

White Hall Academy Progression of Skills document 2019-2020

PSHE

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Self-confidence and Self-awareness	Health and wellbeing	Health and wellbeing	Health and wellbeing	Health and wellbeing	Health and wellbeing	Health and wellbeing
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Separates from main carer with support and encouragement from a familiar adult. (22-36 months)</p> <ul style="list-style-type: none"> <i>I can come into class without getting upset.</i> 	<p>I can make simple, informed choices about some aspects of my health and well-being (for example by choosing between different foods and between physical activities and knowing that I need sun protection) and know what keeps me healthy (for example exercise and rest).</p> <ul style="list-style-type: none"> <i>I can understand why I need to protect my skin from the sun.</i> <i>I can make healthy choices such as choosing healthy foods, getting exercise, getting enough sleep and brushing my teeth.</i> <i>I know why it is important to get regular exercise.</i> <i>I am beginning to understand that my choices can be good and not-so-good</i> 	<p>I can make simple, informed choices about some aspects of my health and well-being (for example by choosing between different foods and between physical activities and knowing that I need sun protection) and know what keeps me healthy (for example exercise and rest).</p> <p><i>I can talk about:</i></p> <ul style="list-style-type: none"> <i>foods that support good health and the risks of eating too much sugar</i> <i>how physical activity helps us to stay healthy and ways to be physically active everyday</i> <i>why sleep is important and different ways to rest and relax</i> <i>I know the importance of knowing when to take a break from time online or watching TV</i> <i>I know about some of the people who help me stay healthy.</i> 	<p>I can make choices about how to develop a healthy lifestyle (for example by knowing the importance of a healthy diet and regular exercise)</p> <ul style="list-style-type: none"> <i>I know how to keep my body healthy.</i> <i>I understand the importance of a balanced diet and I can make healthy choices.</i> <i>I know that physical activity helps us to stay healthy; and ways to be physically active everyday</i> <i>I know how sleep contributes to a healthy lifestyle.</i> <i>I know how to make better choices and develop healthy habits.</i> 	<p>I can make choices about how to develop a healthy lifestyle (for example by knowing the importance of a healthy diet and regular exercise)</p> <ul style="list-style-type: none"> <i>I know about people who are responsible for helping me stay healthy and safe and how I can help these people to keep me healthy and safe.</i> <i>I can be responsible for making good choices to stay safe and healthy.</i> <i>I can explain how physical activity helps us to stay healthy; and ways to be physically active every day.</i> 	<p>I know about what constitutes a healthy lifestyle including diet and exercise. I can talk about what positively and negatively affects my physical, mental and emotional health (including the media), and that I should take the opportunity to make my own choices.</p> <ul style="list-style-type: none"> <i>I can identify choices that will benefit my health and provide a 'balanced lifestyle'</i> <i>I can make informed choices to look after my physical and mental health.</i> <i>I can discuss the choices that I make each day.</i> <i>I can identify some factors that influence the choices I make about my body.</i> <i>I understand that the choices I make about my body have consequences.</i> 	<p>I know about what constitutes a healthy lifestyle including diet and exercise. I can talk about what positively and negatively affects my physical, mental and emotional health (including the media), and that I should take the opportunity to make my own choices.</p> <ul style="list-style-type: none"> <i>I understand the importance of making good choices and that they can have positive, neutral and negative consequences</i> <i>I have an understanding of calories and nutritional content.</i> <i>I understand the risks of an unhealthy diet such as obesity and tooth decay.</i> <i>I understand that regular daily exercise can have positive effects on my mental, physical and emotional health.</i>

		<p><i>I can make good choices and consider the impact of my decisions.</i></p>			<ul style="list-style-type: none"> • <i>I have an understanding of some of the risks of an unhealthy diet.</i> • <i>I understand why getting enough sleep is important and the effects of a lack of sleep.</i> • <i>I understand the importance of daily exercise</i> • <i>I know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</i> • <i>I can talk 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</i> 	<ul style="list-style-type: none"> • <i>I can recognise the early signs of illness such as weight loss, or unexplained changes to the body.</i> • <i>I understand why time spent online and on electronic devices can have a negative effect on my health and wellbeing.</i>
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																														<ul style="list-style-type: none"> <i>I know who to talk to if I am worried about my health.</i> 											
A1	A2	A1	A2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
Expresses own preferences and interests. (22-36 months)						I know some strategies I can use to manage big feelings, to help calm myself down and/or change my mood when they don't feel good.						I know some strategies I can use to manage big feelings, to help calm myself down and/or change my mood when they don't feel good.						I recognise that mental health, just like physical health, is part of daily life and the importance of taking care of mental health.						I recognise that mental health, just like physical health, is part of daily life and the importance of taking care of mental health.						I recognise that mental health, just like physical health, is part of daily life and the importance of taking care of mental health.						I recognise that mental health, just like physical health, is part of daily life and the importance of taking care of mental health.					
<ul style="list-style-type: none"> <i>I can say what I like and what I don't like.</i> 						<ul style="list-style-type: none"> <i>I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings.</i> <i>I know about some things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</i> 						<ul style="list-style-type: none"> <i>I can understand how happy thoughts can make me feel good.</i> <i>I can develop ideas for what to do when I have not-so-good feelings.</i> <i>I can understand that feelings can affect people's body's and how they behave.</i> <i>I can recognise when I need help with feelings; I know that it is important to ask for help with feelings; and how to ask for it.</i> 						<p>I know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <ul style="list-style-type: none"> <i>I know what positively and negatively affects my physical, mental and emotional health.</i> <i>I can recognise that I may experience conflicting emotions and when I might need to listen to, or overcome these.</i> <i>I know why it is important to get enough sleep.</i> 						<p>I know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <ul style="list-style-type: none"> <i>I understand that having a positive attitude is good for our mental health.</i> <i>I can recognise and manage positive and negative thoughts effectively.</i> <i>I can use mindfulness techniques to keep calm.</i> 						<p>I know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <ul style="list-style-type: none"> <i>I know some routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. I understand why getting enough sleep is important.</i> <i>I can talk about the benefits of the internet; the importance of balancing time online with other activities; strategies for</i> 						<p>I know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <ul style="list-style-type: none"> <i>I understand the concept and impact of positive thinking.</i> <i>I understand that regular daily exercise can have positive effects on my mental, physical and emotional health.</i> <i>I can use mindfulness techniques in my everyday life.</i> <i>I know how and when to seek support, including which adults to speak to in and outside</i> 					

					<p><i>managing time online</i></p> <ul style="list-style-type: none"> • <i>I know who to talk to if I am worried about my health.</i> • <i>I know that spending time with others is good for my wellbeing.</i> 	<p><i>school, if I am worried about my health</i></p> <ul style="list-style-type: none"> • <i>I know that spending time with others is good for my wellbeing.</i> • <i>I recognise that anyone can suffer with ill mental health and that people can be helped and supported and that it is important to talk to a trusted adult if I am worried about myself or others.</i> 																																			
A1	A2	A1	A2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
<p>Can select and use activities and resources with help. (30-50 months)</p> <ul style="list-style-type: none"> • <i>I can choose what I want to do with help from a grown up</i> 						<p>I can talk about and describe my feelings to others, including feelings associated with change and loss.</p> <ul style="list-style-type: none"> • <i>I can name some of the different feelings I have and begin to describe how they feel.</i> • <i>I can talk about how change and loss make me feel (including moving home, losing toys, pets or friends).</i> • <i>I can talk about changing to a new classroom/ year group.</i> 						<p>I can talk about and describe my feelings to others, including feelings associated with change and loss.</p> <ul style="list-style-type: none"> • <i>I can name and describe feelings - build on previous years, continuing to develop a vocabulary to describe my feelings to others.</i> • <i>I can focus on what is happening now and how I am feeling.</i> • <i>I can recognise how others may be feeling.</i> • <i>I can talk about change and loss</i> 						<p>I can extend my vocabulary to enable me to explain good and not so good feelings and emotions. I can talk about change (including transition and bereavement).</p> <ul style="list-style-type: none"> • <i>I can identify the feelings I have and describe how different emotions feel.</i> • <i>I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important</i> • <i>I can talk about changes and how they might make me feel.</i> 						<p>I can extend my vocabulary to enable me to explain good and not so good feelings and emotions. I can talk about change (including transition and bereavement).</p> <ul style="list-style-type: none"> • <i>I can identify uncomfortable emotions and manage them effectively.</i> • <i>I can use mindfulness techniques to help me keep calm.</i> • <i>I understand that some changes can be difficult, but that there are things we can do to cope.</i> • <i>I know some</i> 						<p>I have deepened my understanding of feelings, so that I can recognise both the range and intensity my feelings towards others. I can talk about change and loss, including death, and how these can affect feelings.</p> <ul style="list-style-type: none"> • <i>I can explain why I should share my own thoughts and feelings and I know how to do this.</i> • <i>I can explore uncomfortable feelings and understand how to manage them.</i> • <i>I can understand why we sometimes feel</i> 						<p>I have deepened my understanding of feelings, so that I can recognise both the range and intensity my feelings towards others. I can talk about change and loss, including death, and how these can affect feelings</p> <ul style="list-style-type: none"> • <i>I understand the link between thoughts, feelings and behaviours.</i> • <i>I understand the concept and impact of positive thinking.</i> • <i>I can recognise and manage uncomfortable feelings.</i> • <i>I understand ways of</i> 					

		<p>(including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <ul style="list-style-type: none"> I know what to do if I or someone else feels lonely I know how to ask if I need help with my feelings. I know some strategies to manage transitions between classes. 	<ul style="list-style-type: none"> I know some strategies to manage transitions between classes. 	<p>strategies to manage transitions between classes.</p>	<p>shy or nervous and know how to manage these feelings.</p> <ul style="list-style-type: none"> I can use strategies to manage transitions between classes. 	<p>expressing and managing grief and bereavement</p> <ul style="list-style-type: none"> I can identify different ways to calm down when I am feeling angry or upset. I can develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools I can judge whether what I am feeling and how I am behaving is appropriate and proportionate.
A1 A2 A1 A2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Welcomes and values praise for what they have done. (30-50 months)</p> <ul style="list-style-type: none"> I am happy when an adult has told me I have done well. 	<p>I know the importance of, and how to maintain, personal hygiene. How some diseases are spread and can be controlled; the responsibilities they have for my own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <ul style="list-style-type: none"> I know how to keep my body clean. I can follow simple hygiene routines such as hand washing that can stop 	<p>I know the importance of, and how to maintain, personal hygiene. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <ul style="list-style-type: none"> I know how to keep my body clean. I can follow simple hygiene routines such as hand washing that can stop 	<p>I can demonstrate my understanding of bacteria and viruses and the implications they have on people's health.</p> <ul style="list-style-type: none"> I know that bacteria and viruses can affect health and that following simple routines can reduce their spread. 	<p>I can demonstrate my understanding of bacteria and viruses and the implications they have on people's health.</p> <ul style="list-style-type: none"> I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection. I know the wider importance of personal hygiene and how to maintain it. 	<p>I can demonstrate my understanding of bacteria and viruses and the implications they have on people's health.</p> <p>Continue from previous years' learning:</p> <ul style="list-style-type: none"> I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection. I know the wider importance of personal hygiene 	<p>I can demonstrate my understanding of bacteria and viruses and the implications they have on people's health.</p> <p>Continue from previous years' learning:</p> <ul style="list-style-type: none"> I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection. I know the wider importance of personal hygiene

						<i>germs from spreading.</i>						<i>germs from spreading</i>												<i>and how to maintain it.</i>						<i>and how to maintain it.</i>											
						<i>germs from spreading</i>						<i>germs from spreading</i>												<i>and how to maintain it.</i>						<i>and how to maintain it.</i>											
A1	A2	A1	A2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
Enjoys responsibility of carrying out small tasks. (30-50 months)						I know that we are all unique and I can talk about some of the things that make me special						I know that we are all unique and I can talk about some of the things that make me special						I can talk about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)						I can talk about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)						I can talk about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)											
<ul style="list-style-type: none"> <i>I am happy to help and do jobs in the classroom and at home.</i> 						<ul style="list-style-type: none"> <i>I can say some of the ways that I am special.</i> <i>I can talk about things that I am good at.</i> <i>I can talk about things I like that make me feel happy.</i> <i>I can say what I like or dislike.</i> 						<ul style="list-style-type: none"> <i>I can share my opinions about what I like and dislike with others.</i> <i>I can talk about the things that make me special.</i> 						<ul style="list-style-type: none"> <i>I can say what I am proud of.</i> <i>I can say what I like about my friends and their work. I understand that gender does not limit us in becoming what we want to in the future.</i> 						<ul style="list-style-type: none"> <i>I can demonstrate that I recognise my own worth and that of others (for example by making positive comments about myself and classmates). .</i> <i>I can discuss ways in which people's lives are similar and different and give reasons for these differences</i> 						<ul style="list-style-type: none"> <i>I can explain why everyone is unique and understand why this should be celebrated and respected.</i> 						<ul style="list-style-type: none"> <i>I can recognise my individuality and personal qualities</i> <i>I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</i> <i>I know that for some people gender identity does not correspond with their biological sex</i> 					
A1	A2	A1	A2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
Is more outgoing towards unfamiliar people and more confident in new social situations. (30-50 months)						I can think about myself, learn from my experiences, recognise and celebrate my strengths and set simple but challenging goals.						I can think about myself, learn from my experiences, recognise and celebrate my strengths and set simple but challenging goals.						I can reflect on and celebrate my achievements, identify my strengths and areas for improvement, set high aspirations and goals. I can face new challenges						I can reflect on and celebrate my achievements, identify my strengths and areas for improvement, set high aspirations and goals. I can face new challenges						I can reflect on and celebrate my achievements, identify my strengths and areas for improvement, set high aspirations and goals. I can face new challenges											
<ul style="list-style-type: none"> <i>I am happy to talk and play</i> 						<ul style="list-style-type: none"> <i>I can set myself</i> 						<ul style="list-style-type: none"> <i>I can set myself</i> 																													

<ul style="list-style-type: none"> with new people. I am happy to go to new places. 						<ul style="list-style-type: none"> goals. I can identify star qualities I already have and those I would like to develop. I can understand that I must try to do things by myself e.g. come into the classroom, put my things away, select resources I can think about how a positive learning attitude can help me. 						<ul style="list-style-type: none"> goals and consider how to achieve them. I know how to manage when I find something difficult. 						<p>positively by collecting information, looking for help, making responsible choices, and taking action.</p> <ul style="list-style-type: none"> I can identify achievements and suggest how my actions can help me achieve. I can identify personal goals and suggest actions I can take to achieve them. I can explain how a positive learning attitude can help me learn new things. I can say the things about myself that I am proud of. 						<p>positively by collecting information, looking for help, making responsible choices, and taking action.</p> <ul style="list-style-type: none"> I can apply a positive attitude towards learning and take on new challenges. I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. 						<p>positively by collecting information, looking for help, making responsible choices and taking action.</p> <ul style="list-style-type: none"> I have aspirations and can set realistic goals for myself. I can understand how people learn new things and achieve certain goals. I can understand that a positive attitude towards learning can help us succeed in life. I can discuss my goals for the future and the steps I need to take to achieve them. I can explore how it feels to make a mistake and describe how I can make amends. 						<p>positively by collecting information, looking for help, making responsible choices and taking action.</p> <ul style="list-style-type: none"> I can apply a growth mindset in my everyday life. I know about the new opportunities and responsibilities that increasing independence may bring. 					
A1	A2	A1	A2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
<p>Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50 months)</p> <ul style="list-style-type: none"> I am happy to talk to my friends about my home and family. 						<p>I can talk about how people change and grow over time and how people's needs change as they grow.</p> <ul style="list-style-type: none"> I can explain that people grow from young to old. 						<p>I can talk about how people change and grow over time and how people's needs change as they grow.</p> <ul style="list-style-type: none"> I can describe how I have changed since I was a baby. I can describe how I will change as I get older I know that my responsibilities will change as I get older. 						<p>I know how my body will, and emotions may, change as I approach and move through puberty.</p> <ul style="list-style-type: none"> I know how to take care of my body I know the importance of personal hygiene. I can talk about changes and how they might make me feel. 						<p>I know how my body will, and emotions may, change as I approach and move through puberty.</p> <ul style="list-style-type: none"> I can describe how boys' and girls' bodies will change as they go through puberty. I can describe the feelings that some people experience as they grow up. 						<p>I can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p> <ul style="list-style-type: none"> I know how to take care of my changing body. I understand that my feelings might change and describe some of the ways I can deal with them. 						<p>I can discuss some of the bodily and emotional changes at puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams), and can demonstrate some ways of dealing with these in a positive way.</p> <ul style="list-style-type: none"> I can describe some of the changes peoples' bodies go 					

		<ul style="list-style-type: none"> I can describe things that might change in a person's life and how it might make them feel. 			<ul style="list-style-type: none"> I know where to get more information, help and advice about growing and changing, especially about puberty I understand why people need to change some of their habits and routines as they get older 	<p>through during puberty and how to look after our changing bodies.</p> <ul style="list-style-type: none"> I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. I know where to get more information, help and advice about growing and changing, especially about puberty
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
Shows confidence in asking adults for help. (30-50 months) <ul style="list-style-type: none"> I can talk to adults when I need help. 		I know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. <ul style="list-style-type: none"> I can name the main parts of boys' and girls' bodies 		I know about human reproduction. <ul style="list-style-type: none"> I can describe male and female body parts and explain what these are for. I can describe how babies are made and how they are born. 		I can talk about human reproduction. <ul style="list-style-type: none"> I can describe the process of reproductions from conception to birth. I know that there are ways to prevent a baby being made) I know that babies need to be cared for
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
Confident to speak to others about own needs, wants, interests and opinions. (40-60+) <ul style="list-style-type: none"> I can talk to my friends and adults about things I want, like or enjoy. 	I can keep myself physically, emotionally and environmentally safe. <ul style="list-style-type: none"> I can keep myself physically and emotionally safe. I know how to keep safe outside, e.g. road safety, water safety, rail 	I can keep myself physically, emotionally and environmentally safe <ul style="list-style-type: none"> I know how to keep myself safe, e.g. build on previous years, plus being safe from online sources, sharing personal 	I know how to keep safe I different situations. I can demonstrate my understanding of the importance of protecting my personal information. <ul style="list-style-type: none"> I understand the reasons for following and complying with regulations and 	I know how to keep safe I different situations. I can demonstrate my understanding of the importance of protecting my personal information. <ul style="list-style-type: none"> I know and use strategies for keeping safe online; the importance of 	I can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety). I can demonstrate my understanding of the importance of protecting my personal information, and have developed	I can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety). I can demonstrate my understanding of the importance of protecting my personal information, and have developed

	<p><i>safety, fire safety and stranger danger.</i></p> <ul style="list-style-type: none"> <i>I know who to talk to so I can keep safe.</i> <i>I know how to keep safe online.</i> <i>I know about people whose job it is to keep us safe.</i> 	<p><i>information.</i></p> <ul style="list-style-type: none"> <i>I know different ways to keep myself safe, e.g. self-regulation, online safety.</i> <i>I know who can help me if I feel unsafe.</i> <i>I know my body belongs to me and how to keep my body safe.</i> <i>I know rules and age restrictions keep me safe.</i> <i>I know basic techniques for resisting pressure to do something I don't want to do and which may make me unsafe.</i> 	<p><i>restrictions (including age restrictions); how they promote personal safety and wellbeing (including social media, television programmes, films, games and online gaming)</i></p>	<p><i>protecting personal information, including passwords, addresses and the distribution of images of myself and other</i></p> <ul style="list-style-type: none"> <i>I understand personal boundaries; I can identify what I am willing to share with my most special people; friends; classmates and others; and that we all have rights to privacy</i> 	<p>strategies for keeping myself physically and emotionally safe.</p> <ul style="list-style-type: none"> <i>I know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of myself and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</i> <i>I know that my body belongs to me and that I have control over what happens to it.</i> 	<p>strategies for keeping myself physically and emotionally safe.</p> <ul style="list-style-type: none"> <i>Building on previous years' learning.</i> <i>I can understand how to use mobile devices and the Internet safely and responsibly.</i> <i>I know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone I know might be at risk.</i> <i>I can assess and manage risks in different situations.</i> <i>I can take responsibility for my own safety.</i> <i>I know about taking care of my body, understanding that I have the right to protect my body from inappropriate and unwanted contact.</i>
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Can describe self in positive terms and talk about abilities. (40-60+)</p> <ul style="list-style-type: none"> <i>I can talk about the things I am good at.</i> 	<p>I can recognise risk in simple everyday situations and what action to take to minimise harm.</p> <ul style="list-style-type: none"> <i>I can recognise everyday risks.</i> 	<p>I can recognise risk in simple everyday situations and what action to take to minimise harm.</p> <ul style="list-style-type: none"> <i>I can recognise everyday risks.</i> <i>I know what to</i> 	<p>I can differentiate between risk, danger and hazard and can manage them.</p> <ul style="list-style-type: none"> <i>I can recognise, predict and assess risks in</i> 	<p>I can differentiate between risk, danger and hazard and can manage them.</p> <ul style="list-style-type: none"> <i>I can recognise, predict and assess risks in</i> 	<p>I can differentiate between risk, danger and hazard and can manage them.</p> <ul style="list-style-type: none"> <i>I can develop strategies for keeping safe in</i> 	<p>I can differentiate between risk, danger and hazard and can manage them.</p> <ul style="list-style-type: none"> <i>I can assess and manage risks in different</i>

		<p><i>do if there is an accident and someone is hurt.</i></p> <ul style="list-style-type: none"> <i>I know what to do if there is an emergency (how to dial 999 and what to say)</i> 	<p><i>different situations and decide how to manage them responsibly (including sensible road use and risks in my local environment) and to use this as an opportunity to build resilience.</i></p> <ul style="list-style-type: none"> <i>I know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</i> <i>I know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</i> 	<p><i>different situations and decide how to manage them responsibly.</i></p> <ul style="list-style-type: none"> <i>I know the school rules about health and safety, basic emergency aid procedures, where and how to get help.</i> <i>I have strategies for keeping safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).</i> <i>how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</i> <i>I can recognise how my increasing independence brings increased responsibility to keep myself and others safe.</i> 	<p><i>the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</i></p> <ul style="list-style-type: none"> <i>I know what is meant by first aid; basic techniques for dealing with common injuries</i> <i>how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</i> 	<p><i>situations.</i></p> <ul style="list-style-type: none"> <i>I can take responsibility for my own safety.</i> <i>I can act sensibly and responsibly in an emergency.</i> <i>I know the concepts of basic first aid, including how to deal with head injuries.</i>
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A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2						
<p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <ul style="list-style-type: none"> • <i>I like to try new things.</i> • <i>I can talk about why I like doing some things and not others.</i> • <i>I can talk to my friends and adults about my ideas.</i> • <i>I can choose which things I need to do my activity.</i> • <i>I can ask for help when I need it.</i> 						<p>I can talk about the harmful aspects of some household products and medicines.</p> <ul style="list-style-type: none"> • <i>I know that medicines and house hold products can be dangerous if not used properly.</i> • <i>I know what is and is not safe to eat and drink.</i> 						<p>I can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe.</p> <ul style="list-style-type: none"> • <i>I know that medicines and house hold products can be dangerous if not used properly</i> • <i>I know about some things that people can put into their body or on their skin; how these can affect how people feel</i> 						<p>I know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage my immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <ul style="list-style-type: none"> • <i>I know how to take medicine safely and keep safe around drugs.</i> 						<p>I know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage my immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <ul style="list-style-type: none"> • <i>I know about dangerous substances and how they affect the human body</i> 						<p>I can differentiate between legal and illegal substances and the implications they can have on future health and safety.</p> <ul style="list-style-type: none"> • <i>I understand the harmful effects of using drugs, including alcohol and tobacco.</i> • <i>I can identify where the pressure to try harmful substances might come from.</i> 						<p>I can differentiate between legal and illegal substances and the implications they can have on future health and safety.</p> <ul style="list-style-type: none"> • <i>I understand the harmful effects of using drugs, including alcohol and tobacco.</i> • <i>I know 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</i> • <i>I recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</i> • <i>I know about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</i> • <i>I understand there are mixed</i> 					

						<p><i>messages in the media about drugs, including alcohol and smoking/vaping</i></p> <ul style="list-style-type: none"> <i>I 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</i>
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Interested in others' play and starting to join in. (22-36 months)</p> <ul style="list-style-type: none"> <i>I can watch my friends play and sometimes I can join in.</i> 	<p>I know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. I can identify the people who love and care for me and what they do to help me feel cared for.</p> <ul style="list-style-type: none"> <i>I can identify the groups I belong to.</i> <i>I can identify the important people in my life and what they do for me.</i> <i>I can explain some of the ways to care for others.</i> <i>I understand what a good friendship is.</i> 	<p>I know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives I can identify the people who love and care for me and what they do to help me feel cared for.</p> <ul style="list-style-type: none"> <i>I can talk about the very important people in my life and explain why they are special.</i> <i>I can describe why families are important and the features of family life.</i> <i>I can describe how I can show my special people that I care about them and understand</i> 	<p>I can identify different types of relationship (for example marriage or friendships). I understand that here are different types of family structure.</p> <ul style="list-style-type: none"> <i>I understand that there are many different types of relationships and families.</i> <i>I recognise that a feature of positive family life is caring relationships - I know about the different ways in which people care for one another</i> <i>I can identify who to speak to if I feel uncomfortable</i> 	<p>I can identify different types of relationship (for example marriage or friendships). I understand that here are different types of family structure.</p> <ul style="list-style-type: none"> <i>I understand that there are many different types of relationships and families (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</i> <i>I can identify who to speak to if I feel</i> 	<p>I can recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) I can recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <ul style="list-style-type: none"> <i>I can identify different types of relationship (for example marriage, civil partnership or friendships), and can explain ways to maintain good relationships.</i> <i>I know that civil partnerships and marriage are examples of</i> 	<p>I can recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) I can recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <ul style="list-style-type: none"> <i>I understand that marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</i> <i>I know that forcing anyone</i>

<p><i>to play with me.</i></p>	<ul style="list-style-type: none"> <i>I know how to be a good friend.</i> <i>I can use good manners.</i> <i>I can recognise when I or someone else feels lonely.</i> 	<p><i>importance of good manners.</i></p> <ul style="list-style-type: none"> <i>I can recognise when I or someone else feels lonely</i> 	<p>positive friendships support wellbeing</p> <ul style="list-style-type: none"> <i>I can show ways to maintain good relationships (for example listening, supporting, caring)</i> <i>I understand that friendships may have ups and downs.</i> <i>I can recognise when others may feel lonely or excluded; strategies for how to include them</i> 	<p>positive friendships support wellbeing</p> <ul style="list-style-type: none"> <i>I can explain why we need new friendships and how to make them.</i> <i>I can create a list of positive actions needed to stay friends with my friends.</i> <i>I can identify who to speak to if I feel uncomfortable or unhappy about a friendship</i> <i>I can recognise when others may feel lonely or excluded; strategies for how to include them</i> 	<p>what constitutes towards maintaining positive and healthy relationships with others.</p> <ul style="list-style-type: none"> <i>I know that healthy friendships make people feel included.</i> <i>I can talk about the attributes of a good team.</i> <i>I can recognise when others may feel lonely or excluded; strategies for how to include them</i> 	<p>what constitutes towards maintaining positive and healthy relationships with others.</p> <ul style="list-style-type: none"> <i>I can explain the importance of respecting my friends.</i> <i>I know that healthy friendships make people feel included.</i> <i>I can recognise when others may feel lonely or excluded; strategies for how to include them</i> <i>I know what is meant by a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</i> <i>I can use strategies to improve or support courteous, respectful relationships.</i>
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A1	A2	A1	A2	S1	S2	S1	S2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2						
Shows affection and concern for people who are special to them. (22-36 months)						I can recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others, if needed.						I can recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others, if needed.						To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.						To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.						To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.						To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.					
<ul style="list-style-type: none"> <i>I can look after my friends and family by giving them hug or worrying when they are upset.</i> 						<ul style="list-style-type: none"> <i>I know who to tell if a friendship is making me feel unhappy.</i> 						<ul style="list-style-type: none"> <i>I know that sometimes people may behave differently online, including by pretending to be someone they are not I know how to respond safely to adults they don't know</i> <i>I know who to tell if a friendship is making me feel unhappy.</i> 						<ul style="list-style-type: none"> <i>I am aware of the pressures to behave unacceptably, unhealthy or risky.</i> <i>I know how to be assertive</i> <i>I understand the concept of 'keeping something confidential or secret', when I should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</i> 						<ul style="list-style-type: none"> <i>I understand that I can choose not to do something that makes me feel uncomfortable.</i> <i>I can learn how to manage requests for images of myself or others; what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable or are concerned by such a request.</i> 						<ul style="list-style-type: none"> <i>I can identify when I might have to make different choices from those around me.</i> <i>I can identify negative influences on my behaviour and suggest ways that I can resist these influences.</i> <i>I can explain when it is right to keep a secret, when it is not and who to talk to about this.</i> 						<ul style="list-style-type: none"> <i>I can confidently identify and manage pressure to get involved in risky situations.</i> <i>I can identify negative influences on my behaviour and suggest ways that I can resist these influences.</i> <i>I can recognise ways in which a relationship can be unhealthy and who to talk to if I need support.</i> 					
May form a special friendship with another child. (22-36 months)						I have begun to share my views and opinions (for example talking about fairness).						I have begun to share my views and opinions (for example talking about fairness).						I can express my views confidently and listen to and show respect for the views of others.						I can express my views confidently and listen to and show respect for the views of others.						I can listen and respond respectfully to a wide range of people, to feel confident to raise my own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge						I can listen and respond respectfully to a wide range of people, to feel confident to raise my own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge					
<ul style="list-style-type: none"> <i>I have a best friend.</i> 						<ul style="list-style-type: none"> <i>I can explain my views with one other person and to the whole class.</i> 						<ul style="list-style-type: none"> <i>I can discuss my feelings and opinions with others and cope with difficult</i> 						<ul style="list-style-type: none"> <i>I can share my opinions with others.</i> <i>I can listen and respond</i> 						<ul style="list-style-type: none"> <i>I can explain what it means to respect the rights of others and I understand</i> 																	

		<ul style="list-style-type: none"> <i>I can share what I think and feel with confidence.</i> 	<p><i>emotions.</i></p> <ul style="list-style-type: none"> <i>I can discuss things I am thankful for and focus on what I do have, rather than what I don't have.</i> 	<p><i>respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</i></p> <ul style="list-style-type: none"> <i>I can pay attention to and respond considerately to others.</i> <i>I can explain how and why we should work well as a team.</i> 	<p><i>why this is important.</i></p> <ul style="list-style-type: none"> <i>I can explore differences of opinion and identify if I feel these are fair.</i> 	<p>their points of view.</p> <ul style="list-style-type: none"> <i>I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.</i> <i>I can talk about the attributes of a good team.</i> 	<p>their points of view.</p> <ul style="list-style-type: none"> <i>I know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</i> 																																		
A1	A2	A1	A2	S1	S2	S1	S2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (30-50 months)				I can listen to others peoples' views; playing and work co-operatively, and offering constructive support to my friends.				I can listen to others peoples' views; playing and work co-operatively, and offering constructive support to my friends.				I can explain how my actions have consequences for myself and others. I can develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself.				I can explain how my actions have consequences for myself and others. I can develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself.				I can explain how my actions have consequences for myself and others. I can develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself.				I can explain how my actions have consequences for myself and others. I can develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself.																	
<ul style="list-style-type: none"> <i>I can make up a game or story with my friends.</i> 				<ul style="list-style-type: none"> <i>I can listen to my friends and help them if they need me to.</i> <i>I can be polite.</i> 				<ul style="list-style-type: none"> <i>I understand that we are all different and different people like different things.</i> <i>I can show respect for the rights of others and understand why this is important.</i> <i>I can understand why it is important to be fair.</i> <i>I can describe ways to help work out arguments and disagreements.</i> 				<ul style="list-style-type: none"> <i>I can describe how my actions and behaviour affect my team</i> <i>I can deal with conflict.</i> <i>I can describe why disputes might happen and strategies to resolve them</i> 				<ul style="list-style-type: none"> <i>I can explore how it feels to make a mistake and describe how I can make amends.</i> <i>I can demonstrate strategies for resolving conflicts</i> 				<ul style="list-style-type: none"> <i>I understand that my personal behaviour can affect other people; I can recognise and model respectful behaviour online.</i> 				<ul style="list-style-type: none"> <i>I can deal with conflict in a mature and appropriate way</i> <i>I recognise the importance of self-respect and how this can affect my thoughts and feelings about myself; that everyone, including me, should expect to be treated</i> 																	

																														<i>politely and with respect by others (including when online and/or anonymous) in school and in wider society.</i>											
A1	A2	A1	A2	S1	S2	S1	S2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
Initiates play, offering cues to peers to join them. (30-50 months)						I can identify that my own, and other people's, bodies and feelings can be hurt (including online) and to judge what kind of physical contact makes me feel comfortable or not.						I can identify that my own, and other people's, bodies and feelings can be hurt (including online) and to judge what kind of physical contact makes me feel comfortable or not.						I know about taking care of my body, understanding that I have the right to protect my body from inappropriate and unwanted contact. I know some strategies required to get support if I have fears for themselves or their peers.						I know about taking care of my body, understanding that I have the right to protect my body from inappropriate and unwanted contact. I know some strategies required to get support if I have fears for themselves or their peers.						I know about taking care of my body, understanding that I have the right to protect my body from inappropriate and unwanted contact. I know some strategies required to get support if I have fears for themselves or their peers.						I know about taking care of my body, understanding that I have the right to protect my body from inappropriate and unwanted contact. I know some strategies required to get support if I have fears for themselves or their peers.					
<ul style="list-style-type: none"> <i>I can ask my friends to play with me.</i> 						<ul style="list-style-type: none"> <i>I know I have a responsibility to take care of myself and others.</i> <i>I know I do not have to keep secrets.</i> <i>I know who I can talk to if I feel worried.</i> <i>I know I can choose what happens to my body.</i> 						<ul style="list-style-type: none"> <i>I understand how to respect my own and other people's bodies.</i> <i>I know my body belongs to me and how to keep my body safe.</i> <i>I know that people can say hurtful things online</i> <i>I recognise that some things are private and the importance of respecting privacy – I know that parts of my body covered by underwear are private.</i> <i>I know how to respond if physical contact makes me feel uncomfortable or unsafe</i> <i>I know there are situations when I should ask for</i> 						<ul style="list-style-type: none"> <i>I know I can choose what happens to my body and how to say no.</i> <i>I know what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until I am heard</i> 						<ul style="list-style-type: none"> <i>I know I can choose what happens to my body and how to say no.</i> <i>I know what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until I am heard</i> 						<ul style="list-style-type: none"> <i>I can define 'consent' and 'autonomy'</i> <i>I can explain when it is right to keep a secret, when it is not and who to talk to about this.</i> <i>I know what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until I am heard</i> 						<ul style="list-style-type: none"> <i>I understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</i> <i>I can recognise ways in which a relationship can be unhealthy and who to talk to if I need support.</i> <i>I know how to critically consider my online friendships and sources of information including awareness of</i> 					

		<p><i>permission and also when my permission should be sought</i></p> <ul style="list-style-type: none"> <i>I know what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until I am heard</i> <i>I know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</i> 				<p><i>the risks associated with people I have never met.</i></p> <ul style="list-style-type: none"> <i>I know how to respond to adults I encounter who I do not know (including online)</i> 																																			
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2						
Keeps play going by responding to what others are saying or doing. (30-50 months) <i>I can listen to my friends and share my ideas with them when we play.</i>						I can recognise that bullying is wrong and can list some ways to get help in dealing with it. <ul style="list-style-type: none"> <i>I can talk about unkind behaviour, teasing and bullying.</i> <i>I can talk about ways we can deal with it.</i> 						I can recognise that bullying is wrong and can list some ways to get help in dealing with it. <ul style="list-style-type: none"> <i>I know how people may feel if they experience hurtful behaviour or bullying.</i> <i>I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable</i> 						I can describe the nature and consequences of bullying, and can express ways of responding to it. <ul style="list-style-type: none"> <i>I can identify what bullying is.</i> <i>I know what to do if someone is being bullied.</i> 						I can describe the nature and consequences of bullying, and can express ways of responding to it <ul style="list-style-type: none"> <i>I can identify what bullying is.</i> <i>I know what to do if someone is being bullied.</i> <i>I recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</i> 						I can understand the consequences of discrimination (including bullying, cyber bullying and prejudice-based language). <ul style="list-style-type: none"> <i>I can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from myself</i> <i>I know about different types of bullying (including</i> 						I can understand the consequences of discrimination (including bullying, cyber bullying and prejudice-based language). <ul style="list-style-type: none"> <i>I understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.</i> <i>I can understand that everyone has the right to feel safe and happy when</i> 					

		<ul style="list-style-type: none"> I know how to report bullying and the importance of telling a trusted adult. 			<ul style="list-style-type: none"> cyberbullying) I understand the impact and consequences of bullying. I can develop strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); I know how to report concerns and get support. 	<ul style="list-style-type: none"> using mobile phones and the Internet. I understand that bullying has a negative and often lasting impact on mental wellbeing. I know the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Initiates conversations, attends to and takes account of what others say. (40-60+)</p> <ul style="list-style-type: none"> I can talk to my friends and I listen when they talk to me. 	<p>I can identify and respect differences and similarities between people and can explain different ways that family and friends should care for one another (for example telling a friend that I like them, showing concern for a family member who is unwell)</p> <ul style="list-style-type: none"> I can explore and respect how people can be different and how they are the same. I know that some families are different from my own. I know that people do not 	<p>I can identify and respect differences and similarities between people and can explain different ways that family and friends should care for one another (for example telling a friend that I like them, showing concern for a family member who is unwell).</p> <ul style="list-style-type: none"> I can show respect for the differences between people I can understand that we are all unique. I can tell a trusted adult if I am worried about family or friends. 	<p>I can understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.</p> <ul style="list-style-type: none"> I can listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to my own. 	<p>I can understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.</p> <ul style="list-style-type: none"> I know about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation. I can discuss 	<p>I am aware of differences and similarities between people, including sexual orientation (referring to the Equality Act 2010).</p> <ul style="list-style-type: none"> I can explain why everyone is unique and understand why this should be celebrated and respected. I can talk about the range of faiths and ethnicities in Britain and identify ways of showing respect. 	<p>I am aware of differences and similarities between people, including sexual orientation (referring to the Equality Act 2010).</p> <ul style="list-style-type: none"> I understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.

	<p><i>always have the same feelings and opinions at the same time.</i></p> <ul style="list-style-type: none"> <i>I can tell my teacher if I am worried about my family.</i> 			<p><i>ways in which people's lives are similar and different and give reasons for these differences</i></p>		<ul style="list-style-type: none"> <i>I understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.</i> <i>I can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from myself.</i>
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Explains own knowledge and understanding, and asks appropriate questions of others. (40-60+)</p> <ul style="list-style-type: none"> <i>I can talk about things that I know about.</i> <i>I can ask my friends and adults questions.</i> 						
A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Takes steps to resolve conflicts with other children, e.g. finding a compromise. (40-60+)</p> <ul style="list-style-type: none"> <i>I can share.</i> <i>I can use kind hands and feet.</i> <i>I can talk to my friends if there is a problem.</i> <i>I can ask an adult if there is a</i> 						

<i>problem.</i>																																			
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <ul style="list-style-type: none"> • <i>I can share and take turns.</i> • <i>I listen to my friends and understand their ideas when playing a game or activity.</i> • <i>I look after my friends and adults.</i> • <i>I am a good friend.</i> 																																			

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																													
Managing Feelings and Behaviour	Living in the wider world.	Living in the wider world.	Living in the wider world.	Living in the wider world.	Living in the wider world.	Living in the wider world.																													
A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
Seeks comfort from familiar adults when needed. (22-36 months) <ul style="list-style-type: none"> • <i>I can ask for a cuddle if I need one.</i> 	I can contribute to all aspects of school life, and understand how to follow rules (including sharing and borrowing). <ul style="list-style-type: none"> • <i>I can describe ways that I can help my school community</i> • <i>I can understand what rules are, why they are needed and why</i> 	I can contribute to all aspects of school life, and understand how to follow rules (including sharing and borrowing). <ul style="list-style-type: none"> • <i>I can explain why making a positive difference is important.</i> • <i>I can understand why we need rules and how to</i> 	I can explain why and how rules and laws protect me. <ul style="list-style-type: none"> • <i>I know why and how rules and laws that protect myself and others are made and enforced.</i> • <i>I understand why different rules are needed in different situations and</i> 	I can explain why and how rules and laws protect me. <ul style="list-style-type: none"> • <i>I can explain what democracy is and how this relates to rules and human rights.</i> 	I can explain why and how rules and laws protect me and others. Continue on previous years learning : <ul style="list-style-type: none"> • <i>I know why and how rules and laws that protect myself and others are made and enforced.</i> • <i>I understand why different rules</i> 	I can explain why and how rules and laws protect me and others. <ul style="list-style-type: none"> • <i>Reinforce previous years' learning.</i> 																													

		<i>they are different in different situations.</i>	<i>follow them.</i>	<i>how to take part in making and changing rules.</i> <ul style="list-style-type: none"> <i>I can talk about what rules and laws are and identify how they help us.</i> 		<i>are needed in different situations and how to take part in making and changing rules.</i> <ul style="list-style-type: none"> <i>Plus I can explain why and how laws are made and identify what might happen if laws are broken.</i> 																																			
A1	A1	A1	A1	A1	A1	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2						
<p>Can express their own feelings such as sad, happy, cross, scared, worried. (22-36 months)</p> <ul style="list-style-type: none"> <i>I can say how I am feeling.</i> 						<p>I know that people and other living things have rights and that everyone has responsibilities to protect those rights.</p> <ul style="list-style-type: none"> <i>I can describe ways that I can be a good neighbour.</i> <i>I understand that people and other living things have different needs and I am aware of some of the responsibilities of caring for them.</i> 						<p>I know that people and other living things have rights and that everyone has responsibilities to protect those rights.</p> <ul style="list-style-type: none"> <i>I can talk about what rights are and identify rights that all people share.</i> <i>I can explain who helps protect our rights.</i> 						<p>I can talk about what is meant by human rights and universal rights, and that children have their own set of rights set out in the United Nations Declaration of the Rights of the Child.</p> <ul style="list-style-type: none"> <i>I can talk about what democracy is and understand why it is important</i> <i>I can talk about what liberty means and I can identify the rights of British people.</i> <i>I understand what is meant by anti-social and aggressive behaviour.</i> 						<p>I can talk about what is meant by human rights and universal rights, and that children have their own set of rights set out in the United Nations Declaration of the Rights of the Child.</p> <ul style="list-style-type: none"> <i>I understand what rights are and that all people share the same rights.</i> <i>I understand what the Universal Declaration of Human Rights and the Declaration of the Rights of the Child are and why they are important.</i> <i>I can explain what democracy is and how this relates to rules and human rights.</i> <i>I understand that human rights are not dependent</i> 						<p>I can talk about my human rights and understand peoples' universal rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To know that these</p> <ul style="list-style-type: none"> <i>I can discuss the terms democracy and human rights in relation to local government.</i> 						<p>I can talk about my human rights and understand peoples' universal rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To know that these</p> <ul style="list-style-type: none"> <i>I can explain what the Universal Declaration of Human Rights is and understand that children have their own rights.</i> <i>I understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.</i> <i>I can identify why people's rights are sometimes not met in the UK</i> 					

				<p>on responsibilities.</p> <ul style="list-style-type: none"> • I can explain what it means to respect the rights of others and I understand why this is important • I understand how stereotypes can stop people's human rights being met. 	<p>and in places across the world.</p> <ul style="list-style-type: none"> • I can explain how I can respect other people's rights and I understand why this is important. • I can identify how and why ideas about human rights have changed. • I can explain the role and importance of human rights activists. 																																				
A1	A1	A1	A1	A1	A1	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2						
<p>Responds to the feelings and wishes of others. (22-36 months)</p> <ul style="list-style-type: none"> • I can understand how my friends or adults are feeling and what they would like me to do. 						<p>I know what improves and harms my local, natural and built environments and I can develop strategies and skills needed to care for these.</p> <ul style="list-style-type: none"> • I can identify things that help and harm my neighbourhood. • I know about some of the ways I can look after the environment. 						<p>I know what improves and harms my local, natural and built environments and I can develop strategies and skills needed to care for these.</p> <ul style="list-style-type: none"> • I can think about how people use things from the earth and what problems this can cause, e.g. plastic, oil. • I can say why it is important to care for the earth and identify how I can help protect it, e.g. recycling, saving energy. 						<p>I know that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. I can continue to develop the skills to exercise these responsibilities.</p> <ul style="list-style-type: none"> • Build on previous learning: I can think about how people use things from the earth and what problems this can cause, e.g. plastic, oil. • I can say why it is important to care for the earth and identify how I can help protect it, e.g. recycling, saving energy. • I can talk about my 						<p>I know that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <ul style="list-style-type: none"> • I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. • I can explain what climate change is and how it affects people's lives and identify what I can do to help. • I can identify different 						<p>I know that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <ul style="list-style-type: none"> • I can understand the importance of shared responsibilities in helping a team to function successfully. • I can investigate what charities and voluntary groups do and how they support the community. • I understand that my actions can impact people in different countries. 						<p>I know that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <ul style="list-style-type: none"> • I can talk about and explain how we can be responsible global citizens. • I can describe what global warming is and what we can do to help prevent it from getting worse. I can describe how our energy use can harm the environment and what we can do to help. • I can describe 					

																		<p><i>responsibilities towards my team.</i></p>						<p><i>organisations which help people in different countries who are in challenging situations and explain how they do this.</i></p>						<p><i>the importance of using water responsibly and understand the importance of doing this.</i></p> <ul style="list-style-type: none"> <i>I can explain what biodiversity is and explain the importance of doing all we can to support it.</i> <i>I can make choices to make the world a better place and that help people across the world.</i> 											
A1	A1	A1	A1	A1	A1	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2						
<p>Aware that some actions can hurt or harm others. (22-36 months)</p> <ul style="list-style-type: none"> <i>I know that I need to have kind hands so I don't hurt anyone.</i> <i>I know I must not say unkind things because it can upset people.</i> 						<p>I know that I belong to various groups and communities, such as family and school. I can show respect to various groups and communities.</p> <ul style="list-style-type: none"> <i>I can talk about the teams I belong to.</i> <i>I can describe what it is like to live in Britain.</i> <i>I can explore and respect how people in Britain can be different and how they are the same.</i> <i>I recognise how we are the same and the similarities we have.</i> 						<p>I know that I belong to various groups and communities, such as family and school. I can show respect to various groups and communities.</p> <ul style="list-style-type: none"> <i>I can explore family life in different countries and say how it is the same as mine and how it is different.</i> <i>I can discuss homes and home life from around the world and say how they are the same as mine and how they are different.</i> <i>I can explain what it is like to go to school in other countries and say how it is</i> 						<p>I can talk about what it means to be part of a community, and the range of national, regional, religious and ethnic identities in the UK.</p> <ul style="list-style-type: none"> <i>I can describe what it is like to live in Britain.</i> <i>I can explain what being British means to me and to others.</i> <i>I can describe a diverse society and talk about why it is important.</i> 						<p>I can talk about what it means to be part of a community, and the range of national, regional, religious and ethnic identities in the UK.</p> <ul style="list-style-type: none"> <i>I can discuss ways in which people's lives are similar and different and give reasons for these differences.</i> <i>I can explain what it means to respect the rights of others and I understand why this is important</i> 						<p>I can talk about what it means to be part of a community, and the range of national, regional, religious and ethnic identities in the UK.</p> <ul style="list-style-type: none"> <i>I can talk about the range of faiths and ethnicities in Britain and identify ways of showing respect.</i> <i>I can explain what a community is and what it means to belong to one.</i> <i>I can discuss and make links when looking at the lives of people, with different values and customs to me, living in other places.</i> 						<p>I can talk about what it means to be part of a community, and the range of national, regional, religious and ethnic identities in the UK.</p> <ul style="list-style-type: none"> <i>I can discuss the different groups that make up my community and what living in a community means</i> <i>I value the different contributions that people and groups make to the community</i> <i>I understand diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</i> 					

		<p><i>the same as or different from my school.</i></p> <ul style="list-style-type: none"> <i>I can explore places where people live which are different from where I live.</i> 			
A1 A1 A1 A1 A1 A1	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Tries to help or give comfort when others are distressed. (22-36 months)</p> <ul style="list-style-type: none"> <i>I can look after my friends when they are feeling sad.</i> 			<p>I can recognise and challenge stereotypes.</p> <ul style="list-style-type: none"> <i>I understand that gender does not limit us in becoming what we want to in the future.</i> 	<p>I can recognise and challenge stereotypes.</p> <ul style="list-style-type: none"> <i>I understand how stereotypes can be harmful.</i> 	<p>I can respond to negative behaviours such as stereotyping and aggression in a positive way.</p> <ul style="list-style-type: none"> <i>I can explain what is meant by anti-social and aggressive behaviour.</i> <i>I can understand that gender does not determine what jobs people can do.</i>
A1 A1 A1 A1 A1 A1	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
<p>Shows understanding and cooperates with some boundaries and routines. (22-36 months)</p> <ul style="list-style-type: none"> <i>I know that I must listen to adults when they say what I can and cannot do.</i> 	<p>I can discuss with others about the role of the internet in everyday life</p> <ul style="list-style-type: none"> <i>I know about how the internet and digital devices can be used safely to find things out</i> 	<p>I can discuss with others about the role of the internet in everyday life</p> <ul style="list-style-type: none"> <i>I know about how the internet and digital devices can be used safely to find things out</i> 	<p>To explore and critique how the media present information.</p> <ul style="list-style-type: none"> <i>I can explain how adverts try to influence us and why they do this.</i> 	<p>To explore and critique how the media present information.</p> <ul style="list-style-type: none"> <i>I can critically examine what is presented to me in social media and why it is important to do</i> 	<p>I can explore the effects of, and make valid critique, towards media and their influences on young people.</p> <ul style="list-style-type: none"> <i>I understand what a positive body image is.</i> <i>I understand that</i>
A1 A1 A1 A1 A1 A1	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2	A1 A2 S1 S2 S1 S2
					<p>I can respond to negative behaviours such as stereotyping and aggression in a positive way.</p> <ul style="list-style-type: none"> <i>I know how stereotyping can negatively influence behaviours and attitudes towards others.</i> <i>I know some strategies for challenging stereotypes.</i> <i>I know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</i>

<ul style="list-style-type: none"> I can follow some of the routines we do every day. 						<p>and to communicate with others</p> <ul style="list-style-type: none"> I know that not all information seen online is true 						<p>and to communicate with others.</p> <ul style="list-style-type: none"> I know that not all information seen online is true 												<p>so.</p> <ul style="list-style-type: none"> I understand how information contained in social media can misrepresent or mislead I know the importance of being careful what I forward to others. 						<p>many images seen in the media are artificially enhanced.</p>						<p>social media can be manipulated or invented and know some strategies to evaluate the reliability of sources and identify misinformation</p> <ul style="list-style-type: none"> I understand that there are many things that affect the way we feel about ourselves and there is no such thing as an ideal kind of body. I understand that information from search engines is ranked, selected and targeted. 					
A1	A1	A1	A1	A1	A1	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
<p>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. (22-36 months)</p> <ul style="list-style-type: none"> I know when I am doing something I know I should not and I can stop myself. 						<p>I know about the role money plays in my life including how to keep it safe and what influences the choices I make about money. I know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <ul style="list-style-type: none"> I can explain where money comes from and why we need it. I recognise there is a difference between things we want and things we need. I can explain choices I have 						<p>I know about the role money plays in my life including how to keep it safe and what influences the choices I make about money. I know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <ul style="list-style-type: none"> I know what money is; forms that money comes in; that money comes from different sources I understand that people make different choices about how to 						<p>I know about the role money plays in my own and others' lives, including how to manage my money and about how to be a critical consumer.</p> <ul style="list-style-type: none"> I can explain the different ways people pay for things I can explain ways people can borrow money and discuss some consequences of borrowing. I can explain ways I can keep track of what I spend and why it is important to do this. 						<p>I know about the role money plays in my own and others' lives, including how to manage my money and about how to be a critical consumer.</p> <ul style="list-style-type: none"> Continue from previous years learning: I can explain the different ways people pay for things I can explain ways people can borrow money and discuss some consequences of borrowing. I can explain ways I can keep track of what I 						<p>I can demonstrate my understanding of the role that money plays in my life, and can explain how I can look after and save money and be a critical consumer. I can understand the concept of 'interest', 'loan', 'debt' and 'tax'.</p> <ul style="list-style-type: none"> I can explain some financial risks we might encounter and can discuss how we can avoid them. I understand how retailers try to influence our spending. I understand 						<p>I can demonstrate my understanding of the role that money plays in my life, and can explain how I can look after and save money and be a critical consumer. I can understand the concept of 'interest', 'loan', 'debt' and 'tax'.</p> <ul style="list-style-type: none"> I know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) I know about the risks involved 					

	<p><i>about spending money and why it is important to keep track of what I spend.</i></p> <ul style="list-style-type: none"> <i>I can explain how I keep my belongings safe and why this is important.</i> <i>I can explain what happens when we go shopping.</i> 	<p><i>save and spend money</i></p> <ul style="list-style-type: none"> <i>I understand about the difference between needs and wants; that sometimes people may not always be able to have the things they want</i> <i>I know that money needs to be looked after and the different ways of doing this</i> 		<p><i>spend and why it is important to do this.</i></p>	<p><i>what 'value for money' means and can explain how we can tell if things are good value.</i></p> <ul style="list-style-type: none"> <i>I can explain why we need to budget and how to make one.</i> <i>I can explain why people borrow money.</i> <i>I can explain what tax is and why we need to pay it.</i> 	<p><i>in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</i></p> <ul style="list-style-type: none"> <i>I can identify the ways that money can impact on people's feelings and emotions</i> <i>I understand the concept 'interest', 'loan', 'debt' and 'tax'</i> 																																			
A1	A1	A1	A1	A1	A1	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2						
<p>Growing ability to distract self when upset, e.g. by engaging in a new play activity. (22-36 months)</p> <ul style="list-style-type: none"> <i>I can find something to do to stop myself feeling upset.</i> 						<p>I can talk about the strengths and interests someone might need to do different jobs. I know different jobs that people I know or people who work in the community do. I know that jobs help people earn money to pay for things.</p> <ul style="list-style-type: none"> <i>I can talk about jobs that people can do and tell my friends what I want to be when I grow up</i> <i>I know jobs help people earn money.</i> <i>I can understand that it is a person's interests and skills that make them suited to doing a job.</i> 						<p>I can talk about the strengths and interests someone might need to do different jobs. I know different jobs that people I know or people who work in the community do. I know that jobs help people earn money to pay for things.</p> <ul style="list-style-type: none"> <i>I know that jobs help people to earn money to pay for things.</i> <i>I know some of the different jobs that people I know or people who work in the community do</i> <i>I know about some of the strengths and interests someone might need to do</i> 						<p>I know about the range of jobs carried out by people I know, and to understand how they can develop skills to make my own contribution in the future.</p> <ul style="list-style-type: none"> <i>I know what skills are needed for a range of jobs and why people go to work.</i> <i>I know what I would like to do for a job and the skills I would need to achieve this.</i> 						<p>I know about the range of jobs carried out by people I know, and to understand how they can develop skills to make my own contribution in the future.</p> <ul style="list-style-type: none"> <i>I can explain what skills are needed for a range of jobs and why people go to work.</i> <i>I can explain what I would like to do for a job and the skills I would need to achieve this.</i> 						<p>I can talk about a range of jobs, and explain how I will develop skills to work in the future.</p> <ul style="list-style-type: none"> <i>I can identify opportunities that may become available to me in the future and I am aware how to make the most of them.</i> <i>I can understand why it is important to develop certain skills to prepare for the world of work.</i> 						<p>I can talk about a range of jobs, and explain how I will develop skills to work in the future.</p> <ul style="list-style-type: none"> <i>I can recognise there are a variety of routes into careers (e.g. college, apprenticeship, university)</i> <i>I know that there is a broad range of different jobs/careers that people can have</i> <i>I know that people often have more than one career/type of job during their life</i> <i>I know about what might influence people's</i> 					

<i>make others feel sad.</i>																																				
A1	A1	A1	A1	A1	A1	A1	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50 months) <ul style="list-style-type: none"> <i>I can share and take turns (sometimes I need help)</i> 																																				
A1	A1	A1	A1	A1	A1	A1	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. (30-50 months) <ul style="list-style-type: none"> <i>I can wait for something I want.</i> <i>I know that I can't always have what I want.</i> 																																				
A1	A1	A1	A1	A1	A1	A1	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
Can usually adapt behaviour to different events, social situations and changes in routine. (30-50 months) <ul style="list-style-type: none"> <i>I can go to new places or do something different without getting upset.</i> 																																				
A1	A1	A1	A1	A1	A1	A1	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2	A1	A2	S1	S2	S1	S2
Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. (40-60+)																																				

<ul style="list-style-type: none"> <i>I can say sorry and look after someone if I have hurt them.</i> 						
<p>Aware of the boundaries set, and of behavioural expectations in the setting. (40-60+)</p> <ul style="list-style-type: none"> <i>I can listen to my teachers and I know how they expect me to behave.</i> 						
<p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (40-60+)</p> <ul style="list-style-type: none"> <i>I can talk to my friends or an adult if there is a problem with somebody without getting angry.</i> 						
<p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>						

<ul style="list-style-type: none">• <i>I can talk about and explain how I am feeling.</i>• <i>I can understand how others might be feeling.</i>• <i>I know what might happen if I do not listen to adults or follow the rules.</i>• <i>I can happily go to new places or do something new and different.</i>						
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