



EYFS

Personal, Social and Emotional Development	Understanding of the World
<ul style="list-style-type: none"> <li>To develop a positive sense of themselves and others.</li> <li>To form positive relationships and develop respect for others.</li> <li>To develop social skills and learn how to manage my feelings.</li> <li>To understand appropriate behaviour in groups.</li> <li>To have confidence in my own abilities.</li> </ul>	<ul style="list-style-type: none"> <li>To make sense of my physical world.</li> <li>To make sense of my community.</li> <li>To use opportunities to observe and explore.</li> <li>To find out about people, places, technology and the environment.</li> </ul>
<ul style="list-style-type: none"> <li>British Values: Democracy – to understand that we have a say in school</li> <li>British Values: Rule of Law – to understand that we have rules in school to make it fair</li> </ul>	<ul style="list-style-type: none"> <li>British Values: Individual Liberty – to understand that I have a right to learn</li> <li>British Values: Mutual Respect – to understand that I should be respectful to others</li> <li>British Values: Tolerance of those with different faiths and beliefs – to understand that people may think differently to me</li> </ul>
Assessment of Skills and Outcomes	
<ul style="list-style-type: none"> <li>Can I try new activities and say why I like some more than others?</li> <li>Can I talk confidently in a familiar group? Can I talk about my ideas and collect the resources that I need?</li> <li>Can I say when I do and do not need help?</li> <li>Can I discuss how I and others show my feelings?</li> <li>Can I talk about my own and other's behaviour and know which behaviour is unacceptable?</li> <li>Can I work as part of a group or the class and follow the rules?</li> <li>Can I adjust my behaviour to the situation and take a change in routine in my stride?</li> <li>Can I play co-operatively and take turns with others?</li> <li>Can I take other's ideas into account when organising an activity?</li> <li>Can I show sensitivity towards others and my feelings?</li> <li>Can I build positive relationships with adults and other children?</li> </ul>	<ul style="list-style-type: none"> <li>Can I talk about past and present events in my own lives and in the lives of family members?</li> <li>Can I understand that other children do not always like the same things?</li> <li>Can I understand the similarities and differences between myself and others, among families, communities and traditions?</li> <li>Can I understand the similarities and differences in relation to places, objects, materials and living things?</li> <li>Can I talk about the features of my own immediate environment and how environments vary from one another?</li> <li>Can I make observations of animals and plants and explain why some things occur, and talk about changes?</li> <li>Can I recognise that a range of technology is used in places such as school and home?</li> <li>Can I select and use technology for particular purposes?</li> </ul>
Key Vocabulary	
<p>Like, not like, love, happy, sad, angry, upset, scared, rules, friend, share, sorry, family, same, different, see, hear, smell, taste and feel.</p>	



## Year Group One

Relationships	Living in the Wider World	Health and Well-Being
<ul style="list-style-type: none"> <li>To understand the roles of different people and that there are different types of families.</li> <li>To understand I should feel cared for and care for others.</li> <li>To understand what privacy is and to seek permission for things.</li> <li>To understand that my behaviour affects others and how to be polite and respectful.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what rules are and why we follow me.</li> <li>To know how to care for others and support my needs.</li> <li>To know how and why we care for the environment.</li> <li>To know how to use online services to communicate and do this safely.</li> <li>What are your strengths and interests? Does this link to any jobs in your local community? What jobs are available?</li> </ul>	<ul style="list-style-type: none"> <li>To know how to keep healthy based on food and exercise.</li> <li>To understand some hygiene routines including sun safety.</li> <li>To recognise what makes me unique and special.</li> <li>To learn how to manage my emotions when things go wrong.</li> <li>To learn ways of keeping safe online.</li> <li>To understand how rules and age restrictions keep us safe.</li> </ul>
<ul style="list-style-type: none"> <li>British Values: Democracy – to understand that we have a say in school and society</li> <li>British Values: Rule of Law – to understand that we have rules to make it fair</li> </ul>	<ul style="list-style-type: none"> <li>British Values: Individual Liberty – to understand that I have a right to learn</li> <li>British Values: Mutual Respect – to understand that I should be respectful to others</li> </ul>	<ul style="list-style-type: none"> <li>British Values: Tolerance of those with different faiths and beliefs – to understand that people may think differently to me</li> </ul>
Assessment of Skills and Outcomes		
<ul style="list-style-type: none"> <li>Can I describe how families might be different?</li> <li>Can I identify how people care for me and how I care for the environment?</li> <li>Can I explain what Democracy means? Can I give examples of when people vote?</li> <li>Can I explain what rules we have in school and at home, and why we need them?</li> <li>Can I explain what privacy means and explain what I might need permission for?</li> <li>Can I describe how my behaviour might affect others and explain how I can be polite and respectful?</li> <li>Can I identify what the school and class rules are and why we have me?</li> <li>Can I identify how I might keep healthy with my body and mind?</li> <li>Can I identify simple hygiene routines?</li> <li>Can I describe what to do to keep safe online?</li> </ul>		
Key Vocabulary		
<p>Family, similar, different, polite, rules, privacy, respect, environment, healthy, hygiene, unique, special, feelings and love.</p>		



## Year Group Two

Relationships	Living in the Wider World	Health and Well-Being
<ul style="list-style-type: none"> <li>To understand ways to make friends.</li> <li>To understand what to do if I am feeling lonely and how to get help.</li> <li>To recognise behaviour that is hurtful.</li> <li>Recognise what is similar and different about ourselves.</li> <li>To understand what a secret is; when it is ok to keep or when it is necessary to share.</li> <li>Working and playing co-operatively.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what it means to belong to a group.</li> <li>What are your roles and responsibilities?</li> <li>To know how we use the internet in everyday life.</li> <li>To understand what money is and how to look after it.</li> </ul>	<ul style="list-style-type: none"> <li>To understand why sleep is important.</li> <li>Keeping healthy; teeth and medicines including safety.</li> <li>To learn ways of managing your feelings and when to ask for help.</li> <li>Growing older; life stages. Including naming body parts.</li> <li>How to keep safe in different environments; keeping safe at home.</li> <li>Learning what to do in an emergency.</li> <li>Moving on to a new class.</li> </ul>
<ul style="list-style-type: none"> <li>British Values: Democracy – to understand that we have a say in school and society</li> <li>British Values: Rule of Law – to understand that we have rules to make it fair</li> </ul>	<ul style="list-style-type: none"> <li>British Values: Individual Liberty – to understand the that we can make choices</li> <li>British Values: Mutual Respect – to understand why we need to show respect</li> </ul>	<ul style="list-style-type: none"> <li>British Values: Tolerance of those with different faiths and beliefs – to understand that different people can believe in different things</li> </ul>
<b>Assessment of Skills and Outcomes</b>		
<ul style="list-style-type: none"> <li>Can I explain and show that family and friends should care for each other?</li> <li>Can I identify and respect the differences and similarities between people?</li> <li>Can I explain what Democracy means? Can I give examples of when people vote and what they have voted for? How is this a fair process?</li> <li>Can I explain what rules we have in school and at home, and why we need them? Where else do we have rules?</li> <li>Can I give examples when it would be necessary to share a secret?</li> <li>Can I describe what co-operation is and what it would look like?</li> <li>Can I explain what belonging is and how that might look?</li> <li>Can I describe the difference between a want and a need?</li> <li>Can I name the life stages and explain the changes that take place?</li> <li>Can I name the body parts using the correct names?</li> <li>Can I describe how to stay safe in different environments?</li> </ul>		
<b>Key Vocabulary</b>		
<p>Friendship, roles, lonely, secret, co-operate, belong, responsibility, money, male, female, penis, vagina, body part, and emergency.</p>		



### Year Group Three

Relationships	Living in the Wider World	Health and Well-Being
<ul style="list-style-type: none"> <li>To understand what makes a family and to know what the features of a family life are.</li> <li>To understand personal boundaries and relate this to being able to safely respond to others.</li> <li>To understand the impact of hurtful behaviour.</li> <li>To be able to recognise respectful behaviour.</li> <li>To know how to be courteous and polite.</li> <li>To know the value and importance of self-respect.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the value of rules and laws.</li> <li>To know about rights, freedom and responsibilities.</li> <li>To know how the internet is used and understand how to assess information online.</li> <li>To understand that different jobs require different skills.</li> <li>To understand job stereotypes.</li> <li>To be able to set my own personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to make good choices about health and my habits.</li> <li>To know what affects me and others feelings and know how to express me.</li> <li>To identify my own strengths and achievements.</li> <li>To understand risks and hazards.</li> <li>To understand safety in my local environment and also in unfamiliar places.</li> </ul>
<ul style="list-style-type: none"> <li>British Values: Democracy – to understand that we have a say in school and society</li> <li>British Values: Rule of Law – to understand that we have rules to make it fair and formally these are laws</li> </ul>	<ul style="list-style-type: none"> <li>British Values: Individual Liberty – to understand the different rights that we have and our ambitions</li> <li>British Values: Mutual Respect – to understand different ways of showing respect</li> </ul>	<ul style="list-style-type: none"> <li>British Values: Tolerance of those with different faiths and beliefs – to understand different types of beliefs and faiths in Britain</li> </ul>
<b>Assessment of Skills and Outcomes</b>		
<ul style="list-style-type: none"> <li>Can I recognise different family types?</li> <li>Can I explain what to do if someone is making me or someone else upset or worried?</li> <li>Can I describe what information is appropriate to share with different people?</li> <li>Can I explain what Democracy means? Can I give examples of when people vote and what they have voted for? How is this a fair process? What does the school council do?</li> <li>Can I explain what rules we have in school and at home, and why we need them? Where else do we have rules? What laws do I know of? How are laws enforced?</li> <li>Can I describe how to keep myself safe online?</li> <li>Can I explain how to be respectful towards others?</li> <li>Can I explain and describe the importance of rules and laws in wider society?</li> <li>Can I recognise and challenge gender stereotypes?</li> <li>Can I identify how my achievements and skills can be linked to future jobs?</li> <li>Can I explain what good choices can be made about my health and habits?</li> <li>Can I explain how to be safe in my local environment and how to identify risks in unfamiliar areas?</li> </ul>		
<b>Key Vocabulary</b>		
<p>Relationship, single parent, same sex parents, step-parents, blended families, foster, adoptive, privacy, personal boundaries, gender, stereotypes, body part, penis, vagina.</p>		



## Year Group Four

Relationships	Living in the Wider World	Health and Well-Being
<ul style="list-style-type: none"> <li>To understand what a positive friendship is including online friendships.</li> <li>To know how to respond to hurtful behaviour.</li> <li>To manage confidentiality including risks posed online.</li> <li>To be able to respect differences and similarities but also know how to discuss differences sensitively.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what makes a community.</li> <li>To understand what a shared responsibility is.</li> <li>To know and understand how data is used and shared.</li> <li>To be able to make sensible decisions about money.</li> <li>To know how to use money safely and keep it safe.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to maintain a balanced lifestyle including oral and dental hygiene.</li> <li>To know and understand what the physical and emotional changes of puberty are.</li> <li>To know which are the external genitalia and name me correctly.</li> <li>To know what my personal hygiene routines are.</li> <li>To know about medicines and household products including drugs common to everyday life.</li> </ul>
<ul style="list-style-type: none"> <li>British Values: Democracy – to explain how democracy gives us a voice in school and society</li> <li>British Values: Rule of Law – to identify the difference between rules and laws</li> </ul>	<ul style="list-style-type: none"> <li>British Values: Individual Liberty – to identify the different rights that we have and our ambitions</li> <li>British Values: Mutual Respect – to identify different ways of showing respect</li> </ul>	<ul style="list-style-type: none"> <li>British Values: Tolerance of those with different faiths and beliefs – to identify different types of beliefs and faiths in Britain</li> </ul>
<b>Assessment of Skills and Outcomes</b>		
<ul style="list-style-type: none"> <li>Can I identify a positive friendship including ones online?</li> <li>Can I define confidentiality and explain when this may be required?</li> <li>Can I discuss matters sensitively?</li> <li>Can I explain what Democracy means? Can I give examples of when people vote and what they have voted for? How is this a fair process? Can I name people that have been elected?</li> <li>Can I explain what laws are and how they become laws? Can I explain the reasons of why specific laws have been introduced? What laws would I introduce, and why?</li> <li>Can I describe how data might be used and or shared?</li> <li>To describe how to make good choices about money in a scenario given?</li> <li>Can I describe and maintain a balanced lifestyle and describe my own hygiene routines?</li> <li>Am I aware of puberty?</li> <li>Can I recognise the emotional and physical changes of puberty?</li> <li>Can I understand how the body changes throughout life?</li> <li>Can I describe and explain how to keep safe around medicines and everyday common drugs?</li> </ul>		
<b>Key Vocabulary</b>		
Positive, relationship, confidentiality, sensitive, community, data, balanced, puberty, period, male, female, penis, vagina, medicine and drug.		



## Year Group Five

Relationships	Living in the Wider World	Health and Well-Being
<ul style="list-style-type: none"> <li>To be able to manage my own friendships and understand peer influence.</li> <li>To understand which physical contact is acceptable and what I feel comfortable with.</li> <li>To be able to respond respectfully to a wide range of people.</li> <li>To recognise prejudice and discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to protect the environment.</li> <li>To be able to show compassion for others.</li> <li>To know and understand how information online is targeted.</li> <li>To understand the roles and impact of different media types.</li> <li>To identify my job interests and aspirations.</li> <li>To understand what has influenced my career choice and explore workplace stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>To develop and understand healthy sleep habits.</li> <li>To understand the safety aspects around; the sun, medicines, vaccinations, immunisations and allergies.</li> <li>To recognise my own individuality and my qualities.</li> <li>To understand my mental well-being.</li> <li>To keep safe in different situations including; responding to emergencies, first aid and FGM.</li> </ul>
<ul style="list-style-type: none"> <li>British Values: Democracy – to discuss how democracy gives us a voice in school and society</li> <li>British Values: Rule of Law – to discuss that we have laws, and reasons why we have them.</li> </ul>	<ul style="list-style-type: none"> <li>British Values: Individual Liberty – to discuss the different rights that we have and our ambitions</li> <li>British Values: Mutual Respect – to discuss different ways of showing respect</li> </ul>	<ul style="list-style-type: none"> <li>British Values: Tolerance of those with different faiths and beliefs – to discuss different types of beliefs and faiths in Britain</li> </ul>
<b>Assessment of Skills and Outcomes</b>		
<ul style="list-style-type: none"> <li>Can I identify strategies to manage peer influence and the need for peer approval?</li> <li>Can I recognise when a friendship makes me feel uncomfortable, worried or safe and when to seek support?</li> <li>Can I explain what Democracy means? Can I give examples of when people vote and what they have voted for? How is this a fair process? Can I name people that have been elected?</li> <li>Can I explain what laws are and how they become laws? Can I explain the reasons of why specific laws have been introduced? What laws would I introduce, and why?</li> <li>Can I identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations?</li> <li>Can I explain that it is never my fault if I have experienced unacceptable touch?</li> <li>Can I ask for, give and not give permission for physical contact?</li> <li>Can I recognise and safely challenge discrimination?</li> <li>Can I show compassion for others, the environment and animals living there?</li> <li>Can I describe how the media can influence our job choices?</li> <li>Can I explain that someone's gender identity does not always correspond with my biological sex?</li> <li>Can I explain that FGM is against the British Law and know what to do if I think someone is at risk of FGM?</li> </ul>		
<b>Key Vocabulary</b>		
<p>Friendship, peer influence, prejudice, discrimination, compassion, aspiration, stereotypes, male, female, sex, gender, individuality, emergency.</p>		



## Year Group Six

Relationships	Living in the Wider World	Health and Well-Being
<ul style="list-style-type: none"> <li>To understand what attracts me to others.</li> <li>To understand romantic relationships, civil partnership and marriage.</li> <li>To be able to recognise and manage pressure.</li> <li>To understand consent in different situations.</li> <li>To be able to express my opinions and respect that of others.</li> <li>To be able to discuss topical issues respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>To value diversity.</li> <li>To safely challenge discrimination and stereotypes.</li> <li>To be able to evaluate media sources and share things online safely.</li> <li>To understand influences and attitudes towards money.</li> <li>To have knowledge of money and financial risks.</li> </ul>	<ul style="list-style-type: none"> <li>To know what can affect mental health and how to take care of it.</li> <li>To know ways to manage change, loss and bereavement.</li> <li>Manage my own time online.</li> <li>To understand human reproduction and birth.</li> <li>To keep my personal information safe.</li> <li>Understand how to regulate themselves and make good choices.</li> <li>To understand how drug use relates to the law and media.</li> </ul>
<ul style="list-style-type: none"> <li>British Values: Democracy – to explain how democracy gives us a voice in school and society</li> <li>British Values: Rule of Law – to understand that we have laws, and why.</li> </ul>	<ul style="list-style-type: none"> <li>British Values: Individual Liberty – to explain how we have rights and personal freedoms to make choices.</li> <li>British Values: Mutual Respect – to explain how having respect for ourselves and others makes a better society</li> </ul>	<ul style="list-style-type: none"> <li>British Values: Tolerance of those with different faiths and beliefs – to explain why it's ok to for people to have different cultures, and religions and how we can support and celebrate these too.</li> </ul>
Assessment of Skills and Outcomes		
<ul style="list-style-type: none"> <li>Can I explain what it means to be attracted to someone and know the different kinds of loving relationships including a variety of couples.</li> <li>Can I explain the qualities of a healthy relationship including knowing ways that couples show my love and commitment to each other?</li> <li>Can I explain shared responsibility where pressure is put on someone to do something?</li> <li>Can I explain how to respond to pressure from others and how to manage it? Can I explain where to get support?</li> <li>Can I explain how to constructively challenge points of view I disagree with?</li> <li>Can I identify prejudice and discrimination and explain how to challenge this in a safe way?</li> <li>Can I explain the benefits of social media and also the risks and challenges of using social media?</li> <li>Can I explain how having or not having money can impact on someone's emotions? Can I also explain how money can be gained and lost?</li> <li>Can I identify what might have a negative impact on my mental health and how I might deal with that; also know what can be positive for my mental health?</li> <li>Can I understand what sexual intercourse is and consent? Can I explain how pregnancy occurs and how it can be prevented? Can I describe the responsibilities of parents and carers including how having a baby can change someone's life?</li> <li>Can I explain and understand why people choose to use drugs, the law surrounding this and the impact it may have on someone's life?</li> <li>Can I explain how the media might impact or influence someone to make good or bad choices?</li> </ul>		
Key Vocabulary		
Attraction, marriage, pressure, diversity, discrimination, stereotype, influence, bereavement, Science: human reproduction, birth, penis, vagina, womb, egg, sperm and fertilisation.		