

EYFS (Early Learning Goals)

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Self-Regulation

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

Managing self

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

Building relationships

- Work and play cooperatively and take turns with others.
- Phone positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

UNDERSTANDING THE WORLD

People, Culture and Communities

- No some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

KS1 & 2 Programmes of Study

Relationships Education (Primary)

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

	<ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. <p>*13 Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p>
	<p><u>Physical health and mental wellbeing: Primary</u></p> <p><u>Mental wellbeing</u></p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 33 • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. <p><u>Internet safety and harms</u></p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. <p><u>Physical health and fitness</u></p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. <p><u>Healthy eating</u></p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <p><u>Drugs, alcohol and tobacco</u></p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

<div> <div>Health and prevention</div> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination. <div>Basic first aid</div> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. <div>Changing adolescent body</div> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. </div>						
Class Y1/2	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
	<div>Key Knowledge & Skills (Y1)</div> <ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt; 	<div>Key Knowledge & Skills (Y2)</div> <ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Identify people who are special to them; Explain some of the ways those people are special to them. Recognise and explain how a person's behaviour can affect other people. Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of 	<div>Key Knowledge & Skills (Y1)</div> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Recognise the range of feelings that are associated with loss. Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about 	<div>Key Knowledge & Skills (Y2)</div> <ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom. Explain, and be able to use, strategies for dealing with impulsive behaviour. Identify special people in the school and community who can help to keep them safe; Know how to ask for help. Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. Understand that people have choices about what they do with their money; 	<div>Key Knowledge & Skills (Y1)</div> <ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. Recognise that learning a new skill requires practice and 	<div>Key Knowledge & Skills (Y2)</div> <ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. Identify which parts of the human body are private; Understand that humans mostly have the same body parts but that they can look different from person to person. Explain what privacy means; Know that you are not allowed to touch someone's private

	<ul style="list-style-type: none"> • Suggest ways of dealing with different kinds of hurt. • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us. • Identify simple qualities of friendship; • Suggest simple strategies for making up. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. 	<p>kindness and unkindness;</p> <ul style="list-style-type: none"> • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school. • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<p>medicines and their use.</p> <ul style="list-style-type: none"> • Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say "no" to unwanted touch; • Start thinking about who they trust and who they can ask for help. 	<ul style="list-style-type: none"> • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things. • Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 	<p>the opportunity to fail, safely;</p> <ul style="list-style-type: none"> • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Recognise how a person's behaviour (including their own) can affect other people. 	<p>belongings without their permission;</p> <ul style="list-style-type: none"> • Give examples of different types of private information.
	<p>Key Questions</p> <ul style="list-style-type: none"> • What jobs/responsibilities does our teacher have in the classroom? • How can we help our teacher? • What are our jobs/responsibilities in the classroom? • How can we help each other? • Does our behaviour help people in the classroom? How does it do this? • What are rules and why do we have them? • What rules do you have at home? • What rules do we have in school? 	<p>Key Questions</p> <ul style="list-style-type: none"> • How did you cooperate when you were playing the game? • Why did you need to cooperate? • How did it feel when you were 'caught'? • How did you manage those feelings? • How did it feel to be freed? • Did anyone feel left out? • How did that feel? (Or, if nobody felt left out, how might it feel?) 	<p>Key Questions</p> <ul style="list-style-type: none"> • What sort of things do you think we can all do to stay healthy? • Why is it important to have a good night's sleep? • Why is it important to exercise regularly? • Why is it important to eat healthy food? • Why is it important to have a wash and to brush our teeth? 	<p>Key Questions</p> <ul style="list-style-type: none"> • What are the things we need in order to be able to do our best in school? • What do you think are the things the teachers and other staff need in order to help children do their best in school? • What did Louis do? • How did it make others feel? • Could he help it? • What could he have done instead? • Do you ever feel like Louis? • What could you do? • What does it mean to be safe? 	<p>Key Questions</p> <ul style="list-style-type: none"> • What sort of foods do you think are healthy for our body? • Are there any foods we need to avoid eating lots of? • Which foods do they like/dislike? • Which foods are healthy for us that we need to eat more of? • What foods are less healthy that we need to eat less of? • Why is it so important that we wash hands etc.? • What diseases can be spread from one person to another? (e.g. cold, 'flu, chicken pox, Coronavirus). 	<p>Key Questions</p> <ul style="list-style-type: none"> • What was supportive? • What helped? • What didn't help? • How did the blindfolded person feel? • How might you do it differently if you did it again? • Have you ever lost anything? • What did you lose? • How did it feel when you realised it was lost? • Have you ever found something that you thought was lost? Where was it? • How did you feel when you found it?

	<ul style="list-style-type: none"> Are these 'good' rules? Why do you think they are good? Do these rules change in different areas of the school? 			<ul style="list-style-type: none"> How does our body tell us when things might not be safe? Who should I get to help? 	<ul style="list-style-type: none"> Can you think of think of diseases that cannot be spread? (e.g. asthma). 	<ul style="list-style-type: none"> What do you think made us grow? [food, rest and sleep, care] Who helped us grow? Which parts of the body might we see when someone is wearing their school uniform? What parts of the body might we see if someone was wearing a swimming costume/shorts? What is private information?
	Key Vocabulary Feelings, comfortable, uncomfortable, sad, happy, worried, angry, excited, surprise, body, first aid, trust, community, special people, friendships, places of worship, families, cooperation, behaviour, private, respect, help.	Key Vocabulary Being different, being yourself, similar, physical features, unique, special, respect, positive, negative, behaviour, emotions, respectful relationships.	Key Vocabulary Healthy, body, fit, exercise, germs, hygiene, lifestyle, dental, loss, upset, emotions, feelings, inappropriate touch, relationships, boundaries, safe	Key Vocabulary Cooperation, citizenship, caring, falling out, respect, rules and law, teamwork, responsibility, trust, friendship, positions of authority, SoC, bullying, cyber bullying, environment, collective responsibility	Key Vocabulary Healthy eating, lifestyles, carbohydrates, dairy, protein, fruit, vegetables, food groups, diet, unhealthy, virus, germs, diseases, prevent, personal hygiene, bacteria	Key Vocabulary Caring, cooperation, rules, teamwork, communication, relationships, healthy friendships, positive, lonely, excluded, last, emotions, happiness, sadness, fear, anger, surprise, consent, private
Cultural Capital	Opportunities Work with the Junior Leadership Team to devise classroom rules.	Opportunities	Opportunities Invite the police, fire service into school to talk about how to stay safe.	Opportunities Work with the Junior Leadership Team on being a good citizen.	Opportunities Invite a doctor, dentist, nurse into school to talk about how to stay healthy.	Opportunities

Full skill Coverage

Please note all of these are covered and revisited and consolidated in each of the units taught **over the year**.

Understanding Self and Others <ul style="list-style-type: none"> Explain their ideas, and responses to an issue. Recognise their feelings. Play with others. 	Working with Others <ul style="list-style-type: none"> Find a partner, sit with them and work with them. 	Speaking and Listening <ul style="list-style-type: none"> Demonstrate active listening skills. Ask questions for clarification. 	Negotiation <ul style="list-style-type: none"> Negotiate with one another. Speak in front of a group. 	Compassion and Empathy <ul style="list-style-type: none"> Demonstrate compassion, empathy and tolerance. 	Body Language (Verbal and non-verbal) <ul style="list-style-type: none"> Recognise simple body language. Understand verbal and non-verbal communication.
Assertiveness <ul style="list-style-type: none"> Speak using the assertive 'I'. Know that it is OK to make mistakes. Say 'No' and mean 'No'. 	Making Choices <ul style="list-style-type: none"> Recognise their likes and dislikes. Think about and verbalise what is important to them when making choices. Demonstrate making simple choices. Begin to think about how to make safe choices. 	Risk Taking <ul style="list-style-type: none"> Understand the concept of risk. Know who and how to tell. Begin to recognise how other factors can influence choice. 	Influences <ul style="list-style-type: none"> Begin to understand that sometimes people persuade you to do things you don't want to do. 	Making Decisions <ul style="list-style-type: none"> Demonstrate making simple choices. Begin to think about why they made a particular choice 	

Keep Y1 and Y2 separate – record on separate sheets

Assessment – Cycle A – Y1/2					
Me and My Relationships (Y1)	Children initials	Valuing Difference (Y2)	Children initials	Keeping Myself Safe (Y1)	Children initials
All children can: <ul style="list-style-type: none"> • Name some different feelings • think of a way of dealing with ‘not so good’ feelings • know that they can ask for help • tell you a classroom rule 		All children can: <ul style="list-style-type: none"> • Say how they can get help from someone if they are being left out • give an example of good listening skills 		All children can: <ul style="list-style-type: none"> • Say different feelings that I have and how my body behaves when I have them. • Tell you what my body needs to keep healthy. • Tell you how medicines can help a person. 	
Most children can: <ul style="list-style-type: none"> • Name a variety of different feelings and explain how these might make me behave • think of some different ways of dealing with ‘not so good’ feelings • no when they need help and who to go for help • tell you some different classroom rules 		Most children can: <ul style="list-style-type: none"> • Say how they could help themselves if they were being left out • give a few examples of good listening skills and can explain why listening skills help to understand a different point of view 		Most children can: <ul style="list-style-type: none"> • Say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone) • give examples of how I keep myself healthy. • Say when medicines might be harmful (e.g. overdose, if not needed, and other persons medicine, etc) 	
Some children can: <ul style="list-style-type: none"> • give a wide range of examples of how to deal with some of the ‘not so good’ feelings and how to help others to do this • know the signs of needing help and can identify a range of adults that they can turn to when needed • tell you a range of classroom rules and explain why we have them 		Some children can: <ul style="list-style-type: none"> • tell you how they recognise if someone else is being left out, and they can say some ways they could help them. • Use listening skills to help solve disagreements by showing that they have heard another person's point of view and then putting forward other ideas, or a compromise. 		Some children can: <ul style="list-style-type: none"> • recognise signs of feelings in other people (friends or family) and can suggest ways that I might be able to help them. • say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body) • explain why medicines need to be kept out of reach and sight of children. 	

Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus	Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus	Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus
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Assessment – Cycle A – Y1/2

Rights and Responsibilities (Y2)	Children initials	Being My Best (Y1)	Children initials	Growing and Changing (Y2)	Children initials
All children can: <ul style="list-style-type: none"> Give examples of things that help me to be settled and calm in the classroom 		All children can: <ul style="list-style-type: none"> Name something I can do to help myself when I find something difficult. Name some healthy foods. 		All children can: <ul style="list-style-type: none"> Tell you some things that help us grow (e.g. food, rest and sleep, care) give examples of how it feels when you lose something give examples of how to give support to someone 	
Most children can: <ul style="list-style-type: none"> Give examples of when I've used some of these ideas to help me when I am not settled 		Most children can: <ul style="list-style-type: none"> Name a few different ideas of what I can do if I find something difficult. Say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day. 		Most children can: <ul style="list-style-type: none"> tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger give examples of how it feels when you have to say goodbye to someone or something (e.g. move house) give examples of how to give feedback to someone 	
Some children can: <ul style="list-style-type: none"> help other people to understand what they can do to help them settle in the classroom and I can always or almost always do these things myself 		Some children can: <ul style="list-style-type: none"> Give examples of how these ideas have helped me when I have found something difficult. Explain about different food groups and why we need to choose and eat food from these different groups. 		Some children can: <ul style="list-style-type: none"> tell you what I am looking forward to when I am older (at 10 years and again at 21 years old) suggest ways of keeping in touch with someone if they move away explain the difference between positive feedback and constructive support 	
Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus		Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus		Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus	

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	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			