EYFS

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group
- Make comments about what they have heard and ask questions to clarify their understanding;
- ٠ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Communication and Language

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Personal, Social and Emotional Development

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly; •
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Personal, Social and Emotional Development

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs Rainbow Feels Angry Blue's Best Friend Blue Learns to Share Blue Learns to Share Yellow Wants to Play With Orange Pink Misses Mummy Blue's Best

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Physical Development

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery; •
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate where appropriate key events in stories;

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Literacy

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others Phonics Phonics By using the following resources, early years practitioners can assess children against this
 practitioners can assess c

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including defined and the second s

Mathematics

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

• Understand the past through settings, characters and events encountered in books read in class and storytelling.

Understanding the World

ELG: People

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Culture and Communities
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate the store of the store

Understanding the World

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

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orld around them and contrasting environments,

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Expressive Arts and design

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

Key Stage One

KS1	Year 1	Yea
Keeping/Staying	Assessment Baseline	Tying Shoe Laces
Safe	H8. how to keep safe in the sun and protect skin from sun damage	H14. how to recognise what others might be feeling
	H29. to recognise risk in simple everyday situations and what action to take to minimise harm	H15. to recognise that not everyone feels the sam
	H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not	same things
	playing with matches and lighters)	H16. about ways of sharing feelings; a range of wo
	H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park,	H29. to recognise risk in simple everyday situation
	swimming pool, on the street) and how to cross the road safely	H30. about how to keep safe at home (including a
	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	not playing with matches and lighters)
	R2. to identify the people who love and care for them and what they do to help them feel cared for	R1. about the roles different people (e.g. acquaint
	R15. how to respond safely to adults they don't know	
	R19. basic techniques for resisting pressure to do something they don't want to do and which may make	
	them unsafe	
	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and	
	vocabulary to use when asking for help; importance of keeping trying until they are heard	
	Road Safety	
	H29. to recognise risk in simple everyday situations and what action to take to minimise harm	
	H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park,	
	swimming pool, on the street) and how to cross the road safely	
	H33. about the people whose job it is to help keep us safe	
	R2. to identify the people who love and care for them and what they do to help them feel cared for	
	R17. about knowing there are situations when they should ask for permission and also when their	
	permission should be sought	
	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and	
	vocabulary to use when asking for help; importance of keeping trying until they are heard	
Keeping/Stay	Assessment Baseline	Healthy Eating
Healthy	H1. about what keeping healthy means; different ways to keep healthy	H1. about what keeping healthy means; different
	H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	H2. about foods that support good health and the
	H4. about why sleep is important and different ways to rest and relax	
	H5. simple hygiene routines that can stop germs from spreading	
	H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support	
	dental health	
	H8. how to keep safe in the sun and protect skin from sun damage	

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words to describe feelings

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ntances, friends and relatives) play in our lives

nt ways to keep healthy he risks of eating too much sugar

	H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	
	Washing Hands H1. about what keeping healthy means; different ways to keep healthy H5. simple hygiene routines that can stop germs from spreading	Brushing Teeth H1. about what keeping healthy means; different weeping healthy means; different weeping health and the H2. about foods that support good health and the H5. simple hygiene routines that can stop germs for H7. about dental care and visiting the dentist; how support dental health H10. about the people who help us to stay physical
Relationships	Assessment Baseline H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H21. to recognise what makes them special H22. to recognise the ways in which we are all unique R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R23. to recognise the ways in which they are the same and different to others L4. about the different groups they belong to L6. to recognise the ways they are the same as, and different to, other people	Bullying H11. about different feelings that humans can exp H12. how to recognise and name different feelings H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of wo H24. how to manage when finding things difficult R6. about how people make friends and what make R7. about how to recognise when they or someon R9. how to ask for help if a friendship is making th R11. about how people may feel if they experience R12. that hurtful behaviour (offline and online) inc deliberately excluding others is not acceptable; ho trusted adult R21. about what is kind and unkind behaviour, and R24. how to listen to other people and play and w
	 Friendships H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H24. how to manage when finding things difficult R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R9. how to ask for help if a friendship is making them feel unhappy R11. about how people may feel if they experience hurtful behaviour or bullying R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R25. how to talk about and share their opinions on things that matter to them L6. to recognise the ways they are the same as, and different to, other people 	Body Language H11. about different feelings that humans can exp H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and k H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the sam same things H16. about ways of sharing feelings; a range of work H18. different things they can do to manage big feelings; and how to ask for it R2. to recognise when they need help with feeling feelings; and how to ask for it R2. to identify the people who love and care for the R5. that it is important to tell someone (such as the makes them unhappy or worried R6. about how people make friends and what make R10. that bodies and feelings can be hurt by words online

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		R21. about what is kind and unkind behaviour, and R22. about how to treat themselves and others wi R24. how to listen to other people and play and w
Being	Assessment Baseline	Practice Makes Perfect
Responsible	H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H22. to recognise the ways in which we are all unique H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	H3. about how physical activity helps us to stay he H18. different things they can do to manage big fe change their mood when they don't feel good H22. to recognise the ways in which we are all unit H23. to identify what they are good at, what they H24. how to manage when finding things difficult R23. to recognise the ways in which they are the s R24. how to listen to other people and play and we R25. how to talk about and share their opinions or L14. that everyone has different strengths L17. about some of the strengths and interests sor
	Water Spillage	Helping Someone in Need
	 H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R21. about what is kind and unkind behaviour, and how this can affect others L1. about what rules are, why they are needed, and why different rules are needed for different situations 	 H29. to recognise risk in simple everyday situation H32. ways to keep safe in familiar and unfamiliar eswimming pool, on the street) and how to cross the R15. how to respond safely to adults they don't knowing there are situations when the permission should be sought R19. basic techniques for resisting pressure to do so make them unsafe R20. what to do if they feel unsafe or worried for to vocabulary to use when asking for help; importance R22. about how to treat themselves and others with
Feelings and	Assessment Summative	Worry
Emotions	 H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H24. how to manage when finding things difficult R7. about how to recognise when they or someone else feels lonely and what to do R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others 	 H11. about different feelings that humans can exp H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and h H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same same things H16. about ways of sharing feelings; a range of wore that her mood when they don't feel good H19. to recognise when they need help with feeling feelings; and how to ask for it H24. how to manage when finding things difficult H27. about preparing to move to a new class/year R5. that it is important to tell someone (such as the makes them unhappy or worried R20. what to do if they feel unsafe or worried for the vocabulary to use when asking for help; important or R25. how to talk about and share their opinions or
	H11. about different feelings that humans can experience	H11. about different feelings that humans can exp
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	H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave	H12. how to recognise and name different feeling H13. how feelings can affect people's bodies and
	H14. how to recognise what others might be feeling	H16. about ways of sharing feelings; a range of w
	H15. to recognise that not everyone feels the same at the same time, or feels the same about the same	H17. about things that help people feel good (e.g
	things	spending time with family, getting enough sleep)
	H16. about ways of sharing feelings; a range of words to describe feelings	H18. different things they can do to manage big f
	H18. different things they can do to manage big feelings, to help calm themselves down and/or change	change their mood when they don't feel good
	their mood when they don't feel good	H19. to recognise when they need help with feeli
	H19. to recognise when they need help with feelings; that it is important to ask for help with feelings;	feelings; and how to ask for it
	and how to ask for it	H24. how to manage when finding things difficult
	H21. to recognise what makes them special	R21. about what is kind and unkind behaviour, ar
	H22. to recognise the ways in which we are all unique	R22. about how to treat themselves and others w
	R21. about what is kind and unkind behaviour, and how this can affect others	
	R22. about how to treat themselves and others with respect; how to be polite and courteous	
	R24. how to listen to other people and play and work cooperatively	
	L14. that everyone has different strengths	
	Assessment Baseline	Image Sharing
	R29. where to get advice and report concerns if worried about their own or someone else's personal	H11. about different feelings that humans can ex
	safety (including online)	H13. how feelings can affect people's bodies and
1	H34. basic rules to keep safe online, including what is meant by personal information and what should be	H14. how to recognise what others might be feel
	kept private; the importance of telling a trusted adult if they come across something that scares them	H24. how to manage when finding things difficult
	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	H28. about rules and age restrictions that keep u
	R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately	H29. to recognise risk in simple everyday situatio
	excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	H34. basic rules to keep safe online, including wh
	R19. basic techniques for resisting pressure to do something they don't want to do and which may make	should be kept private; the importance of telling
1	them unsafe	scares them
	L7. about how the internet and digital devices can be used safely to find things out and to communicate	R6. about how people make friends and what ma
	with others	R10. that bodies and feelings can be hurt by word
1	L8. about the role of the internet in everyday life	online
		R11. about how people may feel if they experience
		R12. that hurtful behaviour (offline and online) in
		deliberately excluding others is not acceptable; h
		trusted adult
		R17. about knowing there are situations when th
		permission should be sought
		R21. about what is kind and unkind behaviour, ar
		R22. about how to treat themselves and others w
		L1. about what rules are, why they are needed, a
		situations
		L7. about how the internet and digital devices car
		communicate with others
-	Online Bullying	Computer Safety Documentary
	H9. about different ways to learn and play; recognising the importance of knowing when to take a break	H9. about different ways to learn and play; recog
	from time online or TV	break from time online or TV
	H11. about different feelings that humans can experience	H28. about rules and age restrictions that keep us
	H13. how feelings can affect people's bodies and how they behave	H34. basic rules to keep safe online, including wh
	H14. how to recognise what others might be feeling	should be kept private; the importance of telling
		scares them

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Utings online R6. about how people make friends and what makes a good friendship online R10. that bodies and feelings can be hurt by words and actions; that people can say hurtul things online. Behaviour or bullying R11. about how people may feel fit by specifieme hurtuf behaviour or bullying. R12. that hurtuf behaviour (offline and online) R12. that hurtuf behaviour (offline and online) including teasing, name-calling, bullying and deliberately evoluting others is not acceptable; how to report bullying, the importance or telling a trusted aduit R14. that sometimes people may behave differentity online, including to be someone they are not R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R22. about how to treat themselves and others with respect; how to be polite and courteous R15. how to respond safely to adults they don't R17. about what is kind ad munkind behaviour, R22. about how to treat themselves and others with respect; how to be polite and courteous R24. about how to treat themselves and others with respect; how to be polite and courteous R17. about what is kind ad munkind behaviour, R22. about how to treat themselves and others is usations when rules are, why they are needed, stuations R24. bit out what is kind ad munking behaviour, R22. about how to treat themselves and others is usations when rules are, why they are needed, stuations R25. about how to treat themselves and others to the polite and courteous			
H26. about growing and changing from young to old and how people's needs changeH29. to recognise risk in simple everyday situatL4. about the different groups they belong toH29. to recognise risk in simple everyday situatL4. about the different groups they belong toR1. about the roles different people (a.g., acquaR2. to identify the people who lows and care forR4. to identify the people who lows and care forR3. about the different groups they belong toR2. to identify the people who lows and care forR4. to identify the people who lows and care forR4. to identify the people who lows and care forR4. to identify the people who lows and care forR4. to identify the people who lows and care forR5. boilt the different people who lows and care forR4. to identify the people who lows and care forR4. to identify what they are good at, what they like and dislikeR1. about the different people (e.g. acquaR1. about the roles different people (e.g. acquaintances, friends and relatives) play in our livesR1. about the roles different people (e.g. acquaintances, friends and relatives) play in our livesR2. to identify the people who lowe and care for them and what they die to help them feel cared forR3. about different topose of families including those that may be different to their ownR4. to identify the people who lowe and care for them and what they due to theip the medesL1. that people make different people (e.g. acquaintances, friends and relatives) play in our livesR2. to identify the people who lowe and care for them and what they due the field cared forL1. that money needs to be looked after; different jobs thelp people to earn money to pateR3. about different typ		things R6. about how people make friends and what makes a good friendship R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that sometimes people may behave differently online, including by pretending to be someone they are not R21. about what is kind and unkind behaviour, and how this can affect others	behaviour or bullying R12. that hurtful behaviour (offline and online) inc deliberately excluding others is not acceptable; ho trusted adult R14. that sometimes people may behave different they are not R15. how to respond safely to adults they don't kn R17. about knowing there are situations when the permission should be sought R20. what to do if they feel unsafe or worried for t vocabulary to use when asking for help; importanc R21. about what is kind and unkind behaviour, and R22. about how to treat themselves and others wit L1. about what rules are, why they are needed, an situations L7. about how the internet and digital devices can communicate with others L8. about the role of the internet in everyday life
H26. about growing and changing from young to old and how people's needs changeH29. to recognise risk in simple everyday situatL4. about the different groups they belong toH29. to recognise risk in simple everyday situatL4. about the different groups they belong toR1. about the roles different people (a.g., acquaL4. about the different groups they belong toR2. to identify the people who low and care forR4. to identify the people who lows and care forR4. to identify the people who lows and care forR5. boildentify common features of family lifeR2. about the different roles and responsibilitieL5. about the different roles and responsibilitieL6. different jobs that people they know or peL7. about stat they like and dislikeH21. to recognise the ways in which we are all uniqueH23. to identify what they are good at, what they like and dislikeH1. about the roles different people (e.g. acquaH26. about growing and changing from young to old and how people's needs changeL1. that people make different choices about 1R1. about different topeople (e.g. acquaintances, friends and relatives) play in our livesL1. that people make different choices and valat they dike and dislikeR1. about different types of families including those that may be different to their ownL3. about different types of families including those that may be different to their ownR4. to identify the people who lowe and care for them and what they are the same and different to othersL3. about true sand age restrictions that keep us safeL2. how people and other living things have different needs; about the responsibilities of caring for themL3. bout trues and age restrictions that keep	Our World	Assessment Baseline	
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H21. to recognise what makes them specialR1. about the roles different people (e.g. acqua L5. about the different roles and responsibilitie L0. what money is; forms that money comes in L1. that people make different choices about I L1. that money needs to be looked after; diffe L1. that money needs to be looked after; diffe L1. that people and other living things have different needs; about the responsibilities of caring for them L4. about the different groups they belong to L6. to recognise the ways they are the same as, and different to, other peopleH28. about rules and age restrictions that keep us safeHazard WatchH28. about rules and age restrictions that keep us safeH28. about rules and age restrictions that keep		L4. about the different groups they belong to	 R1. about the roles different people (e.g. acquaints R2. to identify the people who love and care for th R4. to identify common features of family life R21. about what is kind and unkind behaviour, and L2. how people and other living things have different L3. about things they can do to help look after the L5. about the different roles and responsibilities people L16. different jobs that people they know or people L17. about some of the strengths and interests sort
 H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H26. about growing and changing from young to old and how people's needs change R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R23. to recognise the ways in which they are the same and different to others L2. how people and other living things have different needs; about the responsibilities of caring for them L4. about the different groups they belong to L5. to recognise the ways they are the same as, and different to, other people H28. about rules and age restrictions that keep us safe 			
	Hogord Watch	 H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H26. about growing and changing from young to old and how people's needs change R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R23. to recognise the ways in which they are the same and different to others L2. how people and other living things have different needs; about the responsibilities of caring for them L4. about the different groups they belong to L6. to recognise the ways they are the same as, and different to, other people 	L5. about the different roles and responsibilities per L10. what money is; forms that money comes in; the L11. that people make different choices about how L12. about the difference between needs and wan able to have the things they want L13. that money needs to be looked after; differen L15. that jobs help people to earn money to pay for L16. different jobs that people they know or people
H29. to recognise risk in simple everyday situations and what action to take to minimise harm H29. to recognise risk in simple everyday situat	Hazard Watch		- · ·
		H29. to recognise risk in simple everyday situations and what action to take to minimise harm	H29. to recognise risk in simple everyday situation

rds and actions; that people can say hurtful things

ncluding teasing, name-calling, bullying and now to report bullying; the importance of telling a

ntly online, including by pretending to be someone

know

ney should ask for permission and also when their

themselves or others; who to ask for help and nce of keeping trying until they are heard nd how this can affect others

with respect; how to be polite and courteous and why different rules are needed for different

an be used safely to find things out and to

ons and what action to take to minimise harm ntances, friends and relatives) play in our lives them and what they do to help them feel cared for

nd how this can affect others erent needs; about the responsibilities of caring for

neir environment people have in their community ple who work in the community do omeone might need to do different jobs

ntances, friends and relatives) play in our lives people have in their community ; that money comes from different sources ow to save and spend money ants; that sometimes people may not always be

ent ways of doing this for things ple who work in the community do

	H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not	H30. about how to keep safe at home (including a
	playing with matches and lighters)	not playing with matches and lighters)
	H31. that household products (including medicines) can be harmful if not used correctly	H31. that household products (including medicine
	H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park,	H32. ways to keep safe in familiar and unfamiliar
	swimming pool, on the street) and how to cross the road safely	swimming pool, on the street) and how to cross the
	H33. about the people whose job it is to help keep us safe	H33. about the people whose job it is to help keep
	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	R1. about the roles different people (e.g. acquaint
	R2. to identify the people who love and care for them and what they do to help them feel cared for	R2. to identify the people who love and care for the
	R17. about knowing there are situations when they should ask for permission and also when their	R17. about knowing there are situations when the
	permission should be sought	permission should be sought
	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and	R20. what to do if they feel unsafe or worried for
	vocabulary to use when asking for help; importance of keeping trying until they are heard	vocabulary to use when asking for help; importan
Fire Safety	H15. to recognise that not everyone feels the same at the same time, or feels the same about the same	H15. to recognise that not everyone feels the sam
	things	same things
	H16. about ways of sharing feelings; a range of words to describe feelings	H16. about ways of sharing feelings; a range of we
	H28. about rules and age restrictions that keep us safe	H28. about rules and age restrictions that keep us
	H29. to recognise risk in simple everyday situations and what action to take to minimise harm	H29. to recognise risk in simple everyday situation
	H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not	H30. about how to keep safe at home (including a
	playing with matches and lighters)	not playing with matches and lighters)
	H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park,	H32. ways to keep safe in familiar and unfamiliar
	swimming pool, on the street) and how to cross the road safely	swimming pool, on the street) and how to cross the
	H33. about the people whose job it is to help keep us safe	H33. about the people whose job it is to help keep
	H35. about what to do if there is an accident and someone is hurt	H35. about what to do if there is an accident and
	H36. how to get help in an emergency (how to dial 999 and what to say)	H36. how to get help in an emergency (how to dia
	R17. about knowing there are situations when they should ask for permission and also when their	R17. about knowing there are situations when the
	permission should be sought	permission should be sought
	R19. basic techniques for resisting pressure to do something they don't want to do and which may make	R19. basic techniques for resisting pressure to do
	them unsafe	make them unsafe
	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and	R20. what to do if they feel unsafe or worried for
	vocabulary to use when asking for help; importance of keeping trying until they are heard	vocabulary to use when asking for help; importan
	R21. about what is kind and unkind behaviour, and how this can affect others	R21. about what is kind and unkind behaviour, an
	R22. about how to treat themselves and others with respect; how to be polite and courteous	R22. about how to treat themselves and others w
	L1. about what rules are, why they are needed, and why different rules are needed for different	L1. about what rules are, why they are needed, ar
	situations	situations
	L5. about the different roles and responsibilities people have in their community	L5. about the different roles and responsibilities p
	L16. different jobs that people they know or people who work in the community do	L16. different jobs that people they know or peop

around electrical appliances) and fire safety (e.g.

nes) can be harmful if not used correctly ar environments (e.g. beach, shopping centre, park, s the road safely

eep us safe

intances, friends and relatives) play in our lives r them and what they do to help them feel cared for they should ask for permission and also when their

or themselves or others; who to ask for help and ance of keeping trying until they are heard ame at the same time, or feels the same about the

words to describe feelings

us safe

ions and what action to take to minimise harm

around electrical appliances) and fire safety (e.g.

ar environments (e.g. beach, shopping centre, park,

s the road safely

eep us safe

nd someone is hurt

dial 999 and what to say)

hey should ask for permission and also when their

to something they don't want to do and which may

or themselves or others; who to ask for help and ance of keeping trying until they are heard

and how this can affect others

with respect; how to be polite and courteous

and why different rules are needed for different

s people have in their community ople who work in the community do

Lower Key Stage Two

LKS2	Year 3	Ye
Keeping/Staying	Staying Safe	Assessment Baseline
Safe	KS1	H37. reasons for following and complying with re
	H22. to recognise the ways in which we are all unique	restrictions); how they promote personal safety a
	H29. to recognise risk in simple everyday situations and what action to take to minimise harm	television programmes, films, games and online
	H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park,	H38. how to predict, assess and manage risk in d
	swimming pool, on the street) and how to cross the road safely	H39. about hazards (including fire risks) that may
	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	they can do reduce risks and keep
	R2. to identify the people who love and care for them and what they do to help them feel cared for	H41. strategies for keeping safe in the local envir
	R15. how to respond safely to adults they don't know	firework safety; safe use of digital devices when
	R16. about how to respond if physical contact makes them feel uncomfortable or unsafe	R24. how to respond safely and appropriately to
	R17. about knowing there are situations when they should ask for permission and also when their	including online) whom they do not know
	permission should be sought	R29. where to get advice and report concerns if v
	R19. basic techniques for resisting pressure to do something they don't want to do and which may make	personal safety (including online)
	them unsafe	L5. ways of carrying out shared responsibilities for
	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and	home; how everyday choices can affect the envir
	vocabulary to use when asking for help; importance of keeping trying until they are heard	choices)
	R22. about how to treat themselves and others with respect; how to be polite and courteous	
	L5. about the different roles and responsibilities people have in their community	
	L16. different jobs that people they know or people who work in the community do	
	KS2	
	H38. how to predict, assess and manage risk in different situations	
	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they	
	can do reduce risks and keep	
	H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and	
	firework safety; safe use of digital devices when out and about	
	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships,	
	romantic relationships, online relationships)	
	R6. that a feature of positive family life is caring relationships; about the different ways in which people	
	care for one another	
	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending	
	time together; being there for each other in times of difficulty	
	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek	
	help or advice	
	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships	
	(including online);	
	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including	
	online) whom they do not know	
	and unacceptable; strategies to respond to unwanted physical	
	R26. about seeking and giving permission (consent) in different situations	
	R29. where to get advice and report concerns if worried about their own or someone else's personal	
	safety (including online)	
	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings	
	about themselves; that everyone, including them, should expect to be treated politely and with respect	
	by others (including when online and/or anonymous) in school and in wider society; strategies to	

Year 4

regulations and restrictions (including age y and wellbeing with reference to social media, e gaming

different situations

ay cause harm, injury or risk in the home and what

rironment or unfamiliar places (rail, water, road) and nout and about

to adults they may encounter (in all contexts

f worried about their own or someone else's

for protecting the environment in school and at vironment (e.g. reducing, reusing, recycling; food

improve or support courteous, respectful relationships R29. where to get advice and report concerns if	
worried about their own or someone else's personal safety (including online)	
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings	
about themselves; that everyone, including them, should expect to be treated politely and with respect	
by others (including when online and/or anonymous) in school and in wider society; strategies to	
improve or support courteous, respectful relationships	
Leaning Out of Windows	Cycle Safety
KS1	H3. about choices that support a healthy lifestyle, a
H29. to recognise risk in simple everyday situations and what action to take to minimise harm	H7. how regular (daily/weekly) exercise benefits me
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not	to school, daily active mile); recognise opportunities
playing with matches and lighters)	associated with an inactive lifestyle
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park,	H35. about the new opportunities and responsibiliti
swimming pool, on the street) and how to cross the road safely	H37. reasons for following and complying with regu
H33. about the people whose job it is to help keep us safe	restrictions); how they promote personal safety and
H35. about what to do if there is an accident and someone is hurt	television programmes, films, games and online gan
H36. how to get help in an emergency (how to dial 999 and what to say)	H38. how to predict, assess and manage risk in diffe
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	H41. strategies for keeping safe in the local environ
R2. to identify the people who love and care for them and what they do to help them feel cared for	firework safety; safe use of digital devices when out
L1. about what rules are, why they are needed, and why different rules are needed for different	R6. that a feature of positive family life is caring rela
situations	people care for one another
KS2	R8. to recognise other shared characteristics of heal
H38. how to predict, assess and manage risk in different situations	spending time together; being there for each other
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they	R30. that personal behaviour can affect other peopl
can do reduce risks and keep	online
H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and	L1. to recognise reasons for rules and laws; consequ
firework safety; safe use of digital devices when out and about	L4. the importance of having compassion towards o
H42. about the importance of keeping personal information private; strategies for keeping safe online,	caring for other people and living things; how to sho
including how to manage requests for personal information or images of themselves and others; what to	L6. about the different groups that make up their co
do if frightened or worried by something seen or read online and how to report concerns, inappropriate	L7. to value the different contributions that people a
content and contact	
Summative Assessment	
KS1	
H8. how to keep safe in the sun and protect skin from sun damage	
H10. about the people who help us to stay physically healthy	
H24. how to manage when finding things difficult	
H28. about rules and age restrictions that keep us safe	
H29. to recognise risk in simple everyday situations and what action to take to minimise harm	
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not	
playing with matches and lighters)	
H31. that household products (including medicines) can be harmful if not used correctly	
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park,	
swimming pool, on the street) and how to cross the road safely	
H33. about the people whose job it is to help keep us safe	
H36. how to get help in an emergency (how to dial 999 and what to say)	
H37. about things that people can put into their body or on their skin; how these can affect how people	
feel	
	1

e, and recognise what might influence these mental and physical health (e.g. walking or cycling ities to be physically active and some of the risks

- bilities that increasing independence may bring egulations and restrictions (including age
- and wellbeing with reference to social media, gaming
- lifferent situations
- ronment or unfamiliar places (rail, water, road) and out and about
- relationships; about the different ways in which
- nealthy family life, including commitment, care, ner in times of difficulty
- eople; to recognise and model respectful behaviour

equences of not adhering to rules and laws ds others; shared responsibilities we all have for show care and concern for others r community; what living in a community means ole and groups make to the community

	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	
	R2. to identify the people who love and care for them and what they do to help them feel cared for	
	R5. that it is important to tell someone (such as their teacher) if something about their family makes	
	them unhappy or worried	
	R15. how to respond safely to adults they don't know	
	R16. about how to respond if physical contact makes them feel uncomfortable or unsafe	
	R17. about knowing there are situations when they should ask for permission and also when their	
	permission should be sought	
	R19. basic techniques for resisting pressure to do something they don't want to do and which may make	
	them unsafe	
	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and	
	vocabulary to use when asking for help; importance of keeping trying until they are heard	
	L5. about the different roles and responsibilities people have in their community	
	KS2	
	H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage	
	and sun/heat stroke and reduce the risk of skin cancer	
	H38. how to predict, assess and manage risk in different situations	
	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they	
	can do reduce risks and keep	
	H40. about the importance of taking medicines correctly and using household products safely, (e.g.	
	following instructions carefully)	
	H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and	
	firework safety; safe use of digital devices when out and about	
	H44. how to respond and react in an emergency situation; how to identify situations that may require	
	the emergency services; know how to contact them and what to say	
	R6. that a feature of positive family life is caring relationships; about the different ways in which people	
	care for one another	
	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending	
	time together; being there for each other in times of difficulty	
	R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to	
	manage this and ask for support if necessary	
	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships	
	(including online);	
	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including	
	online) whom they do not know	
	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to	
	respond to unwanted physical	
	R26. about seeking and giving permission (consent) in different situations	
	R28. how to recognise pressure from others to do something unsafe or that makes them feel	
	uncomfortable and strategies for managing this	
	R29. where to get advice and report concerns if worried about their own or someone else's personal	
	safety (including online)	
Keeping/Stay	<u>Medicine</u>	Assessment Baseline
Healthy	KS1	H1. how to make informed decisions about health
	H6. that medicines (including vaccinations and immunisations and those that support allergic reactions)	H2. about the elements of a balanced, healthy life
	can help people to stay healthy	H3. about choices that support a healthy lifestyle,
	H10. about the people who help us to stay physically healthy	H4. how to recognise that habits can have both po
	H31. that household products (including medicines) can be harmful if not used correctly	

Ith Iifestyle Ie, and recognise what might influence these positive and negative effects on a healthy lifestyle

H33. about the people whose job it is to help keep us safe	H6. about what constitutes a healthy diet; how to
R17. about knowing there are situations when they should ask for permission and also when their	wellbeing of eating nutritionally rich foods; risks a
permission should be sought R22 what to do if they fool was for an warried for the machine on atherwards to call for help and	obesity and tooth decay
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and	H7. how regular (daily/weekly) exercise benefits i
vocabulary to use when asking for help; importance of keeping trying until they are heard KS2	to school, daily active mile); recognise opportunit associated with an inactive lifestyle
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented	H8. about how sleep contributes to a healthy lifes
by vaccinations and immunisations; how allergies can be managed	effects of lack of sleep on the body, feelings, beha
H14. how and when to seek support, including which adults to speak to in and outside school, if they are	H9. that bacteria and viruses can affect health; ho
worried about their health	of infection; the wider importance of personal hy
H40. about the importance of taking medicines correctly and using household products safely, (e.g.	H11. how to maintain good oral hygiene (includin
following instructions carefully)	to the dentist are essential; the impact of lifestyle
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty,	consumption/acidic drinks such as fruit juices, sm
kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the	H15. that mental health, just like physical health,
same principles apply to online friendships as to face-to-face relationships	of mental health
R15. strategies for recognising and managing peer influence and a desire for peer approval in	H16. about strategies and behaviours that support
friendships; to recognise the effect of online actions on others	sleep, physical exercise/time outdoors, being invo
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to	others, clubs, and activities, hobbies and spendin
manage this and ask for support if necessary	health and wellbeing
R26. about seeking and giving permission (consent) in different situations	H21. to recognise warning signs about mental hea
R28. how to recognise pressure from others to do something unsafe or that makes them feel	themselves and others
uncomfortable and strategies for managing this	
Summative Assessment KS1	Healthy Living
	H2. about the elements of a balanced, healthy life
U1_about what keeping healthy means; ditterent ways to keep healthy	U2 about choices that support a healthy litestyle
	H3. about choices that support a healthy lifestyle
H2. about foods that support good health and the risks of eating too much sugar	H4. how to recognise that habits can have both p
H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	H4. how to recognise that habits can have both p H5. about what good physical health means; how
H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax	H4. how to recognise that habits can have both p H5. about what good physical health means; how H6. about what constitutes a healthy diet; how to
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- moothies and fruit teas; the effects of smoking) portance of balancing time online with other

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ealth and wellbeing and how to seek support for

	H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of	
	infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented	
	by vaccinations and immunisations; how allergies can be managed	
	H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to	
	the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic	
	drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	
	H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage	
	and sun/heat stroke and reduce the risk of skin cancer	
	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	
	H14. how and when to seek support, including which adults to speak to in and outside school, if they are	
	worried about their health	
	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of	
	mental health	
Relationships	Touch	Assessment Baseline
Growing and	KS1	H35. about the new opportunities and responsit
Changing	H19. to recognise when they need help with feelings; that it is important to ask for help with feelings;	
	and how to ask for it H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	
	R5. that it is important to tell someone (such as their teacher) if something about their family makes	
	them unhappy or worried	
	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	
	R11. about how people may feel if they experience hurtful behaviour or bullying	
	R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately	
	excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	
	R13. to recognise that some things are private and the importance of respecting privacy; that parts of	
	their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe	
	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and	
	vocabulary to use when asking for help; importance of keeping trying until they are heard	
	R21. about what is kind and unkind behaviour, and how this can affect others	
	R22. about how to treat themselves and others with respect; how to be polite and courteous	
	R25. how to talk about and share their opinions on things that matter to them	
	KS2	
	H18. about everyday things that affect feelings and the importance of expressing feelings	
	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	
	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending	
	time together; being there for each other in times of difficulty	
	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek	
	help or advice	
	R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty,	
	kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the	
	same principles apply to online friendships as to face-to-face relationships	
	R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to	
	manage this and ask for support if necessary	

nsibilities that increasing independence may bring

 Linctufing online); R25. recognice different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical R26. about secting and giving permission (consent) in different situations R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including and inclus); Assessment Summative K31 H32. different things they can do to manage big feelings; to help calm themselves down and/or chenge their mood when they don't feel good H32. ways to keep asfe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the streed) and how to coss the cod as alsely H33. about they people who low or coss the read as alsely (including things; challing in sharing them and what makes a good friendship R5. that L1 is important to all someone (such as their teacher) if something about their family makes them near what makes a good friendship R5. that L1 is important to all someone (such as their teacher) if something about their family makes them near unit they do to help them feel carefor R5. that L1 is important to all someone (such as their teacher) if something about their family makes them near unit they do to help them feel carefor R5. that L1 is important to all someone (such as their teacher) if something about their family makes them near units and unitamiliar environments (har people who are worried about this to there show the something and active transport their in afferding in sharing them the lunnappy R10. that buffers and what makes a good friendship R12. about how to respond if physical contact makes them feel uncomfortable or unside. R13. about how to respond if physical contact makes them feel uncomfortable or unside. R14. about how to respond if physical contact makes them feel uncomfortable or unside. R15. about here work assing	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships	
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- h emotions, challenges and change, including the
- to who we are (e.g. ethnicity, family, gender, faith,
- nal qualities
- of relationships (e.g. friendships, family
- lationships)
- gal declaration of commitment made by two adults nded to be lifelong
- vill is a crime; that help and support is available to ves or others
- er can be in a committed relationship (e.g. art
- relationships; about the different ways in which
- erent types of family structure (including single led families, foster parents); that families of all types bility
- healthy family life, including commitment, care, ther in times of difficulty
- making them feel unhappy or unsafe, and how to
- out making new friends and the benefits of having
- hat is appropriate in friendships and wider
- to adults they may encounter (in all contexts
- act; what is acceptable and unacceptable; strategies

secret, when this should (e.g. a birthday surprise that eed to, and when it is right to break a confidence or

kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	R29. where to get advice and report concerns if personal safety (including online) R32. about respecting the differences and similar have in common with others e.g. physically, in p L2. to recognise there are human rights, that ar L6. about the different groups that make up the L8. about diversity: what it means; the benefits diversity within communities
 R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical R29. where to get advice and report concerns if worried about their own or someone else's personal 	
safety (including online) R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	
ResponsibleKS1H14. how to recognise what others might be feelingH15. to recognise that not everyone feels the same at the same time, or feels the same about the same thingsR6. about how people make friends and what makes a good friendshipR22. about how to treat themselves and others with respect; how to be polite and courteous L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they wantKS2R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	Assessment Baseline H27. to recognise their individuality and person H28. to identify personal strengths, skills, achieve a sense of self-worth H35. about the new opportunities and responsi H37. reasons for following and complying with restrictions); how they promote personal safety television programmes, films, games and online H38. how to predict, assess and manage risk in H41. strategies for keeping safe in the local env firework safety; safe use of digital devices when R30. that personal behaviour can affect other p online R34. how to discuss and debate topical issues, r constructively challenge those they disagree wit L1. to recognise reasons for rules and laws; com L4. the importance of having compassion towar caring for other people and living things; how to L5. ways of carrying out shared responsibilities home; how everyday choices can affect the env choices)
	<u>Coming Home On Time</u> H35. about the new opportunities and responsi

worried about their own or someone else's

- larities between people and recognising what they personality or background
- re there to protect everyone
- eir community; what living in a community means of living in a diverse community; about valuing

nal qualities

- evements and interests and how these contribute to
- ibilities that increasing independence may bring regulations and restrictions (including age
- y and wellbeing with reference to social media, e gaming
- different situations
- vironment or unfamiliar places (rail, water, road) and n out and about
- people; to recognise and model respectful behaviour
- respect other people's point of view and ith
- sequences of not adhering to rules and laws
- rds others; shared responsibilities we all have for to show care and concern for others
- for protecting the environment in school and at
- vironment (e.g. reducing, reusing, recycling; food

ibilities that increasing independence may bring

	 H29. to recognise risk in simple everyday situations and what action to take to minimise harm R21. about what is kind and unkind behaviour, and how this can affect others KS2 H35. about the new opportunities and responsibilities that increasing independence may bring H38. how to predict, assess and manage risk in different situations 	H37. reasons for following and complying with re- restrictions); how they promote personal safety television programmes, films, games and online R26. about seeking and giving permission (conse R30. that personal behaviour can affect other per online R31. to recognise the importance of self-respect about themselves; that everyone, including them respect by others (including when online and/or strategies to improve or support courteous, resp L1. to recognise reasons for rules and laws; conse L30. about some of the skills that will help them
Feelings and	<u>Grief/Loss</u>	communication and negotiation Assessment Baseline
Emotions	 KS1 H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for KS2 KS2 KS2 H17. to recognise that feelings, an change over time and range in intensity H18. about the roles different people (e.g. acquaintances or conflicting feelings; how to manage and respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and b	H1. how to make informed decisions about healt H2. about the elements of a balanced, healthy life H3. about choices that support a healthy lifestyle H4. how to recognise that habits can have both p H5. about what good physical health means; how H7. how regular (daily/weekly) exercise benefits to school, daily active mile); recognise opportuni associated with an inactive lifestyle H8. about how sleep contributes to a healthy life effects of lack of sleep on the body, feelings, ben H14. how and when to seek support, including w they are worried about their health H15. that mental health, just like physical health of mental health H16. about strategies and behaviours that suppor sleep, physical exercise/time outdoors, being inv others, clubs, and activities, hobbies and spendir health and wellbeing H17. to recognise that feelings can change over th H18. about everyday things that affect feelings a H19. a varied vocabulary to use when talking about different ways H20. strategies to respond to feelings, including respond to feelings appropriately and proportion H21. to recognise that anyone can experience m resolved with help and support; and that it is imp H23. about change and loss, including death, and and managing grief and bereavement H24. problem-solving strategies for dealing with
	transition to new schools R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another	transition to new schools R10. about the importance of friendships; strate friendships support wellbeing

egulations and restrictions (including age and wellbeing with reference to social media, gaming

ent) in different situations

eople; to recognise and model respectful behaviour

and how this can affect their thoughts and feelings n, should expect to be treated politely and with anonymous) in school and in wider society; pectful relationships

equences of not adhering to rules and laws in their future careers e.g. teamwork,

th

festyle

e, and recognise what might influence these positive and negative effects on a healthy lifestyle w to recognise early signs of physical illness mental and physical health (e.g. walking or cycling ities to be physically active and some of the risks

estyle; routines that support good quality sleep; the naviour and ability to learn

which adults to speak to in and outside school, if

, is part of daily life; the importance of taking care

ort mental health — including how good quality volved in community groups, doing things for ng time with family and friends can support mental

time and range in intensity and the importance of expressing feelings out feelings; about how to express feelings in

intense or conflicting feelings; how to manage and nately in different situations ealth and wellbeing and how to seek support for

ental ill health; that most difficulties can be portant to discuss feelings with a trusted adult d how these can affect feelings; ways of expressing

emotions, challenges and change, including the

gies for building positive friendships; how positive

 H1. about what keeping healthy means; different ways to keep healthy H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H3. about different ways to learn and play; recognising the importance of knowing when to take a break H9. about different ways to learn and play; recognising the importance of knowing when to take a break H9. about different feelings that humans can experience H1. about offerent feelings and fleet people's bodies and how they behave H1. how to recognise and name different feelings H1. how to recognise what others might be feeling H1. about things that not everyone feels the same at the same time, or feels the same about the same H1. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H1. do tout things that yeed no to manage big feelings, to help calm themselves down and/or chang their mood when they ond' feel good H1. about they need help with feelings; that it is important to ask for help and how to ask for it H2. how to ask for it H2. how to ask for help if a friendship is making them feel unhappy R3. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R5. that it is ind and unkind behaviour; and how this can affect toelps R1. that to doi flee feel sussafe or them sand what they do to help them feel cared for R5. that it is ind and unkind behaviour; and how this can affect toelps R1. that bids if friends R2. how to ask for help if a friendship is making them feel unhappy R3. how to ask for help if a friendship is making them feel unhappy R4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle; routines that support good quality sleep; the fleet so allow, feeli	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	R11. what constitutes a positive healthy friendsh kindness, generosity, sharing interests and exper that the same principles apply to online friendsh R13. the importance of seeking support if feeling R30. that personal behaviour can affect other pe online L4. the importance of having compassion toward caring for other people and living things; how to
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mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and	effects of lack of sleep on the body, feelings, behaviour and ability to learn	caring for other people and living things; how to
H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of	L25. to recognise positive things about themselve
physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and	mental health	achieve personal outcomes
activities, hobbies and spending time with family and friends can support mental health and wellbeing		
	activities, hobbies and spending time with family and friends can support mental health and wellbeing	

nip (e.g. mutual respect, trust, truthfulness, loyalty, riences, support with problems and difficulties); ips as to face-to-face relationships lonely or excluded

cople; to recognise and model respectful behaviour

ds others; shared responsibilities we all have for show care and concern for others

time and range in intensity ind the importance of expressing feelings out feelings; about how to express feelings in

intense or conflicting feelings; how to manage and nately in different situations emotions, challenges and change, including the

al qualities ements and interests and how these contribute to

failures, including how to re-frame unhelpful

gies for building positive friendships; how positive

nip (e.g. mutual respect, trust, truthfulness, loyalty, riences, support with problems and difficulties); ips as to face-to-face relationships

lonely or excluded

ncluded; recognise when others may feel lonely or

ut making new friends and the benefits of having

egies to resolve disputes and reconcile differences

experienced or witnessed, offline and online g, harassment or the deliberate excluding of

ople; to recognise and model respectful behaviour

range of people, including those whose traditions,

ds others; shared responsibilities we all have for show care and concern for others

es and their achievements; set goals to help

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	H18. about everyday things that affect feelings and the importance of expressing feelings	
	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different	
	ways	
	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and	
	respond to feelings appropriately and proportionately in different situations	
	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and	
	managing grief and bereavement	
	H24. problem-solving strategies for dealing with emotions, challenges and change, including the	
	transition to new schools	
	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including	
	teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report	
	concerns and get support	
	R29. where to get advice and report concerns if worried about their own or someone else's personal	
	safety (including online)	
Computer Safety	Making Friends Online	Assessment Baseline
	KS1	H37. reasons for following and complying with re-
	H16. about ways of sharing feelings; a range of words to describe feelings	restrictions); how they promote personal safety a
	H19. to recognise when they need help with feelings; that it is important to ask for help with feelings;	television programmes, films, games and online g
	and how to ask for it	H42. about the importance of keeping personal in
	H28. about rules and age restrictions that keep us safe	online, including how to manage requests for per-
	H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park,	others; what to do if frightened or worried by son
	swimming pool, on the street) and how to cross the road safely	concerns, inappropriate content and contact
	H34. basic rules to keep safe online, including what is meant by personal information and what should be	R30. that personal behaviour can affect other peo
	kept private; the importance of telling a trusted adult if they come across something that scares them	online
	R2. to identify the people who love and care for them and what they do to help them feel cared for	L11. recognise ways in which the internet and soc
	R6. about how people make friends and what makes a good friendship	negatively
	R15. how to respond safely to adults they don't know	L12. how to assess the reliability of sources of info
	R17. about knowing there are situations when they should ask for permission and also when their	choices from search results
	permission should be sought	L13. about some of the different ways informatio
	R19. basic techniques for resisting pressure to do something they don't want to do and which may make	commercial purposes
	them unsafe	L14. about how information on the internet is ran
	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and	and groups; that connected devices can share
	vocabulary to use when asking for help; importance of keeping trying until they are heard	L16. about how text and images in the media and
	L9. that not all information seen online is true	strategies to evaluate the reliability of sources an
	KS2	
	H37. reasons for following and complying with regulations and restrictions (including age restrictions);	
	how they promote personal safety and wellbeing with reference to social media, television programmes,	
	films, games and online gaming	
	H38. how to predict, assess and manage risk in different situations	
	H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and	
	firework safety; safe use of digital devices when out and about	
	H42. about the importance of keeping personal information private; strategies for keeping safe online,	
	including how to manage requests for personal information or images of themselves and others; what to	
	do if frightened or worried by something seen or read online and how to report concerns, inappropriate	
	content and contact	
	R6. that a feature of positive family life is caring relationships; about the different ways in which people	
	care for one another	
		1

regulations and restrictions (including age y and wellbeing with reference to social media, e gaming

l information private; strategies for keeping safe ersonal information or images of themselves and omething seen or read online and how to report

eople; to recognise and model respectful behaviour

ocial media can be used both positively and

nformation online; and how to make safe, reliable

tion and data is shared and used online, including for

anked, selected and targeted at specific individuals

nd on social media can be manipulated or invented; and identify misinformation

 R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal 	
safety (including online)	
L11. recognise ways in which the internet and social media can be used both positively and negatively	
L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices	
from search results	
Assessment Summative	Online Bullying
 KS1 H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that sometimes people may behave differently online, including by pretending to be someone they are not R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe L1. about what rules are, why they are needed, and why different rules are needed for different situations L9. that not all information seen online is true KS2 	H18. about everyday things that affect feelings a H19. a varied vocabulary to use when talking abo different ways H20. strategies to respond to feelings, including respond to feelings appropriately and proportion H24. problem-solving strategies for dealing with transition to new schools H42. about the importance of keeping personal i online, including how to manage requests for pe others; what to do if frightened or worried by so concerns, inappropriate content and contact R11. what constitutes a positive healthy friendsh kindness, generosity, sharing interests and exper that the same principles apply to online friendsh R13. the importance of seeking support if feeling R18. to recognise if a friendship (online or offline how to manage this and ask for support if necess R19. about the impact of bullying, including offlin behaviour
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	R20. strategies to respond to hurtful behaviour e (including teasing, name-calling, bullying, trolling others); how to report concerns and get support

and the importance of expressing feelings bout feelings; about how to express feelings in

ig intense or conflicting feelings; how to manage and ionately in different situations

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al information private; strategies for keeping safe personal information or images of themselves and something seen or read online and how to report

ship (e.g. mutual respect, trust, truthfulness, loyalty, periences, support with problems and difficulties); ships as to face-to-face relationships

ng lonely or excluded

ine) is making them feel unsafe or uncomfortable; essary

fline and online, and the consequences of hurtful

r experienced or witnessed, offline and online ing, harassment or the deliberate excluding of ort

 H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone 	 R22. about privacy and personal boundaries; what relationships (including online); R30. that personal behaviour can affect other peo online R31. to recognise the importance of self-respect a about themselves; that everyone, including them, respect by others (including when online and/or a strategies to improve or support courteous, respect L11. recognise ways in which the internet and soci
face-to-face; risks of communicating online with others not known face-to-face R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	negatively
	Assassment Baseline
	Assessment Baseline L7. to value the different contributions that people
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our livesL2. how people and other living things have different needs; about the responsibilities of caring for themL3. about things they can do to help look after their environmentL5. about the different roles and responsibilities people have in their community	L17. about the different ways to pay for things and
Assessment Summative	Chores at Home
 R21. about discrimination: what it means and how to challenge it R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment 	 H16. about strategies and behaviours that support sleep, physical exercise/time outdoors, being invo others, clubs, and activities, hobbies and spending health and wellbeing H27. to recognise their individuality and personal end H28. to identify personal strengths, skills, achiever a sense of self-worth
	 R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L1. recognise reasons for rules and laws; consequences, friends and relatives) play in our lives L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives L2. how people and other living things have different needs; about the responsibilities we all have for caring for other people and living things have different needs; about the rolensuities we all have for caring for other people and living things; how to show care and concern for others L3. about the different contributions that people and groups make to the community KS2 L4 the importance of having compassion towards others; shared responsibilities we all have for

hat is appropriate in friendships and wider

eople; to recognise and model respectful behaviour

t and how this can affect their thoughts and feelings m, should expect to be treated politely and with r anonymous) in school and in wider society; pectful relationships

ocial media can be used both positively and

ople and groups make to the community and the choices people have about this

ort mental health — including how good quality volved in community groups, doing things for ng time with family and friends can support mental

al qualities rements and interests and how these contribute to

KS2	H35. about the new opportunities and responsibil
L4. the importance of having compassion towards others; shared responsibilities we all have for caring	R6. that a feature of positive family life is caring re
for other people and living things; how to show care and concern for others	people care for one another
L5. ways of carrying out shared responsibilities for protecting the environment in school and at home;	R8. to recognise other shared characteristics of he
how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	spending time together; being there for each othe
L7. to value the different contributions that people and groups make to the community	R30. that personal behaviour can affect other peo online
	R31. to recognise the importance of self-respect a
	about themselves; that everyone, including them,
	respect by others (including when online and/or a
	strategies to improve or support courteous, respe
	L1. to recognise reasons for rules and laws; consec
	. the importance of having compassion towards ot
	caring for other people and living things; how to sl
	L5. ways of carrying out shared responsibilities for
	home; how everyday choices can affect the enviro
	choices)
	L6. about the different groups that make up their
	L7. to value the different contributions that people
	L25. to recognise positive things about themselves
	achieve personal outcomes
	L26. that there is a broad range of different jobs/c
	have more than one career/type of job during the
	L27. about stereotypes in the workplace and that
	limited by them
	L28. about what might influence people's decision
	and values, family connections to certain trades of
	which stereotypical assumptions can deter people
	L29. that some jobs are paid more than others and
	person's job or career choice; that people may cho
	L30. about some of the skills that will help them in
	communication and negotiation
	L31. to identify the kind of job that they might like
	L32. to recognise a variety of routes into careers (

pilities that increasing independence may bring relationships; about the different ways in which

nealthy family life, including commitment, care, ner in times of difficulty

eople; to recognise and model respectful behaviour

and how this can affect their thoughts and feelings n, should expect to be treated politely and with anonymous) in school and in wider society; pectful relationships

sequences of not adhering to rules and laws others; shared responsibilities we all have for show care and concern for others

or protecting the environment in school and at ronment (e.g. reducing, reusing, recycling; food

r community; what living in a community means ole and groups make to the community es and their achievements; set goals to help

/careers that people can have; that people often neir life

t a person's career aspirations should not be

ons about a job or career (e.g. personal interests or businesses, strengths and qualities, ways in ole from aspiring to certain jobs)

nd money is one factor which may influence a hoose to do voluntary work which is unpaid in their future careers e.g. teamwork,

ke to do when they are older (e.g. college, apprenticeship, university

The second States in the		
Hazard Watch	<u>KS1</u>	<u>As</u>
A World Without	H28. about rules and age restrictions that keep us safe	R7
Judgement	H29. to recognise risk in simple everyday situations and what action to take to minimise harm	pa
	H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not	ca
	playing with matches and lighters)	R2
	H31. that household products (including medicines) can be harmful if not used correctly	R3
	H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park,	ab
	swimming pool, on the street) and how to cross the road safely	re
	H33. about the people whose job it is to help keep us safe	sti
	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	R3
	R2. to identify the people who love and care for them and what they do to help them feel cared for	ha
	R17. about knowing there are situations when they should ask for permission and also when their	R3
	permission should be sought	be
	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and	R3
	vocabulary to use when asking for help; importance of keeping trying until they are heard	Со
	KS2	L4
	H38. how to predict, assess and manage risk in different situations	ca
	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they	L6
	can do reduce risks and keep	L8
	H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about	di
	R26. about seeking and giving permission (consent) in different situations	
	R29. where to get advice and report concerns if worried about their own or someone else's personal	
	safety (including online)	
		Br
		H1
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Assessment Baseline

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R21. about discrimination: what it means and how to challenge it R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

Breaking Down Barriers

H16. about strategies and behaviours that suppo
sleep, physical exercise/time outdoors, being inv
others, clubs, and activities, hobbies and spendin
health and wellbeing
H25. about personal identity; what contributes t
culture, hobbies, likes/dislikes)
H27. to recognise their individuality and persona
H28. to identify personal strengths, skills, achiev
a sense of self-worth
R10. about the importance of friendships; strate
friendships support wellbeing
R11. what constitutes a positive healthy friendsh
kindness, generosity, sharing interests and expen
that the same principles apply to online friendsh
R14. that healthy friendships make people feel in
excluded; strategies for how to include them
R15. strategies for recognising and managing per
friendships; to recognise the effect of online acti
R21. about discrimination: what it means and ho
R31. to recognise the importance of self-respect
about themselves; that everyone, including then
 •

ort mental health — including how good quality volved in community groups, doing things for ing time with family and friends can support mental

to who we are (e.g. ethnicity, family, gender, faith,

nal qualities

vements and interests and how these contribute to

egies for building positive friendships; how positive

hip (e.g. mutual respect, trust, truthfulness, loyalty, eriences, support with problems and difficulties); hips as to face-to-face relationships

included; recognise when others may feel lonely or

eer influence and a desire for peer approval in tions on others

ow to challenge it

t and how this can affect their thoughts and feelings m, should expect to be treated politely and with

		1
		respect by others (including when online and/or a
		strategies to improve or support courteous, respe
		R32. about respecting the differences and similari
		have in common with others e.g. physically, in per
		L4. the importance of having compassion towards
		caring for other people and living things; how to s
		L5. ways of carrying out shared responsibilities for
		home; how everyday choices can affect the enviro
		choices)
		L6. about the different groups that make up their
		L8. about diversity: what it means; the benefits of
		diversity within communities
		L10. about prejudice; how to recognise behaviour
		of responding to it if witnessed or experienced
		L25. to recognise positive things about themselves
		achieve personal outcomes
Fire Safety	Fire Safety	First Aid
First Aid	KS1	H24. problem-solving strategies for dealing with e
	H15. to recognise that not everyone feels the same at the same time, or feels the same about the same	transition to new schools
	things	H38. how to predict, assess and manage risk in dif
	H16. about ways of sharing feelings; a range of words to describe feelings	H43. about what is meant by first aid; basic techni
	H28. about rules and age restrictions that keep us safe	below
	H29. to recognise risk in simple everyday situations and what action to take to minimise harm	H44. how to respond and react in an emergency s
	H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not	require the emergency services; know how to con
	playing with matches and lighters)	R24. how to respond safely and appropriately to a
	H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park,	including online) whom they do not know
	swimming pool, on the street) and how to cross the road safely	R29. where to get advice and report concerns if w
	H33. about the people whose job it is to help keep us safe	personal safety (including online)
	H35. about what to do if there is an accident and someone is hurt	L4. the importance of having compassion towards
	H36. how to get help in an emergency (how to dial 999 and what to say)	caring for other people and living things; how to s
	R17. about knowing there are situations when they should ask for permission and also when their	
	permission should be sought	
	R19. basic techniques for resisting pressure to do something they don't want to do and which may make	
	them unsafe	
	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and	
	vocabulary to use when asking for help; importance of keeping trying until they are heard	
	R21. about what is kind and unkind behaviour, and how this can affect others	
	KS2	
	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different	
	ways	
	H37. reasons for following and complying with regulations and restrictions (including age restrictions);	
	how they promote personal safety and wellbeing with reference to social media, television programmes,	
	films, games and online gaming	
	H38. how to predict, assess and manage risk in different situations	
	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they	
	can do reduce risks and keep	
	H40. about the importance of taking medicines correctly and using household products safely, (e.g.	
	following instructions carefully)	
	H = Health & Wellbeing R = Relationshins L = Liv	ing in the Wider World

r anonymous) in school and in wider society; pectful relationships

arities between people and recognising what they personality or background

ds others; shared responsibilities we all have for o show care and concern for others

for protecting the environment in school and at rironment (e.g. reducing, reusing, recycling; food

eir community; what living in a community means of living in a diverse community; about valuing

urs/actions which discriminate against others; ways

ves and their achievements; set goals to help

emotions, challenges and change, including the

different situations nniques for dealing with common injuries² - see

y situation; how to identify situations that may ontact them and what to say o adults they may encounter (in all contexts

worried about their own or someone else's

ds others; shared responsibilities we all have for show care and concern for others

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and	
firework safety; safe use of digital devices when out and about	
H44. how to respond and react in an emergency situation; how to identify situations that may require	
the emergency services; know how to contact them and what to say H45. that female genital mutilation	
(FGM) is against British law, what to do and whom to tell if they think they or someone they know might	
be at risk ³ - see below	
Please view the links at the end of Growing and Changing Teacher Notes regarding FGM, there is also	
additional information below (3) of this document	
R28. how to recognise pressure from others to do something unsafe or that makes them feel	
uncomfortable and strategies for managing this	
R29. where to get advice and report concerns if worried about their own or someone else's personal	
safety (including online)	
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour	
online	
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings	
about themselves; that everyone, including them, should expect to be treated politely and with respect	
by others (including when online and/or anonymous) in school and in wider society; strategies to	
improve or support courteous, respectful relationships	
L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	
L6. about the different groups that make up their community; what living in a community means	

2 Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.

3 Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia).

Upper Key Stage Two

UKS2	Year 5	Ye
Keeping/Staying	Peer Pressure	Water Safety
Safe	H18. about everyday things that affect feelings and the importance of expressing feelings	H37. reasons for following and complying with re
	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different	restrictions); how they promote personal safety a
	ways	television programmes, films, games and online g
	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and	H38. how to predict, assess and manage risk in di
	respond to feelings appropriately and proportionately in different situations	H39. about hazards (including fire risks) that may
	H24. problem-solving strategies for dealing with emotions, challenges and change, including the	they can do reduce risks and keep
	transition to new schools	H41. strategies for keeping safe in the local environment
	H35. about the new opportunities and responsibilities that increasing independence may bring	firework safety; safe use of digital devices when o
	H37. reasons for following and complying with regulations and restrictions (including age restrictions);	R15. strategies for recognising and managing pee
	how they promote personal safety and wellbeing with reference to social media, television programmes,	friendships; to recognise the effect of online action
	films, games and online gaming	R18. to recognise if a friendship (online or offline
	H38. how to predict, assess and manage risk in different situations	how to manage this and ask for support if necess
	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they	R28. how to recognise pressure from others to do
	can do reduce risks and keep	uncomfortable and strategies for managing this
	H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and	R29. where to get advice and report concerns if v
	firework safety; safe use of digital devices when out and about	personal safety (including online)
	R10. about the importance of friendships; strategies for building positive friendships; how positive	L1. to recognise reasons for rules and laws; conse
	friendships support wellbeing	
	R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty,	
	kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the	
	same principles apply to online friendships as to face-to-face relationships	
	R15. strategies for recognising and managing peer influence and a desire for peer approval in	
	friendships; to recognise the effect of online actions on others	
	R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences	
	positively and	
	R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to	
	manage this and ask for support if necessary	
	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships	
	(including online);	
	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships	
	(including online);	
	R28. how to recognise pressure from others to do something unsafe or that makes them feel	
	uncomfortable and strategies for managing this	
	R29. where to get advice and report concerns if worried about their own or someone else's personal	
	safety (including online)	
	R34. how to discuss and debate topical issues, respect other people's point of view and constructively	
	challenge those they disagree with	
	L4. the importance of having compassion towards others; shared responsibilities we all have for caring	
	for other people and living things; how to show care and concern for others	

Year 6

regulations and restrictions (including age ty and wellbeing with reference to social media, le gaming

different situations

hay cause harm, injury or risk in the home and what

vironment or unfamiliar places (rail, water, road) and en out and about

beer influence and a desire for peer approval in ctions on others

ne) is making them feel unsafe or uncomfortable; essary

do something unsafe or that makes them feel

f worried about their own or someone else's

nsequences of not adhering to rules and laws

	Adult and Children's Views	Assessment Summative
	H35. about the new opportunities and responsibilities that increasing independence may bring	H35. about the new opportunities and responsibil
	H37. reasons for following and complying with regulations and restrictions (including age restrictions);	H37. reasons for following and complying with rea
	how they promote personal safety and wellbeing with reference to social media, television programmes,	restrictions); how they promote personal safety a
	films, games and online gaming	television programmes, films, games and online g
	H38. how to predict, assess and manage risk in different situations	H38. how to predict, assess and manage risk in dif
	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they	H39. about hazards (including fire risks) that may
	can do reduce risks and keep	they can do reduce risks and keep
	H40. about the importance of taking medicines correctly and using household products safely, (e.g.	H40. about the importance of taking medicines co
	following instructions carefully)	following instructions carefully)
	H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and	H41. strategies for keeping safe in the local enviro
	firework safety; safe use of digital devices when out and about	firework safety; safe use of digital devices when o
	H42. about the importance of keeping personal information private; strategies for keeping safe online,	R15. strategies for recognising and managing peer
	including how to manage requests for personal information or images of themselves and others; what to	friendships; to recognise the effect of online actio
	do if frightened or worried by something seen or read online and how to report concerns, inappropriate	R24. how to respond safely and appropriately to a
	content and contact	including online) whom they do not know
	R6. that a feature of positive family life is caring relationships; about the different ways in which people	R26. about seeking and giving permission (consen
	care for one another	R28. how to recognise pressure from others to do
	R26. about seeking and giving permission (consent) in different situations	uncomfortable and strategies for managing this
	R29. where to get advice and report concerns if worried about their own or someone else's personal	R29. where to get advice and report concerns if w
	safety (including online)	personal safety (including online)
	R33. to listen and respond respectfully to a wide range of people, including those whose traditions,	L1. to recognise reasons for rules and laws; conse
	beliefs and lifestyle are different to their own	
	R34. how to discuss and debate topical issues, respect other people's point of view and constructively	
	challenge those they disagree with	
	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	
Keeping/Stay	Smoking	Alcohol
Healthy	H1. how to make informed decisions about health	H1. how to make informed decisions about health
	H3. about choices that support a healthy lifestyle, and recognise what might influence these	H4. how to recognise that habits can have both po
	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	H10. how medicines, when used responsibly, cont
	H37. reasons for following and complying with regulations and restrictions (including age restrictions);	prevented by vaccinations and immunisations; ho
	how they promote personal safety and wellbeing with reference to social media, television programmes,	H37. reasons for following and complying with reg
	films, games and online gaming	restrictions); how they promote personal safety a
	H46. about the risks and effects of legal drugs common to everyday life (e.g.cigarettes, e-	television programmes, films, games and online g
	cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can	H38. how to predict, assess and manage risk in dif
	become a habit which can be difficult to break	H46. about the risks and effects of legal drugs con
	H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal	cigarettes/vaping, alcohol and medicines) and the
	to own, use and give to others	become a habit which can be difficult to break
	H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);	H47. to recognise that there are laws surrounding
	H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping	illegal to own, use and give to others
	H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other	H48. about why people choose to use or not use o
	drug use; people they can talk to if they have concerns	H50. about the organisations that can support peo
	R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty,	other drug use; people they can talk to if they hav
	kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the	R9. how to recognise if family relationships are main
	same principles apply to online friendships as to face-to-face relationships	seek help or advice
	R15. strategies for recognising and managing peer influence and a desire for peer approval in	R10. about the importance of friendships; strateg
	friendships; to recognise the effect of online actions on others	friendships support wellbeing

- ilities that increasing independence may bring gulations and restrictions (including age
- and wellbeing with reference to social media, gaming
- fferent situations
- cause harm, injury or risk in the home and what

orrectly and using household products safely, (e.g.

- onment or unfamiliar places (rail, water, road) and out and about
- r influence and a desire for peer approval in ons on others
- adults they may encounter (in all contexts
- nt) in different situations something unsafe or that makes them feel
- vorried about their own or someone else's
- equences of not adhering to rules and laws

h

- ositive and negative effects on a healthy lifestyle tribute to health; that some diseases can be
- ow allergies can be managed
- gulations and restrictions (including age
- and wellbeing with reference to social media, gaming
- fferent situations
- mmon to everyday life (e.g.cigarettes, e-
- eir impact on health; recognise that drug use can
- the use of legal drugs and that some drugs are
- drugs (including nicotine, alcohol and medicines); ople concerning alcohol, tobacco and nicotine or ve concerns
- naking them feel unhappy or unsafe, and how to

gies for building positive friendships; how positive

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to	R15. strategies for recognising and managing pe
manage this and ask for support if necessary	friendships; to recognise the effect of online act
R28. how to recognise pressure from others to do something unsafe or that makes them feel	R18. to recognise if a friendship (online or offline
uncomfortable and strategies for managing this	how to manage this and ask for support if neces
L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	R28. how to recognise pressure from others to c
	uncomfortable and strategies for managing this
	R29. where to get advice and report concerns if
	personal safety (including online)
	R34. how to discuss and debate topical issues, re
	constructively challenge those they disagree wit
	L1. to recognise reasons for rules and laws; cons
Adult and Children's Views	Assessment Summative
H1. how to make informed decisions about health	H1. how to make informed decisions about heal
H2. about the elements of a balanced, healthy lifestyle	H2. about the elements of a balanced, healthy li
H3. about choices that support a healthy lifestyle, and recognise what might influence these	H3. about choices that support a healthy lifestyl
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	H5. about what good physical health means; ho
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to	H10. how medicines, when used responsibly, co
school, daily active mile); recognise opportunities to be physically active and some of the risks associated	prevented by vaccinations and immunisations; h
with an inactive lifestyle	H12. about the benefits of sun exposure and risl
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the	damage and sun/heat stroke and reduce the risl
effects of lack of sleep on the body, feelings, behaviour and ability to learn	H14. how and when to seek support, including v
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of	they are worried about their health
infection; the wider importance of personal hygiene and how to maintain it	H15. that mental health, just like physical health
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented	of mental health
by vaccinations and immunisations; how allergies can be managed	H16. about strategies and behaviours that suppo
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage	sleep, physical exercise/time outdoors, being in
and sun/heat stroke and reduce the risk of skin cancer	others, clubs, and activities, hobbies and spendi
H13. about the benefits of the internet; the importance of balancing time online with other activities;	health and wellbeing
strategies for managing time online	H18. about everyday things that affect feelings a
H14. how and when to seek support, including which adults to speak to in and outside school, if they are	H21. to recognise warning signs about mental h
worried about their health	themselves and others
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of	H22. to recognise that anyone can experience m
mental health	resolved with help and support; and that it is im
H16. about strategies and behaviours that support mental health — including how good quality sleep,	H37. reasons for following and complying with r
physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and	restrictions); how they promote personal safety
activities, hobbies and spending time with family and friends can support mental health and wellbeing	television programmes, films, games and online
H21. to recognise warning signs about mental health and wellbeing and how to seek support for	H39. about hazards (including fire risks) that ma
themselves and others	they can do reduce risks and keep
H46. about the risks and effects of legal drugs common to everyday life (e.g.cigarettes, e-	H40. about the importance of taking medicines
cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can	following instructions carefully)
become a habit which can be difficult to break	H46. about the risks and effects of legal drugs co
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending	cigarettes/vaping, alcohol and medicines) and th
time together; being there for each other in times of difficulty	become a habit which can be difficult to break
R14. that healthy friendships make people feel included; recognise when others may feel lonely or	H47. to recognise that there are laws surroundir
excluded; strategies for how to include them	illegal to own, use and give to others
R33. to listen and respond respectfully to a wide range of people, including those whose traditions,	
beliefs and lifestyle are different to their own	

- eer influence and a desire for peer approval in tions on others
- e) is making them feel unsafe or uncomfortable; ssary
- do something unsafe or that makes them feel
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- espect other people's point of view and th
- sequences of not adhering to rules and laws

lth

- ifestyle
- le, and recognise what might influence these we to recognise early signs of physical illness ontribute to health; that some diseases can be how allergies can be managed
- ks of overexposure; how to keep safe from sun k of skin cancer
- which adults to speak to in and outside school, if
- h, is part of daily life; the importance of taking care
- ort mental health including how good quality volved in community groups, doing things for ing time with family and friends can support mental
- and the importance of expressing feelings lealth and wellbeing and how to seek support for
- nental ill health; that most difficulties can be
- nportant to discuss feelings with a trusted adult
- regulations and restrictions (including age
- and wellbeing with reference to social media, gaming
- ay cause harm, injury or risk in the home and what
- correctly and using household products safely, (e.g.
- ommon to everyday life (e.g.cigarettes, eheir impact on health; recognise that drug use can
- ng the use of legal drugs and that some drugs are

	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	
Growing and Changing	Puberty H1. how to make informed decisions about health H17. to recognise that feelings can change over time and range in intensity H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone emotionally, romantically and sexual orientation are different	Conception H19. a varied vocabulary to use when talking about different ways H30. to identify the external genitalia and internat how the process of puberty relates to human report H33. about the processes of reproduction and birth conceived and born (and that there are ways to provide the processes of reproduction and birth conceived and born (and that there are ways to provide the processes of reproduction and birth conceived and born (and that there are ways to provide the processes of reproduction and birth conceived and born (and that there are ways to provide the processes of the
	Adult and Children's Views H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	Assessment Summative H17. to recognise that feelings can change over ti H18. about everyday things that affect feelings an H19. a varied vocabulary to use when talking about different ways H20. strategies to respond to feelings, including in respond to feelings appropriately and proportiona H24. problem-solving strategies for dealing with et transition to new schools H31. about the physical and emotional changes th (including menstruation, key facts about the mensi and wet dreams) H32. about how hygiene routines change during ti clean and how to maintain personal hygiene H33. about the processes of reproduction and birt conceived and born (and that there are ways to p be cared for ¹ - See below H34. about where to get more information, help a about puberty R1. to recognise that there are different types of re relationships, romantic relationships, online relationships

pout feelings; about how to express feelings in

- nal reproductive organs in males and females and production
- pirth as part of the human life cycle; how babies are prevent a baby being made); how babies need to

p and advice about growing and changing, especially

- of relationships (e.g. friendships, family ationships)
- motionally, romantically and sexually; that people or different sex to them; that gender identity and

relationships; about the different ways in which

- erent types of family structure (including single ed families, foster parents); that families of all types bility
- arities between people and recognising what they personality or background
- of living in a diverse community; about valuing

time and range in intensity

- and the importance of expressing feelings bout feelings; about how to express feelings in
- g intense or conflicting feelings; how to manage and ponately in different situations
- emotions, challenges and change, including the

that happen when approaching and during puberty enstrual cycle and menstrual wellbeing, erections

- the time of puberty, the importance of keeping
- pirth as part of the human life cycle; how babies are prevent a baby being made); how babies need to
- p and advice about growing and changing, especially

of relationships (e.g. friendships, family ationships)

	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	R18. to recognise if a friendship (online or offlin how to manage this and ask for support if neces R29. where to get advice and report concerns if personal safety (including online)
		R31. to recognise the importance of self-respect about themselves; that everyone, including ther respect by others (including when online and/or strategies to improve or support courteous, resp L4. the importance of having compassion towar
Poing	Looking Out For Others	caring for other people and living things; how to
Being Responsible	Looking Out For OthersH16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, off	Stealing H37. reasons for following and complying with r restrictions); how they promote personal safety television programmes, films, games and online R11. what constitutes a positive healthy friendsl kindness, generosity, sharing interests and expe that the same principles apply to online friendsl R22. about privacy and personal boundaries; wh relationships (including online); R26. about seeking and giving permission (conse R30. that personal behaviour can affect other per online R31. to recognise the importance of self-respect about themselves; that everyone, including ther respect by others (including when online and/or strategies to improve or support courteous, resp L1. to recognise reasons for rules and laws; cons
	L4. the importance of having compassion towards others; shared responsibilities we all have for caring	
	for other people and living things; how to show care and concern for others L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of	
	responding to it if witnessed or experienced	
	Adult and Children's Views	Assessment Summative

ne) is making them feel unsafe or uncomfortable; ssary

worried about their own or someone else's

t and how this can affect their thoughts and feelings m, should expect to be treated politely and with r anonymous) in school and in wider society; spectful relationships

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whip (e.g. mutual respect, trust, truthfulness, loyalty, eriences, support with problems and difficulties); hips as to face-to-face relationships

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t and how this can affect their thoughts and feelings m, should expect to be treated politely and with or anonymous) in school and in wider society; spectful relationships

sequences of not adhering to rules and laws

	 H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) 	H28. to identify personal strengths, skills, achieve a sense of self-worth H35. about the new opportunities and responsib H37. reasons for following and complying with re- restrictions); how they promote personal safety a television programmes, films, games and online a H38. how to predict, assess and manage risk in d R11. what constitutes a positive healthy friendsh kindness, generosity, sharing interests and exper that the same principles apply to online friendshi R22. about privacy and personal boundaries; what relationships (including online); R24. how to respond safely and appropriately to including online) whom they do not know R26. about seeking and giving permission (conset R30. that personal behaviour can affect other per online R31. to recognise the importance of self-respect about themselves; that everyone, including them respect by others (including when online and/or strategies to improve or support courteous, resp L1. to recognise reasons for rules and laws; conset L3. about the relationship between rights and respect L4. the importance of having compassion toward caring for other people and living things; how to L5. ways of carrying out shared responsibilities for home; how everyday choices can affect the envir choices)
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	Adult and Children's Views	Assessment Summative

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intense or conflicting feelings; how to manage and nately in different situations emotions, challenges and change, including the

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 (including online); R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect others (including when online and/or anonymous) in school and in wider society; strategies to 		manage this and ask for support if necessary	R15. strategies for recognising and managing pee
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uncomfortable and strategies for managing this R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to R32. about privacy and personal boundaries; what		(including online);	R18. to recognise if a friendship (online or offline
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about themselves; that everyone, including them, should expect to be treated politely and with respect others); how to report concerns and get support by others (including when online and/or anonymous) in school and in wider society; strategies to R22. about privacy and personal boundaries; what is the structure of the structur			
by others (including when online and/or anonymous) in school and in wider society; strategies to R22. about privacy and personal boundaries; what			

time and range in intensity and the importance of expressing feelings out feelings; about how to express feelings in

- intense or conflicting feelings; how to manage and nately in different situations
- nental ill health; that most difficulties can be portant to discuss feelings with a trusted adult d how these can affect feelings; ways of expressing
- emotions, challenges and change, including the
- g lonely or excluded
- experienced or witnessed, offline and online g, harassment or the deliberate excluding of t

- bilities that increasing independence may bring egulations and restrictions (including age and wellbeing with reference to social media
- and wellbeing with reference to social media, gaming
- lifferent situations
- information private; strategies for keeping safe ersonal information or images of themselves and omething seen or read online and how to report
- f relationships (e.g. friendships, family itionships)
- nip (e.g. mutual respect, trust, truthfulness, loyalty, riences, support with problems and difficulties); nips as to face-to-face relationships
- one online' and how this differs from knowing nline with others not known face-to-face er influence and a desire for peer approval in ions on others
- e) is making them feel unsafe or uncomfortable; sary
- experienced or witnessed, offline and online g, harassment or the deliberate excluding of t
- at is appropriate in friendships and wider

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	R23. about why someone may behave differently are not; strategies for recognising risks, harmful R24. how to respond safely and appropriately to including online) whom they do not know R26. about seeking and giving permission (conse R28. how to recognise pressure from others to o uncomfortable and strategies for managing this R29. where to get advice and report concerns if personal safety (including online) L1. to recognise reasons for rules and laws; conse L11. recognise ways in which the internet and so negatively
Adult and Children's Views	Assessment Summative
H13. about the benefits of the internet; the importance of balancing time online with other activities;	H13. about the benefits of the internet; the imp
strategies for managing time online	activities; strategies for managing time online
H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes,	H35. about the new opportunities and responsib
films, games and online gaming	H37. reasons for following and complying with r restrictions); how they promote personal safety
H38. how to predict, assess and manage risk in different situations	television programmes, films, games and online
R12. to recognise what it means to 'know someone online' and how this differs from knowing someone	H42. about the importance of keeping personal
face-to-face; risks of communicating online with others not known face-to-face	online, including how to manage requests for pe
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to	others; what to do if frightened or worried by so
manage this and ask for support if necessary	concerns, inappropriate content and contact
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including	R11. what constitutes a positive healthy friendsh
teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	kindness, generosity, sharing interests and expe that the same principles apply to online friendsh
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships	R12. to recognise what it means to 'know some
(including online);	someone face-to-face; risks of communicating o
R23. about why someone may behave differently online, including pretending to be someone they are	R15. strategies for recognising and managing pe
not; strategies for recognising risks, harmful content and contact; how to report concerns	friendships; to recognise the effect of online act
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	R16. how friendships can change over time, abo different types of friends
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour	R18. to recognise if a friendship (online or offlin
	how to manage this and ask for support if neces
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	R19. about the impact of bullying, including offli behaviour
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	R20. strategies to respond to hurtful behaviour ((including teasing, name-calling, bullying, trolling)
L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	others); how to report concerns and get support
L11. recognise ways in which the internet and social media can be used both positively and negatively	R22. about privacy and personal boundaries; wh
L15. recognise things appropriate to share and things that should not be shared on social media; rules	relationships (including online);
surrounding distribution of images	R23. about why someone may behave differentl
L16. about how text and images in the media and on social media can be manipulated or invented;	are not; strategies for recognising risks, harmful
strategies to evaluate the reliability of sources and identify misinformation	R24. how to respond safely and appropriately to including online) whom they do not know
	R26. about seeking and giving permission (conse
	R29. where to get advice and report concerns if
	personal safety (including online)

ly online, including pretending to be someone they content and contact; how to report concerns adults they may encounter (in all contexts

ent) in different situations to something unsafe or that makes them feel

worried about their own or someone else's

sequences of not adhering to rules and laws ocial media can be used both positively and

portance of balancing time online with other

bilities that increasing independence may bring regulations and restrictions (including age

and wellbeing with reference to social media, gaming

information private; strategies for keeping safe ersonal information or images of themselves and omething seen or read online and how to report

hip (e.g. mutual respect, trust, truthfulness, loyalty, eriences, support with problems and difficulties); hips as to face-to-face relationships

one online' and how this differs from knowing online with others not known face-to-face eer influence and a desire for peer approval in tions on others

but making new friends and the benefits of having

e) is making them feel unsafe or uncomfortable; ssary

ine and online, and the consequences of hurtful

experienced or witnessed, offline and online ag, harassment or the deliberate excluding of t

nat is appropriate in friendships and wider

ly online, including pretending to be someone they content and contact; how to report concerns adults they may encounter (in all contexts

ent) in different situations worried about their own or someone else's

		R30. that personal behaviour can affect other per online R31. to recognise the importance of self-respect a about themselves; that everyone, including them respect by others (including when online and/or a strategies to improve or support courteous, respect L1. to recognise reasons for rules and laws; consecting L1. recognise ways in which the internet and soon negatively L12. how to assess the reliability of sources of infe- choices from search results L15. recognise things appropriate to share and the rules surrounding distribution of images
The Working World	Enterprise H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. to recognise that people make spending decisions based on priorities, needs and wants L24. to identify the ways that money can impact on people's feelings and emotions	In-App Purchases H4. how to recognise that habits can have both p H35. about the new opportunities and responsibi H37. reasons for following and complying with re restrictions); how they promote personal safety a television programmes, films, games and online g R30. that personal behaviour can affect other per online L1. to recognise reasons for rules and laws; conse L5. ways of carrying out shared responsibilities for home; how everyday choices can affect the envir choices) L13. about some of the different ways informatio commercial purposes L17. about the different ways to pay for things an L18. to recognise that people have different attitu- influences people's decisions; what makes somet L19. that people's spending decisions can affect of single-use plastics, or giving to charity) L21. different ways to keep track of money L22. about the risks involved in gambling; different gambling-related activities and their impact on he L24. to identify the ways that money can impact of
	Adult and Children's ViewsR33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their ownR34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree withL6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'	Assessment Summative H37. reasons for following and complying with re restrictions); how they promote personal safety a television programmes, films, games and online g R6. that a feature of positive family life is caring r people care for one another R8. to recognise other shared characteristics of h spending time together; being there for each oth R26. about seeking and giving permission (conser

eople; to recognise and model respectful behaviour

t and how this can affect their thoughts and feelings m, should expect to be treated politely and with r anonymous) in school and in wider society; spectful relationships

sequences of not adhering to rules and laws ocial media can be used both positively and

nformation online; and how to make safe, reliable

things that should not be shared on social media;

positive and negative effects on a healthy lifestyle bilities that increasing independence may bring regulations and restrictions (including age

- and wellbeing with reference to social media, gaming
- eople; to recognise and model respectful behaviour

sequences of not adhering to rules and laws for protecting the environment in school and at rironment (e.g. reducing, reusing, recycling; food

ion and data is shared and used online, including for

- and the choices people have about this itudes towards saving and spending money; what
- ething 'good value for money'
- t others and the environment (e.g. Fair trade, buying

oney can be won, lost or stolen) and ways of keeping

ent ways money can be won or lost through health, wellbeing and future aspirations and people's feelings and emotions

regulations and restrictions (including age and wellbeing with reference to social media, gaming

relationships; about the different ways in which

healthy family life, including commitment, care, ther in times of difficulty ent) in different situations

	L20. to recognise that people make spending decisions based on priorities, needs and wants L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L31. to identify the kind of job that they might like to do when they are older	 R30. that personal behaviour can affect other ponline L4. the importance of having compassion towar caring for other people and living things; how to L5. ways of carrying out shared responsibilities home; how everyday choices can affect the envelopment of the different groups that make up the L7. to value the different contributions that people L17. about the different ways to pay for things a L19. that people's spending decisions can affect single-use plastics, or giving to charity)
A World Without Judgement	Inclusion and Acceptance H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise other shared characteristics of healthy families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15.	British Values H24. problem-solving strategies for dealing with transition to new schools H25. about personal identity; what contributes culture, hobbies, likes/dislikes) H27. to recognise their individuality and person R1. to recognise that there are different types of relationships, romantic relationships, online rel R6. that a feature of positive family life is caring people care for one another R7. to recognise and respect that there are diffi- parents, same-sex parents, step-parents, blend can give family members love, security and stal R11. what constitutes a positive healthy friends kindness, generosity, sharing interests and expet that the same principles apply to online friends R21. about discrimination: what it means and h R30. that personal behaviour can affect other p online R31. to recognise the importance of self-respect about themselves; that everyone, including the respect by others (including when online and/or strategies to improve or support courteous, res R32. about respecting the differences and simil have in common with others e.g. physically, in R33. to listen and respond respectfully to a wid beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, in constructively challenge those they disagree wit L1. to recognise there are human rights, that ar L3. about the relationship between rights and r L4. the importance of having compassion towar caring for other people and living things; how t L6. about the different contributions that per-

people; to recognise and model respectful behaviour

rds others; shared responsibilities we all have for to show care and concern for others for protecting the environment in school and at vironment (e.g. reducing, reusing, recycling; food

eir community; what living in a community means ople and groups make to the community and the choices people have about this t others and the environment (e.g. Fair trade, buying

h emotions, challenges and change, including the

to who we are (e.g. ethnicity, family, gender, faith,

nal qualities

of relationships (e.g. friendships, family

lationships)

relationships; about the different ways in which

erent types of family structure (including single led families, foster parents); that families of all types bility

ship (e.g. mutual respect, trust, truthfulness, loyalty, eriences, support with problems and difficulties); ships as to face-to-face relationships

now to challenge it

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ct and how this can affect their thoughts and feelings em, should expect to be treated politely and with or anonymous) in school and in wider society; spectful relationships

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le range of people, including those whose traditions,

respect other people's point of view and ith

sequences of not adhering to rules and laws re there to protect everyone

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rds others; shared responsibilities we all have for to show care and concern for others

eir community; what living in a community means ople and groups make to the community

 R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L2. to recognise there are human rights, that are there to protect everyone L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of 	L8. about diversity: what it means; the benefits or diversity within communities L9. about stereotypes; how they can negatively in strategies for challenging stereotypes L10. about prejudice; how to recognise behaviour of responding to it if witnessed or experienced
responding to it if witnessed or experienced Adult and Children's Views	Assessment Summative
 H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with 	R7. to recognise and respect that there are different parents, same-sex parents, step-parents, blended can give family members love, security and stabil R31. to recognise the importance of self-respect a about themselves; that everyone, including them respect by others (including when online and/or a strategies to improve or support courteous, respect R32. about respecting the differences and similar have in common with others e.g. physically, in pe L4. the importance of having compassion towards caring for other people and living things; how to se L6. about the different groups that make up their L7. to value the different contributions that peop L8. about diversity: what it means; the benefits of diversity within communities

of living in a diverse community; about valuing influence behaviours and attitudes towards others; purs/actions which discriminate against others; ways

erent types of family structure (including single ed families, foster parents); that families of all types bility

t and how this can affect their thoughts and feelings m, should expect to be treated politely and with r anonymous) in school and in wider society;

pectful relationships

arities between people and recognising what they personality or background

rds others; shared responsibilities we all have for o show care and concern for others

eir community; what living in a community means ople and groups make to the community

of living in a diverse community; about valuing

	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	
	L6. about the different groups that make up their community; what living in a community means	
	L7. to value the different contributions that people and groups make to the community	
	L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity	
	within communities	
	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	
First Aid	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	H24. problem-solving strategies for dealing with entransition to new schools
	H38. how to predict, assess and manage risk in different situations	H38. how to predict, assess and manage risk in diff
	H43. about what is meant by first aid; basic techniques for dealing with common injuries ² - see below	H43. about what is meant by first aid; basic techni
	H44. how to respond and react in an emergency situation; how to identify situations that may require	below
	the emergency services; know how to contact them and what to say	H44. how to respond and react in an emergency si
	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including	require the emergency services; know how to cont
	online) whom they do not know	R24. how to respond safely and appropriately to a
	R29. where to get advice and report concerns if worried about their own or someone else's personal	including online) whom they do not know
	safety (including online)	R29. where to get advice and report concerns if we
	L4. the importance of having compassion towards others; shared responsibilities we all have for caring	personal safety (including online)
	for other people and living things; how to show care and concern for others	L4. the importance of having compassion towards
		caring for other people and living things; how to sh

1 Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

2 Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.

3 Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia).

emotions, challenges and change, including the

lifferent situations niques for dealing with common injuries² - see

situation; how to identify situations that may ontact them and what to say adults they may encounter (in all contexts

worried about their own or someone else's

ds others; shared responsibilities we all have for show care and concern for others