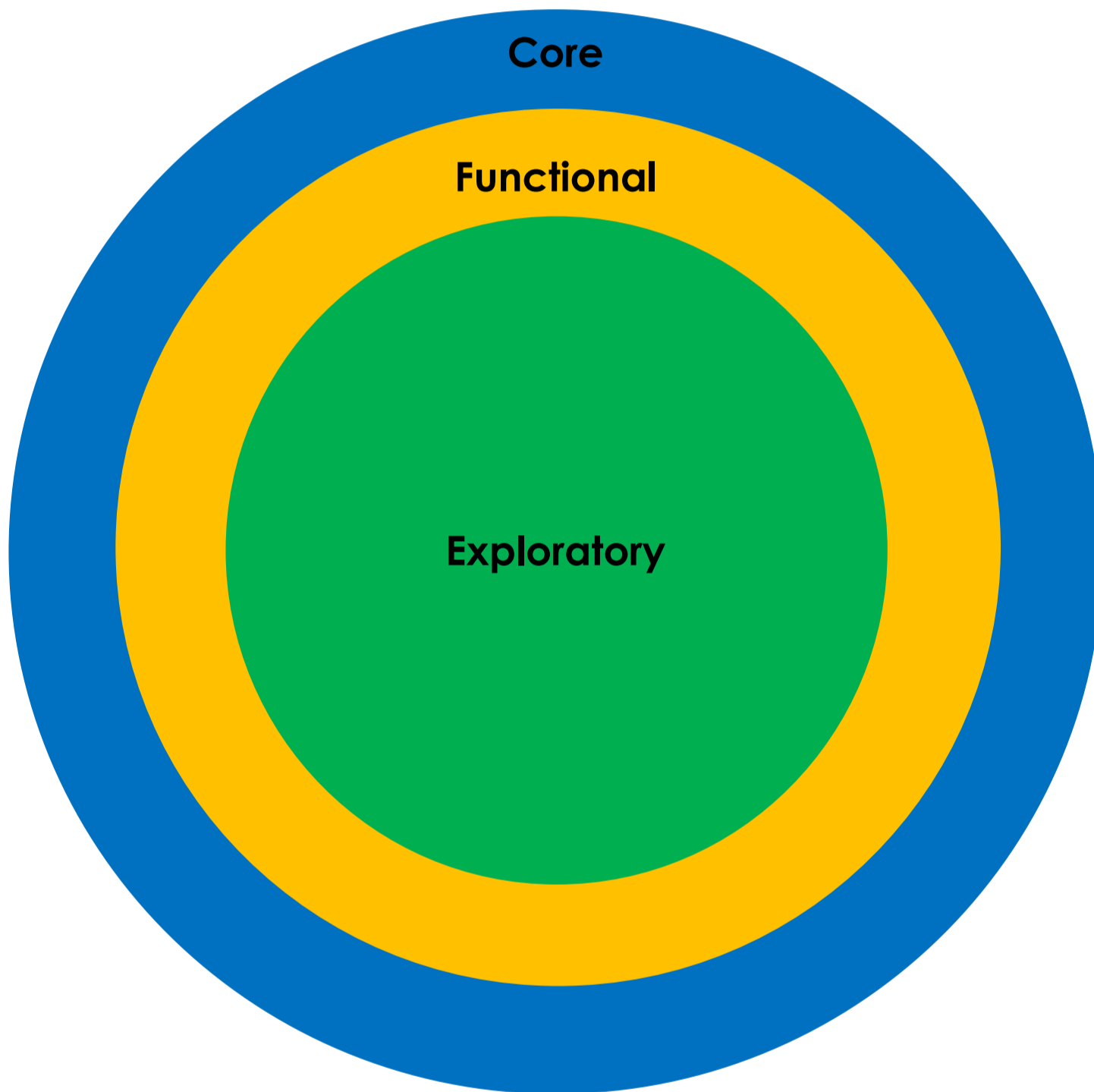


PSHEC/RSE AND HEALTH CURRICULUM

Curriculum Map - 2021-22

(broken down into the curriculum tiers)



Our curriculum map:

Our PSHEC/RSE curriculum is an engaging and progressive document, broken down into six strands; Core skills and Emotional Health and Wellbeing, Keeping Safe and Being a Risk Taker, Being Healthy and Drugs, Alcohol and Tobacco Awareness, Being Different and Anti Bullying, Taking Part and Economic Wellbeing and Financial Capability and Sex and Relationships and It's OK to Tell.

INTENT: To support pupils to be resilient, confident and independent members of the wider community; develop strategies to manage their own physical and mental wellbeing and to provide first-hand experiences that will help to prepare pupils for the future. We celebrate diversity, uniqueness and support pupils to communicate and express their needs. In addition to this, we encourage pupils to build positive relationships with peers and adults through our RSE offer, teach children how to keep themselves safe, identify dangers and how to ask for help when needed.

Let's take a look at the children's experiences of PSHE-C/RSE and health in the **Early Years Foundation Stage** at Ladywood School...

Personal, Social and Emotional Development	<p>PSED curriculum helps our children to develop a positive sense of themselves and others around them enabling them to lead happy and healthy lives. We aim to support our children to become more confident and independent with a strong focus on supporting self-care skills. We build strong, warm and supportive relationships with pupils to ensure that they are able to build attachments, understand their emotions and feel safe.</p> <p><u>Our Personal, Social and Emotional Development Curriculum provides...</u></p> <ul style="list-style-type: none">• Opportunities to support parental aspirations ensuring that we work closely with parents to achieve shared goals.• The explicit scaffolding of role play and functional play through enabling environments and adult role-modelling.• Support for pupils to beginning to recognize and manage their emotions• A strong emphasis on the skills needed to be successful learners including; turn taking, waiting, co-operating with boundaries, working with peers and engaging in adult-led tasks.• Communication support so that our young learners can share their opinions, develop their own preferences and have a positive sense of self.• An emphasis on modelling and guiding pupils in learning how to look after their bodies, including healthy eating, oral health and manage personal needs as independently as they can.• Educational visits to a range of places such as a café or supermarket which supports pupils in safely exploring their community and having first hand experiences to embed and generalize their learning.• Opportunities to build on social interaction in order to develop relationships with peers, create friendships and resolve conflicts positively.• The promotion of independence by giving children responsibilities and jobs.• Individual behaviour support through positive strategies such as first and then visuals, timers, behaviour symbol strips, working for charts, I like it/ I don't like it symbols and instant rewards.• Clear expectations and routines to help support and scaffold positive behavior.• Opportunities to involve parents including our Magical Moment sessions, school blog, home/school curriculum folder and Class Dojo.
Understanding the World	<p>Our Understanding of the World curriculum supports children in making sense of the world around them. It is important for our pupils to have opportunities to explore their physical world and their community through a range of experiences to increase their knowledge and sense of belonging. Through educational visits and meeting important members of our society we provide first hand experiences to support our pupils in building their understanding of the world around them and also embedding vocabulary.</p> <p><u>Our Understanding of the World Curriculum allows for:</u></p> <ul style="list-style-type: none">• Developing our pupils curiosity by role modelling and expressing enthusiasm when noticing the world around us.• Educational visits within the community to explore, learn and develop life-skills in a range of places such as parks, shops, libraries and museums.• Opportunities to meet important members of society, such as police officers, nurses and firefighters.• Celebrating and learning about a range of faiths and cultures, in order to recognise similarities and differences such as; birthdays, Eid and Chinese New Year.• Exploring cause and effect in a range of contexts.• Pupils to develop their understanding of how to care for animals and their environment through practical experiences such as watching caterpillars grown and caring for plants.• A range of opportunities to learn in different places, such as the forest, garden, soft play and within their community via weekly educational visits.• Exposure to a wide range of diverse stories, non-fiction books, rhymes and poems, identifying similarities and differences.• Use of interactive displays, topic books, proud cloud and school blog to show case of our learning inside and outside of the classroom in order to help our children reflect on their experiences.• Opportunities to develop and enrich pupils vocabulary through first hand experiences .

Further subject links to our EYFS curriculum continued on the next page...

Physical Development

Physical activity plays a vital part in our children's development and provides them with the skills to explore the world around them and lead healthy and active lives. We place a strong emphasis on developing pupils confidence, core strength, stability, balance, spatial awareness, co-ordination and agility. Pupils are supported in developing and strengthening their gross and fine motor muscles through fun and engaging activities in order to prepare them for writing.

Our Physical Development Curriculum provides...

- A strong emphasis on promoting a healthy and varied diet where children are supported in trying new foods, tastes and textures at their own pace taking into account any sensory sensitivities.
- Gross motor support through physical activities such as climbing, jumping on the trampoline, crawling through tunnels and riding trikes, which provide the foundation for developing healthy bodies and social and emotional wellbeing.
- Educational visits that allow our learners to practice their physical skills in different places such as; the park, walks in different terrains and our wild and free curriculum.

Communication and Language

At Ladywood School communication and language is threaded throughout our curriculum and underpins everything we do. We provide a communication rich environment that develops listening and attention, understanding and speaking from the very moment our pupils arrive in school. Staff are Ekklan trained and work closely with Speech and Language Therapists to ensure that pupils are provided with high quality communication and language support.

Our Communication and Language Curriculum provides...

- Opportunities for pupils to develop their 'pupil voice' through sharing their opinions and making choices
- Blank level questioning to invite pupils to share their knowledge and elaborate.
- Opportunities for conversation, storytelling and role play, where children can share ideas with support and modelling from staff.
- Attention autism strategies to engage our young learners and to develop listening, attention and improve concentration.

Relationships and Sex Education (RSE)

The RSE section of this curriculum map is broken down into 5 strands—Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; and Being safe.

Answering difficult questions:

Leaving children with unanswered questions can lead to children trying to acquire information in inappropriate ways (e.g. inappropriate internet searches). Therefore, it is important that teaching staff answer any difficult questions in a sensitive and informative way; being aware that some questions should be answered as a whole group and some questions should be answered and discussed on an individual basis. Teaching staff should also make sure that pupils are aware that they are developing at different stages and have open discussions of how these changes may affect pupils in different ways.

Right to withdraw:

Parents/carers of pupils have the right to withdraw them from all/part of the RSE curriculum at any time during the course of their school journey—please liaise with the PSHEC team and SLT if this affects a child in your class.

Year 1

	CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING	KEEPING SAFE & BEING A RISK TAKER	BEING HEALTHY & DRUGS, ALCOHOL AND TOBACCO AWARENESS	BEING DIFFERENT & ANTI-BULLYING	TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY	SEX AND RELATIONSHIPS & IT'S OK TO TELL
Exploratory	<ul style="list-style-type: none"> To respond to my name To begin to develop my understanding of familiar single words To gain attention from others To begin to initiate interaction with peers and adults To react to the feelings/ behaviours of others e.g. turning around when they hear someone crying To respond to praise To respond to sensory stimuli related to personal celebrations –e.g. Birthday, cultural celebrations. To respond to sensory stimuli related to Mini Minds. To observe and participate in birthday celebrations 	<ul style="list-style-type: none"> To begin to be aware of the effects of the movements they make To begin to show an understanding of cause and effect To repeat an action to create a desired effect To repeat an action and modify an action to create a desired effect To be willing to try and explore new foods (e.g. tasting, touching, smelling) To seek help when needed. To have a growing sense of will and determination 	<ul style="list-style-type: none"> To get my coat To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc). To actively co-operate with changing and personal care To actively co-operate with brushing teeth To attempt to feed myself To know the function of everyday items. To attempt to help with dressing and undressing 	<ul style="list-style-type: none"> To begin to be aware of themselves and what they look like To engage in an activity of own choosing. To celebrate personal achievements To explore food from various cultures To smell foods/spices from various cultures To taste foods from various cultures To experience music from various cultures To wear clothes from various cultures To observe / participate in celebration assemblies To express my own feelings / likes and dislikes in relation to cultural experiences 	<ul style="list-style-type: none"> To begin to understand that some things are theirs, some things are shared and some things belong to other people To begin to take turns To begin to engage in parallel play To begin to be interested in others' play. To be able to seek out others' to share experiences. To play alongside others To respond to a few appropriate boundaries with decreasing level of adult support To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough. To be able to find familiar objects in their correct place 	<ul style="list-style-type: none"> To show an awareness of other people. To recognise familiar adults. To express a preference from a choice of 2. To begin to express own preferences and interests.
Functional	<ul style="list-style-type: none"> To join in some activities on a 1:1 / small group basis. To begin to make choices (using a choice board) of an activity they would like to partake in / toy they would like to play with. To seek and accept help from a familiar adult. To combine two elements of communication to express their feelings, needs and choices. To react to the feelings of others and show some recognition/ interest and acknowledgement of that feeling as part of a Mini Minds session. To begin to care for their environment with support and prompting e.g. put litter in the bin, begin to tidy up, water a plant. 	<ul style="list-style-type: none"> To begin to react to 'no' 'stop' 'I don't like it'. To respond to praise / 'I like it.' To engage in familiar activities in a variety of places. To begin to engage in new activities with support. To begin to react to no / stop in relation to keeping safe. To begin to be aware of and avoid some dangers. 	<ul style="list-style-type: none"> To show some interest in and join in with some healthy routine based activities - e.g. physical time, oral hygiene. To join in with some healthy activities that are not part of their daily routine—e.g. making a healthy meal, food tasting or mindfulness. To use their preferred method of communication to chose a healthy activity from a choice of 2/3 and carry this out with increasing independence. 	<ul style="list-style-type: none"> To begin to be aware of themselves and others. To begin to recognize some obvious similarities / differences. To begin to show a preference/interest in a particular 'friend' 	<ul style="list-style-type: none"> To take part in work or play involving two or three others. To maintain interactions. To take turns in a small group with some support. To begin to play alongside others. 	<ul style="list-style-type: none"> To join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences, for example, 'What does the baby need?' To recognise members of their family. To begin to express 'yes' 'no' 'I like it' 'I don't like it' through symbol,/sign / speech. To express a preference in a range of situations.
Core	<ul style="list-style-type: none"> To join in a range of activities in one-to-one situations and in small or large groups. To choose, initiate and follow through new tasks and self-selected activities. To choose and complete an activity based on their current Mini Mind theme. To seek help when needed, for example, assistance in fastening their clothes. To begin to communicate feelings and ideas in simple phrases. To be often sensitive to the needs and feelings of others and show respect for themselves and others. To treat living things and their environment with care and concern. 	<ul style="list-style-type: none"> To respond to vocalisations of danger or risk e.g. 'no' and begin to respond to suggestions as to how to keep safe e.g. it's good walking/feet on floor To begin to engage in new and unfamiliar activities / opportunities. To begin to follow safety rules and procedures (E.g. walking, fire alarm) <p><u>Being safe (RSE link):</u></p> <ul style="list-style-type: none"> To say yes/no or I like it/ don't like it . To express their opinions. 	<ul style="list-style-type: none"> To actively join in with a range of healthy activities e.g. physical time, food tasting, mindfulness, hygiene, brushing teeth. To show an awareness of what it means to be healthy (e.g. choosing the healthy activity from a choice of symbols if there is a mixture of healthy and unhealthy options) To begin to follow simple rules within games as part of physical activity. 	<ul style="list-style-type: none"> To begin to be aware of how they and their friends are the same or different. To begin to form friendships and play alongside / with others. To be aware of others feelings and begin to understand what makes their friends happy and sad. <p><u>Caring friendships (RSE link):</u></p> <ul style="list-style-type: none"> To make purposeful relationships with others in group activities. To attempt to negotiate with peers in a variety of situations, for example, if other pupils wish to use the same piece of equipment. 	<ul style="list-style-type: none"> To understand the need for rules in games, and show awareness of how to join in different situations. To understand agreed codes of behavior. To work together with others, and support each other in behaving appropriately, for example, while queuing in a supermarket. To show a basic understanding of what is right and wrong in familiar situations. 	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> To know that they belong to a family. To name some of the people within their family. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> To begin to use some manners (e.g. saying 'please' and 'thank you'). <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> To explore the internet safely with adult supervision and support.

Year 2

	CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING	KEEPING SAFE & BEING A RISK TAKER	BEING HEALTHY & DRUGS,ALCOHOL AND TOBACCO AWARENESS	BEING DIFFERENT & ANTI-BULLYING	TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY	SEX AND RELATIONSHIPS & IT'S OK TO TELL
Exploratory	<ul style="list-style-type: none"> To respond to my name To begin to develop my understanding of familiar single words To gain attention from others To begin to initiate interaction with peers and adults To react to the feelings/ behaviours of others e.g. turning around when they hear someone crying To respond to praise To respond to sensory stimuli related to personal celebrations –e.g. Birthday, cultural celebrations. To observe and participate in birthday celebrations 	<ul style="list-style-type: none"> To begin to be aware of the effects of the movements they make To begin to show an understanding of cause and effect To repeat an action to create a desired effect To repeat an action and modify an action to create a desired effect To be willing to try and explore new foods (e.g. tasting, touching, smelling) To seek help when needed. To have a growing sense of will and determination 	<ul style="list-style-type: none"> To get my coat To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc). To actively co-operate with changing and personal care To actively co-operate with brushing teeth To attempt to feed myself To know the function of everyday items. To attempt to help with dressing and undressing 	<ul style="list-style-type: none"> To begin to be aware of themselves and what they look like To engage in an activity of own choosing. To celebrate personal achievements To explore food from various cultures To smell foods/spices from various cultures To taste foods from various cultures To experience music from various cultures To wear clothes from various cultures To observe / participate in celebration assemblies To express my own feelings / likes and dislikes in relation to cultural experiences 	<ul style="list-style-type: none"> To begin to understand that some things are theirs, some things are shared and some things belong to other people To begin to take turns To begin to engage in parallel play To begin to be interested in others' play. To be able to seek out others' to share experiences. To play alongside others To respond to a few appropriate boundaries with decreasing level of adult support To solve simple problems e.g. reaching for a biscuit from a shelf, opening a cupboard for playdough. To be able to find familiar objects in their correct place 	<ul style="list-style-type: none"> To show an awareness of other people To recognise familiar adults To express a preference from a choice of 2 To be able to express own preferences and interests.
Functional	<ul style="list-style-type: none"> To respond to others in group situations, playing or working in a small group cooperatively, for example, taking turns appropriately. To begin to choose a favoured adult or child to work / play alongside. To seek out less familiar adult (e.g. at playtimes) for help. To begin to share a toy / activity with another child. To begin to make simple choices using a choice board / symbol support. To begin to share in joint attention activities and express some enjoyment. To show concern for others, for example, through facial expressions, gestures or tone of voice, and sympathy for others in distress and offer comfort. 	<ul style="list-style-type: none"> To react to words of encouragement or warning e.g. stopping when told to, trying when prompted to. To respond appropriately to I like it / I don't like it and begins to offer own preferences. To show some hesitation / awareness of danger. To carry out routine activities in a familiar context and show an awareness of the results of their own actions. To recognise some dangers. To begin to experience / seek out some ways to keep safe. 	<ul style="list-style-type: none"> To begin to make healthy choices with support. To join in willingly with a range of healthy activities e.g. physical, food tasting, mindfulness, hygiene. To begin to understand and practice good hygiene. 	<ul style="list-style-type: none"> To be aware of others and beginning to be aware of different likes/ dislikes. To identify some similarities / differences between themselves and their peers. To begin to seek out others to play with. To show a preference for a favoured friend. 	<ul style="list-style-type: none"> To show a developing awareness of some of the classroom rules and expectations. To begin to have a sense of what is good behavior and what is not. To know that money is needed to buy things. To begin to know where things come from and that someone has to provide them (e.g. Their mum goes to the shop to get their favourite snack etc.) To begin to know that there are different jobs. 	<ul style="list-style-type: none"> To show an awareness of friends and what they like to do with them. To begin to recognise different members of a family and some of the roles they may have, To express 'yes' 'no' 'I like it' 'I don't like it' through symbol, sign /speech. To recognize adults who can help.
Core	<ul style="list-style-type: none"> To play with others. To find a partner. To develop listening skills. To share with others. To demonstrate compassion To recognise simple body language. To use I like / I don't like consistently To make simple choices To have fun. To feel good / feel valued/ having my needs met. To recognise and name feelings 	<ul style="list-style-type: none"> To make rules for keeping safe. To keep safe at home. To understand the concept of risk. To keep ourselves safe. To follow safety rules. <u>Being safe (RSE link):</u> To say No and mean No To explore 'trust' and who we can trust. To recognise and know when things are not right. To know who to tell when things are not right. To feel comfortable in different situations. 	<ul style="list-style-type: none"> To make healthy choices. To practice and understand good hygiene. To show a clear understanding of what is healthy and unhealthy (e.g. through a sorting activity). 	<ul style="list-style-type: none"> To recognise difference. To celebrate difference. To make friends. To be able to identify how their actions affect others and act in a friendly manner. To be accepting and supportive of the needs of others. <u>Caring friendships (RSE link):</u> To learn about friends - choosing, falling out, making new friends and having best friends. 	<ul style="list-style-type: none"> To understand the need for rules in the classroom and why rules help. To understand right and wrong. To understand families - who provides the money in my house? To know that there are a range of people who help us. To understand that people work for money. 	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> To begin to understand what 'family' means. To begin to look at different types of families (e.g. familiar of peers within class). <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> To be able to identify similarities and difference between themselves and their peers. <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> To explore the internet safely.

Year 3

STRANDS	CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING	KEEPING SAFE & BEING A RISK TAKER	BEING HEALTHY & DRUGS,ALCOHOL AND TO-BACCO AWARENESS	BEING DIFFERENT & ANTI-BULLYING	TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY	SEX AND RELATIONSHIPS & IT'S OK TO TELL
Exploratory	<ul style="list-style-type: none"> To respond to my name To begin to develop my understanding of familiar single words To gain attention from others To begin to initiate interaction with peers and adults To respond to praise To seek help when needed. To respond to sensory stimuli related to personal celebrations –e.g. Christmas, Chinese NY, Fathers Day, New home, To observe and participate in birthday celebrations 	<ul style="list-style-type: none"> To begin to be aware of the effects of the movements they make To begin to show an understanding of cause and effect To repeat an action to create a desired effect To repeat an action and modify an action to create a desire effect To be willing to explore new foods (e.g. tasting, touching, smelling) To have a growing sense of will and determination 	<ul style="list-style-type: none"> To get my coat To anticipate an event in a familiar routine (e.g. at snack time, home time, toileting, playtime etc). To begin to co-operate with dressing, undressing and aspects of personal care. To begin to co-operate with brushing teeth. To attempt to feed myself. To know the function of everyday items. 	<ul style="list-style-type: none"> To begin to be aware of themselves and what they look like To engage in an activity of own choosing. To celebrate personal achievements To explore food from various cultures To smell foods/spices from various cultures To taste foods from various cultures To experience music from various cultures To wear clothes from various cultures To observe/participate in celebration assemblies To react to the feelings/ behaviours of others e.g. turning around when they hear someone crying 	<ul style="list-style-type: none"> To begin to take turns, with support. To begin to engage in parallel play To begin to be interested in others' play. To be able to seek out others' to share experiences. To play alongside others To respond to a few appropriate boundaries with decreasing level of adult support To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough. To be able to find familiar objects in their correct place. 	<ul style="list-style-type: none"> To show an awareness of other people To recognise familiar adults To express a preference from a choice of 2 To be able to express own preferences and interests.
Functional Bridge	<ul style="list-style-type: none"> To communicate their feelings, needs and choices, using simple 2/3 word utterances. To join in with learning activities on a 1:1 basis. To take part in learning or play activities involving 2/3 other peers. To work co-operatively and take turns appropriately with another peer, as part of an activity. 	<ul style="list-style-type: none"> To begin to taste foods from different cultures. To begin to recognise dangers with support To carry out routine activities in a familiar context. To be aware of the results of their actions. 	<ul style="list-style-type: none"> To communicate their feelings, needs and choices, using simple 2/3 word utterances. To begin to join in with healthy activities, with encouragement and support. To respond to simple, one key word instructions as part of physical activity. To actively assist in dressing, undressing and teeth brushing. 	<ul style="list-style-type: none"> To express my own feelings /likes and dislikes in relation to cultural experiences To maintain interactions with their peers, for short periods. To take turns in a small group activity, with support. To show concern for others (e.g. empathy for others in distress through actions or gestures). To actively participate in celebration assemblies 	<ul style="list-style-type: none"> To understand and accept that some things are theirs, some things are shared and some things belong to other people To take turns in a small group activity, with encouragement. To respond appropriately to rules and boundaries. To adjust their own behavior appropriately to the rules of different settings (e.g. running on the play group, walking on the corridors) 	<ul style="list-style-type: none"> To begin to respond to questions about familiar events/ experiences appropriately, using symbols and real objects (e.g. <i>what does a baby need?</i>) To explore internet safety, with support. To be able to communicate their needs clearly (e.g. for the toilet).
Functional	<ul style="list-style-type: none"> To join in a range of activities in larger groups. To choose, initiate and follow through new tasks and self-selected activities. To know that they can seek help when needed, <i>for example, assistance in fastening their clothes.</i> To begin to communicate feelings and ideas in simple phrases. To treat living things and their environment with care and concern. 	<ul style="list-style-type: none"> To respond to vocalisations of danger or risk e.g. 'no' . To begin to respond to suggestions as to how to keep safe e.g. it's good walking. To actively engage in new and unfamiliar activities / opportunities (e.g. tasting good from different cultures). To begin to follow safety rules . <p><u>Being safe (RSE link):</u></p> <ul style="list-style-type: none"> To say yes/no or I like it/ don't like it . To express their opinions. 	<ul style="list-style-type: none"> To actively join in with healthy activities. To show an awareness of what it means to be healthy (e.g. choosing the healthy activity from a choice of symbols if there is a mixture of healthy and unhealthy options) To begin to follow simple rules within games as part of physical activity. 	<ul style="list-style-type: none"> To begin to be aware of how they and their friends are the same . To begin to be aware of how they and their friends are different. To begin to form friendships . To play alongside/with others. To be sensitive to the needs and feelings of others and show respect for themselves and others. <p><u>Caring friendships (RSE link):</u></p> <ul style="list-style-type: none"> To make purposeful relationships with others in group activities. To attempt to negotiate with peers in a variety of situations, <i>for example, if other pupils wish to use the same piece of equipment.</i> 	<ul style="list-style-type: none"> To understand the need for rules in games, and show awareness of how to join in different situations. To understand agreed codes of behaviour which help groups of people work together, and they support each other in behaving appropriately, <i>for example, while queuing in a supermarket.</i> To show a basic understanding of what is right and wrong in familiar situations. To understand families - who provides the money in my house? To know that there are a range of people who help us. To understand that people work for money. 	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> To know that they belong to a family. To name some of the people within their family. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> To begin to use some manners (e.g. saying 'please' and 'thank you'). To begin to understand what it means to ask for 'permission' (e.g. asking to go to the toilet). <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> To explore internet safety.

Please see overleaf for Year 3 Core

<p>Core</p>	<ul style="list-style-type: none"> ● To recognise feelings ● To sit with a partner ● To develop listening skills ● To negotiate with one another ● To demonstrate empathy ● To recognise and respond body language/ verbal communication ● To use the assertive 'I'. ● To consistently use I like / I don't like ● To begin to know why they made a choice ● To be sensitive to the feelings of others/ knowing the impact of our behaviour on others. ● To know about happy life events. ● To understand that sometimes people are sad. 	<ul style="list-style-type: none"> ● To explore personal safety – playing safely / rules/ places of danger and getting lost. ● To know how to keep safe outside. ● To know how to keep safe from crime. ● To understand the concept of risk. ● To explore and follow safety rules ● To play safely / follow basic rules. ● To begin to identify places of danger / what to do if you get lost. <p><u>Being safe (RSE link):</u></p> <ul style="list-style-type: none"> ● To begin to explore growing from young to old. ● To begin to use correct terminology for parts of the body. ● To explore what makes us feel safe and unsafe. ● To know who we tell if we feel unsafe. 	<ul style="list-style-type: none"> ● To begin to understand and recognise influences on health. ● To make good choices in regards to food and activities (e.g. when choosing their dinner or snack). ● To make a healthy shopping list. ● To begin to look at things that are unhealthy for our bodies (e.g. cigarettes). 	<ul style="list-style-type: none"> ● To understand and explore differences. ● To celebrate difference. ● To know how to keep safe from bullying behaviour. ● To reflect on other significant people in my life. ● To learn about friends - Co-operating and team building <ul style="list-style-type: none"> ● To explore the skills of Co-operation, sharing and respect. ● To explore their rights. ● To know what the UN Conventions of the Rights of the Child is. <p><u>Caring friendships (RSE link):</u></p> <ul style="list-style-type: none"> ● To understand what it means to be a good friend. ● To be able to resolve and manage simple conflicts with peers. 	<ul style="list-style-type: none"> ● To know the need for rules elsewhere ● To know the difference between right and wrong ● To learn about pocket money ● To consider—can I always have whatever I want? ● To decide what to buy. 	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> ● To explore different family dynamics. ● To understand that all families are different. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> ● To respect and appreciate differences between themselves and their peers. ● To know what 'bullying' is. <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> ● To begin to understand how to keep safe online. ● To begin to use the internet safely ,with adult support.
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Year 4

STRANDS	CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING	KEEPING SAFE & BEING A RISK TAKER	BEING HEALTHY & DRUGS,ALCOHOL AND TO-BACCO AWARENESS	BEING DIFFERENT & ANTI-BULLYING	TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY	SEX AND RELATIONSHIPS & IT'S OK TO TELL
	<ul style="list-style-type: none"> To respond to my name To begin to develop my understanding of familiar single words To gain attention from others To begin to initiate interaction with peers and adults To react to the feelings/ behaviours of others e.g. turning around when they hear someone crying To respond to praise To respond to sensory stimuli related to personal celebrations –e.g. Christmas, Chinese NY, Fathers Day, New home, To observe and participate in birthday celebrations 	<ul style="list-style-type: none"> To begin to be aware of the effects of the movements they make To begin to show an understanding of cause and effect To repeat an action to create a desired effect To repeat an action and modify an action to create a desire effect To be willing to try and explore new foods (e.g. tasting, touching, smelling) To have a growing sense of will and determination To seek help when needed. 	<ul style="list-style-type: none"> To get my coat To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc). To actively co-operate with changing and personal care To actively co-operate with brushing teeth To attempt to feed myself To know the function of everyday items. To attempt to help with dressing and undressing 	<ul style="list-style-type: none"> To begin to be aware of themselves and what they look like To engage in an activity of own choosing. To celebrate personal achievements To explore food from various cultures To smell foods/spices from various cultures To taste foods from various cultures To experience music from various cultures To wear clothes from various cultures To observe/participate in celebration assemblies 	<ul style="list-style-type: none"> To begin to understand that some things are theirs, some things are shared and some things belong to other people To begin to take turns To begin to engage in parallel play To begin to be interested in others' play. To be able to seek out others' to share experiences. To play alongside others To respond to a few appropriate boundaries with decreasing level of adult support To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough. To be able to find familiar objects in their correct place 	<ul style="list-style-type: none"> To show an awareness of other people To recognise familiar adults To express a preference from a choice of 2 To be able to express own preferences and interests.
Functional Bridge	<ul style="list-style-type: none"> To communicate their feelings, needs and choices, using simple 2/3 word utterances. To take part in learning or play activities involving 2/3 other peers. To work co-operatively and take turns appropriately with another peer, as part of an activity. To begin to recognize how they are feeling. 	<ul style="list-style-type: none"> To recognise dangers with support To be aware of the results of their actions. To show a basic understanding of how to keep themselves safe. To begin to understand what 'being safe' means to them. 	<ul style="list-style-type: none"> To communicate their feelings, needs and choices, using simple 2/3 word utterances. To respond to simple, one key word instructions as part of physical activity. To begin to have an understanding of what 'healthy' is. To actively assist in dressing, undressing and teeth brushing. 	<ul style="list-style-type: none"> To express my own feelings /likes and dislikes in relation to cultural experiences To begin to show good social skills (E.g. sharing/ taking turns). To show concern for others (e.g. empathy for others in distress through actions or gestures). To actively participate in celebration assemblies To begin to identify differences. 	<ul style="list-style-type: none"> To understand and accept that some things are theirs, some things are shared and some things belong to other people To respond appropriately to rules and boundaries. To adjust their own behavior appropriately to the rules of different settings (e.g. running on the play group, walking on the corridors) To have a basic understanding of money (e.g. using money to exchange for an item). 	<ul style="list-style-type: none"> To begin to respond to questions about familiar events/experiences appropriately, using symbols and real objects (e.g. what does a baby need?) To look at their family and who is important to them. To explore internet safety, with support. To be able to communicate their needs clearly (e.g. for the toilet).
Functional	<ul style="list-style-type: none"> To play with others To find a partner To develop listening skills To share with others To demonstrate compassion To recognise simple body language To use I like / I don't like To make simple choices To have fun. To explore feeling good / being valued/ having my needs met. To recognize, name their feelings and begin to give reasons why. 	<ul style="list-style-type: none"> To make rules for keeping safe. To know how to keep safe at home . To understand the concept of risk. To know how to keep themselves safe. To follow rules to keep safe. <p><u>Being safe (RSE link):</u></p> <ul style="list-style-type: none"> To say No and mean No To explore 'trust' and who we can trust. To recognise and know when things are not right. To know who to tell when things are not right. To feel comfortable in different situations. 	<ul style="list-style-type: none"> To make healthy choices. To practice and understand good hygiene. To show a clear understanding of what is healthy and unhealthy (e.g. through a sorting activity). 	<ul style="list-style-type: none"> To celebrate differences. To explore making friends To consistently share with others. To know what bullying means. To identify some bullying behaviours. To explore their rights. To know what the UN Conventions of the Rights of the Child is. <p><u>Caring friendships (RSE link):</u></p> <ul style="list-style-type: none"> To learn about friends - choosing, falling out, making new friends and having best friends. 	<ul style="list-style-type: none"> To explore the need for rules in the classroom and why rules help. To explore right and wrong. To explore families - who provides the money in my house? To know there are a range of people who help us. To understand that people work for money. 	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> To begin to understand what 'family' means - (e.g. love, security, stability). To begin to look at different types of families (e.g. familiar of peers within class). <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> To begin to understand what it means to ask for 'permission' (e.g. asking to go to the toilet). To know what 'bullying' is. <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> To begin to research on the internet safely. To know some strategies of how to keep safe online.

Please see overleaf for Year 4 Core

<p>Core</p>	<ul style="list-style-type: none"> ● To explain their ideas and responses ● To work with a partner ● To ask questions for clarification ● To speak in front of a group ● To understand verbal /non-verbal communication ● To know it is ok to make mistakes ● To begin to explain why they made a choice ● To be caring. ● To understand what it is like to 'be in someone else's shoes.' ● To deal with anger. ● To recognise how being angry makes us feel inside ● To know how to respond appropriately. ● To set goals for myself. ● To develop self-affirmation. 	<ul style="list-style-type: none"> ● To explore personal safety – me and my secrets/ it's ok to tell. ● To know how to keep my body safe ● To explore protective behaviours ● To explore my safety network. ● To understand the concept of risk. ● To know who and how to tell. ● To begin to recognise how other factors can influence choice. ● To make safe choices <p>To know how to keep themselves safe.</p> <p><u>Being safe (RSE link):</u></p> <ul style="list-style-type: none"> ● To explore Me and my secrets – it's ok to tell. ● To explore worries and who to tell. ● To identify when things are not right. ● To know who to tell if something doesn't feel right. 	<ul style="list-style-type: none"> ● To make healthy choices. consistently. ● To consistently understand and recognise influences on health. ● To know how to maintain health. ● To begin to show understanding about drugs and medicines ● To know how to keep themselves safe. ● To begin to understand that some things that are unhealthy for our bodies and how they can affect us over time (e.g. cigarettes). 	<ul style="list-style-type: none"> ● To be able to identify differences. ● To celebrate difference and how this makes our society more diverse and interesting. ● To explore when things go wrong in a friendship. ● To explore friendship behaviours ● To explore what is teasing and aggression. ● To recognize bullying behaviours. ● To know who you can talk to about bullying. <p>To demonstrate tolerance</p> <ul style="list-style-type: none"> ● To begin to be able to name some of the rights of a child (link to the UN Conventions of the Rights of the Child). ● To reflect on the UN Conventions of the Rights of the Child in relation to their own lives. <p><u>Caring friendships (RSE link):</u></p> <ul style="list-style-type: none"> ● To understand how it feels to be lonely or excluded. ● To understand what to do if you see someone being bullied. ● To understand how to be a good friend. 	<ul style="list-style-type: none"> ● To understand the difference between right and wrong. ● To explore how to make the right choices. ● To explore what we can buy. ● To know how to save money. ● To know that most people get paid for the work they do, some people don't, some people don't work. 	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> ● To explore a new baby in the family. ● To know how to care for a baby. ● To know about different family situations and dynamics. ● To understand what makes a healthy family (e.g. love, security, stability, communication, sharing, commitment, time). <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> ● To have a clear understanding of what 'permission' means. ● To be able to give examples of times when they have and haven't given permission (e.g. not giving a friend permission to play with their toy etc.) <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> ● To have a clear understanding of how to be safe online. ● To begin to understand that making friends online can be dangerous.
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Year 5

	CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING	KEEPING SAFE & BEING A RISK TAKER	BEING HEALTHY & DRUGS,ALCOHOL AND TO-BACCO AWARENESS	BEING DIFFERENT & ANTI-BULLYING	TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY	SEX AND RELATIONSHIPS & IT'S OK TO TELL
Exploratory	<ul style="list-style-type: none"> To respond to my name To begin to develop my understanding of familiar single words To gain attention from others To begin to initiate interaction with peers and adults To react to the feelings/ behaviours of others e.g. turning around when they hear someone crying To respond to praise To respond to sensory stimuli related to personal celebrations –e.g. Christmas, Chinese NY, Fathers Day, New home, To observe and participate in birthday celebrations 	<ul style="list-style-type: none"> To begin to be aware of the effects of the movements they make To begin to show an understanding of cause and effect To repeat an action to create a desired effect To repeat an action and modify an action to create a desired effect To be willing to try and explore new foods (e.g. tasting, touching, smelling) To seek help when needed. To have a growing sense of will and determination 	<ul style="list-style-type: none"> To get my coat To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc). To actively co-operate with changing and personal care To actively co-operate with brushing teeth To attempt to feed myself To know the function of everyday items. To attempt to help with dressing and undressing 	<ul style="list-style-type: none"> To begin to be aware of themselves and what they look like To engage in an activity of own choosing. To celebrate personal achievements To explore food from various cultures To smell foods/spices from various cultures To taste foods from various cultures To experience music from various cultures To wear clothes from various cultures To observe / participate in celebration assemblies To express my own feelings / likes and dislikes in relation to cultural experiences 	<ul style="list-style-type: none"> To begin to understand that some things are theirs, some things are shared and some things belong to other people To begin to take turns To begin to engage in parallel play To begin to be interested in others' play. To be able to seek out others' to share experiences. To play alongside others To respond to a few appropriate boundaries with decreasing level of adult support To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough. To be able to find familiar objects in their correct place 	<ul style="list-style-type: none"> To show an awareness of other people To recognise familiar adults To express a preference from a choice of 2 To be able to express own preferences and interests.
Functional Bridge	<ul style="list-style-type: none"> To transition from one activity to the other with ease. To recognise feelings and demonstrate empathy. To negotiate with one another To communicate their feelings and ideas in simple phrases. To show consideration for the needs of other people and living things. To choose, initiate and follow through with new tasks and activities, with confidence. To treat living things and their environment with care and concern To develop extended listening skills 	<ul style="list-style-type: none"> To begin to recognise and respond to dangers with support To adapt and modify their actions in order to change the result. To understand and respond to agreed codes of behaviour in different settings (e.g. queuing in the supermarket). To show a basic understanding of what is right and wrong in familiar contexts/situations. To communicate their need for help when necessary (E.g. asking for help with their coat). To identify places of danger . 	<ul style="list-style-type: none"> To understand the need for rules in physical games. To show confidence to join in with different situations. To show a basic understanding of what is right and wrong in familiar contexts/situations. To begin to make healthy choices. 	<ul style="list-style-type: none"> To make purposeful relationships with others and attempt to negotiate with them. To demonstrate they are able to work together in small groups, whilst supporting each other to behave appropriately. To show empathy/ sympathy to the feelings of others. To show respect for themselves and others. 	<ul style="list-style-type: none"> To understand the need for rules in different places (e.g. supermarkets). To understand and respond to agreed codes of behaviour in different settings (e.g. queuing in the supermarket). To show a basic understanding of what is right and wrong in familiar contexts/situations. To understand that we exchange money in order to buy items. 	<ul style="list-style-type: none"> To begin to respond to questions about familiar events/experiences appropriately, using symbols and real objects (e.g. what does a baby need?) To show empathy/ sympathy to the feelings of others. To show respect for themselves and others. To explore how we can keep safe online.
Functional	<ul style="list-style-type: none"> To sit with a partner To recognise and respond body language/ verbal communication To use the assertive 'I'. To use I like / I don't like To begin to know why they made a choice To be sensitive to the feelings of others To know the impact of our behaviour on others. To know about happy life events. To understand that sometimes people are sad. 	<ul style="list-style-type: none"> To understand Personal safety – playing safe / rules/ places of danger and getting lost. To know to play safe / basic rules. To know what to do if you get lost. To know how to keep safe outside. To know how to keep safe from crime. To explore and understand the concept of risk. To know who and how to tell. To explore safety rules in relation to medicines. <p><u>Being safe (RSE link):</u></p> <ul style="list-style-type: none"> To begin to explore growing from young to old. To begin to use correct terminology for parts of the body. To identify when things are not right. To know who we tell when things are not right. 	<ul style="list-style-type: none"> To consistently make healthy choices. To understand and recognise influences on health. To know the importance of making the right choices. To be introduced to the differences between drugs and medicines. 	<ul style="list-style-type: none"> To begin to explore different cultures / ethnicities. To celebrate differences. To know how to keep safe from bullying behaviour. To know who you can talk to about bullying. To know the importance of other people in my life. To begin to be able to name some of the rights of a child (link to the UN Conventions of the Rights of the Child). To reflect on the UN Conventions of the Rights of the Child if relation to their own lives. To experience co-operating and team building exercises. To show co-operation, sharing and respect. <p><u>Caring friendships (RSE link):</u></p> <ul style="list-style-type: none"> To understand what it means to be a good friend. 	<ul style="list-style-type: none"> To understand, accept and respond to rules in different places. To explore the concept of right and wrong. Are there any 'grey' areas? To explore how to earn pocket money To consider can I always have whatever I want? To explore how we decide what to buy. 	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> To explore different family dynamics. To understand that all families are different. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> To respect and appreciate differences between themselves and their peers. To know what 'bullying' is. <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> To begin to understand how to keep safe online. To begin to use the internet safely ,with adult support.

Please see overleaf for Year 5 Core

<p>Core</p>	<ul style="list-style-type: none"> ● To recognise own likes/dislikes, traits and individual preferences. ● To work in a pair. ● To demonstrate active listening skills. ● To speak in front of others. ● To negotiate in small groups. ● To demonstrate compassion/ empathy and tolerance. ● To recognise simple body language. ● To understand verbal and non-verbal communication ● To speak using the assertive 'I' and put it into practice. ● To know that they have choices. ● To recognise the influences over choice and decisions.. both internal and external. ● To understand compassion ● To understand the feelings of others ● To be confident. ● To know who to go to if I feel unhappy. ● To explore ambitions. ● To feel good / feel valued. ● To have self-belief—I know I can.. ● To have fun / to be valued. ● To have the language of feelings. ● To know how to deal with and manage anger. ● To know how to deal with difficulties. ● To show an awareness of my own needs. ● To show an awareness of the needs of others. 	<ul style="list-style-type: none"> ● To explore personal safety in relation to hygiene / risky behaviour / self-respect. ● To feel comfortable / recognising uncomfortable situations and responding appropriately. ● To be safe on the roads. ● To know about safety in the environment – Health and Safety rules. ● To explore risky situations. ● To explore when can a risk become dangerous? <p>Being safe: (RSE link):</p> <p>To explore touches – good and bad (safe and unsafe) and who to tell</p> <p>To know how to keep my body safe</p> <p>To explore risky behavior.</p> <p>To know how to recognise the feeling that something is not right.</p> <p>To feel comfortable / recognising uncomfortable situations and responding appropriately.</p>	<ul style="list-style-type: none"> ● To make choices – immunisation / hand washing. ● To understand and recognise different aspects of health – how are infections spread? ● To understand drugs and medicines. ● To know how to keep themselves safe. 	<ul style="list-style-type: none"> ● To explore being equal ● To celebrate ethnicity and culture. ● To show respect for others. ● To consider how others see me? ● To explore being a responsible citizen. ● To know how to be polite, respectful and considerate. ● To begin to explore Stereotyping and what it is. ● To begin to understand what is a child's rights as part of the UN Conventions of the Rights of the Child. ● To explore the difference between wants and rights. ● To explore what does bullying mean? ● To know the differences between bullying and teasing. ● To understand what it feels like to be bullied. ● To know who you can talk to about bullying. <p>Caring friendships (RSE link):</p> <ul style="list-style-type: none"> ● To know who are my friends / who are my acquaintances. 	<ul style="list-style-type: none"> ● To explore issues around making and breaking rules. ● To know that there are consequences of breaking rules. ● To be part of a team. ● To play a part of the school community. ● To practice recycling. ● To know about the importance of conservation. ● To explore an environmental issue ● To take part in an active citizenship project. ● To understand that money is used in the exchange of goods and services. ● To understand how prices are determined. ● To understand that some jobs are paid more than others. ● To understand that some jobs are unpaid as they are 'voluntary' ● To know how to keep money safe 	<ul style="list-style-type: none"> ● To know about good hygiene related to body changes—linking to changes that happen during puberty. ● To know its ok to express feelings and emotions. <p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> ● To recognise the importance of families. ● To begin to look at how a baby is conceived ● To understand belonging to a family. ● Marriage—legal commitment which is intended to last a lifetime. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> ● To understand what a stereotype is. ● To be able to give some examples of stereotypes. ● To work on self-respect ● To develop self – esteem ● To explore different types of relationships. ● To show respect for others. ● To consider how others see me? <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> ● To begin to understand that people online may not always be who they say they are— e.g. using false names. ● To know the risks associated with meeting people online.
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Year 6

	CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING	KEEPING SAFE & BEING A RISK TAKER	BEING HEALTHY & DRUGS,ALCOHOL AND TO-BACCO AWARENESS	BEING DIFFERENT & ANTI-BULLYING	TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY	SEX AND RELATIONSHIPS & IT'S OK TO TELL
Exploratory	<ul style="list-style-type: none"> To respond to my name To begin to develop my understanding of familiar single words To gain attention from others To begin to initiate interaction with peers and adults To react to the feelings/ behaviours of others e.g. turning around when they hear someone crying To respond to praise To respond to sensory stimuli related to personal celebrations –e.g. Christmas, Chinese NY, Fathers Day, New home, To observe and participate in birthday celebrations 	<ul style="list-style-type: none"> To begin to be aware of the effects of the movements they make To begin to show an understanding of cause and effect To repeat an action to create a desired effect To repeat an action and modify an action to create a desire effect To begin to recognise dangers with support To be willing to try and explore new foods (e.g. tasting, touching, smelling) To seek help when needed. To have a growing sense of will and determination To begin to recognise dangers with support To seek help when needed. 	<ul style="list-style-type: none"> To get my coat To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc). To actively co-operate with changing and personal care To actively co-operate with brushing teeth To attempt to feed myself To know the function of everyday items. To attempt to help with dressing and undressing 	<ul style="list-style-type: none"> To begin to be aware of themselves and what they look like To engage in an activity of own choosing. To celebrate personal achievements To explore food from various cultures To smell foods/spices from various cultures To taste foods from various cultures To experience music from various cultures To wear clothes from various cultures To observe / participate in celebration assemblies To express my own feelings / likes and dislikes in relation to cultural experiences 	<ul style="list-style-type: none"> To begin to understand that some things are theirs, some things are shared and some things belong to other people To begin to take turns To begin to engage in parallel play To begin to be interested in others' play. To be able to seek out others' to share experiences. To play alongside others To respond to a few appropriate boundaries with decreasing level of adult support To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough. To be able to find familiar objects in their correct place 	<ul style="list-style-type: none"> To show an awareness of other people To recognise familiar adults To express a preference from a choice of 2 To be able to express own preferences and interests.
Functional Bridge	<ul style="list-style-type: none"> To transition from one activity to the other with ease. To recognise feelings and demonstrate empathy. To negotiate with one another To communicate their feelings and ideas in simple phrases. To show consideration for the needs of other people and living things. To choose, initiate and follow through with new tasks and activities, with confidence. To treat living things and their environment with care and concern To demonstrate tolerance To develop extended listening skills 	<ul style="list-style-type: none"> To begin to recognise and respond to dangers with support To adapt and modify their actions in order to change the result. To understand and respond to agreed codes of behaviour in different settings (e.g. queuing in the supermarket). To show a basic understanding of what is right and wrong in familiar contexts/situations. To communicate their need for help when necessary (E.g. asking for help with their coat). To identify places of danger . To know who and how to tell. 	<ul style="list-style-type: none"> To understand the need for rules in physical games. To show confidence to join in with different situations. To show a basic understanding of what is right and wrong in familiar contexts/situations. To begin to make healthy choices. To begin to recognize what happens to our bodies when we do physical exercise. To know what medicines are. 	<ul style="list-style-type: none"> To make purposeful relationships with others and attempt to negotiate with them. To demonstrate they are able to work together in small groups, whilst supporting each other to behave appropriately. To show empathy/ sympathy to the feelings of others. To show respect for themselves and others. To know that every child has to rights and begin to explore some of these. To demonstrate tolerance. 	<ul style="list-style-type: none"> To understand the need for rules in different places (e.g. supermarkets). To understand and respond to agreed codes of behaviour in different settings (e.g. queuing in the supermarket). To show a basic understanding of what is right and wrong in familiar contexts/situations. To understand that we exchange money in order to buy items. To begin to be able to negotiate and problem solve when they face challenges. To know that people go to work to get paid. 	<ul style="list-style-type: none"> To begin to respond to questions about familiar events/ experiences appropriately, using symbols and real objects (e.g. what does a baby need?) To show empathy/ sympathy to the feelings of others. To explore and be aware of different types of families. To be able to keep themselves safe online, with support. To have an understanding of what internet safety means. To show respect for themselves and others.
Functional	<ul style="list-style-type: none"> To work with a partner To ask questions for clarification To speak in front of a group To understand verbal and non-verbal communication To know it is ok to make mistakes To begin to explain why they made a choice To understand what it is like to 'be in someone else's shoes.' To know how to deal with anger. To recognise how being angry makes us feel inside To know how to respond appropriately. To set goals for myself. To develop self-affirmation. 	<ul style="list-style-type: none"> To know about Personal safety – me and my secrets/ it's ok to tell. Worries / touches good and bad. To know some protective behaviours To know My safety network. To understand the concept of risk. To begin to recognise how other facts can influence choice. To make safe choices To explore Me and my secrets –it's ok to tell. To explore worries and who to tell. To identify when things are not right. To know who to tell if something doesn't feel right. <p>Being safe (RSE link):</p>	<ul style="list-style-type: none"> To make healthy choices. To understand and recognise influences on health. To maintain health. To know the differences between drugs and medicines. To know how to keep safe around medicines. 	<ul style="list-style-type: none"> To begin to explore the concept of equality. To begin to think about differences in a positive manner. To know how to maintain a friendship—saying sorry. To know a good understandings the rights of a child (UN Conventions of the Rights of the Child) To know the difference between rights and wants. To explore friendship behaviours To explore what does bullying mean? To know the differences between bullying and teasing. To understand what it feels like to be bullied. To know who you can talk to about bullying. <p>Caring friendships (RSE link):</p>	<ul style="list-style-type: none"> To begin to make the right choices in relation to a range of simple dilemmas. To use correct terminology in relation to handling money. To know / make decisions about what to buy. To explore wants vs needs. To know that most people get paid for the work they do, some people don't, some people don't work. (the idea of voluntary work). To play a part in a Class Mini Enterprise . 	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> To explore a new baby in the family. To know how to care for a baby. To know about different family situations and dynamics. To understand what makes a healthy family (e.g. love, security, stability, communication, sharing, commitment, time). <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> To have a clear understanding of what 'permission' means. To be able to give examples of times when they have and haven't given permission (e.g. not giving a friend permission to play with their toy etc.) <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> To have a clear understanding of how to be safe online. To begin to understand that making friends online can

<p>Core</p>	<ul style="list-style-type: none"> ● To accept other people's likes/ dislikes, traits and preferences. ● To work well in a small group. ● To demonstrate active listening skills. ● To confidently speak in front of others. ● To know how to come to a 'consensus'. ● To demonstrate compassion/ empathy and tolerance. ● To demonstrate active speaking and listening skills. ● To know it is ok to make mistakes. ● To say no and mean it. ● To ask for time to think things over. ● To explore factors which influence choosing. ● To make more informed choices. ● To know where to get help if something feels uncomfortable or if someone is trying to influence them in a negative way. 	<ul style="list-style-type: none"> ● To learn about personal safety in relation to good and bad secrets / touches / children's rights. ● To review my safety network. ● To know about protective behaviours – and how to keep safe from abuse. ● To understand that accidents happen and we don't always have to blame someone but we need to consider what the risks are before we do something. ● To know that risk taking can be good when it means trying something new that we might like . <p>Being safe (RSE link):</p> <ul style="list-style-type: none"> ● To explore what is personal space/privacy and that they're body belongs to them. ● To know what are Good and bad secret / Good and bad touches ● To know who are my support networks. ● To know where to get help if something feels uncomfortable or if someone is trying to influence them in a negative way 	<ul style="list-style-type: none"> ● To learn about positive influences – healthy lunchboxes / sports facilities. ● To know about some different medical conditions. ● To know the difference between drugs and medicines. ● To recognise a drug as a substance that might be harmful. ● To begin to explore the law and drugs, ● To know where to get help if something feels uncomfortable or if someone is trying to influence them in a negative way. 	<ul style="list-style-type: none"> ● To consider the Equality of opportunities. ● To be positive about differences. ● To explore the concept of 'Best friends.' ● To be able to speak about and discuss the rights of the child (UN Convention of the Rights of a Child). ● To discuss if all children have access to their rights (e.g. child involved in conflict etc). ● To know—What are values? ● To explore expectations. ● To understand human rights. ● To understand that with rights come responsibilities. ● To know what is meant by a moral code? <p>Caring friendships (RSE link):</p> <ul style="list-style-type: none"> ● To understand that friendships have ups and downs. ● To be able to independently resolve conflicts with friends , in a range of contexts 	<ul style="list-style-type: none"> ● To play their part in class and/ or school council. ● To have a debate. ● To be able to communicate opinions. ● To understand that they can use different ways to express and communicate their views. ● To contribute to decision making. ● To begin to understand the democratic process. ● To learn about costs related to a new baby. ● To explore what does a child cost from birth to leaving home? ● To know what bills do you have to pay if you own or rent a house or flat? 	<ul style="list-style-type: none"> ● To explore how feelings affect behaviour. ● To recognise changing emotions ● To be able to use the language of feelings. ● To learn about the growth of a baby to adolescence. ● To know what is puberty and explore bodily changes. ● To explore body image expectations. <p>Families and people who care for me:</p> <ul style="list-style-type: none"> ● To know who to talk to if I feel unsafe at home. ● To know what to do if a friend discloses that they don't feel safe at home. <p>Respectful relationships:</p> <ul style="list-style-type: none"> ● To know how to challenge stereotypes ● To consider simple ethical dilemmas. <p>Online relationships:</p> <ul style="list-style-type: none"> ● To have a basic understanding of how data is shared and used online. ● To be able to critically consider people that they meet online and understanding basic reporting procedure..
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