

	Nursery	Reception	Year 1	Y2
	arting to eat independently and arning how to use a knife and fork.	Know and talk about the different factors that support their overall health and wellbeing:	Know about what keeping healthy means; different ways to keep healthy.	Know about why sleep is important and different ways to rest and relax.
Be get exa up Be me bru wa tho Ma	arning how to use a knite and fork. a increasingly independent as they t dressed and undressed. For ample, putting coats on and doing zips. a increasingly independent in beting their own care needs, e.g ushing teeth, using the toilet, ashing and dying their hands broughly. ake healthy choices about food, nk, activity and tooth brushing.		 means; different ways to keep healthy. Understand about foods that support good health and the risks of eating too much sugar Understand about how physical activity helps us to stay healthy; and ways to be physically active every day. Know simple hygiene routines that can stop germs from spreading. Know how to keep safe in the sun and protect skin from sun damage. Know about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. Know about the people who help us to stay physically healthy. 	 and different ways to rest and relax. Understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. Know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. Can talk about ways of sharing feelings; a range of words to describe feelings. Can talk about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) Know 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.
			humans can experience. Know how to recognise and name different feelings.	To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.



Know how feelings can affect people's	Know about change and loss
bodies and how they behave.	(including death); to identify feelings
	associated with this; to recognise what
Know how to recognise what others	helps people to feel better.
might be feeling.	
	Understand about change and loss
To recognise that not everyone feels	(including death); to identify feelings
the same at the same time, or feels	associated with this; to recognise what
the same about the same things.	helps people to feel better.
To recognise what makes them	To name the main parts of the body
special.	including external genitalia (e.g. vulva,
	vagina, penis, testicles)
To recognise the ways in which we	
are all unique.	Know about growing and changing
	from young to old and how people's
To identify what they are good at,	needs change.
what they like and dislike.	
,	Can talk about preparing to move to a
Know how to manage when finding	new class/year group.
things difficult.	
	Know about rules and age restrictions
Know about rules and age restrictions	that keep us safe.
that keep us safe.	
	To recognise risk in simple everyday
Know basic rules to keep safe online,	situations and what action to take to
including what is meant by personal	minimise harm.
information and what should be kept	
private; the importance of telling a	Know about how to keep safe at home
trusted adult if they come across	(including around electrical
something that scares them.	appliances) and fire safety (e.g. not
	playing with matches and lighters)
	Know that household products
	(including medicines) can be harmful if
	not used correctly.



	Know 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.
	Know about the people whose job it is to help keep us safe.
	Know about what to do if there is an accident and someone is hurt.
	Know how to get help in an emergency (how to dial 999 and what to say.

	Nursery	Reception	Year 1	Year 2
	Be able to express a point of view and	Use talk to help work out problems	Know about the roles different people	Know about how people make friends
	to debate when they disagree with an	and organise thinking and activities,	(e.g. acquaintances, friends and	and what makes a good friendship.
	adult or friend, using words as well as	explain how things work and why they	relatives) play in our lives.	
sd	actions.	might happen.		Develop simple strategies to resolve
i			To identify the people who love and	arguments between friends positively.
su	Can start a conversation with an adult	Develop social phrases.	care for them and what they do to help	
tions	or a friend and continue it for many		them feel cared for.	Know how to ask for help if a
ela	turns.	See themselves as a valuable		friendship is making them feel
R		individual.	Talk about different types of families	unhappy.
	Develop their sense of responsibility		including those that may be different	
	and membership of a community.	Build constructive and respectful	to their own.	Know how to listen to other people
		relationships.		and play and work cooperatively.



Become more outgoing with unfamiliar	Express their feelings and consider	To identify common features of family	Understand how people may feel if
people, in the safe context of their	the feelings of others.	life.	they experience hurtful behaviour or
setting.			bullying.
	Show resilience and perseverance in	Know that it is important to tell	
Show more confidence in new social	the face of challenge.	someone (such as their teacher) if	Can talk about how to recognise when
situations.		something about their family makes	they or someone else feels lonely and
	Identify and moderate their own	them unhappy or worried.	what to do.
Play with one or more other children,	feelings socially and emotionally.		
extending and elaborating play ideas.		Understand that bodies and feelings	Know that hurtful behaviour (offline
	Think about the perspectives of	can be hurt by words and actions; that	and online) including teasing, name-
Help to find solutions to conflicts and	others.	people can say hurtful things online.	calling, bullying and deliberately
rivalries. For example, accepting that			excluding others is not acceptable;
not everyone can be Spider-Man in	Early Learning Goal	To recognise that some things are	how to report bullying; the importance
the game, and suggesting other ideas.	Hold conversation when engaged in	private and the importance of	of telling a trusted adult.
5 / 5 5 5	back and forth exchanges with their	respecting privacy; that parts of their	3
Increasingly follow rules,	teachers and peers.	body covered by underwear are	Know that sometimes people may
understanding why they are important.	•	private.	behave differently online, including by
5 , , , , ,	Express their ideas and feelings about		pretending to be someone they are
Do not always need an adult to remind	their experiences using full sentences,	Know how to respond safely to adults	not.
them of a rule.	including use of a past, present and	they don't know.	
	future tenses and making use of	Know about how to respond if physical	Understand the importance of not
Develop appropriate ways of being	conjunctions, with modelling and	contact makes them feel	keeping adults' secrets (only happy
assertive.	support from their teacher.	uncomfortable or unsafe.	surprises that others will find out about
	support nom their teacher.		eventually)
Talk with others to solve conflicts.	Show an understanding of their own	Know about knowing there are	eventuality
Taik with others to solve connicts.	feelings and those of others, and	situations when they should ask for	Know basic techniques for resisting
Talk about their feelings using words	begin to regulate their behaviour	permission and also when their	pressure to do something they don't
like 'happy', 'sad', 'angry' or 'worried'.	accordingly.	permission should be sought.	want to do and which may make them
ince happy, sau, angly of women.	accordingry.	permission should be sought.	unsafe.
Pagin to understand how others might	Set work towards simple goals, being	Know about what is kind and unkind	unsale.
Begin to understand how others might	Set work towards simple goals, being		Know what to do if they feel upgets or
be feeling.	able to wait for what they want and control their immediate impulses when	behaviour, and how this can affect others.	Know what to do if they feel unsafe or worried for themselves or others; who
	•	ouners.	
	appropriate.		to ask for help and vocabulary to use
	Cive featured attentions to sub-state	Know about how to treat themselves	when asking for help; importance of
	Give focused attention to what the	and others with respect; how to be	keeping trying until they are heard.
	teacher says, responding	polite and courteous.	
		•	



appropriately even when engaged in	To recognise the ways in which they
	are the same and different to others.
activity, and show an ability to follow	are the same and different to others.
instructions involving several ideas or	
actions.	Know how to listen to other people
	and play and work cooperatively.
Be confident to try new activities and	
show independence, resilience and	Know how to talk about and share
perseverance in the face of challenge.	their opinions on things that matter to
	them.
Explain the reasons for rules, know	
right from wrong and try to behave	
accordingly.	
Work and play cooperatively and take	
turns with others.	
Form positive attachments to adults	
and friendships with peers.	
Show sensitivity to their own and	
others' needs.	
Negotiate space and obstacles safely,	
with consideration for themselves and	
others.	



Nursery	Reception	Year 1	Year 2
Select and use activities and	Manage their own needs.	Know about what rules are, why they	Know how people and other living
resources, with help when needed.		are needed, and why different rules	things have different needs; about
This helps them to achieve a goal	Talk about members of their	are needed for different situations.	the responsibilities of caring for
they have chosen or one which is	immediate family and community.		them.
suggested to them.		Know how people and other living	
	Name and describe people who are	things have different needs; about the	Can talk about the different groups
Begin to make sense of their own life-	familiar to them.	responsibilities of caring for them.	they belong to.
story and family's history.			
	Recognise that people have different	Know about things they can do to	Understand the different roles and
Show interest in different	beliefs and celebrate special times in	help look after their environment.	responsibilities people have in their
occupations.	different ways.	Know about how the internet and	community.
		digital devices can be used safely to	
Continue to develop positive attitudes		find things out and to communicate	To recognise the ways they are the
about the differences between	Early Learning Goal	with others.	same as, and different to, other
people.	Talk about the lives of people around		people.
	them and their roles in society.	Understand that everyone has	
Know that there are different		different strengths.	Know about the role of the internet
countries in the world and talk about			in everyday life.
the differences they have		Know about the role of the internet in	
experienced or seen in photos.		everyday life.	Understand that not all information
			seen online is true.
		Can talk about different jobs that	
		people they know or people who work	Understand what money is; forms
		in the community do.	that money comes in; that money
			comes from different sources.
		Know about some of the strengths	
		and interests someone might need to	Know that people make different
		do different jobs.	choices about how to save and
			spend money.
			Know about the difference between
			needs and wants; that sometimes
	resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Begin to make sense of their own life- story and family's history. Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have	 resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Begin to make sense of their own lifestory and family's history. Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. Early Learning Goal Talk about the lives of people around them and their roles in society. 	resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Begin to make sense of their own life- story and family's history. Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about about the lives of people around them and their roles in society. Know about the role of the internet in everyday life. Can talk about different jobs that people they know or people who work in the community. Know about the role of the strengths and unterests someone might need to the phote attempt of the strengths and interests someone might need to the phote attempt of the strengths and the community. Show interest in different countries in the world and talk about the different seen in photos.



	people may not always be able to have the things they want.
	Understand that money needs to be looked after; different ways of doing this.
	Know that jobs help people to earn money to pay for things.

Year 3	Year 4	Year 5	Y6



Understand the elements of a balanced, healthy lifestyle.Understand what good physical health means; how to recognise early signs of physical illness.good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.time online with other activities; strategies for managing time online Develop problem-solving strategies for dealing with emotions, challeng and flossing); why regular visits to the defitist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acdic drinks such a ssociated with not eating a healthy diet including obesity and tooth decay.Understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managedGood quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.time online with other activities; strategies for dealing with emotions, challeng and change, including the transition to new school.Understand wo to recognise that habits can have both positive and negative effects on a healthy of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.Know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managedUnderstand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managedKnow that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.Understand how regular (daily/weekly) exercise bene					inspiring excellence logether
Understand the elements of a balanced, healthy lifestyle.Understand what good physical health balanced, healthy lifestyle, and recognise what might influence these.Understand what good physical health ifestyle choices on dental core (e.g. sugar consumption/acdid drinks such as for lifestyle choices on dental care (e.g. sugar consumption/acdid drinks such as scheid, daily active miles (recognise of eating nutritionally rich foods; risks as scolated with not eating a healthy diet incluing obesity and how regular (daily/weeky).Understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.Understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented health (e.g. walking or cycling to school, daily active mile; recognise or the nater intensity.Understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented health (e.g. walking or cycling to earport met and and physical health (e.g. walking or cycling to entional changes sch hop pervorting to identify the external genitalia and internal reproductive organs in males and females and how the process of poportunities to be physically active means how about the physical and emotional changes sch th appron when approaching and during puberty (including menstrual ton, ky facts about the menstrual cycle and menstrual cycle and menstrual cycle and menstrual cycle and menstrual wellbeing, erections and immunity groups, doing thing's and health internal sea on the menstrual cycle and menstrual wellbeing, erections and immunity groups, doing thing's and health internal sea on the menstrual cycle and menstrual wellbeing, erections and immunity groups, doing		Know how to make informed decisions	Know about the elements of a	Know about how sleep contributes to a	Know about the benefits of the
Understand the elements of a balanced, healthy lifestyle.Understand what good physical health means; how to recognise early signs of physical liness.of sleep on the body, feelings, behaviour and ability to learn.strategies for managing time online behaviour and ability to learn.Know about choices that support a healthy lifestyle.Know how to recognise that habits can effects on a healthy lifestyle.Know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the iffestyle choices on dental care (e.g. sugar consumption/acidic drinks sud- as fruit juices, smoothies and fruit teas; the effects of smoking)Know how to maintain infection; the wider importance of personal hygiene and how to maintain it.Develop problem-solving strategies for dealing with emotions, challeng and change, including the transition infection; the wider importance of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks sud- as fruit juices, smoothies and fruit tas scoitad with not eating a healthy meals; benefits to health and wellbeing diet including obesity and tooth decay.Understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.Now about the health, just like that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.Now the meansaged.Now what mental health, just like the importance of taking care of mental health.To recognise that feelings, courtigute lifestyle.To itentify the external genitalia and interains, the adathy diffect do value with family and and incentify appropriately and proportionately in (including menstrua		about health.	balanced, healthy lifestyle.	healthy lifestyle; routines that support	internet; the importance of balancing
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diet including obesity and tooth decay.by vaccinations and immunisations; how allergies can be managedKnow 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.Develop strategies to respond to feelings, including intense or conflicting feelings, appropriately and proportionately in different situations.Understand how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.Know about the 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 the importance of expressing feelings.Develop strategies to respond to feelings, including intense or conflicting feelings, including intense or conflicting feelings, including intense or conflicting feelings and proportionately in different situations.Know about everyday things that affect feelings and the importance of expressing feelings.No wabut the physical and emotional changes that happen when approaching and during puberty (including menstrual cycle and menstrual wellbeing, erections and we dreams)No activities, hobbies and spending time with family and friends can support mental health and wellbeing.To recognise that importance of expressing feelings.No menstrual cycle and menstrual wellbeing, erections		of eating nutritionally rich foods; risks	used responsibly, contribute to health;	how allergies can be managed.	the importance of taking care of
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opportunities to be physically active and some of the risks associated with an inactive lifestyle.puberty relates to human reproduction.Understand 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 menstrual wellbeing, erections and wet dreams)Understand 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.different situations.To recognise that feelings about the menstrual cycle and feelings.To recognise that anyone can expressing feelings.To recognise that anyone can expressing feelings.To recognise that anyone can expressing feelings.				risk of skin cancer.	
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		c	dreams)	wellbeing.	•
help and support; and that it is		expressing feelings.			
					help and support; and that it is

Health and Wellbeing



Know a varied vocabulary to use when	Understand how hygiene routines	Know about personal identity; what	important to discuss feelings with a
talking about feelings; about how to	change during the time of puberty, the	contributes to who we are (e.g.	trusted adult.
express feelings in different ways.	importance of keeping clean and how	ethnicity, family, gender, faith, culture,	
	to maintain personal hygiene.	hobbies, likes/dislikes)	Understand change and loss,
To recognise their individuality and	Know about where to get more		including death, and how these can
personal qualities.	information, help and advice about	Understand that for some people	affect feelings; ways of expressing
	growing and changing, especially	gender identity does not correspond	and managing grief and
To identify personal strengths, skills,	about puberty.	with their biological sex.	bereavement.
achievements and interests and how			
these contribute to a sense of self-	Know how to predict, assess and	Know how to predict, assess and	Develop problem-solving strategies
worth.	manage risk in different situations.	manage risk in different situations.	for dealing with emotions, challenges
			and change, including the transition
Know how to manage	Understand the importance of taking	To recognise their individuality and	to new schools.
setbacks/perceived failures, including	medicines correctly and using	personal qualities.	
how to re-frame unhelpful thinking.	household products safely, (e.g.		Know about the processes of
	following instructions carefully)	Understand what is meant by first aid;	reproduction and birth as part of the
Know how to predict, assess and		basic techniques for dealing with	human life cycle; how babies are
manage risk in different situations.	Know about the risks and effects of	common injuries.	conceived and born (and that there
	legal drugs common to everyday life		are ways to prevent a baby being
Know about hazards (including fire	(e.g. cigarettes, e-cigarettes/vaping,	Know how to respond and react in an	made); how babies need to be cared
risks) that may cause harm, injury or	alcohol and medicines) and their	emergency situation; how to identify	for.
risk in the home and what they can do	impact on health; recognise that drug	situations that may require the	
reduce risks and keep safe.	use can become a habit which can be	emergency services; know how to	Understand the new opportunities
	difficult to break.	contact them and what to say.	and responsibilities that increasing
Know strategies for keeping safe in the			independence may bring.
local environment or unfamiliar places		Know that female genital mutilation	. , , ,
(rail, water, road) and firework safety;		(FGM) is against British law, what to	Develop strategies to manage
safe use of digital devices when out		do and whom to tell if they think they	transitions between classes and key
and about.		or someone they know might be at	stages.
		risk.	
			Know the 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
I	1	1	,



	programmes, films, games and
	online gaming.
	Understand 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.
	Can talk about the risks and effects
	of legal drugs common to everyday
	life (e.g. cigarettes, e-
	cigarettes/vaping, alcohol and
	medicines) and their impact on
	health; recognise that drug use can become a habit which can be difficult
	to break.
	To recognise that there are laws
	surrounding the use of legal drugs
	and that some drugs are illegal to
	own, use and give to others.
	· · · · · · · · · · · · · · · · · · ·
	Know about why people choose to
	use or not use drugs (including
	nicotine, alcohol and medicines);
	Know about the mixed messages in
	the media about drugs, including
	alcohol and smoking/vaping.



			Know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.
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	Year 3	Year 4	Year 5	Year 6
Relationships	To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	Understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.	Know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.	To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
	Understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another.	Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems	Know how friendships can change over time, about making new friends and the benefits of having different types of friends	Know 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
	To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended	and difficulties); that the same principles apply to online friendships as to face-to-face relationships.	Develop strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions	identity and sexual orientation are different. Know about marriage and civil
	families, foster parents); that families of all types can give family members love, security and stability.	To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face;	on other. Understand that friendships have ups and downs; strategies to resolve	partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.



			Inspiring Excellence logether
To recognise other shared	risks of communicating online with	disputes and reconcile differences	Know that forcing anyone to marry
characteristics of healthy family life,	others not known face-to-face.	positively and safely.	against their will is a crime; that help
including commitment, care, spending			and support is available to people who
time together; being there for each	Understand the importance of seeking	To recognise if a friendship (online or	are worried about this for themselves
other in times of difficulty.	support if feeling lonely or excluded.	offline) is making them feel unsafe or	or other.
		uncomfortable; how to manage this	
Know how to recognise if family	To recognise if a friendship (online or	and ask for support if necessary.	Know that people who love and care
relationships are making them feel	offline) is making them feel unsafe or		for each other can be in a committed
unhappy or unsafe, and how to seek	uncomfortable; how to manage this	Know about seeking and giving	relationship (e.g. marriage), living
help or advice.	and ask for support if necessary.	permission (consent) in different	together, but may also live apart.
		situations.	
Understand the impact of bullying,	Understand why someone may		To recognise and respect that there
including offline and online, and the	behave differently online, including	Understand how to recognise if family	are different types of family structure
consequences of hurtful behaviour.	pretending to be someone they are	relationships are making them feel	(including single parents, same-sex
	not; strategies for recognising risks,	unhappy or unsafe, and how to seek	parents, step-parents, blended
Understand about privacy and	harmful content and contact; how to	help or advice.	families, foster parents); that families
personal boundaries; what is	report concerns.		of all types can give family members
appropriate in friendships and wider		Can recognise different types of	love, security and stability.
relationships (including online).	Know about keeping something	physical contact; what is acceptable	
	confidential or secret, when this should	and unacceptable; strategies to	Understand about seeking and giving
Know how to respond safely and	(e.g. a birthday surprise that others will	respond to unwanted physical contact.	permission (consent) in different
appropriately to adults they may	find out about) or should not be agreed		situations.
encounter (in all contexts including	to, and when it is right to break a	Know about seeking and giving	
online) whom they do not know.	confidence or share a secret.	permission (consent) in different	Know how to recognise pressure from
		situations.	others to do something unsafe or that
Understand that personal behaviour	Know how to recognise pressure from		makes them feel uncomfortable and
can affect other people; to recognise	others to do something unsafe or that	Understand about keeping something	strategies for managing this.
and model respectful behaviour online.	makes them feel uncomfortable and	confidential or secret, when this should	
	strategies for managing this.	(e.g. a birthday surprise that others will	Know where to get advice and report
To recognise the importance of self-		find out about) or should not be agreed	concerns if worried about their own or
respect and how this can affect their	Know about respecting the differences	to, and when it is right to break a	someone else's personal safety
thoughts and feelings about	and similarities between people and	confidence or share a secret.	(including online)
themselves; that everyone, including	recognising what they have in		
them, should expect to be treated	common with others e.g. physically, in	Know where to get advice and report	Know that personal behaviour can
politely and with respect by others	personality or background.	concerns if worried about their own or	affect other people; to recognise and
 (including when online and/or			model respectful behaviour online.



anonyi	mous) in school and in wider	To listen and respond respectfully to a	someone else's personal safety	Know how to discuss and debate
society	y; strategies to improve or	wide range of people, including those	(including online)	topical issues, respect other people's
suppor	ort courteous, respectful	whose traditions, beliefs and lifestyle		point of view and constructively
relation	onships	are different to their own.	Develop strategies to respond to	challenge those they disagree with.
			hurtful behaviour experienced or	
		Develop strategies to respond to	witnessed, offline and online (including	
		hurtful behaviour experienced or	teasing, name-calling, bullying, trolling,	
		witnessed, offline and online (including	harassment or the deliberate excluding	
		teasing, name-calling, bullying, trolling,	of others); how to report concerns and	
		harassment or the deliberate excluding	get support.	
		of others); how to report concerns and		
		get support.	Understand about discrimination: what	
			it means and how to challenge it.	
			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.	
			To listen and respond respectfully to a	
			wide range of people, including those	
			whose traditions, beliefs and lifestyle	
			are different to their own.	

Children First Learning Partnership

	Year 3	Year 4	Year 5	Year 6
	To recognise reasons for rules and	Understand the importance of having	Understand the importance of having	Know about diversity: what it means;
	laws; consequences of not adhering	compassion towards others; shared	compassion towards others; shared	the benefits of living in a diverse
	to rules and laws.	responsibilities we all have for caring	responsibilities we all have for caring	community; about valuing diversity
		for other people and living things; how	for other people and living things; how	within communities.
	To recognise there are human rights,	to show care and concern for others.	to show care and concern for others.	
	that are there to protect everyone.			Understand about stereotypes; how
		Know about the different groups that	Know ways of carrying out shared	they can negatively influence
	Know about the relationship between	make up their community; what living	responsibilities for protecting the	behaviours and attitudes towards
	rights and responsibilities.	in a community means.	environment in school and at home;	others; strategies for challenging
			how everyday choices can affect the	stereotypes.
	Can recognise ways in which the	To value the different contributions	environment (e.g. reducing, reusing,	
-	internet and social media can be used	that people and groups make to the	recycling; food choices)	Understand about prejudice; how to
orle	both positively and negatively.	community.	Know that people's spending	recognise behaviours/actions which
Ň			decisions can affect others and the	discriminate against others; ways of
der	Know how to assess the reliability of	Know about some of the different	environment (e.g. Fair trade, buying	responding to it if witnessed or
Vilc	sources of information online; and	ways information and data is shared	single-use plastics, or giving to	experienced.
e V	how to make safe, reliable choices	and used online, including for	charity)	
th	from search results.	commercial purposes.		Know different ways to keep track of
Living in the Wilder World			Know how to assess the reliability of	money.
/inç	To recognise positive things about	Know about how information on the	sources of information online; and	
Ľ.	themselves and their achievements;	internet is ranked, selected and	how to make safe, reliable choices	Know reasons for following and
	set goals to help achieve personal	targeted at specific individuals and	from search results.	complying with regulations and
	outcomes.	groups; that connected devices can		restrictions (including age
		share information.	Can talk about how information on the	restrictions); how they promote
	Know that there is a broad range of		internet is ranked, selected and	personal safety and wellbeing with
	different jobs/careers that people can	Understand the different ways to pay	targeted at specific individuals and	reference to social media, television
	have; that people often have more	for things and the choices people	groups; that connected devices can	programmes, films, games and online
	than one career/type of job during	have about this.	share information.	gaming.
	their life.			
	Understand about stars styres in the	Understand that people's spending	Understand about stereotypes in the	Can recognise ways in which the
	Understand about stereotypes in the	decisions can affect others and the	workplace and that a person's career	internet and social media can be used
	workplace and that a person's career	environment (e.g. Fair trade, buying	aspirations should not be limited by them.	both positively and negatively.



contrations abould not be limited by	aingle use plastice, or giving to	Know about what might influence	Know about some of the different
aspirations should not be limited by	single-use plastics, or giving to	Know about what might influence	
them.	charity)	people's decisions about a job or	ways information and data is shared
	To make which that we call a market	career (e.g. personal interests and	and used online, including for
Can talk about some of the skills that	To recognise that people, make	values, family connections to certain	commercial purposes.
will help them in their future careers	spending decisions based on	trades or businesses, strengths and	
e.g. teamwork, communication and	priorities, needs and wants.	qualities, ways in which stereotypical	Can recognise things appropriate to
negotiation.		assumptions can deter people from	share and things that should not be
	Know different ways to keep track of	aspiring to certain jobs)	shared on social media; rules
	money.		surrounding distribution of images.
		Know that some jobs are paid more	
		than others and money is one factor	Know about how text and images in
		which may influence a person's job or	the media and on social media can be
		career choice; that people may	manipulated or invented; strategies to
		choose to do voluntary work which is	evaluate the reliability of sources and
		unpaid.	identify misinformation.
		To identify the kind of job that they	To recognise that people, have
		might like to do when they are older.	different attitudes towards saving and
			spending money; what influences
		To recognise a variety of routes into	people's decisions; what makes
		careers (e.g. college, apprenticeship,	something 'good value for money'
		university)	
			Know about risks associated with
			money (e.g. money can be won, lost
			or stolen) and ways of keeping money
			safe.
			Know about the risks involved in
			gambling; different ways money can
			be won or lost through gambling-
			related activities and their impact on
			health, wellbeing and future
			aspirations.



		To identify the ways that money can impact on people's feelings and emotions.