

	EYFS	Year 1	Year 2
Focus	Building Relationships	Relationships	Relationships
Knowledge and Skills	<p>Birth to 3</p> <p>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children.</p> <p>3&4 Years</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling.</p> <p>Reception</p> <p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p> <p>Build constructive and respectful relationships.</p>	<ul style="list-style-type: none"> I can talk about the very important people in my life and explain why they are special I can describe what makes someone a good friend. (Y&T Lesson 2) I can cooperate with others to achieve a task. I can talk about the teams I belong to. I can explain how to be kind and why it is important. I can explain how to be a positive learner. 	<ul style="list-style-type: none"> I can describe why families are important. I can describe ways to help resolve arguments and disagreements without being unkind. (Y&T Lesson 3) I can describe how I can show my special people that I care about them and I understand why this is important. I can be a good listener. I can talk about unkind behaviour like teasing and bullying. I can identify good and not-so-good choices.
Vocabulary		special, important, care, kind, help, trust, love, happy, safe, friend, cooperate, cooperation, skills, help, support, share, listen, achieve, team, group, community, special, carer, family, secure, wanted, needed, support, mindset, learner, positive, negative, helpful, not-so-helpful, kind, considerate, thoughtful, polite, fair, compliment	Friendship, trust, help, talk, listen, group, good listening, active listening, conflict, discussion, choices, behaviour, consequences, families, friends, team

	EYFS	Year 1	Year 2
Focus	Self-Regulation	Developing Confidence and Responsibility	Developing Confidence and Responsibility
Knowledge and Skills	<p>Birth to 3</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Thrive as they develop self assurance.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>3&4 Years</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Develop appropriate ways of being assertive.</p> <p>Reception</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Money Matters</p> <p>I can explain the different forms money comes in.</p> <p>I can explain how to keep money safe and why this is important.</p> <p>I can explain the difference between things we want and things we need.</p> <p>Diverse Britain</p> <p>I can describe ways that I can help my school community.</p> <p>I can identify things that help and harm my neighbourhood.</p> <p>I can explore how people living in the British Isles can be different and how they are the same.</p> <p>Online Safety: See Computing Curriculum—Education for a connected world</p>	<p>Money Matters</p> <p>I can explain where money comes from.</p> <p>I can explain choices I have about spending money and why it is important to keep track of what I spend..</p> <p>I can explain what happens when we go shopping.</p> <p>Diverse Britain</p> <p>I can describe ways that I can be a good neighbour.</p> <p>I can describe what it is like to live in the British Isles.</p> <p>I can talk about being British and living in the British Isles.</p> <p>Online Safety: See Computing Curriculum—Education for a connected world</p>
Vocabulary		<p>Goals</p> <p>Targets</p> <p>Feelings</p> <p>Likes</p> <p>Dislikes</p> <p>Turn taking</p>	<p>Responsibility</p> <p>Contribution</p> <p>Money</p> <p>Debate</p> <p>Community</p> <p>Communities</p>

	EYFS	Year 1	Year 2
Focus	Managing Self	Health and Wellbeing	Health and Wellbeing
Knowledge and Skills	<p>Birth to 3</p> <p>Establish their sense of self Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p> <p>3&4 Years</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them</p> <p>Reception</p> <p>Express their feelings and consider the feelings of others. Manage their own needs.</p>	<p>Safety First</p> <p>I know how to stay safe and who can help if I feel unsafe. I know how to stay safe when I am out and about. (Y&T Lesson 7) I know what I can share and what I should keep private to keep myself and others safe.</p> <p>It’s My Body</p> <p>I know I can choose what happens to my body. I can make healthy choices about food and drink. I know what is safe to eat or drink.</p> <p>Think Positive</p> <p>I can understand how happy thoughts can make me feel good. I can set myself goals and consider how to achieve them. I can discuss things I am thankful for and focus on what I do have, rather than what I don’t have.</p>	<p>Safety First</p> <p>I know how to stay safe at home. I can keep myself safe in different situations with people I don’t know. I know who to go to if I need help.</p> <p>It’s My Body</p> <p>I can make healthy choices about sleep and exercise. I know how to keep my body clean. (Y&T Lesson 5) I can choose to keep my mind and body healthy and safe.</p> <p>Think Positive</p> <p>I can understand how happy thoughts can make me feel good. I can set myself goals and consider how to achieve them. I can discuss things I am thankful for and focus on what I do have, rather than what I don’t have.</p>
Vocabulary		Health, Well-being, Choices, Hygiene, Disease, Illness	Growing, The parts of the body, Road safety, Medicines, household products

	Year 3	Year 4	Year 5	Year 6
Focus	Relationships	Relationships	Relationships	Relationships
Knowledge and Skills	<ul style="list-style-type: none"> I can explain the importance of respecting my VIPs. I can identify my own support network. I can identify what bullying is. I can talk about changes and how they might make me feel. I can describe how my actions and behaviour affect my team. I can describe why disputes might happen and strategies to resolve them. 	<ul style="list-style-type: none"> I can explain how to make and keep fabulous friends. I can demonstrate strategies for resolving conflicts. I know what to do if someone is being bullied. I can explain how and why we should work well as a team. I can pay attention to and respond considerately to others. I can talk about my responsibilities towards my team. 	<ul style="list-style-type: none"> I can explain how VIPs who love and care for each other should treat each other. I understand that people have different opinions that should be respected. I can explain when it is right to keep a secret, when it is not and who to talk to about this. I can talk about the attributes of a good team. I can compromise and collaborate to ensure a task is completed. I can identify hurtful behaviour and suggest ways I can help. 	<ul style="list-style-type: none"> I can identify different ways to calm down when I am feeling angry or upset. I can identify negative influences on my behaviour and suggest ways that I can resist these influences. I can recognise healthy and unhealthy relationships. I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. I can reflect on the need to care for individuals within a team. I can understand the importance of shared responsibilities in helping a team to function successfully.
Vocabulary	Respect acquaintances support Resolution physical, teasing, victim, prejudice emotion dispute resolve	self-preservation anonymous complimenting disputes resolving techniques discrimination facial expression body language considerate ripple effect	family structure single parents same-sex parents step-parents blended families foster parents security collaboration contribute compromise harassment trolling	Consequences pressure influence unhealthy sensitive health physical emotional consequences function

	Year 3	Year 4	Year 5	Year 6
Focus	Developing Confidence and Responsibility	Developing Confidence and Responsibility	Developing Confidence and Responsibility	Developing Confidence and Responsibility
Knowledge and Skills	<p>Money Matters</p> <p>I can explain what skills are needed for a range of jobs and why people go to work.</p> <p>I can discuss financial risk and borrowing and explain some consequences of this.</p> <p>I can explain how adverts try to influence our spending and why they do this.</p> <p>Diverse Britain</p> <p>I can describe what it is like to live in the British Isles.</p> <p>I can talk about what rules and laws are and identify how they help us.</p> <p>I can describe a diverse society and talk about why it is important.</p> <p>Online Safety: See Computing Curriculum— Education for a connected world</p>	<p>Money Matters</p> <p>I can explain the different ways people pay for things.</p> <p>I understand the different decisions people have to make about how to spend their money.</p> <p>I can explain ways I can keep track of what I spend and why it is important to do this.</p> <p>Diverse Britain</p> <p>I can talk about what democracy is and understand why it is important.</p> <p>I can talk about what liberty means and I can identify the rights of British people.</p> <p>I can explain what being British means to me and to others.</p> <p>Online Safety: See Computing Curriculum— Education for a connected world</p>	<p>Money Matters</p> <p>I can explain some financial risks we might encounter and can discuss how we can avoid them</p> <p>I can discuss choices we have when we spend our money.</p> <p>I can discuss reasons and consequences of borrowing money.</p> <p>Diverse Britain</p> <p>I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.</p> <p>I can explain why and how laws are made and identify what might happen if laws are broken.</p> <p>I can discuss the terms democracy and human rights in relation to national government.</p> <p>Online Safety: See Computing Curriculum— Education for a connected world</p>	<p>Money Matters</p> <p>I understand how retailers try to influence our spending.</p> <p>I can explain why we need to budget and how to make one.</p> <p>I can explain the impact spending has on our environment</p> <p>Diverse Britain</p> <p>I can explain what a community is and what it means to belong to one.</p> <p>I can discuss the terms democracy and human rights in relation to local government.</p> <p>I can investigate what charities and voluntary groups do and how they support the community.</p> <p>Online Safety: See Computing Curriculum— Education for a connected world</p>
Vocabulary	<p>Confidence</p> <p>Self confidence</p> <p>Opinion</p> <p>Fact</p>	<p>Debate</p> <p>Discuss</p> <p>Rules</p> <p>Laws</p>	<p>Finances</p> <p>Saving</p> <p>Democracy</p> <p>Dictatorship</p> <p>Locality</p> <p>Nationally</p>	<p>Voluntary group</p> <p>Community group</p> <p>Pressure group</p>

	Year 3	Year 4	Year 5	Year 6
Focus	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
Knowledge and Skills	<p>Safety First</p> <p>I can be responsible for making good choices to stay safe and healthy.</p> <p>I understand that I can choose not to do something that makes me feel uncomfortable.</p> <p>I know about dangerous substances and how they affect the human body.</p> <p>It's My Body</p> <p>I can choose what happens to my body and I can get help with any concerns.</p> <p>I know why it is important to get enough sleep.</p> <p>I know how to take medicine safely and keep safe around drugs.</p> <p>Think Positive</p> <p>I understand that having a positive attitude is good for our mental health.</p> <p>I understand that some changes can be difficult but that there are things we can do to cope.</p> <p>I can identify uncomfortable emotions and manage them effectively</p>	<p>Safety First</p> <p>I can identify a risky situation and act responsibly.</p> <p>I know how to stay safe when out and about.</p> <p>I know how to respond in emergency situations.</p> <p>It's My Body</p> <p>I know how to keep my body healthy.</p> <p>I understand the importance of hygiene and what to do if I feel unwell.</p> <p>I know how to make better choices and choose healthy habits.</p> <p>Think Positive</p> <p>I can recognise and manage positive and negative thoughts effectively.</p> <p>I can use mindfulness techniques to keep calm.</p> <p>I can apply a positive attitude towards learning and take on new challenges.</p>	<p>Safety First</p> <p>I can take responsibility for my own safety.</p> <p>I can confidently identify and manage pressure to get involved in risky situations</p> <p>I can identify hazards and reduce risks to keep myself and others safe at home.</p> <p>It's My Body</p> <p>I know that my body belongs to me and that I have control over what happens to it.</p> <p>I know how to take care of my changing body.</p> <p>I understand what a positive body image is.</p> <p>Think Positive</p> <p>I understand the link between thoughts, feelings and behaviours.</p> <p>I can recognise and manage uncomfortable feelings.</p> <p>I can use mindfulness techniques in my everyday life</p>	<p>Safety First</p> <p>I can assess and manage risks in different situations.</p> <p>I can act sensibly and responsibly in an emergency.</p> <p>I know how to stay safe in different outdoor environments.</p> <p>It's My Body</p> <p>I understand why getting enough exercise and enough sleep is important.</p> <p>I understand the harmful effects of using drugs, including alcohol and tobacco.</p> <p>I can make informed choices in order to look after my physical and mental health.</p> <p>Think Positive</p> <p>I understand the concept and impact of positive thinking.</p> <p>I understand the importance of making good choices</p> <p>I can apply a growth mindset in my everyday life</p>
Vocabulary	<p>Healthy</p> <p>Lifestyle</p> <p>Benefits</p>	<p>Responsibility</p> <p>Physical contact</p> <p>Peer pressure</p> <p>Risky behaviour</p>	<p>Responsibility</p> <p>Manage</p> <p>Pressure</p> <p>Hazards</p> <p>Risks</p>	<p>Peer pressure</p> <p>Resisting</p> <p>Physical contact</p> <p>Risky behaviour</p>