| **Autumn 1 - Being My Best** | | | | | | |
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| **EYFS** | **KS1 CYCLE A** | **KS1 CYCLE B** | **LKS2 CYCLE A** | **LKS2 CYCLE B** | **UKS2 CYCLE A** | **UKS2 CYCLE B** |
| Be increasingly independent in meeting their own  care needs, e.g., brushing teeth, using the toilet,  washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity  and toothbrushing.  See themselves as a valuable individual.  Show more confidence in new social situations. | I can name a few different ideas of what I can do if I find something difficult.  I can say why certain foods are healthy and why it’s important to eat at least five portions of vegetables/fruit a day. | I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy.  I can explain how setting a goal or goals will help me to achieve what I want to be able to do. | I can give a few examples of things that I can do to take ownership of my health and give an example of something that I’ve done which shows this.  I can explain and give an example of a skill or talent that I’ve developed and the goal-setting that I’ve already done (or plan to do) in order to improve it. | I can give a few examples of different things that I do already that help me keep healthy.  I can give different examples of some of the things that I do already to help look after my environment. | I can give an example of when I have had increased independence and how that has also helped me to show responsibility.  I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. | I can tell you how I can overcome problems and challenges on the way to achieving my goals.  I can give examples of an emotional risk and a physical risk. |

| **Autumn 2 - Me and My relationships** | | | | | | |
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| **EYFS** | **KS1 CYCLE A** | **KS1 CYCLE B** | **LKS2 CYCLE A** | **LKS2 CYCLE B** | **UKS2 CYCLE A** | **UKS2 CYCLE B** |
| Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Talk about their feelings using words like ‘happy’,  ‘sad’, ‘angry’ or ‘worried’.  Understand gradually how others might be feeling.  Build constructive and respectful relationships.  Express their feelings and consider the feelings  of others. | I can name a variety of different feelings and explain how these might make me behave.  I can think of some different ways of dealing with ‘not so good’ feelings.  I know when I need help and who to go to for help.  I can tell you some different classroom rules. | I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.  I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.  I can give you lots of ideas about what makes a good friend and also tell you how I try to be a good friend.  Most of the time I can express my feelings in a safe, controlled way. | I can usually accept the views of others and understand that we don’t always agree with each other.  I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we’ve fallen out. | I can give a lot of examples of how I can tell a person is feeling worried just by their body language.  I can say what I could do if someone was upsetting me or if I was being bullied.  I can explain what being ‘assertive’ means and give a few examples of ways of being assertive. | I can give a range of examples of our emotional needs and explain why they are important.  I can explain why these qualities are important.  I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills. | I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.  I can give examples of negotiation and compromise.  I can explain what inappropriate touch is and give examples. |

| **Spring 1 - Rights and Responsibilities** | | | | | | |
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| **EYFS** | **KS1 CYCLE A** | **KS1 CYCLE B** | **LKS2 CYCLE A** | **LKS2 CYCLE B** | **UKS2 CYCLE A** | **UKS2 CYCLE B** |
| Show resilience and perseverance in the face of challenge.  Develop their sense of responsibility and  membership of a community.  Increasingly follow rules, understanding why they  are important.  Remember rules without needing an adult  to remind them | I can give some examples of how I look after myself and my environment - at school or at home.  I can also say some ways that we look after money. | I can give examples of when I’ve used some of these ideas to help me when I am not settled. | I can say how I can help the people who help me, and how I can do this. I can give an example of this.  I can say some ways of checking whether something is a fact or just an opinion. | I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.  I can explain how a ‘bystander’ can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.  I can give examples of these decisions and how they might relate to me. | I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.  I can give a few different examples of things that I am responsible for to keep myself healthy.  I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give examples of some of the things they have to allocate money for. | I can give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.  I can give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this.  I can explain what the term ‘interest’ means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an ISA). |

| **Spring 2 - Growing and Changing (SRE)** | | | | | | |
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| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Manage their own needs.  • Personal hygiene  Know and talk about the different factors that  support their overall health and wellbeing:  • regular physical activity  • healthy eating  • toothbrushing  • sensible amounts of ‘screen time’  • having a good sleep routine  • being a safe pedestrian | I can identify an adult I can talk to at both home and school. If I need help.  I can tell you some things I can do now that I couldn’t do when I was a toddler.  I can tell you what some of my body parts do. | I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn’t when I was younger.  I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).  I can give examples of how to give feedback to someone. | I can name a few things that make a positive relationship and some things that make a negative relationship.  I can identify when someone hasn’t been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.  I can tell you what happens to the woman’s body when the egg isn’t fertilised, recognising that it is the lining of the womb that comes away. | I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).  I can label some parts of the body that only boys have and only girls have.  I can tell you why people get married. | I can explain what resilience is and how it can be developed.  I can list ways that I can prepare for changes (e.g. to get the facts, talk  to someone).  I am able to identify when I need help and can identify trusted adults in my life who can help me. | I can offer advice about whether a secret should be kept or shared, and who it should be shared with.  I can suggest ways in which a person can feel better about their body changing and see it in a positive way.  I can give examples of things that I can do or say to myself that can help me feel good about myself. |

| **Summer 1 - Valuing Difference** | | | | | | |
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| **EYFS** | **KS1 CYCLE A** | **KS1 CYCLE B** | **LKS2 CYCLE A** | **LKS2 CYCLE B** | **UKS2 CYCLE A** | **UKS2 CYCLE B** |
| Think about the perspectives of others. | I can say ways in which people are similar as well as different.  I can say why things sometimes seem unfair, even if they are not. | I can say how I could help myself if I was being left out.  I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view. | I can give examples of different community groups and what is good about having different groups.  I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. | I can say a lot of ways that people are different, including religious or cultural differences.  I can explain why it’s important to challenge stereotypes that might be applied to me or others. | I can give examples of different faiths and cultures and positive things about having these differences.  I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. | I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.    I can give some different examples of what bystanders might do and how their behaviour affects a bullying situation. I can give examples of when it might be safe or unsafe to be an active bystander. |

| **Summer 2 - Keeping Myself Safe** | | | | | | |
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| **EYFS** | **KS1 CYCLE A** | **KS1 CYCLE B** | **LKS2 CYCLE A** | **LKS2 CYCLE B** | **UKS2 CYCLE A** | **UKS2 CYCLE B** |
| Identify and moderate their own feelings socially  and emotionally.  Become more outgoing with unfamiliar people,  in the safe context of their setting. | I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).  I can give examples of how I keep myself healthy.  I can say when medicines might be harmful (e.g. overdose, if not needed, another person’s medicine, etc.) | I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.  I can give other examples of touches that are ok or not ok (even if they haven’t happened to me) and I can identify a safe person to tell if I felt ‘not OK’ about something.  I can explain that they can be helpful or harmful, and give some examples of how they can be used safely. | I can say what I could do to make a situation less risky or not risky at all.  I can say why medicines can be helpful or harmful.  I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true. | I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.  I can give examples of positive and negative influences, including things that could influence me when I am making decisions.  I can say a few of the risks of smoking or drinking alcohol on a person’s body and give reasons for why most people choose not to smoke, or drink too much alcohol. | I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.  I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it’s a lot more than this. | I can give an example of how I have been able to get one (or more) of my emotional needs met.  I can give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made.  I can explain that if young people know the actual norms they are less likely to take part in risky behaviour (e.g. drinking alcohol). |