

Purpose of study

Our PSHE and RSE curriculum is a planned, developmental programme of learning through which our children acquire the knowledge, understanding and skills and considers both pupils' current experiences and preparation for their future. As part of a whole-school approach, our PSHE and RSE curriculum develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Our PSHE curriculum can help our school to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

The underlying principle of our curriculum is to develop Responsible, Ready, Respectful, Resilient, Reflective, Resourceful Learners who can step out into the world as rounded and caring world citizens, with transferable life skills, who can manage future life challenges

Aims:

- Be able to form respectful relationships, deal with conflict and bullying and understand the importance of challenging stereotypes
- Develop strategies for looking after their own mental and physical health
- Understand how they are developing personally and socially
- Become healthy, independent and responsible members of society
- Know how to keep themselves safe both physical and online
- Be able to apply the British values of Democracy, tolerance, mutual respect, rule of law and liberty
- Be able to make decisions when it comes to spending, budgeting and saving money, and exploring different career choices

SCARF – Safety, Caring, Achievement, Resilience, Friendship

SCARF's whole-school approach supports our school in promoting positive behaviour, mental health, wellbeing, resilience and achievement – giving everything needed to meet the Relationships Education and Health Education statutory requirements. More than just a PSHE scheme of work, SCARF supports great learning every day. SCARF represents our values for children of Safety, Caring, Achievement, Resilience and Friendship.

Meeting all DfE requirements for statutory Relationships and Health Education, and mapped to the PSHE Association's Programme of Study, SCARF is a framework to give teachers skills and confidence to embed a comprehensive Relationships and Health Education, PSHE Education and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing






Key Areas:

We have categorised our lessons into the six key areas below, which we return to in each year group, making pupil's prior and future learning clear and shows how what you are teaching fits into their wider learning journey. These key areas of learning all tie in with our curriculum aims.

Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing & Changing
Children learn to understand their feelings, what makes them special, and how to ask for help when they need it. They explore how to make and keep friends, work together, and build respectful and caring relationships. Children also learn how to stay safe, deal with bullying, and follow rules that help everyone feel happy and included at school.	Children learn to recognise and celebrate what makes each person unique, including differences in culture, religion, and background. They develop respect, kindness, and empathy by learning how to listen to others, challenge stereotypes, and understand the importance of treating everyone fairly. Children also learn how to deal with bullying, the role of bystanders, and how to get help, while exploring how their community and social influences can shape their views.	Children learn how to protect themselves by understanding safe and unsafe situations, including appropriate and inappropriate touch, safe secrets, and who they can go to for help. They explore how their feelings can guide them in making safe choices, both in real life and online, and learn important skills like managing risks and making decisions. Children also gain knowledge about medicine safety, the risks of drugs, alcohol and tobacco, and how to stay safe from harmful influences.	Children learn about caring for themselves, others, and the world around them, including the environment and their community. They explore ideas of fairness, rights, responsibilities, and how their choices, such as spending or saving money, can make a difference. Children also develop skills for cooperation, decision-making, and understanding the influence of media and social media, as they grow into responsible and respectful individuals.	Children learn how to keep their bodies and minds healthy through good hygiene, healthy eating, exercise, sleep, and making positive choices. They explore their own skills, interests, and goals, developing a growth mindset and learning how to take responsibility for their wellbeing and actions. Children also learn about managing risks, building independence, and understanding how their choices, at home, in school, and in their community, can help them be their best selves.	

British Values

Our PSHE and RSE curriculum supports promoting the British values and these have been identified in the units of our long-term plans where applicable. We define the British values as the following:

				
Democracy	Rule of law	Individual liberty	Mutual respect	Tolerance of those with different faiths and beliefs
We all have a voice within school and society.	We understand that rules and laws are there to keep everyone safe and happy and we respect them.	We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.	We respect others and expect them to show us respect.	We respect and appreciate diversity and understand that everybody has different views and beliefs.

Relationships and sex education:

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- **Year 1:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- **Year 2:** Notice that animals, including humans, have offspring which grow into adults
- **Year 5:** Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

The RSE statutory guidance states that:

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Year 6 External Visitors SRE:

Workshop 1: Sex and Relationship Education	Objectives taught: <ul style="list-style-type: none">• Describe how boys' and girls' bodies change as they grow up.• Label the correct names for girls' and boys' body parts.• Define sexual intercourse and fertilisation.• Explore how babies grow in the womb and are born.• Recognise that all families are different.
Workshop 2: Thrive	Objectives taught: <ul style="list-style-type: none">• Explain the difference between surviving and thriving• Recognise how my body might react to unsafe situations• Evaluate responses to unsafe situations• Identify my social network and its benefits• Recognise how to improve my self-esteem

Long-Term Plans EYFS:

Year Group	Term 1 Me & my relationships	Term 2 Valuing difference	Term 3 Keeping safe	Term 4 Rights & respect	Term 5 Being my best	Term 6 Growing & changing
Nursery	<ul style="list-style-type: none"> 1: Marvelous me! 2: I'm special 3: People who are special to me 	<ul style="list-style-type: none"> 1: Me and my friends 2: Friends & family 3: Including everyone 	<ul style="list-style-type: none"> 1: People who help me & keep me safe 2: Safety indoors & outdoors 3: What's safe to go into my body 	<ul style="list-style-type: none"> 1: Looking after myself 2: Looking after others 3: Looking after my environment 	<ul style="list-style-type: none"> 1: What does my body need? 2: I can keep trying 3: I can do it! 	
Reception	<ul style="list-style-type: none"> 1: All about me – mutual respect 2: What makes me special 3: Me & my special people 4: Who can help me? 5: My feelings 6: My feelings 2 	<ul style="list-style-type: none"> 1: I'm special, you're special – mutual respect 2: Same & different – mutual respect 3: Same & different families – tolerance, mutual respect 4: Same & different homes – Mutual respect 5: I am caring – mutual respect 6: I am a friend – mutual respect 	<ul style="list-style-type: none"> 1: What's safe to go onto my body? 2: Keeping myself safe – what's safe to go into my body (including medicines) 3: Safe indoors & outdoors 4: Listening to my feelings 5: Keeping safe online 6: People who help to keep me safe 	<ul style="list-style-type: none"> 1: Looking after my special people – mutual respect 2: Looking after my friends – mutual respect 3: Being helpful at home & caring for our classroom – mutual respect 4: Caring for our world – mutual respect 5: Looking after money – recognising, spending, using 6: Looking after money – saving money & keeping it safe – individual liberty 	<ul style="list-style-type: none"> 1: Bouncing back when things go wrong 2: Yes, I can! 3: Healthy eating 4: My healthy mind 5: Move your body 6: A good night's sleep 	

Long-Term Plans Years 1 -6:

Year Group	Term 1 Me & my relationships	Term 2 Valuing difference	Term 3 Keeping safe	Term 4 Rights & respect	Term 5 Being my best	Term 6 Growing & changing
Year 1	<ul style="list-style-type: none"> 1: Why we have classroom rules – rule of law 2: How are you listening? – tolerance, mutual respect 3: Our feelings 4: Feelings & bodies 	<ul style="list-style-type: none"> 1: Same or different? – mutual respect, tolerance 2: Unkind, tease or bully? 3: Harold's school rules – rule of law 4: It's not fair! – tolerance, rule of law, respect 	<ul style="list-style-type: none"> 1: Super sleep 2: Who can help? (1) 3: Good or bad touches? – individual liberty 4: Sharing pictures 5: What could Harold do? 6: Harold loses Geoffrey 	<ul style="list-style-type: none"> 1: Harold has a bad day 2: Around and about the school 3: Taking care of something – mutual respect, 4: Harold's money 	<ul style="list-style-type: none"> 1: I can eat a rainbow 2: Eat well 3: Harold's wash and brush up 4: Catch it! Bin it! Kill it! 5: Harold learns to ride his bike 	

	5: Good friends – mutual respect	5: Who are our special people? 6: Our special people balloons		5: How should we look after our money? – individual liberty 6: Basic first aid	5: Pass on the praise!	
Year 2	1: Our ideal classroom (1) – rule of law, mutual respect 2: How are you feeling today? - 3: Let's all be happy! 4: Being a good friend – mutual respect 5: Types of bullying 6: Don't do that! – rule of law, mutual respect	1: What makes us who we are? – tolerance, mutual respect 2: My special people - 3: How do we make others feel? – mutual respect 4: When someone is feeling left out – tolerance, mutual respect 5: An act of kindness – tolerance, mutual respect 6: Solve the problem – tolerance, mutual respect	1: Harold's picnic – rule of law 2: How safe would you feel? 3: What should Harold say? – individual liberty 4: I don't like that! – individual liberty 5: Fun or not? – individual liberty 6: Should I tell?	1: Getting on with others – mutual respect, rule of law 2: When I feel like erupting 3: Feeling safe 4: Playing games 5: Harold saves for something special 6: How can we look after our environment? – mutual respect	1: You can do it! 2: My day 3: Harold's postcard - helping us to keep clean and healthy 4: Harold's bathroom 5: What does my body do? 6: Basic first aid	
Year 3	1: As a rule – rule of law, democracy 2: Looking after our special people 3: How can we solve this problem? – mutual respect 4: Friends are special 5: Thunks – mutual respect, tolerance 6: Dan's dare	1: Respect and challenge – mutual respect, tolerance 2: Family and friends – mutual respect, tolerance 3: My community 4: Our friends and neighbours – mutual respect, tolerance, individual liberty 5: Let's celebrate our differences – mutual respect, tolerance 6: Zeb - tolerance	1: Safe or unsafe? 2: Danger or risk? 3: The Risk robot 4: Super Searcher 5: Help or harm? 6: Alcohol and cigarettes: the facts	1: Helping each other to stay safe – mutual respect 2: Recount task 3: Our helpful volunteers 4: Can Harold afford it? 5: Earning money 6: Harold's environment project	1: Derek cooks dinner! (healthy eating) 2: Poorly Harold 3: Body team work 4: For or against? – mutual respect, tolerance, democracy 5: I am fantastic! 6: Top talents	
Year 4	1: Human machines – mutual respect 2: Ok or not ok? (part 1) – mutual respect 3: Ok or not ok? (part 2) 4: An email from Harold! 5: Different feelings – mutual respect 6: Under pressure – mutual respect	1: Can you sort it? – mutual respect, tolerance 2: What would I do? – mutual respect 3: The people we share our world with – mutual respect, tolerance 4: That is such a stereotype! – mutual respect, individual liberty	1: Danger, risk or hazard? 2: How dare you! 3: Keeping ourselves safe 4: Raisin challenge (2) – individual liberty, tolerance 5: Picture wise 6: Medicines: check the label	1: Who helps us stay healthy and safe? 2: It's your right – rule of law, individual liberty 3: How do we make a difference? – mutual respect, rule of law, democracy 4: In the news! 5: Safety in numbers 6: Why pay taxes?	1: What makes me ME! – mutual respect, tolerance 2: Making choices – mutual respect, rule of law 3: SCARF hotel 4: Harold's Seven Rs – mutual respect 5: My school community (1) 6: Basic first aid	

		<p>5: Friend or acquaintance? – mutual respect, tolerance</p> <p>6: Islands – rule of law</p>				
Year 5	<p>1: Collaboration Challenge!</p> <p>2: Give and take – mutual respect, individual liberty</p> <p>3: How good a friend are you? – mutual respect</p> <p>4: Relationship cake recipe – mutual respect</p> <p>5: Our emotional needs</p> <p>6: Being assertive – mutual respect</p>	<p>1: Qualities of friendship – mutual respect</p> <p>2: Kind conversations – mutual respect, tolerance</p> <p>3: Happy being me – individual liberty, mutual respect</p> <p>4: The land of the Red People – mutual respect, tolerance</p> <p>5: Is it true?</p> <p>6: Stop, start, stereotypes – individual liberty, rule of law, mutual respect</p>	<p>1: Spot bullying – individual liberty</p> <p>2: Play, like, share – mutual respect</p> <p>3: Decision dilemmas</p> <p>4: Ella's diary dilemma</p> <p>5: Vaping: healthy or unhealthy?</p> <p>6: Would you risk it?</p>	<p>1: What's the story? – individual liberty</p> <p>2: Fact or opinion?</p> <p>3: Mo makes a difference</p> <p>4: Rights, respect and duties – individual liberty</p> <p>5: Spending wisely</p> <p>6: Lend us a fiver! – mutual respect</p>	<p>1: It all adds up!</p> <p>2: Different skills</p> <p>3: My school community (2)</p> <p>4: Independence and responsibility</p> <p>5: Star qualities?</p> <p>6: Basic first aid, including Sepsis Awareness</p>	
Year 6	<p>1: Working together</p> <p>2: Solve the friendship problem – mutual respect</p> <p>3: Behave yourself</p> <p>4: Assertiveness skills</p> <p>5: Don't force me – individual liberty</p> <p>6: Acting appropriately – individual liberty</p>	<p>1: OK to be different – mutual respect, tolerance</p> <p>2: We have more in common than not – mutual respect, individual liberty</p> <p>3: Respecting differences – mutual respect, tolerance</p> <p>4: Tolerance and respect for others – mutual respect, tolerance, individual liberty</p> <p>5: Advertising friendships!</p> <p>6: Boys will be boys? - challenging gender stereotypes – individual liberty</p>	<p>1: Think before you click! – mutual respect</p> <p>2: To share or not to share? – rule of law, mutual respect, individual liberty</p> <p>3: Rat Park</p> <p>4: What sort of drug is...? – rule of law</p> <p>5: Drugs: it's the law! – rule of law</p> <p>6: Alcohol: what is normal?</p>	<p>1: Two sides to every story</p> <p>2: Fakebook friends</p> <p>3: What's it worth?</p> <p>4: Happy shoppers - caring for the environment</p> <p>5: Democracy in Britain 1 - Elections – rule of law, democracy</p> <p>6: Democracy in Britain 2 - How (most) laws are made – rule of law, democracy</p>	<p>1: This will be your life!</p> <p>2: Our recommendations</p> <p>3: What's the risk? (1)</p> <p>4: What's the risk? (2)</p> <p>5: Basic first aid, including Sepsis Awareness</p> <p>6: Five Ways to Wellbeing project</p>	

Protected Characteristics coverage

Protected Characteristic	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Age	N Me and my friends	R Life stages - plant, animals, humans			Y3 Our friends and neighbours Y3 Let's celebrate our differences	Y4 Together	Y5 Happy being me	Y6 We have more in common than not Y6 Democracy in Britain 1 – Elections Y6 Democracy in Britain 2 – How (most) laws are made Y6 Don't force me Y6 Think before you click! Y6 To share or not to share?
Disability					Y3 Let's celebrate our differences Y3 Zeb Y3 I am fantastic!			Y6 We have more in common than not Y6 Media manipulation
Gender reassignment					Y3 I am fantastic!			Y6 Media manipulation
Marriage & civil partnership		R Life stages – human life stage – who will I be?				Y4 Together		Y6 Don't force me
Pregnancy & maternity		R Life stages – human life stage – who will I be? R Where do babies come from?						Y6 Making babies
Race	N Marvellous Me N I'm special N People who are special to me			Y2 What makes us who we are?	Y3 Our friends and neighbours Y3 Zeb	Y4 The people we share our world with	Y5 The land of the red people Y5 Happy being me	Y6 We have more in common than not Y6 Tolerance and respect for others
Religion or belief	N Me and my friends N I'm special N People who are special to me	R Same and different families R All about me	Y1 Who are our special people?	Y2 What makes us who we are?	Y3 Our friends and neighbours Y3 Let's celebrate our differences	Y4 Together Y4 The people we share our world with	Y5 The land of the red people Y5 Happy being me	Y6 We have more in common than not Y6 Don't force me Y6 Is this normal?

								Y6 Acting appropriately
Sex	N Girls, boys and families	R Me and my body – girls and boys		Y2 My body, your body	Y3 Let's celebrate our differences Y3 Zeb Y3 I am fantastic!	Y4 Together	Y5 Stop, start, stereotypes Y5 Growing up and changing bodies Y5 The land of the red people Y5 Happy being me	Y6 We have more in common than not Y6 Don't force me Y6 Media manipulation Y6 Making babies Y6 Tolerance and respect for others Y6 Is this normal? Y6 Acting appropriately
Sexual orientation	N People who are special to me	R Same and different families R Where do babies come from?			Y3 Our friends and neighbours Y3 Zeb Y3 Family and friends	Y4 Together	Y5 Is it true? Y5 Stop, start, stereotypes	Y6 We have more in common than not Y6 Don't force me Y6 Media manipulation

Progression of knowledge and skills EYFS

Me and My Relationships					
Nursery Key themes: Feelings, Special people			Reception Key themes: Feelings, Getting help		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
1. Recognise that we are unique.	I can share my feelings with others.	In a conflict, can they use words that describe a feeling?	1. Talk about similarities and differences.	I can recognise and be sensitive to the differences of others.	In a conflict, can they explain what happened and how they feel?
2. Describe different feelings and use this to manage relationships.	I can name the important people in my life (including those who look after me).	Are they able to name appropriate people to speak to about their feelings and emotions?	2. Name special people in their lives.	I can name people who help me and describe ways to help others.	Do they ask trusted adults for help with their emotions or conflicts?
3. Understand that every family is different and love and care for one another.	I can talk about what my strengths are (what I'm good at) and what I enjoy.	Do they seek help from others when upset, scared or worried?	3. Describe different feelings	I can talk about feelings and what can cause them.	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?
			4. Identify who can help if they are sad, worried or scared.	I can tell you which trusted adults I can ask for help.	Do they ask trusted adults for help with their emotions or conflicts?
			5. Identify ways to help others or themselves if they are sad or worried.	I can help a friend if they are sad or worried.	How do they self-regulate their behaviour? Do they have any strategies to deal with difficult or challenging emotions?

Valuing Difference					
Nursery Key themes: Recognising similarities & differences, Caring for others			Reception Key themes: Recognising & respecting differences, Being kind & caring		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
1. Recognise that there are differences and similarities between themselves	I can tell you how I am the same or different to my friend.	Do they play with a variety of different children?	1. Be sensitive towards others and celebrate what makes each person unique.	I can celebrate our differences.	Do they show respect if others have different interests, beliefs or ways of playing?
2. Celebrate their friends and include them	I can tell you something good about being different.	Are they interested in playing with different small world characters or resources.	2. Recognise that we can have things in common with others.	I can talk about my family life.	Consider the language they use about children different to them (either in their school/community or in books)

3. Understand people have different cultures and religions	I can be kind and help my friends.	Do they offer help if they see a friend in need?	3. Use speaking and listening skills to learn about the lives of their peers.	I can listen and be polite to what others tell me about their lives.	Do they follow your expectations on listening? Do they respond to what others say during play or focus only their ideas?
			4. Know the importance of showing care and kindness towards others.	I can be kind, caring and helpful to others.	Do they offer help if they see a friend in need? Are they aware of how they talk or behave towards others?
			5. Demonstrate skills in building friendships and cooperation.	I can show good listening	

Keeping Myself Safe					
Nursery			Reception		
Key themes: Asking for help, Staying safe at home			Key themes: Asking for help, Keeping healthy, Staying safe around medicines.		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
1. Explain what they should do if they feel unsafe	I can tell you who I can ask for help.	Do they have a positive, trusting relationship with the adults who care for them? Do they ask adults for help in time?	1. Talk about how to keep their bodies healthy and safe.	I can tell you what my body needs to stay healthy.	What decisions do they make regarding food, sleep and personal self-care?
2. Recognise potential dangers and how to stay safe, inside and outside	I can tell you some dangers and how I keep myself safe from them.	Are they aware of danger? Do they take appropriate risks? Do they take responsibility for key areas of personal safety and self-care?	2. Name ways to stay safe around medicines.	I can make safe decisions around medicines and things I don't know.	What prior knowledge do they have of medicines? How do they behave around unknown products or resources?
3. Learn the importance of keeping safe around medicines and unknown products	I can tell you what is safe and unsafe for me to touch and use.	Do they understand that some equipment and areas of the classroom are only for adults? Do they recognise potentially dangerous household products?	3. Know how to stay safe in their home, classroom and outside.	I can name some things that can be dangerous inside and outside.	Do they understand that some equipment and areas of the classroom are only for adults? Do they recognise potentially dangerous household products?
			4. Know age-appropriate ways to stay safe online.	I can tell you what is safe to play online and who to talk to if I feel worried.	Consider their knowledge and personal use of tablets and online games.
			5. Name adults in their lives and those in their community who keep them safe.	I can name the adults who keep me safe and when I might need their help.	

Rights & Responsibilities					
Nursery Key themes: Taking care			Reception Key themes: Taking care, Making choices		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
Learn about taking some responsibility for their own health	I can make some healthy choices.	What choices do they make during snack time? Observe them in role play environments such as home, café or supermarkets. What do they tell you about food or dinner choices at home?	Understand that they can make a difference.	I can help my family.	What responsibilities do they have at home? How independent are they in self-care? Do they enjoy responsibility in the classroom?
Describe ways in which they can help others and why they would do so	I can help my family and friends.	What responsibilities do they have at home? How independent are they in self-care? Do they enjoy responsibility in the classroom?	Identify how they can care for their home, school and special people.	I can help to clean and tidy my home and classroom.	
Take care of their home, their learning environment and the natural environment	I can make caring choices for my world.	Do they participate well in tidying up and taking care of resources? Do they show an interest in environmental issues? Do they know vocabulary linked with recycling and the natural environment?	Talk about how they can make an impact on the natural world.	I can tell you some ways to look after our world.	Do they show an interest in environmental issues? Are they aware of practices such as recycling, reducing food waste and reducing car travel.
			Talk about similarities and differences between themselves.	I can be kind to friends and others.	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?
			Demonstrate building relationships with friends.	I can talk about looking after money.	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)

Being My Best					
Nursery			Reception		
Key themes: Making healthy choices, Being persistent			Key themes: Making healthy choices, Being persistent		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
Talk about healthy choices and activities	I can choose a healthy snack and activity.	Observe them during snack and/or lunch time. Can they explain a healthy choice? Do they notice the effect of physical activity on their body?	Feel resilient and confident in their learning.	I can keep trying if the way I choose doesn't work.	Do they use alternative methods or strategies? Do they persist at an activity even when they are finding it a challenge?
Develop resilience and persistence in their learning	I can keep trying.	Observe them during independent activity to see how they deal with hurdles in achieving their goal.	Name and discuss different types of feelings and emotions.	I can talk about the different types of feelings we have.	Can they name different feelings? What level of vocabulary do they have in this area?
Working cooperatively with others when faced with a challenge	I can listen to my friends and take turns.	How do they play in groups? Do they include others? Do they welcome other ideas.	Learn and use strategies or skills in approaching challenges.	I can have a go at something new.	Do they choose to give themselves a challenge? Do they take risks in their learning and play?
			Understand that they can make healthy choices.	I can make my own healthy food choices.	Observe them during snack and/or lunch time. Can they explain a healthy choice?
			Name and recognise how healthy choices can keep us well.	I can make healthy sleep and exercise choices.	Do they notice the effect of physical activity on their body? Can they describe a healthy bedtime routine?

Progression of knowledge and skills Key Stage 1

Me and My Relationships					
Year 1 Key themes: Feelings, Getting help, Classroom rules			Year 2 Key themes: Feelings/self-regulation, Being a good friend, Bullying & teasing, Our school rules about bullying		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
1. Describe different feelings and how they can make our bodies feel.	I can name different feelings and how they might make me behave.	Do they use accurate vocabulary to describe feelings (beyond happy or sad)?	1. Recognise that people have different ways of expressing their feelings	I understand we have different ways to express our feelings.	Do they show empathy towards other children when they are upset or angry?
2. To know some strategies of dealing with 'not so good' feelings.	I can suggest ways of dealing with 'not so good' feelings and how to help others.	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.	2. To identify different ways to respond to the feelings of others.	I can express my feelings in a safe, controlled way.	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)
3. To understand how our actions can hurt the feelings of others.	I can recognise when I need help and who to ask.	Do they talk about how their actions can effect people's feelings?	3. To recognise the differences between bullying, unkind behaviour or teasing.	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.	Are they accurate in describing the behaviour of others? For example not over using the term 'bullying'
4. To recognise the special qualities in family and friends.	I can listen to others and wait my turn to speak.	Can they begin to resolve conflict by talking or explaining.	4. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.	I can tell someone how they are making me feel.	Can they be independent in resolving conflict or explaining their feelings to others?
5. To know which special people keep us safe and how.	I can tell you which trusted adults at home and school keep me safe.	Can they name some key people who keep them safe/who to turn to for help?	5. To recognise a healthy friendship and its qualities.	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.	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?

Valuing Difference					
Year 1 Key themes: Recognising, valuing & celebrating difference, Developing tolerance			Year 2 Key themes: Being kind & helping others, Listening skills		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
1. To know the key differences between teasing, being unkind and bullying.	I can say ways in which people are similar as well as different.	Do they understand that bullying is often rare and how it is different to someone being unkind?	1. To identify differences and similarities between others.	I can be respectful of those who are different to me.	Do they value their friends based on their qualities? Do they play with different children according to the activity and their interests?
2. To recognise that everyone is different and will have different thoughts and ideas.	I can say why things sometimes seem unfair, even if they are not to me.	Do they respect differences amongst their peers?	2. Recognise and explain how a person's behaviour can affect other people.	I can describe how someone can change someone's feelings.	Are they aware when someone's behaviour changes? Can they explain what has happened? Can they explain the emotions involved?
3. To celebrate and begin to show empathy for those who are different.	I can talk about what bullying is.	Can they understand that people may not always agree or like the same things.	3. To learn and use different ways to show good listening.	I can tell you why it is important to show good listening to people who think differently to me.	Do they follow your expectations when speaking and listening? Do they sit or stand calmly and give eye contact?
4. To identify those who are special to them (and their special qualities).	I can say ways to show kindness towards others.	Can they notice when a friend might need their help or kindness shown towards them?	4. Explain how it feels to be part of a group and left out of a group.	I can name and suggest strategies to someone who feels left out.	Do they invite children to join their play? Are they confident to ask to join in?
5. To identify ways in which we can show kindness towards others and how that makes them feel.		Do they show interest and inclusive behaviour towards those from different cultures, races, backgrounds or families?	5. To recognise and talk about acts of kindness and how they can impact others.	I can be kind and use kind words to my friends.	What do other children say about them? Do other staff comment on their behaviour towards others? Do they have close friends that they care for? Are they caring towards their siblings (if they have any)?

Keeping Myself Safe					
Year 1			Year 2		
Key themes: Asking for help, Keeping healthy, Staying safe around medicines			Key themes: How are feelings can keep us safe, Keeping healthy, Medicine safety		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
1. To know the key differences between teasing, being unkind and bullying.	I can say ways in which people are similar as well as different.	Do they understand that bullying is often rare and how it is different to someone being unkind?	1. To identify differences and similarities between others.	I can be respectful of those who are different to me.	Do they value their friends based on their qualities? Do they play with different children according to the activity and their interests?
2. To recognise that everyone is different and will have different thoughts and ideas.	I can say why things sometimes seem unfair, even if they are not to me.	Do they respect differences amongst their peers?	2. Recognise and explain how a person's behaviour can affect other people.	I can describe how someone can change someone's feelings.	Are they aware when someone's behaviour changes? Can they explain what has happened? Can the explain the emotions involved?
3. To celebrate and begin to show empathy for those who are different.	I can talk about what bullying is.	Can they understand that people may not always agree or like the same things.	3. To learn and use different ways to show good listening.	I can tell you why it is important to show good listening to people who think differently to me.	Do they follow your expectations when speaking and listening? Do they sit or stand calmly and give eye contact?
4. To identify those who are special to them (and their special qualities).	I can say ways to show kindness towards others.	Can they notice when a friend might need their help or kindness shown towards them?	4. Explain how it feels to be part of a group and left out of a group.	I can name and suggest strategies to someone who feels left out.	Do they invite children to join their play? Are the confident to ask to join in?
5. To identify ways in which we can show kindness towards others and how that makes them feel.		Do they show interest and inclusive behaviour towards those from different cultures, races, backgrounds or families?	5. To recognise and talk about acts of kindness and how they can impact others.	I can be kind and use kind words to my friends.	What do other children say about them? Do other staff comment on their behaviour towards others? Do they have close friends that they care for? Are they caring towards their siblings (if they have any)?

Rights & Responsibilities					
Year 1			Year 2		
Key themes: Looking after things			Key themes: Cooperation & self-regulation		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
To identify ways of taking care of their health.	I can wash my hands correctly.	Also take note of their understanding of hygiene and spreading of germs.	To identify strategies in cooperation.	I can make choices that help me play and work well with others.	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.
To identify how others take care of their environment.	I can name ways to look after my home and school.	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?	To identify strategies in self-regulation.	I can use some strategies when I feel upset or angry.	How is their general behaviour across a typical day? Can they describe their behaviour and emotions using relevant and appropriate vocabulary?
To take care of something or someone else.	I can look after a special person or thing.	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?	To name ways to stay safe when using the internet.	I can ask for help from a trusted adult.	Use as part of your monitoring for safeguarding. Ensure children know key adults who keep them safe.
To talk about the importance of looking after money.	I can tell you some things that money is spent on.	Use circle times or conversations about money and shopping. Do they have an understanding of the value of money?	To recognise that they have a responsibility to help care for their immediate and broader environment.	I can name some ways I can look after my environment.	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?
To learn what to do when someone is injured.	I can get help if someone has hurt themselves.		To learn about saving and spending money.	I can make choices with money.	What experience do they have of spending money? Do they understand the value of money? Consider their mathematical skills in handling money.

Being My Best					
Year 1 Key themes: Keeping healthy, Growth mindset			Year 2 Key themes: Looking after my body, Growth mindset		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
To recognise how a healthy variety of food can make us feel great.	I can choose a healthy meal with different food groups.	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	Explain the stages of the learning line showing an understanding of the learning process	I can explain what happens when I learn something new.	Do they persist in their work? How do they react if they reach a blocker or hurdle in their learning?

		the effect of physical activity on their body?			
Recognise that learning a new skill requires practice and the opportunity to fail, safely	I can be persistent when learning a new skill.	How do they approach a challenge or different task? Are they confident to try new things?		I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	Can they discuss a plan of what to do? Can they set achievable goals.
	I can name a few different ideas of what I can do if I find something difficult.		To understand the importance of good hand and dental hygiene.	I can explain how hand hygiene stops virus' and germs from spreading.	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)
To identify strategies to resolve conflict.	I can help my friends when they fall out.	What are their friendships like? Do they regularly fall out or can they manage this independently? Do they treat others fairly?	To recognise what the body needs to have energy and stay well.	I can give examples of what I can do and give to my body to stay healthy.	Can they explain why they have suggested particular foods or activities?
To give and receive praise	I can explain why praise helps me to keep trying.	How do they respond to praise? Do they seek it?	To identify parts of the body that process food and create energy.	I can name different parts of my body that are <i>inside</i> me and help to turn food into energy.	Assess the vocabulary they use. Could they explain a process (e.g. how food is digested).

Progression of knowledge and skills Key Stage 2

Me and My Relationships											
Year 3 Key themes: Cooperation, Friendships			Year 4 Key themes: Recognising feelings, Bullying, Assertive skills			Year 5 Key themes: Feelings, Friendship skills, Including compromise, Assertive skills			Year 6 Key themes: Cooperation, Assertiveness, Safe/unsafe touches		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
1. To know that feelings and emotions help a person cope with difficult times.	I can communicate my feelings and use this to try to manage my emotions.	Do they use effective vocabulary when explaining how they are feeling?	1. To know that feelings can vary by intensity, person and change over time.	I can talk about how feelings change and be different for others.	Do they use a variety of vocabulary for different intensity of feelings. For example to describe anger they would use frustrated,	1. To learn characteristics and skills in assertiveness	I can be assertive to keep myself happy, healthy and safe.	Is their behaviour flexible in their response to feelings according to context. For example would they behave differently if	1. To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.	I can work through challenges I have with my friends with respect, assertiveness and understanding.	How are they amongst their friends and peers? Do they usually work through challenges? Do they interact/play with a variety

					cross, mad, fed up, irritated, annoyed.			someone cried after hurting themselves, to if someone cried after losing a game.			of children? Do they have a healthy/close relationship with one or a small number of people?
2. To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.	I can collaborate with a team to achieve a goal.	Are they able to self-regulate heightened emotions of anger or frustration?	2. To know and understand the qualities of a 'positive, healthy relationship'.	I can read different emotions by a persons body language.	Do they have empathy towards others who react differently to a situation to themselves?	2. To apply their collaborative skills to friendships and assertiveness.	I can use strategies to resolve arguments or disagreements.	Can they manage most disputes in their friendship circles? Can they compromise and negotiate with their friends?	2. To practice and use strategies in compromise and negotiation within a collaborative task or activity.	I can give examples of negotiation and compromise. I can use these skills in practical situations.	How do they work in group tasks or games? Do they cooperate with others? Do they use effective listening and communication skills?
3. To recognise which strategies are appropriate for particular situations.	I can accept I may not always agree with others.	Do they take turns in listening and speaking during group activities?	3. To know when it's appropriate to say no and how.	I can say 'no' in a calm and controlled way.	Are they assertive when communicating their wants, needs and wishes?	3. To learn ways to resolve conflict in an assertive, calm and fair manner.	I can reflect on my behaviour, attitudes and qualities.	Do they usually work well with most children?	3. To consider the types of touch that are safe, legal and that I am comfortable with.	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.	Do they practice consent and safe touch amongst their peers? Do they understand which parts of their body are private?
4. To listen to and debate ideas and opinions with respect and courtesy	I can listen and share my opinions respectfully.	Are they confident to share their opinions, understanding and accepting that some may disagree with them?	4. To know the strategies and skills needed for collaborative work.	I can name some qualities or strategies that help team work. I am aware of others and their needs when working together	Do they work well in a group by listening, responding respectfully, remaining calm and including everyone?	4. To identify what things make a relationship unhealthy and who to talk to if they needed help.	I am aware of the warning signs that a relationship could be unhealthy or unsafe.	Do they show awareness of the importance of respecting others, showing kindness, including others and allowing others to be individual?	4. To name assertive behaviours and recognise peer influence or pressured behaviour.	I can use assertive behaviours to keep myself safe from peer influence or pressure.	Can they alter their behaviour and communication according to a group dynamic, task or circumstance?
5. To recognise why friends may fall out and how to resolve issues.	I can say why friends may fall out and how they can make up.	Do they usually resolve disputes and arguments with their friends,	5. To recognise bullying or pressured behaviour.	I can say what to do if I am, or a friend is, hurt or bullied by another person.	Are they aware of negative behaviours such as teasing, bullying,	5. To recognise emotional needs according to circumstance and any risk	I can manage my emotional needs and any risks to them.	Do they have healthy relationships with their friends? Do they have time	5. To be aware of the variety in behaviour which is dependent on group dynamic,	I can explain bystander behaviour by giving examples of what	Do they show empathy to others who may behave differently to themselves or

		seeking help when the situation gets more serious or bullying?			coercion, excluding others or discriminating.	factors that could effect them.		on their own as well as in groups?	peer pressure, emotional needs and circumstance.	bystanders do when someone is being bullied.	because of personal circumstance?
	I know how to look after my friends and stay friends.			I can recognise the qualities of a healthy relationship.	In friendship circles are they able to make positive/healthy choices without being pressured by others?		I can respond to emotions according to the situation and person.	Do they express their wants, needs and desires by considering the needs of others, in a constructive way and without being aggressive?			Are they aware of their role in observing negative behaviour and the different ways to respond or behave?

Valuing Difference											
Year 3 Key themes: Recognising & respecting diversity, Being respectful & tolerant			Year 4 Key themes: Recognising & celebrating difference, Understanding & challenging stereotypes			Year 5 Key themes: Recognising & celebrating difference, Influence &			Year 6 Key themes: Recognising & reflecting on prejudice-based bullying, Understanding bystander behaviour		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
1. Recognise that there are many different types of families.	I can give examples of different types of family. I respect these differences.	What can they tell you about their community? Do they have a good understanding of their faith, culture and family traditions?	1. To identify different origins, national, regional, ethnic and religious backgrounds	I can say how differences sometimes cause conflict but can also be something to celebrate.	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?	1. To describe the benefits of living in a diverse society	I can give examples of different faiths and cultures and positive things about having these differences.	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?	1. To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences	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.	Amongst their friends and peers, can they demonstrate calm and assertive behaviour? Can they demonstrate or explain what active bystander behaviour looks like?

2. Identify the different communities that they belong to	I can give examples of different community groups and what is good about having different groups.	Do they understand that a community could be their street, dance club or football team?	2. To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	I can begin to manage conflict by using negotiation and compromise.	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?		I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	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.	2. To know that all people are unique but that we have far more in common with each other than what is different about us	I can show respect to others by using verbal and non-verbal communication.	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?
3. To learn ways of showing respect through language and communication.	I can use respectful language and communication skills when discussing with others.	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?	3. To recognise potential consequences of aggressive behaviour	I can suggest strategies for dealing with someone who is behaving aggressively.	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?	2. To develop an understanding of discrimination and its injustice, and describe this using examples.	I can empathise with people who have been, and currently are, subjected to injustice, including through racism.	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?	3. To understand and explain the term prejudice.	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.	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.
	I can talk about examples in our classroom where respect	Could they tell you the school rules or expectations	4. To define the word respect.	I can demonstrate ways of showing respect to	To assess this you would be basing it on your knowledge of	3. To understand that the information we see online,	I can explain how people sometimes aim to create an impression	Are they aware of social expectations on body	4. To define what is meant by the term stereotype	I can describe how empathy can help people to be more tolerant	Could they say why some people may discriminate or be

	and tolerance have helped to make it a happier, safer place.	on behaviour? Can they talk about the SCARF values?		others' differences.	who the child plays with and their behaviour towards children of different skin colour, religion or ethnicity.	either text or images, is not always true or accurate;	of themselves in what they post online that is not real and what might make them do this.	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?		and understanding of those who are different from them.	prejudiced? Can they reflect on how some people fear difference and that which they don't understand?
4. To identify different origins, national, regional, ethnic and religious backgrounds	I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.	Can they describe different origins, nationalities or religious backgrounds? Can they tell you some qualities that their friends or peers have?	5. Understand and identify stereotypes, including those promoted in the media.	I can explain why it's important to challenge stereotypes that might be applied to me or others.	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?	4. To reflect on the impact social media puts pressure on peoples' life choices.	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.)	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?		I can recognise how the media can reinforce gender stereotypes and begin to challenge this.	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.
5. To recognise and explain why bullying can be caused by prejudice.	I can suggest ways to deal with bullying and prejudice.	Can they explain the difference between bullying and teasing? Do they know				5. To consider the consequences that behaviour and actions can have on a	I can reflect on how individual/group actions can impact on others in a		5. To describe different types of friendships and relationships and their		

		that it is important to speak to an adult if the situation is unsafe?				persons emotions, confidence and behaviour.	positive or negative way.		differing positive qualities.	
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Keeping Myself Safe											
Year 3 Key themes: Managing risk, Staying safe online, Drugs & their risks			Year 4 Key themes: Managing risk, Understanding the norms of drug use, Influences			Year 5 Key themes: Managing risk, including staying safe online, Norms around use of legal drugs			Year 6 Key themes: Staying safe online, Drugs: norms & risks, Emotional needs		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
1. To identify risk factors in given situations	I can say what I could do to make a situation less risky or not risky at all.	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?	1. To define the words danger and risk and explain the difference between the two.	I can demonstrate strategies for dealing with a risky situation	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.	1. To reflect on risk and the different factors and outcomes that might influence a decision.	I can suggest what someone should do when faced with a risky situation.	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.	1. To explore the risks and legality of communicating and sharing online.	I can use safe, respectful and responsible behaviours and strategies when using social media.	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?
2. To define the words danger and risk and explain the	I can demonstrate strategies for dealing with a risky situation		2. To describe the different types of things that may influence	I can give examples of people or things that might	Are they influenced by their friends in making decisions in	2. To reflect on the consequences of not keeping personal	I can protect my personal information online. I can recognise	Consider their behaviour amongst their friends. Are they	2. To describe and explain how easily images can be spread online.	I can give examples of how to safely share images online.	Could they give you an example of appropriate images to

difference between the two.			a person to take a risk.	influence me to take risks and make decisions.	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?	information private and the risks of social media.	disrespectful behaviour online.	respectful to others? Do they use appropriate language? What do they consider personal information?			share online? What are their own feelings and opinions regarding social media?
3. To define the word 'drug' and understand that nicotine and alcohol are both drugs.	I can identify some key risks from and effects of cigarettes and alcohol.	What is their prior knowledge and understanding of alcohol and cigarettes?	3. To understand and explain the risks that cigarettes and alcohol can have on a person's body.	I can give reasons for why most people choose not to smoke, or drink too much alcohol.	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?	3. To explore categorisation of drugs, the risks associated with medicines.	I can identify the risks in a specific situation (including emotional risks).		3. To explain some of the laws, categories and uses of drugs (both medical and non-medical)	I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not.	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?
4. To recognise potential risks associated with browsing online.	I can give examples of strategies for safe browsing online.	Consider their personal use of social media and online games. What	4. To understand that influences can be both	I can explain what might happen if people take unsafe or	What is their understanding of a positive influence? Are there any	4. To learn some key facts and information about drugs	I can discuss social norms relating to cigarettes and what may influence a	Be considerate of if they have family members who smoke - this	4. To understand the definition of an emotional need and how	I can suggest positive ways to meet my emotional needs and how this	How do they protect their own emotional needs? Are they

		knowledge do they already have regarding this topic? Do they take risks online?	positive and negative.	inappropriate risks.	misconceptions?	and medicines.	persons decision to not smoke.	could determine their view of cigarettes and alcohol. What knowledge do they have of the harms of alcohol and cigarettes? Are there any misconceptions?	they can be met.	impacts my behaviour.	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?
5. To recognise and describe appropriate behaviour online as well as offline.	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.	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?	5. To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.	I can identify images that are safe or unsafe to share online.	What do they know about consent? Do they practice consent in other ways? What is their prior knowledge of online safety and sharing image?	To recognise the features of face to face and online bullying and the strategies that deal with it.	I can support someone who is being bullied.	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?	5. To explore and understand the terms 'conflicting emotions', responsibility and independence.	I can begin to make decisions independently and responsibly.	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?
1. To identify risk factors in given situations	I can say what I could do to make a situation less risky or not risky at all.	What is their general behaviour regarding risk taking? How do they behave in social situations and	1. To define the words danger and risk and explain the difference between the two.	I can demonstrate strategies for dealing with a risky situation	What kind of risks do they take in and out of school? Are they aware of potential dangers or hazards when	1. To reflect on risk and the different factors and outcomes that might influence a decision.	I can suggest what someone should do when faced with a risky situation.	What kind of risks do they take in and out of school? Are they aware of potential dangers or hazards when	1. To explore the risks and legality of communicating and sharing online.	I can use safe, respectful and responsible behaviours and strategies when using social media.	Consider their prior knowledge of social media. Are they respectful and responsible amongst their peers? Are

		during games/P.E. Do they generally follow school rules? Are they aware of potentially dangerous situations?			on school visits and in new places? Do they take risks in their learning and amongst friends? Observe them during breaks and P.E.			on school visits and in new places? Do they take risks in their learning and amongst friends? Observe them during breaks and P.E.			they aware of how social media can be used in positive and negative ways?
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Rights & Responsibilities											
Year 3 Key themes: Skills we need to develop as we grow up, Helping & being helped			Year 4 Key themes: Decisions about spending money, Media influence, Making a difference			Year 5 Key themes: Decisions about lending, borrowing & spending, Rights & responsibilities relating to my health, Rights & responsibilities			Year 6 Key themes: Earning & saving money, Understanding media bias, including social media, Caring: communities & the environment		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
To talk about and identify people who help them in school and the community.	I can identify people who help me in different ways.	What is their understanding of what their community looks like?	To learn about human rights and responsibilities and how they can impact their community.	I can name some responsibilities and rights that I have.	Can they define 'rights' and 'responsibilities'? Could they give you some examples of their responsibilities?	To identify, write and discuss issues currently in the media concerning health and wellbeing.	I can develop ideas and opinions based on a current issue. I can present these with a group.	Check in with their knowledge and understanding of health and wellbeing.	To analyse and reflect on bias in the media.	I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.	What is their experience and understanding of social media? Can they tell you why there are age restrictions on social media apps?
To learn differences between 'fact' and 'opinion'	I can spot 'facts' and 'opinions' to help me share ideas.	Can they give an example?	To recognise that they have a part in caring for and supporting their community.	I can share ideas and make decisions that effect others.	Do they currently participate in any volunteer programmes? Do they have any roles in	To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to	I can identify how the responsibilities of others impact me and my community.	Can they name people in their community or school who have a responsibility?		I can discuss the reasons why people post online and the positive and negative	

					supporting members of their family? Use as a discussion point to consider why we would support our community.	me and my community.				effects relating to social media.	
To discuss, plan and evaluate ways of helping the environment.	I can make a plan.	Can also consider this within other subjects such as Science.	To recognise influences, facts and opinions and doing so in a critical manner.	I can give my own opinion based on facts, opinions and other influences.	Do they understand the difference between facts and opinions? Can they name influences that can sway a persons choice or decision?		I can give examples of barriers that can stop others following their responsibilities.	Have they also experienced this?	To discuss methods of saving and considerations for spending money.	I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.	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?
	I can choose a method.	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?	To identify the impact of bystander behaviour and how they can make a difference to a situation.	I can give examples of how I can support others as a bystander.	How do they support their friends in times of disputes and arguments? Are they a responsible friend? Do they consider the emotional needs of others?	To identify the responsibilities to my home, community and environment I might have in the future.	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.		To discuss voluntary and pressure groups and their role in making changes to our communities and environments.	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.	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?
To learn about saving, spending and essential purchases.	I can identify different times and reasons to spend money.	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?	To define terms related to finance and explain how society is supported by the income of others.	I can explain how others have a financial responsibility to their families and community.	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?	To consider what advice to give relating to saving and borrowing money.	I can suggest ways to spend and save money responsibly.	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?	To identify or suggest ways that help the environment.	I can suggest ways that I can help my environment.	Do they have an awareness of climate change? What is their understanding of this? Do they practice sustainability in their home lives?
To consider how money is earned and the different factors effecting this.	I can give examples of how people earn money.			I can give examples of choices and decisions with money that will affect me.	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?	To define financial terms and explain how others have financial responsibility for the community.	I can explain some things about finance and money. I can name a person who deals with money in my community.	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?	To define 'democracy' and explain how laws are made.	I can give examples of why we need a democratic society and how laws keep us safe.	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?

Being My Best											
Year 3 Key themes: Keeping myself healthy, Celebrating & developing my skills			Year 4 Key themes: Having choices & making decisions about my health, Taking care of my environment			Year 5 Key themes: Growing independence & taking responsibility, Media awareness & safety			Year 6 Key themes: Managing risk, Aspirations & goal setting		
Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions	Knowledge	Skills	Assessment Questions
To recognise how different food groups work in our body.	I can choose foods that make a balanced meal.	Can they explain how different foods work and what they do to support their health?	To identify how they and their friends are unique.	I can say how being unique makes everyone special, different and valuable.	Can they talk about the special qualities that they and their friends have? Can they explain how their friends are unique.	To describe the four main internal systems of the human body.	I can explain how one organ functions and how it contributes to the health of my body.	Link to your knowledge of their assessments in science. Consider any misconceptions.	To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success.	I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.	Consider their current wellbeing. Wh at extra-curricular activities do they do inside/outside of school? Do they make independent choices about their mental or physical health?
To explain how some infectious illnesses are spread from one person to another.	I can explain how washing hands can prevent infections spreading.	Can they name other ways of preventing the spread of infections and germs.	To recognise that we all make different choices because we are unique.	I can give examples of choices I make and the choices others make for me.	Do they show independence in making choices? Do they recognise where someone else needs to make choices for their benefits?	To understand the actual norms around smoking and the reasons for common misperceptions of these.	I can explain how choices relating to smoking and drinking can effect a persons health.	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.	To define aspirations and goals.	I can set goals so that I can achieve an aspiration.	When working in groups or individually do they work towards a goal? Can they evaluate and review their work?

To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes.	I can describe how food, water and air get into the body and blood.	Assess the vocabulary they use. Could they explain a process (e.g. how food is digested).	To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.	I can plan a healthy, balanced meal.	Do they make choices about their own diet? Can they explain the roles different food groups have in their bodies.	To identify the skills and qualities that make us successful and achieve our best.	I can think of ways to improve a skill and the strategies that will help me do this.	Can they set a goal? When working in groups or individually do they work towards a goal? Can they evaluate and review their work?	To recognise that we will meet challenges on the way to achieving our goals.	I can tell you how I can overcome problems and challenges on the way to achieving my goals.	What strategies do they currently use independently?
To identify my achievements and skills to work on.	I can set goals and make a plan to develop a new skill.	Do they set achievable goals? Do they recognise their strengths and weaknesses?		I can give examples of the ways people can look after their physical and mental wellbeing.	What choices do they make about their wellbeing? Do they do any activities or have any interests that support their wellbeing?	To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.	I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	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?	To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.	I can identify risk factors in a given situation	Do they take risks in their learning?
To explain how skills are developed.			To understand the ways in which they can contribute to the care of the	I can give different examples of some of the things that I do already to help look		To consider the different responsibilities that they and others have for their health and wellbeing.	I can give examples of how I am independent and manage my own success.	Do they make choices regarding their wellbeing and emotions? Can they put strategies in	To understand risks related to growing up and explain the need to be aware of these.	I can assess the level of risk and explain how a risk can be reduced.	Do they plan ahead with risk-taking or challenges? Do they consider their emotional needs?

			environment (using some or all of the seven Rs)	after my environment.				place to manage their behaviour and emotions. Are they independent in their learning? Do they spend time alone?			
To recognise how different food groups work in our body.	I can choose foods that make a balanced meal.	Can they explain how different foods work and what they do to support their health?	To identify how they and their friends are unique.	I can say how being unique makes everyone special, different and valuable.	Can they talk about the special qualities that they and their friends have? Can they explain how their friends are unique.	To describe the four main internal systems of the human body.	I can explain how one organ functions and how it contributes to the health of my body.	Link to your knowledge of their assessments in science. Consider any misconceptions.	To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success.	I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.	Consider their current wellbeing. Wh at extra-curricular activities do they do inside/outside of school? Do they make independent choices about their mental or physical health?