1 - Beginning and Belonging</u> Be able to take part in discussions about behaviour that helps the classroom feel a safe and happy place to learn. Understand the agreed ground rules Be able to name the other children in their class and to take part in relationship building activities. Be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome. Be able to identify people in their 'Network of Support' who can help them if they are worried or need support, and know how to ask for help. Be able to show some simple strategies for helping other people who need support.</p> <p><u>Aut 2 - Anti-bullying</u> Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying. Be starting to understand that sometimes people are bullied because they may be different in some way from others. Be able to describe how it feels to be bullied or see someone else being bullied.</p>	<p><u>Aut 1 - Beginning and Belonging</u> Be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class Be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school Be able to identify people at home, at school and in other contexts of their lives to include in their support networks Know how they can access support and some ways they can help other people.</p> <p><u>Aut 2 - Anti-Bullying</u> Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying Understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life Be able to describe how those involved in bullying including those who bully others may feel Be able to describe and demonstrate a number of assertiveness</p>	<p><u>Aut 1 - Beginning and Belonging</u> Be able to collaborate with other children to develop strategies and approaches to help the classroom feel a safe and happy place to learn Know the names of everyone in their class and be able to build new relationships Know how it may feel to be in a new situation in different contexts, and have strategies for managing those emotions Be able to identify a range of people in their Network of Support, and know how to access help and support Have ideas for helping new people feel welcome, and be able to offer support to others who need help.</p> <p><u>Aut 2 - Anti-Bullying</u> Be able to describe the key characteristics and forms of bullying Be able to talk about personal reasons why someone may engage in bullying Be beginning to identify and describe specific types of prejudice driven bullying Be able to describe the different roles of those involved in a bullying situation Be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and</p>

	<p><u>Aut 2 - Family and Friends</u> To recognise people who are special to them and why they are special. To understand what makes a family and to understand how people in families care for each other. To understand what makes a good friend. To understand ways of making new friends. To understand simple reasons for why friends may fall out and simple ways to make up with friends. To recognise what unkind behaviour looks like and understand what to do when someone is unkind.</p>	<p>Be starting to demonstrate simple ways of responding to bullying including by being assertive. Be able to demonstrate how to be kind to children who are being bullied. Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to help the school feel a safer place where bullying is less likely to occur.</p> <p><u>Aut 2 - Family and Friends</u> Be able to describe some of the qualities of friendship and to demonstrate skills in making friends. Have developed some strategies for coping when they have friendship problems. Understand that friendships change. Recognise some similarities and differences between them and other children, and understand that difference is positive. Understand that there are different family patterns. Be able to describe what is special about their own family and its members, and about other people they know. Know who they can talk to if they need help and how to ask for it.</p>	<p>techniques when responding to bullying and be starting to show that they can support another child in a bullying situation Be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to help the school feel a safer place where bullying is less likely to occur.</p> <p><u>Aut 2 - Family and Friends</u> Be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends. Understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships. Be able to identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation. Be able to identify special people in their support networks, and know from whom and how to access support. Be able to recognise that people live in different family patterns.</p>	<p>defend a person who is being bullied Be able to describe confidently and demonstrate a number of assertiveness techniques Be beginning to identify places where bullying may take place in the community.</p> <p><u>Aut 2 - Family and Friends</u> Be able to identify the special people in their networks and to recognise how their networks have changed and developed. Have developed ways of beginning new friendships and of maintaining existing ones during times of change. Recognise and value differences between people and how that can be a positive aspect of their friendships. Have strategies for managing some of the pressures in relationships. Understand the importance of groups within friendships and recognise some of the pressures which can occur in group situations. Know how to get support from people they trust and how they can support other people.</p>
<p>Citizenship</p>	<p><u>Spring 2 - Identities and Diversity</u> To understand how they belong to their class, and to recognise similarities</p>	<p><u>Spring 2 - Diversity and Communities</u> Be able to describe some aspects of their identity, and recognise some similarities and differences between themselves and others.</p>	<p><u>Spr 2 - Diversity and Communities</u> Be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others. Recognise difference and respect</p>	<p><u>Spr 2 - Diversity and Communities</u> Be able to recognise aspects of their identity and understand how other people can influence their perception of themselves Be able to describe the ethnic</p>

	<p>and differences between themselves and others in their class.</p> <p>To understand how they belong to their family.</p> <p>To recognise similarities and differences between the ways that families live their lives.</p> <p>To understand that people and families have different beliefs and customs that are important and special to them.</p> <p>To understand that it is important to respect other people's differences and the ways in which they live their lives.</p> <p>To understand ways that people and families celebrate their beliefs and ways of life.</p>	<p>Know about some similarities and differences in people's lifestyles, including different groups people belong to.</p> <p>Be able to describe places in their community, how they and others might use them, and who is available to help them.</p> <p>Understand how they can help look after the school environment, and make a contribution to doing so.</p> <p>Know what animals and plants need to survive and how they can help look after them.</p>	<p>diversity, including the importance of challenging stereotypes.</p> <p>Know about groups and communities that exist locally, and the roles some people play in the community.</p> <p>Understand some different forms and roles of the media.</p> <p>Understand some of the needs of the local environment.</p> <p>Know some needs of animals, including pets, and the responsibilities of humans towards them.</p>	<p>make-up of their community and different groups that live in Britain</p> <p>Recognise the negative effects of stereotyping and prejudice</p> <p>Know about how they and others, including volunteers, contribute to the community</p> <p>Understand about the role of the media and its possible influences</p> <p>Understand some ways of caring for the environment and the contribution they can make.</p>
<p>Healthy and Safer Lifestyles</p>	<p><u>Aut 1 - Healthy lifestyles</u></p> <p>To understand some of the things needed to have a healthy body.</p> <p>To be able to name and talk about foods</p>	<p><u>Aut 1 - Healthy lifestyles</u></p> <p>Be able to give examples of how to be healthy and to reflect on their own lifestyles and choices.</p> <p>Be able to explain why healthy eating and physical activity are both important.</p> <p>Know the difference between being</p>	<p><u>Aut 1 - Healthy Lifestyles</u></p> <p>Know that they can make choices which are healthier or less healthy and reflect on their own lifestyle.</p> <p>Know that eating a balanced diet, being active and sleeping all contribute to a healthy lifestyle.</p>	<p><u>Aut 1 - Healthy Lifestyles</u></p> <p>Understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity.</p> <p>Be able to state that different foods contain different nutrients, that these each have different benefits for our</p>

<p>they like and dislike. To understand why different foods and drink are important in order for our bodies to stay healthy and well. To understand what exercise is and why it is good for us. To understand the importance of sleep for our bodies. To begin to understand how to make choices which promote healthy living.</p> <p><u>Spring 1 - Keeping Safe</u> Be able to make simple suggestions about how to keep themselves safer in a range of familiar situations. Understand simple safety rules at home, at school and when out and about. Be able to say 'No!' if they feel unsafe or unsure about something. Be able to tell people who care for them if they feel worried or upset. Name some trusted adults who can help</p>	<p>active and inactive, and give some examples. Be able to say what changes physically and emotionally when they are active. Be able to talk about food likes and dislikes and give reasons. Understand that food can be divided into different groups and know that for good health we need a balanced diet.</p> <p><u>Spring 1 - Personal Safety</u> Be able to identify different feelings and tell others how they feel. Be able to name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe. Know who they could talk with if they have a worry or need to ask for help. Be able to identify private parts of the body and say 'no' to unwanted touch. Know what to do if a friend or family member isn't kind to them or if they are worried about something that happens online.</p> <p><u>Spring 2 - Drug Education</u> Have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful. Be aware of safety rules concerning medicines and be able to name people who could help them take them safely. Understand that many people have injections and suggest some reasons why.</p>	<p>Understand some of the reasons people sometimes make less healthy choices. Be able to talk about some of the physical and mental benefits of exercise. Know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others. Be able to state some of the influences on food choices and some of the persuasive methods used in advertising. Understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals. Be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks. Know how much sleep we need and be able to talk about what happens if we don't get enough. Know why dental hygiene is important and how they can look after their teeth.</p> <p><u>Spr 1 - Personal Safety</u> Be able to recognise their own feelings and talk about them to others. Be able to recognise their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe. Be able to name the adults in their Network of Support and know how and when to ask these trusted adults for help. Be able to identify the sort of physical</p>	<p>bodies and that therefore variety in the diet is important. Be able to explain that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves, including explaining the possible consequences of an imbalance. Understand the benefits of physical activity for promoting health and the risks of not participating. Understand that behaviour, routines and a variety of influences affect their lifestyle choices, including online. Be able to explain why some online apps and games are age restricted, and how online behaviour can affect physical & mental health. Explain that a healthy lifestyle includes physical, social and mental health and how they can take responsibility for their own health.</p> <p><u>Spr 1 - Personal Safety</u> Be able to identify their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe. Be able to identify the qualities that make a safe 'network' person. Be able to seek help from an adult in their Network of Support and know when to review their network. Be able to judge whether a secret is a safe or unsafe. Be able to identify behaviours that constitute abuse and neglect. Be able to identify touches which break personal boundaries and understand that no-one should touch</p>
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	<p>to keep them safe. Understand some reasons why people use medicines. Be able to give some safety rules relating to medicines.</p>	<p>Understand that there can be alternatives to medicine use to feel better. Be able to recognise simple risks and suggest ways of managing given scenarios.</p>	<p>contact they feel comfortable with and how to report unwanted or unsafe physical contact Be able to seek help if they feel worried about a relationship with a friend or family member Be able to suggest some ways to help stay safe online.</p> <p><u>Spr 2 - Drug Education</u> Be able to name some medical and legal recreational drugs Have a basic understanding of how a drug can enter the body and the bloodstream Be able to explain some ways in which medicines are used, including as immunisations and describe some of the professionals who work with them Have clear ideas about medicine safety and have some ideas for keeping safe and asking for help Know that nicotine and alcohol are drugs and describe some of their effects Have begun to consider why some people choose to use nicotine and alcohol Have thought about influence and persuasion and will demonstrate some skills to counter these.</p>	<p>the intimate parts of their bodies Be able to contribute to discussions about assessing risk.</p> <p><u>Spr 2 - Drug Education</u> Be able to categorise drugs as medical, non-medical, legal and illegal Understand the possible physical and psychological effects of some drugs Understand the roles of medicines and immunisations Recognise some reasons why people use and misuse drugs and be able to suggest some alternatives Understand some of the laws relating to drugs Have begun to recognise influence and pressure and have related this to peers and the media Be able to identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.</p>			
<p>Healthy and Safer Lifestyles (RSE)</p>	<p><u>EYFS - Sum 2 - RSE</u> Be able to use a range of words to describe their own appearance. Be able to describe ways their body has</p>	<p><u>Y1 - Sum 2 - RSE</u> Be able to recognise names for the main external parts of the body. Be able to name</p>	<p><u>Y2 - Sum 2 - RSE</u> Be able to recognise babies, children and adults of different ages and put them into age</p>	<p><u>Y3 - Sum 2 - RSE</u> Be able to use the scientific terms penis, testicles, breast and vagina and explain which</p>	<p><u>Y4 - Sum 2 - RSE</u> Be able to identify the main stages of the human lifecycle and identify the stage of an individual</p>	<p><u>Y5 - Sum 2 - RSE</u> Know and understand the appropriate scientific names for the external and internal</p>	<p><u>Y6 - Sum 2 - RSE</u> Be able to describe the main stages of sexual reproduction, using some scientific</p>

	<p>changed since they were a baby. Be able to talk positively about some of their body's capabilities. Be able to name a sex specific body part using scientific vocabulary. Be able to wash their hands at school. Be able to explain when they might need help to take care of themselves. Be able to talk about ways people in families look after each other. Be able to describe a feeling they associate with growing up.</p>	<p>the sexual parts with growing confidence using colloquial and usually scientific words with trusted adults. Be able to describe what their bodies can do and understand how amazing their body is. Show some understanding that their body belongs to them. Be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease.</p>	<p>order. Understand that human babies grow inside their mothers. Be able to describe the main physical developments which take place in early childhood. Be able to describe some of the changes in responsibilities and expectations during early childhood. Understand a baby's basic needs. Understand how dependent a baby is on parents/carers to provide its basic needs.</p>	<p>parts are male and which are female Be able to give several examples of the capabilities of their own bodies Be able to describe familiar hygiene routines and understand the reasons for doing these things Be able to anticipate new responsibilities for their personal hygiene Be able to explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness.</p>	<p>with reasonable accuracy Be able to explain that a baby grows from a male seed and a female egg Be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood Be able to identify an area for which they can take more responsibility Be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself</p>	<p>sexual parts of the body, and be able to explain basic functions. Understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently. Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others. Understand the importance of washing regularly and of maintaining other hygiene routines during puberty. Understand ways they can prevent the spread of some bacterial and viral diseases.</p>	<p>vocabulary Be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively Understand that puberty affects people in different ways, both physically and emotionally Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt Describe some characteristics of loving, trusting relationships Understand a few reasons a couple might choose to have children Show awareness of some family arrangements which are different from their own.</p>
Economic		<u>Sum 1 - Financial Capability</u>	<u>Sum 1 - Financial Capability</u>	<u>Sum 1 - Financial Capability</u>			

<p>Wellbeing</p>		<p>Understand that we can receive and spend money in many ways. Know how to save and look after their money and why we might do so. Begin to understand the difference between wants and needs and the need for informed choices. Begin to understand family spending and the impact of choices. Begin to understand and manage some of the changing feelings associated with money. Have a simple understanding of what charities might do and why we have them.</p>	<p>Know that we receive money through a variety of means, including paid work. Know ways to keep money safe, including saving it. Understand that some of the ways we use money can make it grow or involve risk. Understand that we make choices about spending for many different reasons. Begin to understand that the choices we make affect us, our communities and the wider world. Begin to understand and manage the sometimes uncomfortable and changing feelings we have about money. Begin to understand that money may have different value and meaning to different people at different times and in different cultures. Know about the work of a charity and why we might need it. Be able to manage money effectively in real life situations.</p>	<p>Have a broad view of what money is, including history, trade and currencies. Understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community. Know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture. Understand how our choices can have an impact on the local and wider communities. Understand that managing money is complex and may involve risk but there are people who can help. Have a broad view of what we mean by poverty and know something of its links with trade and charities. Understand that feelings around money can be complex, difficult and changeable. Be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget</p>
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