



	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 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</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. 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>Summer 2 - Managing Change</u> Be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements. Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't. Identify changes that they or other children might experience in their lives.</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 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>Spr 2 - My Emotions</u> Be able to recognise and communicate how they are feeling Be able to recognise and describe feelings in others, and show care towards them Have developed some strategies to be able to move from an uncomfortable state to a more</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 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>Spr 2 - My Emotions</u> Be able to use a range of vocabulary to describe different emotions in themselves & others, including mixed emotions. Understand that we are responsible for our actions, although not for our feelings. Be able to explain what is meant by mental wellbeing, and describe how</p>

	<p>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>Name some emotions they or others might feel at particular times of change. Suggest some strategies they might use to cope with times of change, including approaching others for help. Know that change can be positive and something to look forward to.</p>	<p>positive one Be able to explain what is meant by 'mental wellbeing' Know who to approach and how to get support with their emotions Recognise their own personal strengths and qualities Understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive To understand what is meant by "over-reacting", and to be able to show understanding towards themselves and others Know what it feels and looks like to be assertive and when it might be appropriate.</p> <p><u>Sum 2 - Managing Change</u> Be able to identify changes that they and other children may experience in their lives. Be able to name emotions that may be involved in loss and change situations, and have some strategies for coping with them. Know what helps or hinders when they are experiencing difficult emotions. Understand how someone who experiences bereavement might feel. Know who they can talk to if they are experiencing difficult emotions, and how to ask for help. Be able to plan to make a chosen change happen.</p>	<p>mental health can vary and how common mental ill health is. Be able to describe some self care strategies, and say which ones tend to work for them. Understand what is meant by loneliness and suggest some ways to manage feelings of isolation or loneliness Explain the concepts of identity and self respect. Be able to suggest when they might need to seek help, who to approach, and how they might do this.</p> <p><u>Sum 2 - Managing Change</u> Be able to identify a range of situations which involve loss and change. Recognise emotions associated with loss and change, and understand how these feelings can change. Be able to identify what might help when experiencing difficult emotions. Know how they can access support and how they can support other people. Be able to reflect on their own experiences of change and describe some ways they have affected them. Have developed strategies for coping with future changes, including transition to secondary school</p>
<p>Citizenship</p>	<p><u>Spring 1 - Me and My World</u></p>	<p><u>Aut 1 - Rights, Rules and Responsibilities</u></p>	<p><u>Aut 1 - Rights, Rules & Responsibilities</u></p>	<p><u>Aut 1 - Rights, Rules & Responsibilities</u></p>

<p>To identify the people who look after them at school and understand their roles.</p> <p>To understand ways that they can help to look after the school environment.</p> <p>To understand ways that they can help to look after their things and their home.</p> <p>To recognise and understand the purpose of different places and features in their neighbourhood.</p> <p>To recognise and understand the jobs of different people in their neighbourhood including people who help them.</p> <p>To understand ways of looking after their local outdoor area and keeping the environment special for everyone.</p> <p>To understand ways of caring for plants and animals.</p> <p>To understand what money is and what it is used for.</p> <p>To understand different ways of looking after money.</p> <p>To understand what</p>	<p>Be able to name some adults in school who look after them and describe their responsibilities.</p> <p>Be able to describe some of the responsibilities they have in the classroom and at home, towards classmates and family.</p> <p>Be able to describe classroom ground rules and explain how they have been involved in making them.</p> <p>Understand why we have classroom rules and describe how they make the classroom a better place for everyone.</p> <p>Be able to explain what is meant by voting and be able to name some people who make decisions at school.</p> <p>Share information, opinions and feelings and listen to those of others, as part of a paired and class discussion.</p> <p><u>Spring 1 - Working Together</u></p> <p>Be able to name some of their own strengths and skills.</p> <p>Be able to identify a new skill to develop.</p> <p>Understand and practise listening skills, take turns and make clear explanations.</p> <p>Understand and practise group work skills, including discussion, negotiation and cooperation.</p> <p>Be aware of how their strengths and skills can be useful in a group.</p> <p>Be able to evaluate a group work task.</p> <p><u>Spring 2 - My Emotions</u></p> <p>To know the names of a basic range of feelings and the strength of their</p>	<p>Be able to explain the difference between wants and needs</p> <p>Be able to explain why rights are important and that they come with responsibilities, at home and at school</p> <p>Be able to express how it feels to be treated with respect and demonstrate how to show respect for others, including those in positions of authority</p> <p>Be able to explain why rules are needed and be able to identify those which are necessary and useful</p> <p>Participate in making class ground rules and show or explain what following the rules looks like</p> <p>Suggest different ways of making a decision and ways they can influence decision making in school, through simple debating and voting</p> <p>Be able to describe what a representative does.</p> <p><u>Spr 1 - Working Together</u></p> <p>Be able to identify their own strengths and skills and those of others</p> <p>Be able to identify skills they would like to develop</p> <p>Take part in a class learning challenge</p> <p>Know how to show they are listening using their body, express opinions confidently and ask open questions</p> <p>Be able to work as a group to make decisions and solve a problem</p> <p>Know how different people can contribute to a group task</p> <p>Be able to persevere at a task</p> <p>Be able to evaluate a group task,</p>	<p>Be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.</p> <p>Be able to explain and demonstrate rules for keeping safe and their responsibility to others online and from where to seek support.</p> <p>Be able to explain the conventions of courtesy and manners in some different settings.</p> <p>Know why rules and laws are needed in society and explain some reasons why people sometimes break them.</p> <p>Understand the democratically elected role of parliament, MPs, local councils and councillors and link this with school councils.</p> <p>Be able to express their views on a moral or social question and listen to the views of others.</p> <p><u>Spr 1 - Working Together</u></p> <p>Be able to identify their own strengths and skills, those of others and know how these can complement each other</p> <p>Be able to talk about skills they would like to develop and hopes for the future</p> <p>Understand that the ability to learn is a valuable skill</p> <p>Know some skills which might be useful in a range of jobs</p> <p>Communicate effectively, using listening, negotiation, debating & chairing skills</p> <p>Recognise influences on their decision making, including the media</p> <p>Know how to persevere</p> <p>Use evaluation and feedback to</p>
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	<p>happens if we do not have enough money to pay for something.</p> <p><u>Spring 2 - Identities and Diversity</u></p> <p>To understand how they belong to their class, and to recognise similarities 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>feelings.</p> <p>To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others.</p> <p>To understand the difference between impulsive behaviour and that which is thought through, and what both might feel and look like.</p> <p>To know how to get support when they need it.</p> <p>To talk about personal gifts and talents; what they are good at and also what they find more difficult.</p> <p>To understand that they can do things to help change their mood and that this may be helpful.</p> <p>To know what 'relaxed' means and how it feels.</p> <p>To know that it is possible to affect our behaviour by stopping and thinking about what we are doing.</p> <p>To be able to stand up for their own rights without being hurtful to others.</p> <p>To understand what they have learned in this unit and be able to share it with others.</p>	<p>including giving and receiving feedback.</p>	<p>inform future work.</p>
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<p>Healthy and Safer Lifestyles</p>	<p><u>Summer 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 to keep them safe. Understand some reasons why people use medicines. Be able to give some safety rules relating to medicines.</p>	<p><u>Summer 1 - Managing Safety and Risk</u> Be able to name a familiar risky situation and suggest ways of reducing risk. Be able to say their full name and address and know when this might be useful. Be able to explain a simple strategy for action if they are lost. Recognise dangers that traffic poses. Know ways to stay safer in the sun. Describe ways of preventing accidents on the playground. Understand what is meant by an emergency and who might help them.</p>	<p><u>Sum 1 - Managing Safety and Risk</u> Describe some physical and emotional reactions to risk Describe how friends might influence them in risky situations Explain strategies for staying safer near roads and water Describe ways they could safely act in an emergency Carry out a simple first aid procedure Explain ways to prevent accidents in familiar settings.</p>	<p><u>Sum 1 - Managing Safety and Risk</u> Describe some benefits and consequences of taking risks, in familiar and unfamiliar contexts Describe ways their levels of responsibility are changing Describe strategies for getting help from known and unknown adults, even when this is difficult Describe strategies for staying safer on the roads when using them independently, as a cyclist or pedestrian Describe strategies to keep safer in the sun Describe some first aid procedures to be used in familiar and unfamiliar situations.</p>	
<p>Healthy and Safer Lifestyles (RSE)</p>	<p><u>EYFS - Sum 2 - My Body and Growing Up</u> Be able to use a range of words to describe their own appearance.</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>Be able to describe ways their body has changed since they were a baby.</p> <p>Be able to talk positively about some of their body's capabilities.</p> <p>Be able to name a sex specific body part using scientific vocabulary.</p> <p>Be able to wash their hands at school.</p> <p>Be able to explain when they might need help to take care of themselves.</p> <p>Be able to talk about ways people in families look after each other.</p> <p>Be able to describe a feeling they associate with growing up.</p>			<p>sexual parts of the body, and be able to explain basic functions.</p> <p>Understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently.</p> <p>Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others.</p> <p>Understand the importance of washing regularly and of maintaining other hygiene routines during puberty.</p> <p>Understand ways they can prevent the spread of some bacterial and viral diseases.</p>	<p>vocabulary</p> <p>Be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively</p> <p>Understand that puberty affects people in different ways, both physically and emotionally</p> <p>Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt</p> <p>Describe some characteristics of loving, trusting relationships</p> <p>Understand a few reasons a couple might choose to have children</p> <p>Show awareness of some family arrangements which are different from their own.</p>
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