

Knowledge and Understanding			
	EYFS	Y1	Y2
<b>Me and My Relationships</b>	<p>I can recognise and be sensitive to the differences of others</p> <p>I can name people who help me and describe ways to help others</p> <p>I can talk about feelings and what can cause them.</p> <p>I can tell you which trusted adults I can ask for help.</p> <p>I can help a friend if they are sad or worried.</p>	<p>I can name different feelings and how they might make me behave.</p> <p>I can suggest ways of dealing with 'not so good' feelings and how to help others.</p> <p>I can recognise when I need help and who to ask.</p> <p>I can listen to others and wait my turn to speak.</p> <p>I can tell you which trusted adults at home and school keep me safe.</p>	<p>I understand we have different ways to express our feelings.</p> <p>I can express my feelings in a safe, controlled way.</p> <p>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>I can tell someone how they are making me feel.</p> <p>I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p>
<b>Possible Questions</b>	<p><i>In a conflict, can they explain what happened and how they feel?</i></p> <p><i>Do they ask trusted adults for help with their emotions or conflicts?</i></p> <p><i>Can they self-regulate and/or use strategies when upset or angry? Do they recognise when they may need to do something to help their emotions?</i></p> <p><i>Do they ask trusted adults for help with their emotions or conflicts?</i></p> <p><i>How do they self-regulate their behaviour? Do they have any strategies to deal with difficult or challenging emotions?</i></p>	<p><i>Do they use accurate vocabulary to describe feelings (beyond happy or sad)?</i></p> <p><i>Can they explain how their body is feeling (even if in their own way) e.g. butterflies in their tummy, heart racing, feeling hot, red cheeks.</i></p> <p><i>Do they talk about how their actions can effect people's feelings?</i></p> <p><i>Can they begin to resolve conflict by talking or explaining.</i></p> <p><i>Can they name some key people who keep them safe/who to turn to for help?</i></p> <p><i>Do they show listening skills such as eye contact, still and calm body, responding to comments and questions?</i></p>	<p><i>Do they show empathy towards other children when they are upset or angry?</i></p> <p><i>Do they behave appropriately around those who are showing signs of anger, frustrations or other heightened emotions? (e.g. leaving them alone, offering help, asking for an adult's assistance)</i></p> <p><i>Are they accurate in describing the behaviour of others? For example not over using the term 'bullying'</i></p> <p><i>Can they be independent in resolving conflict or explaining their feelings to others?</i></p> <p><i>Do they have positive relationships with a number of children in the class? Are they independent in these friendships and are they usually kind and respectful towards others?</i></p> <p><i>Are they confident to stand up for themselves without being aggressive or confrontational?</i></p>
<b>Valuing Difference</b>	<p>I can celebrate our differences.</p> <p>I can talk about my family life.</p> <p>I can listen and be polite to what others tell me about their lives.</p> <p>I can be kind, caring and helpful to others.</p> <p>I can show good listening</p>	<p>I can say ways in which people are similar as well as different.</p> <p>I can say why things sometimes seem unfair, even if they are not to me.</p> <p>I can talk about what bullying is.</p> <p>I can say ways to show kindness towards others.</p>	<p>I can say ways in which people are similar as well as different.</p> <p>I can say why things sometimes seem unfair, even if they are not to me.</p> <p>I can talk about what bullying is.</p> <p>I can say ways to show kindness towards others.</p>
<b>Possible Questions</b>	<p>Do they show respect if others have different interests, beliefs or ways of playing?</p> <p>Consider the language they use about children different to them (either in their school/community or in books)</p> <p>Do they follow your expectations on listening? Do they respond to what others say during play or focus only their ideas?</p> <p>Do they offer help if they see a friend in need? Are they aware of how they talk or behave towards others?</p>	<p>Do they understand that bullying is often rare and how it is different to someone being unkind?</p> <p>Do they respect differences amongst their peers?</p> <p>Can they understand that people may not always agree or like the same things.</p> <p>Can they notice when a friend might need their help or kindness shown towards them?</p> <p>Do they show interest and inclusive behaviour towards those from different cultures, races, backgrounds or families?</p>	<p><i>Do they understand that bullying is often rare and how it is different to someone being unkind?</i></p> <p>Do they respect differences amongst their peers?</p> <p>Can they understand that people may not always agree or like the same things.</p> <p>Can they notice when a friend might need their help or kindness shown towards them?</p> <p>Do they show interest and inclusive behaviour towards those from different cultures, races, backgrounds or families?</p>
<b>Keeping Myself Safe</b>	<p>I can tell you what my body needs to stay healthy.</p> <p>I can make safe decisions around medicines and things I don't know.</p> <p>I can name some things that can be dangerous inside and outside.</p> <p>I can name the adults who keep me safe and when I might need their help.</p>	<p>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)</p> <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe</p> <p>I can say 'no' to unwanted touch and ask for help from a trusted adult.</p> <p>I can say when medicines can be helpful or might be harmful.</p> <p>I can tell you how to stay safe around medicine.</p>	<p>I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.</p> <p>I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</p> <p>I can say what I do and don't like and who to ask for help.</p>
<b>Possible Questions</b>	<p>What decisions do they make regarding food, sleep and personal self-care?</p> <p>What prior knowledge do they have of medicines? How do they behave around unknown products or resources?</p> <p>Do they understand that some equipment and areas of the classroom are only for adults? Do they recognise potentially dangerous household products?</p> <p>Consider their knowledge and personal use of tablets and online games.</p>	<p>Do they make healthy decisions regarding food, sleep and personal self-care? Do they have an interest exercise and keeping active? Consider their lifestyle at home.</p> <p>How do they manage their emotions? Can they describe different emotions? How do they behave in conflict or disagreements?</p> <p>Be aware of safeguarding procedures and disclosure.</p> <p>What is their knowledge and experience of medicines?</p> <p>Can they name alternative ways to feel better (other than medicines).</p>	<p>Do they recognise inappropriate touch? Do they ask for an adults help when they feel unsafe?</p> <p>Do they communicate with their peers about their likes and dislikes? How do they react to others communicating non-verbally?</p> <p>What behaviours do they show regarding secrets? Consider what secrets mean to the children.\</p> <p>Be aware of safeguarding procedures and disclosure. Do they know which are the trusted adults in their lives? How do they behave in terms of keeping their private parts private?</p>

# Knowledge and Understanding

	EYFS	Y1	Y2
<b>Rights and Respect</b>	<p>I can help my family.</p> <p>I can help to clean and tidy my home and classroom.</p> <p>I can be kind to friends and others.</p> <p>I can talk about looking after money.</p>	<p>I can wash my hands correctly.</p> <p>I can name ways to look after my home and school.</p> <p>I can look after a special person or thing.</p> <p>I can tell you some things that money is spent on.</p> <p>I can get help if someone has hurt themselves.</p>	<p>I can make choices that help me play and work well with others.</p> <p>I can use some strategies when I feel upset or angry.</p> <p>I can ask for help from a trusted adult.</p> <p>I can name some ways I can look after my environment.</p> <p>I can make choices with money.</p>
<b>Possible Questions</b>	<p>What responsibilities do they have at home? How independent are they in self-care? Do they enjoy responsibility in the classroom?</p> <p>Do they show an interest in environmental issues? Are they aware of practices such as recycling, reducing food waste and reducing car travel.</p> <p>Observe who they play with. Do they play with a variety of children? Are they aware of the needs of others? Do they show sympathy to others if they are upset? Do they include everyone in their play?</p> <p>Observe them in role play activities such as shops or cafés. Do they show awareness of the value of money (e.g. would they charge a customer £3 for a sandwich rather than £300)</p>	<p>Also take note of their understanding of hygiene and spreading of germs.</p> <p>What responsibilities to they have or take at home and school? Do they volunteer to help? Do they have awareness of the need to keep things clean, tidy and cared for?</p> <p>What responsibilities to they have or take at home and school? Do they volunteer to help? Do they have awareness of the need to keep things clean, tidy and cared for?</p> <p>Use circle times or conversations about money and shopping. Do they have an understanding of the value of money?</p>	<p>Observe them in independent play or activities. Can they explain strategies that help team work and cooperation? Do they share ideas in groups? Observe their listening skills.</p> <p>How is their general behaviour across a typical day? Can they describe their behaviour and emotions using relevant and appropriate vocabulary?</p> <p>Use as part of your monitoring for safeguarding. Ensure children know key adults who keep them safe.</p> <p>Can they explain concepts such as recycling, reducing waste and sustainability? What do they do at home to help their environment? Do they have awareness of the need to keep things clean, tidy and cared for? What experience do they have of spending money? Do they understand the value of money? Consider their mathematical skills in handling money.</p>
<b>Being My Best</b>	<p>I can keep trying if the way I choose doesn't work.</p> <p>I can talk about the different types of feelings we have.</p> <p>I can have a go at something new.</p> <p>I can make my own healthy food choices.</p> <p>I can make healthy sleep and exercise choices.</p>	<p>I can choose a healthy meal with different food groups.</p> <p>I can be persistent when learning a new skill.</p> <p>I can name a few different ideas of what I can do if I find something difficult.</p> <p>I can help my friends when they fall out.</p> <p>I can explain why praise helps me to keep trying.</p>	<p>I can explain what happens when I learn something new.</p> <p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p>I can explain how hand hygiene stops virus' and germs from spreading.</p> <p>I can give examples of what I can do and give to my body to stay healthy.</p> <p>I can name different parts of my body that are <i>inside</i> me and help to turn food into energy.</p>
<b>Possible Questions</b>	<p>Do they use alternative methods or strategies? Do they persist at an activity even when they are finding it a challenge?</p> <p>Can they name different feelings? What level of vocabulary do they have in this area?</p> <p>Do they choose to give themselves a challenge? Do they take risks in their learning and play?</p> <p>Observe them during snack and/or lunch time. Can they explain a healthy choice?</p> <p>Do they notice the effect of physical activity on their body? Can they describe a healthy bedtime routine?</p>	<p>Observe them during snack and/or lunch time. Can they explain a healthy choice? Can they give a reason for choosing/not choosing a particular food? Do they notice the effect of physical activity on their body?</p> <p>How do they approach a challenge or different task? Are they confident to try new things?</p> <p>What are their friendships like? Do they regularly fall out or can they manage this independently? Do they treat others fairly?</p> <p>How do they respond to praise? Do they seek it?</p>	<p>Do they persist in their work? How do they react if they reach a blocker or hurdle in their learning?</p> <p>Can they discuss a plan of what to do? Can they set achievable goals.</p> <p>Observe how they wash their hands to ensure they do it correctly. What other ways do they prevent spreading germs (e.g. blowing their nose/catching a cough)</p> <p>Can they explain why they have suggested particular foods or activities?</p> <p>Assess the vocabulary they use. Could they explain a process (e.g. how food is digested).</p>
<b>Growing and Changing</b>	<p>I can describe the life cycle of an animal.</p> <p>I can describe how a baby grows to an adult and what they might need.</p> <p>I can tell you some things about how babies are made.</p> <p>I can tell you the scientific names for my body parts.</p> <p>I can tell you the PANTS rule.</p>	<p>I can tell you some things that babies need.</p> <p>I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.</p> <p>I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</p> <p>I can name the body parts girls and boys have that are the same and which body parts are different.</p> <p>I can name the adults I can talk to at home and school if I need help.</p>	<p>I can give support to a friend.</p> <p>I can describe feelings of loss and suggest what someone can do if a friend moves away.</p> <p>I can describe the stages of growth I have been through and what I look forward to in my future.</p> <p>I can name the human private parts that are used to make a baby.</p> <p>I can talk about keeping private parts private.</p>
<b>Possible Questions</b>	<p>Do they use relevant vocabulary? Can they put the stages in order? Can they explain seasonal changes? What vocabulary do they use? Can they explain how they have changed and the skills they have learnt? What experience do they have of younger or older children?</p> <p>Do they use the correct vocabulary for male and female body parts? Can they match a baby animal to its mother?</p> <p>Do they have a good knowledge of body part names in addition to private parts?</p> <p>Can they name trusted adults? Do they know the correct vocabulary for their private parts? Do they practice keeping safe during times when they go to the toilet etc?</p>	<p>Can they describe the needs of a baby? Can they describe what a baby may do? Can they explain how babies communicate their needs?</p> <p>Can they give you an example of what they would like to improve or learn?</p> <p>Do they identify trusted adults in their lives as well as those in the community? Do they have a good balance? Can they distinguish between a secret and a surprise (like a birthday present)?</p> <p>Do they use the correct vocabulary? Can they explain how someone would keep their private parts private? Do they understand why?</p>	<p>How do they help their friends? Do they give advice when they are worried? Do they give positive feedback during group activities or sharing time?</p> <p>What experience do they have regarding this? Do they show empathy to the people in this lesson?</p> <p>Can they give you an example of what they would like to improve or learn? Could they set themselves a goal?</p> <p>Do they use the correct vocabulary? Are they beginning to understand the processes of reproduction? Do they use vocabulary related to seeds (sperm) and eggs.</p> <p>Do they identify trusted adults in their lives as well as those in the community? Do they have a good balance? Do they practice asking or giving consent?</p>

Knowledge and Understanding				
	Y3	Y4	Y5	Y6
Me and My Relationships	<p>I can communicate my feelings and use this to try to manage my emotions.</p> <p>I can collaborate with a team to achieve a goal.</p> <p>I can accept I may not always agree with others.</p> <p>I can listen and share my opinions respectfully.</p> <p>I can say why friends may fall out and how they can make up.</p> <p>I know how to look after my friends and stay friends.</p>	<p>I can talk about how feelings change and be different for others.</p> <p>I can read different emotions by a persons body language.</p> <p>I can say 'no' in a calm and controlled way.</p> <p>I can name some qualities or strategies that help team work. I am aware of others and their needs when working together</p> <p>I can say what to do if I am, or a friend is, hurt or bullied by another person.</p> <p>I can recognise the qualities of a healthy relationship.</p>	<p>I can be assertive to keep myself happy, healthy and safe.</p> <p>I can use strategies to resolve arguments or disagreements.</p> <p>I can reflect on my behaviour, attitudes and qualities.</p> <p>I am aware of the warning signs that a relationship could be unhealthy or unsafe.</p> <p>I can manage my emotional needs and any risks to them.</p> <p>I can respond to emotions according to the situation and person.</p>	<p>I can work through challenges I have with my friends with respect, assertiveness and understanding.</p> <p>I can give examples of negotiation and compromise. I can use these skills in practical situations.</p> <p>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p> <p>I can use assertive behaviours to keep myself safe from peer influence or pressure.</p> <p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>
Possible Questions	<p>Do they use effective vocabulary when explaining how they are feeling?</p> <p>Are they able to self-regulate heightened emotions of anger or frustration?</p> <p>Do they take turns in listening and speaking during group activities?</p> <p>Are they confident to share their opinions, understanding and accepting that some may disagree with them?</p> <p>Do they usually resolve disputes and arguments with their friends, seeking help when the situation gets more serious or bullying?</p>	<p>Do they use a variety of vocabulary for different intensity of feelings. For example to describe anger they would use frustrated, cross, mad, fed up, irritated, annoyed.</p> <p>Do they have empathy towards others who react differently to a situation to themselves?</p> <p>Are they assertive when communicating their wants, needs and wishes?</p> <p>Do they work well in a group by listening, responding respectfully, remaining calm and including everyone?</p> <p>Are they aware of negative behaviours such as teasing, bullying, coercion, excluding others or discriminating.</p> <p>In friendship circles are they able to make positive/healthy choices without being pressured by others?</p>	<p>Is their behaviour flexible in their response to feelings according to context. For example would they behave differently if someone cried after hurting themselves, to if someone cried after losing a game.</p> <p>Can they manage most disputes in their friendship circles? Can they compromise and negotiate with their friends?</p> <p>Do they usually work well with most children?</p> <p>Do they show awareness of the importance of respecting others, showing kindness, including others and allowing others to be individual?</p> <p>Do they have healthy relationships with their friends? Do they have time on their own as well as in groups?</p> <p>Do they express their wants, needs and desires by considering the needs of others, in a constructive way and without being aggressive?</p>	<p>How are they amongst their friends and peers? Do they usually work through challenges? Do they interact/play with a variety of children? Do they have a healthy/close relationship with one or a small number of people?</p> <p>How do they work in group tasks or games? Do they cooperate with others? Do they use effective listening and communication skills?</p> <p>Do they practice consent and safe touch amongst their peers? Do they understand which parts of their body are private?</p> <p>Can they alter their behaviour and communication according to a group dynamic, task or circumstance?</p> <p>Do they show empathy to others who may behave differently to themselves or because of personal circumstance?</p> <p>Are they aware of their role in observing negative behaviour and the different ways to respond or behave?</p>
Valuing Difference	<p>I can give examples of different types of family. I respect these differences.</p> <p>I can give examples of different community groups and what is good about having different groups.</p> <p>I can use respectful language and communication skills when discussing with others.</p> <p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.</p> <p>I can suggest ways to deal with bullying and prejudice.</p>	<p>I can say how differences sometimes cause conflict but can also be something to celebrate.</p> <p>I can begin to manage conflict by using negotiation and compromise.</p> <p>I can suggest strategies for dealing with someone who is behaving aggressively.</p> <p>I can demonstrate ways of showing respect to others' differences.</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>I can empathise with people who have been, and currently are, subjected to injustice, including through racism.</p> <p>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p>I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)</p> <p>I can reflect on how individual/group actions can impact on others in a positive or negative way.</p>	<p>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>I can show respect to others by using verbal and non-verbal communication.</p> <p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</p>
Possible Questions	<p>What can they tell you about their community? Do they have a good understanding of their faith, culture and family traditions?</p> <p>Do they understand that a community could be their street, dance club or football team?</p> <p>Have they supported you in making and following class or school rules? Do they treat everyone equally with regards to working/playing together or speaking with?</p> <p>Could they tell you the school rules or expectations on behaviour? Can they talk about the SCARF values?</p> <p>Can they describe different origins, nationalities or religious backgrounds? Can they tell you some qualities that their friends or peers have?</p> <p>Can they explain the difference between bullying and teasing? Do they know that it is important to speak to an adult if the situation is unsafe?</p>	<p>Are they aware of conflicts in the world regarding religion or race? Could they tell you what they can learn from those who are different to them?</p> <p>Are they good at playing games and accepting loss or defeat? Can they make a suggestion in a group so that all parties are happy? Will they accept when their ideas are not chosen?</p> <p>Do they understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?</p> <p>To assess this you would be basing it on your knowledge of who the child plays with and their behaviour towards children of different skin colour, religion or ethnicity.</p> <p>What is their understanding of social media pressures? Can they give examples of stereotypes that are shown in the media? Can they talk about how they would feel if they were stereotyped?</p>	<p>Could they tell you what they can learn from those who are different to them? Do they recognise that a diverse world gives greater opportunity?</p> <p>Can they give examples of how to be respectful to those who are different to us? Could they ask or give examples of appropriate questions? Can they say how some cultures or faiths have different expectations some social behaviours.</p> <p>Are they aware of conflicts in the world regarding religion or race? Could they explain how someone may feel or react if they are discriminated against?</p> <p>Are they aware of social expectations on body image and looks? Can they talk about how celebrity is often presented in the media? Can they give examples of how someone might want others to view them?</p> <p>Can they discuss the impact of social media on young people? Have they heard about trolling, airbrushing or social media influencers? Do they have healthy/positive views on body image and lifestyle choices?</p>	<p>Amongst their friends and peers, can they demonstrate calm and assertive behaviour? Can they demonstrate or explain what active bystander behaviour looks like?</p> <p>Can they give examples of respectful verbal and non-verbal communication? Could they explain how someone could be upset by certain communication? Do they demonstrate these skills and understanding?</p> <p>Can they give examples of stereotypes and certain groups that are often discriminated against? Are they aware of any examples of this in the community/news or media? Consider the types of communities they may be a part of.</p> <p>Could they say why some people may discriminate or be prejudiced? Can they reflect on how some people fear difference and that which they don't understand?</p> <p>Can they give examples of gender stereotypes? Can they share ways that people may feel uncomfortable if they are forced to follow a particular stereotype? Could they give examples of how the media presents male and female products or ideas.</p>
Keeping Myself Safe	<p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>I can demonstrate strategies for dealing with a risky situation</p> <p>I can identify some key risks from and effects of cigarettes and alcohol.</p> <p>I can give examples of strategies for safe browsing online.</p> <p>I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.</p>	<p>I can demonstrate strategies for dealing with a risky situation</p> <p>I can give examples of people or things that might influence me to take risks and make decisions.</p> <p>I can give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can explain what might happen if people take unsafe or inappropriate risks.</p> <p>I can identify images that are safe or unsafe to share online.</p>	<p>I can suggest what someone should do when faced with a risky situation.</p> <p>I can protect my personal information online. I can recognise disrespectful behaviour online.</p> <p>I can identify the risks in a specific situation (including emotional risks).</p> <p>I can discuss social norms relating to cigarettes and what may influence a persons decision to not smoke.</p> <p>I can support someone who is being bullied.</p>	<p>I can use safe, respectful and responsible behaviours and strategies when using social media.</p> <p>I can give examples of how to safely share images online.</p> <p>I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not.</p> <p>I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.</p> <p>I can begin to make decisions independently and responsibly.</p>
Possible Questions	<p>What is their general behaviour regarding risk taking? How do they behave in social situations and during games/P.E. Do they generally follow school rules? Are they aware of potentially dangerous situations?</p> <p>What is their prior knowledge and understanding of alcohol and cigarettes?</p> <p>Consider their personal use of social media and online games. What knowledge do they already have regarding this topic? Do they take risks online?</p> <p>What do they consider personal - is it appropriate? Do they understand the dangers of sharing information? How do they share information about themselves in school or amongst peers?</p>	<p>What kind of risks do they take in and out of school? Are they aware of potential dangers or hazards when on school visits and in new places? Do they take risks in their learning and amongst friends? Observe them during breaks and P.E.</p> <p>Are they influenced by their friends in making decisions in school? Do they talk about what others do as opposed to what they decide to do? Do they have role models/people they look up to or celebrity idols?</p> <p>Be considerate of if they have family members who smoke - this could determine their view of cigarettes and alcohol. What knowledge do they have of the harms of alcohol and cigarettes? Are there any misconceptions?</p> <p>What is their understanding of a positive influence? Are there any misconceptions?</p> <p>What do they know about consent? Do they practice consent in other ways? What is their prior knowledge of online safety and sharing image?</p>	<p>What kind of risks do they take in and out of school? Are they aware of potential dangers or hazards when on school visits and in new places? Do they take risks in their learning and amongst friends? Observe them during breaks and P.E.</p> <p>Consider their behaviour amongst their friends. Are they respectful to others? Do they use appropriate language? What do they consider personal information?</p> <p>Be considerate of if they have family members who smoke - this could determine their view of cigarettes and alcohol. What knowledge do they have of the harms of alcohol and cigarettes? Are there any misconceptions?</p> <p>What is their understanding of bullying? Address misconceptions of the difference between bullying and teasing. What strategies do they already use when falling out with friends?</p>	<p>Consider their prior knowledge of social media. Are they respectful and responsible amongst their peers? Are they aware of how social media can be used in positive and negative ways?</p> <p>Could they give you an example of appropriate images to share online? What are their own feelings and opinions regarding social media?</p> <p>Consider what experience they may already have around alcohol. What is their understanding and view of alcohol consumption and its place in society? What do they consider the interests/activity of young people? What prior knowledge do they have of the laws and risks of alcohol?</p> <p>How do they protect their own emotional needs? Are they confident to ask for something to meet their needs? Do they understand the difference between 'needs' and 'wants'? How does their emotional needs affect their behaviour?</p> <p>What independent skills do they have? Do they have any class or school responsibilities? Do they consider the needs of others? Can they manage their own needs and behaviours or do they need support in this?</p>

Knowledge and Understanding				
	Y3	Y4	Y5	Y6
<b>Rights and Respect</b>	<p>I can identify people who help me in different ways.</p> <p>I can spot 'facts' and 'opinions' to help me share ideas.</p> <p>I can make a plan.</p> <p>I can choose a method.</p> <p>I can identify different times and reasons to spend money.</p> <p>I can give examples of how people earn money.</p>	<p>I can name some responsibilities and rights that I have.</p> <p>I can share ideas and make decisions that effect others.</p> <p>I can give my own opinion based on facts, opinions and other influences.</p> <p>I can give examples of how I can support others as a bystander.</p> <p>I can explain how others have a financial responsibility to their families and community.</p> <p>I can give examples of choices and decisions with money that will affect me.</p>	<p>I can develop ideas and opinions based on a current issue. I can present these with a group.</p> <p>I can identify how the responsibilities of others impact me and my community.</p> <p>I can give examples of barriers that can stop others following their responsibilities.</p> <p>I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me.</p> <p>I can suggest ways to spend and save money responsibly.</p> <p>I can explain some things about finance and money. I can name a person who deals with money in my community.</p>	<p>I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.</p> <p>I can discuss the reasons why people post online and the positive and negative effects relating to social media.</p> <p>I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.</p> <p>I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.</p> <p>I can suggest ways that I can help my environment.</p> <p>I can give examples of why we need a democratic society and how laws keep us safe.</p>
<b>Possible Questions</b>	<p>What is their understanding of what their community looks like?</p> <p>Can they give an example?</p> <p>Can also consider this within other subjects such as Science.</p> <p>What ways do they currently help the environment? Can they suggest things that other people do? Are they aware of sustainable living, recycling and reducing waste?</p> <p>Do they have experience of spending or saving money? Are they aware of how people earn money. Do they have an understanding of essential spending and non-essential spending?</p>	<p>Can they define 'rights' and 'responsibilities'? Could they give you some examples of their responsibilities?</p> <p>Do they currently participate in any volunteer programmes? Do they have any roles in supporting members of their family? Use as a discussion point to consider why we would support our community.</p> <p>Do they understand the difference between facts and opinions? Can they name influences that can sway a persons choice or decision?</p> <p>How do they support their friends in times of disputes and arguments? Are they a responsible friend?</p> <p>Do they consider the emotional needs of others?</p> <p>What is their understanding of income and earning money? Are they aware of how their parents/carers earn money (if they have jobs)? Do they or have they participated in charitable events or projects?</p> <p>Do they have an allowance or pocket money? Can they give examples of how they might spend money? Can they discuss how their parents/carers will use spend money for their benefit?</p>	<p>Check in with their knowledge and understanding of health and wellbeing.</p> <p>Can they name people in their community or school who have a responsibility?</p> <p>Have they also experienced this?</p> <p>Do they have an allowance or pocket money? Can they give examples of how they might spend money? Can they discuss how their parents/carers will use spend money for their benefit?</p> <p>Check their understanding of these financial terms. What exposure have they had to money handling. Are they aware of the financial responsibility of those close to them?</p>	<p>What is their experience and understanding of social media? Can they tell you why there are age restrictions on social media apps?</p> <p>Check their understanding of these financial terms. What exposure have they had to money handling. Are they aware of the financial responsibility of those close to them?</p> <p>Do they already take part in any initiatives to support their community or the environment? Can they name any local figures or people who have responsibility in their community? Can they share ideas of how people can be more sustainable?</p> <p>Do they have an awareness of climate change? What is their understanding of this? Do they practice sustainability in their home lives?</p> <p>What is their response to laws and rule making? Do they understand the need for rules within school? Do they have any rules at home?</p>
<b>Being My Best</b>	<p>I can choose foods that make a balanced meal.</p> <p>I can explain how washing hands can prevent infections spreading.</p> <p>I can describe how food, water and air get into the body and blood.</p> <p>I can set goals and make a plan to develop a new skill.</p>	<p>I can say how being unique makes everyone special, different and valuable.</p> <p>I can give examples of choices I make and the choices others make for me.</p> <p>I can plan a healthy, balanced meal.</p> <p>I can give examples of the ways people can look after their physical and mental wellbeing.</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>I can explain how one organ functions and how it contributes to the health of my body.</p> <p>I can explain how choices relating to smoking and drinking can effect a persons health.</p> <p>I can think of ways to improve a skill and the strategies that will help me do this.</p> <p>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p>I can give examples of how I am independent and manage my own success.</p>	<p>I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.</p> <p>I can set goals so that I can achieve an aspiration.</p> <p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can identify risk factors in a given situation</p> <p>I can assess the level of risk and explain how a risk can be reduced.</p>
<b>Possible Questions</b>	<p>Can they explain how different foods work and what they do to support their health?</p> <p>Can they name other ways of preventing the spread of infections and germs.</p> <p>Assess the vocabulary they use. Could they explain a process (e.g. how food is digested).</p> <p>Do they set achievable goals? Do they recognise their strengths and weaknesses?</p>	<p>Can they talk about the special qualities that they and their friends have? Can they explain how their friends are unique.</p> <p>Do they show independence in making choices? Do they recognise where someone else needs to make choices for their benefits?</p> <p>Do they make choices about their own diet? Can they explain the roles different food groups have in their bodies.</p> <p>What choices do they make about their wellbeing? Do they do any activities or have any interests that support their wellbeing?</p>	<p>Link to your knowledge of their assessments in science. Consider any misconceptions.</p> <p>Consider their own personal experience of people who drink and smoke. Can they recall essential information about the dangers of smoking and drinking too much alcohol.</p> <p>Can they set a goal? When working in groups or individually do they work towards a goal? Can they evaluate and review their work?</p> <p>When discussing body image, what do they understand about this term? Give them time to talk about their own emotions and feelings about their appearance. Do they speak positively about themselves and their friends?</p> <p>Do they make choices regarding their wellbeing and emotions? Can they put strategies in place to manage their behaviour and emotions. Are they independent in their learning? Do they spend time alone?</p>	<p>Consider their current wellbeing.What extra-curricular activities do they do inside/outside of school? Do they make independent choices about their mental or physical health?</p> <p>When working in groups or individually do they work towards a goal? Can they evaluate and review their work?</p> <p>What strategies do they currently use independently?</p> <p>Do they take risks in their learning?</p> <p>Do they plan ahead with risk-taking or challenges? Do they consider their emotional needs?</p>
<b>Growing and Changing</b>	<p>I can explain what body space is and how it feels when someone is too close to me.</p> <p>I can tell you some of the different relationships I have.</p> <p>I can tell you what qualities a healthy positive relationship has.</p> <p>I can describe how a girls and boys body will change when it reaches puberty.</p> <p>I can tell you what happens to a womans body when the sperm does not meet the egg.</p>	<p>I can describe how change can make a person feel (both negative and positive).</p> <p>I can explain why young people can have mixed up feelings when they go through puperty.</p> <p>I can explain why puberty happens.</p> <p>I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.</p> <p>I can explain why some people choose to get married, have a civil ceremony or live together.</p>	<p>I can begin to manage challenging emotions by building my resilience.</p> <p>I can describe the emotions and feelings people have during puperty and some respectful strategies to deal with conflict.</p> <p>I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.</p> <p>I can explain, using the correct vocabulary, the menstuation cycle and puberty changes and the products people might need.</p> <p>I can give examples of feelings and emotions people have at times of change.</p>	<p>I can name some of the feelings and emotions people have during change.</p> <p>I can give examples of how someone could cope with or get support during puberty.</p> <p>I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.</p> <p>I can explain how to stay safe when sharing images and information online.</p> <p>I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.</p>
<b>Possible Questions</b>	<p>Do they practice giving or asking for consent? Are they aware of appropriate touch?</p> <p>Do they express their feelings in an appropriate way?</p> <p>Can they distinguish how they would behave with a parent/carer and a friend?</p> <p>Could they tell you what is different about their relationships?</p> <p>Consider their friendships within school. Do they use vocabulary such as trust, kindness, caring, listening, support?</p> <p>What is their current experience (some may be going through changes already)? Do they use the correct vocabulary? Do they also make reference to emotional changes?</p> <p>Do they use the correct vocabulary? Do they know the names of their own private parts?</p>	<p>Can they make links with this and changes during puberty? How do they cope with change during the day (in home or at school)? Consider those children with SEND who may need more support with managing change.</p> <p>How do they manage their own emotions? Can they make links with physical changes during puberty?</p> <p>Can they talk about the reproduction cycle? Do they understand why people may not choose to have a baby? Do they know/use the correct vocabulary for body parts?</p> <p>Consider their own experience of marriage, civil partnerships or co-habiting. Can they give reasons why people do get married? Do they have an understanding of consent?</p>	<p>What is their understanding of resilience? Do they use it in their learning and other areas? How do they self-regular their emotions?</p> <p>Do they use different vocabulary to highlight intensity (e.g. cross, angry, frustrated, mad)? Are they respectful of the emotions of other people? Consider their skills learnt or used during previous units.</p> <p>Can they name trusted adults both in their personal life and community? Do they understand the importance of sharing unsafe secrets?</p> <p>Check their understanding of the menstruation cycle. Do they use the correct vocabulary for reproductive organs?</p> <p>Consider their experience of change and loss. How do they cope with change during the day (in home or at school)? Consider those children with SEND who may need more support with managing change? Do they use relevant emotional terminology?</p>	<p>What is their understanding of resilience? Do they use a broad range of vocabulary to describe emotions? What strategies do they use themselves? How do they self-regulate their feelings?</p> <p>Could they name people and places where someone can get support? What advice would they give to someone? Can they give sympathetic advice or support?</p> <p>Consider their own body image? How do they describe themselves? What is their understanding of how the social media, influences and processes such as editing and filters affects a persons body image? What do they see as 'normal'?</p> <p>Do they know the laws and restrictions around using social media? What can they recall from previous lessons in online safety? What is their experience of using social media? What do they consider risky behaviour online?</p> <p>What advice would they offer - is it appropriate? Does it take into account previous learning about secrets, consent, appropriate touch and emotional needs? Can they explain why confidentiality would need to be broken?</p>

**Me and My Relationships**



Term 1

Term 2



**Valuing Difference**

**Keeping Myself Safe**



Term 3

Term 4



**Right and Respect**

**Being my Best**



Term 5

Term 6



**Growing and Changing**



Learning to live in a  
**DIGITAL WORLD**

NEW  
Statutory

SEPT

Learning to live in a  
**DIGITAL WORLD**

ers

physical  
**mental health**

**SEX, RELATIONSHIP  
AND HEALTH  
EDUCATION**

SCHOOLS  
NEED  
**Support**

SHIPS & SE  
ON

source

2019

PSHE

## Me and My Relationships

I can recognise and be sensitive to the differences of others.

I can name people who help me and describe ways to help others.

I can talk about feelings and what can cause them.

I can tell you which trusted adults I can ask for help.

I can help a friend if they are sad or worried.



## Growing and Changing

I can describe the life cycle of an animal.

I can describe how a baby grows to an adult and what they might need.

I can tell you some things about how babies are made.

I can tell you the scientific names for my body parts.

I can tell you the PANTS rule.



## Valuing Difference

I can celebrate our differences.

I can talk about my family life.

I can listen and be polite to what others tell me about their lives.

I can be kind, caring and helpful to others.

I can show good listening



## Keeping Myself Safe

I can tell you what my body needs to stay healthy.

I can make safe decisions around medicines and things I don't know.

I can name some things that can be dangerous inside and outside.

I can tell you what is safe to play online and who to talk to if I feel worried.

I can name the adults who keep me safe and when I might need their help.



## Being my Best

I can keep trying if the way I choose doesn't work.

I can talk about the different types of feelings we have.

I can make healthy sleep and exercise choices.

I can make my own healthy food choices.

I can have a go at something new.



## Rights and Responsibilities

I can help my family.

I can help to clean and tidy my home and classroom.

I can tell you some ways to look after our world.

I can be kind to friends and others.

I can talk about looking after money.



# PSHE EYFS

### Key Vocabulary

. Special, same, different, feelings, friendship, kindness, clean, safe, medicine, worried, trust, help, look after, environment

Money, cost, bounce back, food, energy, growth, healthy, exercise, sleep, wash, heart, muscles, baby, child, teenager, adult, family, private parts, my body is mine

## Me and My Relationships

I can name a variety of different feelings and explain how these might make me behave.

I can think of some different ways of dealing with 'not so good' feelings.

I know when I need help and who to go to for help.

I can tell you some different classroom rules.



## Growing and Changing

I can identify an adult I can talk to at both home and school. If I need help.

I can tell you some things I can do now that I couldn't do when I was a toddler.

I can tell you what some of my body parts do.



## Valuing Difference

I can say ways in which people are similar as well as different.

I can say why things sometimes seem unfair, even if they are not.



## Keeping Myself Safe

I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).

I can give examples of how I keep myself healthy.

I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)



## Rights and Respect

I can give some examples of how I look after myself and my environment - at school or at home.

I can also say some ways that we look after money.



## Being my Best

I can name a few different ideas of what I can do if I find something difficult.

I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.



### Key Vocabulary

friends help rules  
family hurt safe  
feelings listen

PSHE Year 1

## Me and My Relationships

I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.

I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.

I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.

Most of the time I can express my feelings in a safe, controlled way.



## Growing and Changing

I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.

I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).

I can give examples of how to give feedback to someone.



## Valuing Difference

I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.



## Keeping Myself Safe

I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.

I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.

I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.



## Rights and Respect

I can give examples of when I've used some of these ideas to help me when I am not settled.



## Being my Best

I can name different parts of my body that are *inside* me and help to turn food into energy. I know what I need to get energy.

I can explain how setting a goal or goals will help me to achieve what I want to be able to do.



### Key Vocabulary

happy teasing bullied  
care repeated  
bullying friendship  
help friendly break

PSHE Year 2

### Me and My Relationships

I can usually accept the views of others and understand that we don't always agree with each other.

I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.



### Growing and Changing

I can name a few things that make a positive relationship and some things that make a negative relationship.

I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.

I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.



## PSHE Year 3

apologise, respect, disagree, responsibility, calm, disputes, arguments, feelings, persuade, friendship, opinions, listening, family, friendship, falling out, special

### Valuing Difference

I can give examples of different community groups and what is good about having different groups.

I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.



### Keeping Myself Safe

I can say what I could do to make a situation less risky or not risky at all.

I can say why medicines can be helpful or harmful.

I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.



### Rights and Respect

I can say some ways of checking whether something is a fact or just an opinion.

I can say how I can help the people who help me, and how I can do this. I can give an example of this.  
others.



### Being my Best

I can give a few examples of things that I can do to take ownership of my healthy and give an example of something that I've done which shows this.

I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.



### Me and My Relationships

I can give a lot of examples of how I can tell a person is feeling worried just by their body language.

I can say what I could do if someone was upsetting me or if I was being bullied.

I can explain what being 'assertive' means and give a few examples of ways of being assertive.



### Growing and Changing

I can label some parts of the body that only boys have and only girls have.

I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).

I can tell you why people get married.



### Valuing Difference

I can say a lot of ways that people are different, including religious or cultural differences.

I can explain why it's important to challenge stereotypes that might be applied to me or others.



### Keeping Myself Safe

I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.

I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.

I can give examples of positive and negative influences, including things that could influence me when I am making decisions.



### Rights and Respect

I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.

I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.

I can give examples of these decisions and how they might relate to me.



### Being my Best

I can give a few examples of different things that I do already that help to me keep healthy.

I can give different examples of some of the things that I do already to help look after my environment.



### Key Vocabulary

ignored delighted teasing calm  
confident feelings compromise body  
language emotions frightened excluded  
collaborate pressure bullying joyful  
excited respectful scared alone worried  
lonely



RELATIONSHIPS  
HEALTH

PERSONAL

SOCIAL

EDUCA

2019

ASDAN

### Me and My Relationships

I can give a range of examples of our emotional needs and explain why they are important.

I can explain why these qualities are important.

I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.



### Valuing Difference

I can give examples of different faiths and cultures and positive things about having these differences.

I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.



### Rights and Respect

I can give examples of some of the rights and respect of others' rights (people and things) I have as I grow older, at home and school. I can also give real examples of each that relate to me.

I can give a few different examples of things that I can take ownership of to keep myself healthy.

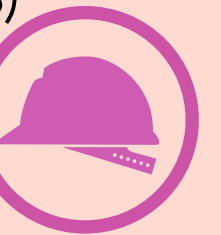
I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.



### Keeping Myself Safe

I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.

I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.



### Growing and Changing

I can explain what resilience is and how it can be developed.

I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).

I am able to identify when I need help and can identify trusted adults in my life who can help me.



### Key Vocabulary

collaborate aggressive resolution conflict pressure emotional needs passive assertiveness negotiation unsafe compromise body language respect uncomfortable touching qualities unhealthy relationship

## PSHE Year 5

### Being my Best

I can give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something.

I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.



### Me and My Relationships

I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.  
I can give examples of negotiation and compromise.  
I can explain what inappropriate touch is and give example.



### Valuing Difference

I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.  
I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.



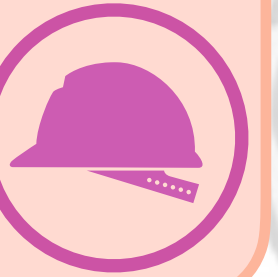
### Rights and Respect

I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves  
I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.  
I can explain the advantages and disadvantages of different ways of saving money.



### Keeping Myself Safe

I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.  
I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.  
I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).



### Growing and Changing

I can give an example of a secret that should be shared with a trusted adult.  
I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.  
I can give examples of other ways in which the way some people feel about themselves can be affected (e.g. images of celebrities).



### Key Vocabulary

assertiveness appropriate sensitive collaboration respectful  
response appropriate culture inappropriate religion bullied  
compromise illegal active forced marriage negotiation community  
bystanders passive civil partnership

## PSHE Year 6

### Being my Best

I can tell you how I can overcome problems and challenges on the way to achieving my goals.  
I can give examples of an emotional risk and a physical risk.

