

Time Allocation- 36 hours a year.

Arts Week- roughly 10 hours (2 hours per afternoon).

1-2 hours per week if teaching 3 Art topics a year.



## RSHE - Relationships, Sex, Health Education

F1	LEAPS	Evidence
<b>Families and people who care for me.</b>	<ul style="list-style-type: none"> <li>I understand what a family is and can explain to others (RE1)</li> <li>I can describe my own family (RE3)</li> </ul>	<ul style="list-style-type: none"> <li>What a family is (RE1)</li> <li>Identify who is in their family (RE3)</li> </ul>
<b>Caring Friendships</b>	<ul style="list-style-type: none"> <li>I can say what friendship means (RE7, RE8)</li> </ul>	<ul style="list-style-type: none"> <li>what friendship is (RE7, RE8)</li> </ul>
<b>Respectful Relationships</b>	<ul style="list-style-type: none"> <li>I know why good manners are important (RE17)</li> <li>I can demonstrate good manners (RE17)</li> </ul>	<ul style="list-style-type: none"> <li>why it is important to use good manners and be courteous to others (RE17)</li> <li>how we can show good manners and courtesy to others (RE17)</li> </ul>
<b>Online Relationships</b>	<ul style="list-style-type: none"> <li>I know some basic safety rules for keeping safe online (RE1)</li> </ul>	<ul style="list-style-type: none"> <li>About basic rules for keeping safe online (RE22)</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>I can describe feelings of being unsafe (RE29)</li> <li>I can identify who I could tell if I feel unsafe (RE30)</li> </ul>	<ul style="list-style-type: none"> <li>know about school rules regarding safety, including what kind of touch is appropriate (RE25, RE27)</li> </ul>
<b>Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>I can identify a simple range of feelings in myself and others, eg. happiness, sadness, anger, fear (HE3)</li> </ul>	<ul style="list-style-type: none"> <li>Identify a simple range of feelings in themselves and others (HE3)</li> </ul>
<b>Internet Safety and Harm</b>	<ul style="list-style-type: none"> <li>I know some basic safety rules for using the internet in school and at home (HE13)</li> </ul>	<ul style="list-style-type: none"> <li>basic safety rules for using the internet in school and at home (HE13)</li> </ul>
<b>Physical Health and Fitness</b>	<ul style="list-style-type: none"> <li>I understand how special my body is (HE18)</li> <li>I know that there are lots of things I can do to keep my body healthy (HE18)</li> </ul>	<ul style="list-style-type: none"> <li>That their bodies are special and they can do lots of things to keep themselves healthy, including being active (HE18)</li> </ul>
<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>I can identify a range of fruits and vegetables (HE22)</li> </ul>	<ul style="list-style-type: none"> <li>recognise a variety of fruits and vegetables (HE22)</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>I know why it is important to wash my hands well (HE30)</li> <li>I can demonstrate how to wash my hands well (HE30)</li> </ul>	<ul style="list-style-type: none"> <li>how to wash their hands properly and why this is important (HE30)</li> </ul>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>I know when and how to seek help if myself or someone I know hurts themselves (HE33)</li> </ul>	<ul style="list-style-type: none"> <li>When and how to seek help from an appropriate person if they or someone they know hurts themselves (HE33)</li> </ul>

<b>Becoming An Active Citizen</b>	<ul style="list-style-type: none"> <li>I can show good listening</li> </ul>	<ul style="list-style-type: none"> <li>how to listen well to others</li> </ul>
<b>Moving On</b>	<ul style="list-style-type: none"> <li>I can identify and celebrate my achievements in reception</li> <li>I can explain how I feel about moving to FS2, what I am worried about and what I am looking forward to.</li> </ul>	<ul style="list-style-type: none"> <li>identify and celebrate positive achievements during their time in Reception</li> <li>explain their feelings about moving to FS2, what they are worried about and what they are looking forward to</li> </ul>
<b>Finance</b>	<ul style="list-style-type: none"> <li>I know what money is.</li> </ul>	<ul style="list-style-type: none"> <li>Know that you can exchange money for products in shops and online</li> </ul>

F2	LEAPS	Evidence
<b>Families and people who care for me.</b>	<ul style="list-style-type: none"> <li>I understand what a family is and can explain to others (RE1)</li> <li>I can describe my own family (RE3)</li> <li>I can describe the families of my friends (RE3)</li> </ul>	<ul style="list-style-type: none"> <li>What a family is (RE1)</li> <li>Identify who is in their family (RE3)</li> </ul>
<b>Caring Friendships</b>	<ul style="list-style-type: none"> <li>I can say what friendship means (RE7, RE8)</li> <li>I know what makes a good and bad friend (RE8)</li> </ul>	<ul style="list-style-type: none"> <li>what friendship is (RE7, RE8)</li> <li>what makes a good friend (RE8)</li> </ul>
<b>Respectful Relationships</b>	<ul style="list-style-type: none"> <li>I can explain what a relationship is (RE13)</li> <li>I know why good manners are important (RE17)</li> <li>I can demonstrate good manners (RE17)</li> </ul>	<ul style="list-style-type: none"> <li>why it is important to use good manners and be courteous to others (RE17)</li> <li>how we can show good manners and courtesy to others (RE17)</li> <li>what a relationship is (RE13)</li> </ul>
<b>Online Relationships</b>	<ul style="list-style-type: none"> <li>I know some basic safety rules for keeping safe online (RE1)</li> </ul>	<ul style="list-style-type: none"> <li>About basic rules for keeping safe online (RE22)</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>I know what happens in my body and mind when I feel unsafe (RE29)</li> <li>I can describe feelings of being unsafe (RE29)</li> <li>I can identify who I could tell if I feel unsafe (RE30)</li> </ul>	<ul style="list-style-type: none"> <li>identify the feelings of being unsafe (RE29)</li> <li>be able to describe feelings of being unsafe and seek help from an appropriate grown-up (RE30)</li> <li>know about school rules regarding safety, including what kind of touch is appropriate (RE25, RE27)</li> <li>Real, fake, danger, good touch, bad touch, pants, private.</li> </ul>
<b>Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>I can identify a simple range of feelings in myself and others, eg. happiness, sadness, anger, fear (HE3)</li> <li>I know who to talk to if I need help with my feelings (HE9)</li> </ul>	<ul style="list-style-type: none"> <li>Identify a simple range of feelings in themselves and others (HE3)</li> <li>know who to go to if they need help with how they are feeling (HE9)</li> </ul>
<b>Internet Safety and Harm</b>	<ul style="list-style-type: none"> <li>I can describe some ways to use the internet and how it is useful (HE11)</li> <li>I know some basic safety rules for using the internet in school and at home (HE13)</li> </ul>	<ul style="list-style-type: none"> <li>know about how the internet is useful and the ways that it can be used (HE11)</li> <li>basic safety rules for using the internet in school and at home</li> </ul>

		(HE13)
<b>Physical Health and Fitness</b>	<ul style="list-style-type: none"> <li>I understand how special my body is (HE18)</li> <li>I know that there are lots of things I can do to keep my body healthy (HE18)</li> </ul>	<ul style="list-style-type: none"> <li>That their bodies are special and they can do lots of things to keep themselves healthy, including being active (HE18)</li> </ul>
<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>I can identify a range of fruits and vegetables (HE22)</li> <li>I understand that fruits and vegetables are one thing I can eat to keep my body healthy (HE22)</li> </ul>	<ul style="list-style-type: none"> <li>recognise a variety of fruits and vegetables (HE22)</li> <li>understand why eating fruit and vegetables every day is important (HE22)</li> </ul>
<b>Drugs, Alcohol and Tobacco</b>	<ul style="list-style-type: none"> <li>I understand what medicines are and why they are useful (HE25)</li> <li>I can describe some basic safety rules about medicines (HE25)</li> </ul>	<ul style="list-style-type: none"> <li>what medicines are and why they are useful (HE25)</li> <li>awareness of simple rules about medicines (HE25)</li> <li>Vocab: Rules Danger</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>I know why it is important to wash my hands well (HE30)</li> <li>I can demonstrate how to wash my hands well (HE30)</li> </ul>	<ul style="list-style-type: none"> <li>how to wash their hands properly and why this is important (HE30)</li> </ul>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>I know when and how to seek help if myself or someone I know hurts themselves (HE33)</li> </ul>	<ul style="list-style-type: none"> <li>When and how to seek help from an appropriate person if they or someone they know hurts themselves (HE33)</li> </ul>
<b>Becoming An Active Citizen</b>	<ul style="list-style-type: none"> <li>I can take part in a class discussion using good listening and turn-taking</li> <li>I can share my views about a topic</li> <li>I can show good listening</li> </ul>	<ul style="list-style-type: none"> <li>how to take part in a class discussion using good listening and turn-taking</li> <li>how to express their views about a topic</li> <li>how to listen well to others</li> </ul>
<b>Moving On</b>	<ul style="list-style-type: none"> <li>what to expect when they start Year 1</li> <li>I can identify and celebrate my achievements in reception</li> <li>I can explain how I feel about moving to year 1, what I am worried about and what I am looking forward to</li> <li>I know what to expect in year 1</li> </ul>	<ul style="list-style-type: none"> <li>identify and celebrate positive achievements during their time in Reception</li> <li>explain their feelings about moving to year 1, what they are worried about and what they are looking forward to</li> </ul>
<b>Finance</b>	<ul style="list-style-type: none"> <li>I know that money can be exchanged for products in shops</li> </ul>	<ul style="list-style-type: none"> <li>Know that you can exchange money for products in shops and online</li> </ul>

Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Families and people who care for me.</b></p> <p><b>Relationships</b></p>	<p>About families and how they support children as they grow up (RE1, RE2)</p> <p>That their family is special and unique and may be similar or different to their friends (RE3)</p> <p>The range of people in their lives that support and care for them (RE4)</p>	<p>I can show that I value and respect other people's families (RE3)</p> <p>I can describe some different ways that people in families show that they love and care for one another (RE3)</p> <p>I can describe some ways that people in families make each other feel safe and secure (RE1)</p> <p>I can list a range of people I can speak to if someone or something in my family is making me feel unhappy or unsafe (RE6)</p>	<p>I understand that families come in all different varieties and can explain how these are similar or different to mine (RE3)</p> <p>I know what marriage is and why people might choose to get married (RE5)</p>	<p>I understand that there are a range of different families and partnerships in society (RE3)</p> <p>I can describe some things that people in families do to make their family life happy and healthy (RE2)</p>	<p>I can identify behaviours that are not healthy or safe in family relationships (RE2, RE6)</p> <p>I can name people who can help if I am unhappy in my family (RE6)</p>	<p>I can understand fairness in relationships (RE2)</p> <p>I know that civil partnerships and marriages are examples of lifelong legal commitments that people in stable, loving relationships may choose to make (RE4, RE5)</p> <p>I can explain the laws around marriage and civil partnerships (RE5)</p> <p>I know that forcing anyone to marry is a crime; and understand that support is available to protect and prevent people being forced into marriage. (RE5)</p> <p>I can explain what it means to be a parent (RE1, RE2)</p>
Evidenced	<p>About families and how they support children as they grow up (RE1, RE2)</p> <p>That their family is special and unique and</p>	<p>to show respect for other people's families (RE3)</p> <p>the different ways that people in families</p>	<p>About a range of family types that may be similar or different to theirs (this includes same sex, adoption, fostering, single</p>	<p>That there are different kinds of families and partnerships (RE3)</p>	<p>Recognising behaviours that are not healthy or safe in family relationships (RE2, RE6)</p>	<p>That civil partnerships and marriages are examples of lifelong legal commitments that people in stable,</p>

	<p>may be similar or different to their friends (RE3)</p> <p>The range of people in their lives that support and care for them (RE4)</p>	<p>show love, and how they make each other feel safe and secure (RE1)</p> <p>who to speak to if something is happening in their family that makes them feel unhappy or unsafe (RE6)</p>	<p>parents) (RE3)</p> <p>That marriage is one way that people might show their commitment to one another in a family (RE5)</p>	<p>about the things that people in families can do to make a healthy family life (RE2)</p>	<p>Identifying people who can help if family relationships are making them feel unhappy (RE6)</p>	<p>loving relationships may choose to make (RE4, RE5)</p> <p>That marriage and civil partnerships must be freely entered into by both people and they know the legal age when someone can make these commitments (RE5)</p> <p>That forcing anyone to marry is a crime; that support is available to protect and prevent people being forced into marriage and they know people may get support for themselves or others (RE5)</p> <p>Understand the responsibilities of being a parent and the skills needed to parent effectively (RE1, RE2)</p>
<p>Vocabulary (each year group to build on the previous year)</p>	<p>Family life Friendship Falling out <b>Belonging</b> Physical contact Preferences Celebrations</p>	<p>Family, families, respect, love, care, safe, secure, police, teacher, doctor, nurse, paramedic, firefighter, safe adult, safe, unsafe.</p>	<p>Marriage, commitment, family, same sex, adoption, fostering, single, same, different</p>	<p>Marriage, commitment, family, same sex, adoption, fostering, single, same, different, happy, family life, care, positive, experiences., events.</p>	<p>Family, behaviour, unhealthy, unsafe, relationship, teacher, doctor, nurse, police, NSPCC, Childline, Safe adult, emergency worker, social worker</p>	<p>Fairness, civil partnerships, marriage, commitments, legal commitments, stable, relationships, loving, laws, forced marriage, parent, support, help.</p>

<p><b>Caring Relationships</b></p> <p><b>Relationships</b></p>	<p>I can state a range of reasons why friendships are important (RE7)</p> <p>I can demonstrate some of the skills needed to make friends and maintain friendships, including sharing, co-operative play, taking turns, permission seeking and giving and listening (RE8, RE19)</p>	<p>I can describe the qualities of a good friend (RE8)</p> <p>I know why the skills of sharing, co-operative play, taking turns, permission-seeking/giving and listening are important in friendships (RE8, RE19)</p> <p>I can demonstrate some positive friendship skills including sharing, co-operative play, taking turns, permission-seeking/giving and listening (RE8, RE19)</p>	<p>I understand that sometimes there are problems within friendships (RE10)</p> <p>I can demonstrate a range of strategies to resolve friendship problems (RE10)</p> <p>I can explain how someone might feel if they are left out and demonstrate how to include people in friendships (RE9)</p>	<p>I can describe some features of healthy friendships and demonstrate these (RE8)</p> <p>I can describe some of the qualities of a trustworthy person and a trusting relationship (RE11)</p>	<p>I can say what makes me a good friend (RE8)</p> <p>I can describe the qualities that I value in a friend (RE8)</p> <p>I can resolve differences effectively (RE10)</p>	<p>I understand that relationships may change over time and that new relationships and friendships can develop (RE7)</p> <p>I can demonstrate the skills needed to make new friends and manage changing friendships (RE10, RE11)</p> <p>I can make others feel included (RE9)</p> <p>I can adjust when things change (RE10, RE11)</p>
<p>Evidenced</p>	<p>Why friendships are important (RE7)</p> <p>The skills of how to make friends (RE8)</p>	<p>About the qualities of a good friend (RE8)</p> <p>The skills that make friendships work well, for example sharing, co-operative play, taking turns, permission-seeking/giving and listening (RE8, RE19)</p>	<p>How to solve friendship problems (RE10)</p> <p>How to welcome others into friendships and not leave people out (RE9)</p>	<p>About the qualities of healthy friendships (RE8)</p> <p>how to recognise who to trust and who not to trust (RE11)</p>	<p>Identify the qualities they have that make them a good friend (RE8)</p> <p>Identify the qualities that they value in a friend (RE8)</p> <p>How to resolve differences, looking at alternatives, making decisions and explaining choices (RE10)</p>	<p>That relationships may change over time and that new relationships and friendships can develop (RE7)</p> <p>The skills needed to make new friends and manage changing friendships as they transition into secondary (RE10, RE11)</p> <p>How to ensure that others feel included in their friendships (RE9)</p>



<p>Vocabulary (each year group to build on the previous year)</p>	<p>Family life Friendship Falling out <b>Belonging</b> Physical contact Preferences Celebrations Listening Permission</p>	<p>Listener, good friend, caring, talking, sharing, isolated, inclusion, isolation, equality</p>	<p>Listener, good friend, caring, talking, sharing, isolated, inclusion, isolation, equality, trustworthy, confident, confidence, trusting, relationship.</p>	<p>Listener, good friend, caring, talking, sharing, isolated, inclusion, isolation, equality, trustworthy, confident, confidence, trusting, relationship, value, resolve, difference, effectively.</p>	<p>Listener, good friend, caring, talking, sharing, isolated, inclusion, isolation, equality, trustworthy, confident, confidence, trusting, relationship, value, resolve, difference, effectively.</p>	<p>Listener, good friend, caring, talking, sharing, isolated, inclusion, isolation, equality, trustworthy, confident, confidence, trusting, relationship, value, resolve, difference, effectively. relationship, break ups, friendships, falling out, adjust, change.</p>
<p><b>Respectful Relationships</b>  <b>Relationships</b></p>	<p>I can describe what a relationship is and give some examples of the relationships I am involved in (RE13)</p> <p>I can describe the ways that I am similar and different to others (RE12)</p> <p>I know what respect is and can demonstrate it in the classroom (RE12)</p> <p>I can describe ways to show respect and things that show disrespect (RE12)</p> <p>I understand how disrespectful behaviour can hurt others (RE17)</p> <p>I can demonstrate courtesy and manners in</p>	<p>I can describe what bullying is and why it is wrong (RE17)</p> <p>I can recognise that people in my class, school and beyond may be similar and different to me in lots of ways including ethnicity, faith and family background (RE12)</p> <p>I can explain why difference is something to be celebrated (RE12)</p> <p>I can demonstrate how to show respect for others (RE12)</p> <p>I can explain what a stereotype is (RE18)</p>	<p>I can describe what bullying is and the harm it causes (RE17)</p> <p>I know a range of strategies to respond to bullying and other negative behaviours that I experience or witness (RE17)</p> <p>I can listen and show respect for the view of others even if they differ from my own (RE8)</p> <p>I can identify my own strengths and tell these to someone (RE15)</p> <p>I can recognise stereotypes and challenge them (RE18)</p>	<p>I can confidently express my views on different topics I understand that others may have different views to my own and can show respect for these (RE12, RE13)</p> <p>I understand what respect is and can show this to others (RE12)</p> <p>I can recognise the feelings of others and demonstrate care (RE12)</p>	<p>I can say what makes a healthy, respectful relationship (RE16)</p> <p>I understand the impact of bullying and what I can do to stop it (RE17)</p> <p>I know that being a bystander to bullying is unacceptable and where people can go for help (RE17)</p> <p>I understand the difference between aggressive, assertive and passive behaviour (RE13)</p> <p>I can identify when a relationship has become abusive and know who to talk to (RE16, RE17, RE6, RE29, RE30, RE31, RE32)</p>	<p>I can identify some helpful strategies for resolving friendship and relationship disputes and conflict (RE10, RE13)</p> <p>I can solve problems in a rational manner (RE10)</p> <p>I can recognise and challenge discrimination, teasing, anti-social and aggressive behaviours in an appropriate way (RE12, RE16, RE17, RE18)</p> <p>I can identify hate crime and know how to report it (RE12, RE16, RE17, RE18)</p>

	school (RE14)		I know that all genders and all people are equal and have equal rights (RE18)			I know some places where people can go to get support if they are experiencing relationship difficulties (RE6, RE29, RE30, RE31, RE32)
Evidenced	<p>about the many different relationships they have, for example those with family, friends, and teachers (RE13)</p> <p>about the many ways people may be similar and different to themselves (RE12)</p> <p>what respect is and how to show respect for and to others (RE12)</p> <p>demonstrate courtesy and use manners (RE14)</p> <p>about behaviours that do not show respect and may cause hurt to others (RE17)</p>	<p>What bullying is and why it is wrong (RE17)</p> <p>How to identify and respect differences and similarities between people of different ethnic, cultural and faith backgrounds (RE12)</p> <p>To show respect for others<sup>SEP</sup> (RE12)</p> <p>Understand what a stereotype is (RE18)</p>	<p>Recognise what bullying is and know some consequences of it (RE17)</p> <p>Ways to responding to bullying and other negative behaviours (RE17)</p> <p>How to listen to and show respect for the views of others (RE8)</p> <p>They know the importance of valuing and respecting themselves and how this contributes to happiness<sup>SEP</sup> (RE15)</p> <p>How to recognise and challenge stereotypes, particularly in relation to gender<sup>SEP</sup> (RE18)</p> <p>Understand about different genders and that all genders are equal (RE18)</p>	<p>How to acknowledge that others have different points of view<sup>SEP</sup> (RE12)</p> <p>How to express their views confidently and listen to and show respect for the views of others<sup>SEP</sup> (RE12, RE13)</p> <p>The importance of being respectful to everyone (RE12)</p> <p>To recognise and care about other people's feelings (RE12)</p>	<p>What makes a healthy, respectful relationship (RE16)</p> <p>About the different ways that people bully others and how bullying impacts on mental health and wellbeing (RE17)</p> <p>The importance of not being a bystander to bullying and how to seek help (RE17)</p> <p>Recognise the difference between aggressive, assertive and passive behaviour (RE13)</p> <p>Explore the ways that one person may abuse another in a relationship (RE16, RE17)</p> <p>Identify where people can go to get support if they are experiencing relationship difficulties (RE6, RE29, RE30, RE31,</p>	<p>Identify some strategies for resolving friendship and relationship disputes and conflict (RE10, RE13)</p> <p>Explore the consequences of discrimination, homophobia, transphobia, biphobia and racism on individuals and communities<sup>SEP</sup> and how to respond to them and ask for help (RE12, RE16, RE17, RE18)</p> <p>How to recognise and challenge discrimination, teasing, anti-social and aggressive behaviours<sup>SEP</sup> such as bullying, cyber-bullying, 'trolling' and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability)</p>



					RE32) To value themselves and show self-respect (RE15)	(RE12, RE16, RE17, RE18)  The nature, causes and consequences of hate crime (RE12, RE16, RE17, RE18)  Identify where people can go to get support if they are experiencing relationship difficulties (RE6, RE29, RE30, RE31, RE32)
Vocabulary (each year group to build on the previous year)	Family life Friendship Falling out Belonging Physical contact Preferences Celebrations Listening Permission Similar Different Manners	Bullying, name calling, physical violence, similar, different, ethnicity, faith, family, celebrate, respect, stereotype.	Bullying, name calling, physical violence, similar, different, ethnicity, faith, family, celebrate, respect, stereotype, harm, online, witness, response, talk, tell, share, listen, respect, strength, challenge, equal, equal rights.	Views, topics, different, similar, respect, feelings, care, respect.	Value, self-respect, respect, respectful relationships, impact, bullying, bystander, help, aggressive, assertive, passive, behaviour, abusive, talk.	Support, hate crime, consequences, discrimination, teasing, anti-social, aggressive, bullying, cyper-bullying, trolling, stereotyping, culture, religious, diversity, sexuality, gender, disability, consequences, homophobic, biphobic, racism, individuals, disputes, conflicts.
<b>Online Relationships</b>  <b>Relationships</b>	I can explain some safety rules for using the internet (RE22)  I can demonstrate how to use the internet safely (RE22)	I can identify some of the risks of using the internet (RE22)  I can explain how to keep safe online (RE22)	I understand how to use the internet safely and can demonstrate this (RE22)  I can demonstrate respect when communicating in written from online (RE21)	I can explain some of the ways that data is shared and used online (RE24)  I can recognise situations where I need to seek help with an online issue (RE22)	I understand that I need to show the same respect to people online as in face to face relationships (RE21)  I understand and can recognise risks online (RE22, RE23, RE20)	What grooming is and how to get help if they, or someone they know, is being groomed (RE22, RE23)  I can keep myself safe online (RE22)  I can report

					<p>I can demonstrate how to report a concern online (RE22)</p>	<p>something I am unsure about (RE22)</p> <p>I can explain the risks around communicating with people online and online 'friendships' and know how to keep myself safe (RE20, RE23)</p> <p>I can make decisions about what is ok to share online (RE24)</p> <p>I understand how information and data is shared and used online (R24)</p>
Evidenced	<p>basic rules for keeping safe online (RE22)</p>	<p>Understand some risks of using the internet and basic rules for keeping safe (RE22)</p>	<p>Demonstrate skills for keeping safe online (RE22)</p> <p>How to show respect when communicating online, eg. email (RE21)</p>	<p>How information and data is shared and used online (RE24)</p> <p>Identify when they may need to seek help with an online issue (RE22)</p>	<p>The importance of showing people the same respect online as we show in face to face relationships (RE21)</p> <p>How to recognise risks online (RE22, RE23, RE20)</p> <p>How to report a concern online (RE22)</p>	<p>What grooming is and how to get help if they, or someone they know, is being groomed (RE22, RE23)</p> <p>That the person they think they are communicating with on-line may not be who they say they are and may ask them to do inappropriate activities (RE20, RE23)</p> <p>How to critically consider their online friendships (RE23)</p>

						How information and data is shared and used online (RE24)
Vocabulary (each year group to build on the previous year)	Safety, Rules, Online Internet	Safety, Rules, Online Internet, risk, safe, alert	Safety, Rules, Online Internet, risk, safe, alert, respect, communicating	Safety, Rules, Online Internet, risk, safe, alert, respect, communicating, data, shared, used, situations, recognised, help.	Safety, Rules, Online Internet, risk, safe, alert, respect, communicating, data, shared, used, situations, recognised, help, relationship, demonstrate, report.	Safety, Rules, Online Internet, risk, safe, alert, respect, communicating, data, shared, used, situations, recognised, help, relationship, demonstrate, report, grooming, share.
<b>Being Safe Relationships</b>	<p>I can use scientific names to describe private body parts (including 'private' parts - penis, testicles, vulva, vagina, nipples, anus - <b>school to decide on terms and when introduced</b>) (RE27, RE31)</p> <p>I can state which parts of my body are private (RE26, RE27)</p> <p>I understand that private parts should not be touched by others unless there is a medical reason or I have asked for help from a trusted grown-up with keeping clean (RE26, RE27)</p> <p>I understand that my body belongs to me and should not be touched</p>	<p>I can identify and use scientific names for main body parts (RE27, RE31)</p> <p>I can list a range of people who I could approach for support if I am worried and can demonstrate how I would ask for help (RE32)</p> <p>I understand that I am in charge of my body and I can say yes or no if someone asks to touch me (RE27)</p> <p>I understand that I shouldn't touch other people without asking permission and if they say 'no' I must respect their choice (RE27)</p> <p>I know that there are</p>	<p>I can demonstrate how to keep safe on and near roads and railways I can describe the difference between secrets and surprises and can recognise secrets that need to be shared with trusted adults (RE26)</p> <p>I can judge what kind of physical activity is acceptable or unacceptable to me and know what to do if I need support with this (RE27)</p>	<p>I understand what personal boundaries are and know that I can set my own boundaries in relationships with others (RE25)</p> <p>I understand that myself and others have a right to privacy (RE25, RE26)</p> <p>I know when it is not appropriate to keep secrets (RE26)</p>	<p>I understand that I may encounter pressure from various sources to behave in an unacceptable, unhealthy or risky way (RE23, RE25, HE16)</p> <p>I have some strategies to assess, manage and resist such pressure and make positive healthy choices for myself (RE25)</p> <p>I can explain the difference between appropriate and inappropriate touch and know who, and how, to seek help if I experience inappropriate touching (RE27)</p>	<p>I know what FGM is and who to talk to if I am worried about myself or a friend (RE27)</p> <p>I can manage and assess risks in different situations, particularly regarding physical contact and adults I don't know (RE19, RE27, RE28, RE29, RE30, RE32)</p> <p>I can explain some strategies for resisting pressure in different forms (RE25, RE26, RE30, RE32)</p>

	<p>by others without my permission, unless I am causing harm to myself or others (RE27)</p> <p>I understand that I cannot touch others without their permission (RE27)</p> <p>I can list people I can go to if I am worried about something (RE32)</p> <p>I can describe some safety rules for people I don't know (strangers) both on and offline (RE28)</p> <p>I can explain why it is important to have school and class rules.</p> <p>I can follow rules consistently.</p>	<p>some parts of my body that should not be touched by others unless there are particular reasons why (RE27)</p> <p>I can describe what private means (RE26)</p> <p>I know when it is ok to keep secrets and when it is not (RE26)</p> <p>I can describe how my body and mind feels when I am unsafe (RE29)</p>				
Evidenced	<p>I can use scientific names to describe private body parts (including 'private' parts - penis, testicles, vulva, vagina, nipples, anus - <b>school to decide on terms and when introduced</b>) (RE27, RE31)</p> <p>I can state which parts of my body are private</p>	<p>Identify the names for the main body parts (including 'private' parts - eg. penis, testicles, vulva, vagina, nipples, anus - <b>school to decide on which terms and when introduced</b>) (RE27, RE31)</p> <p>Who they can go to if they are worried about</p>	<p>Understand rules for basic road and rail safety.</p> <p>The difference between secrets and surprises and understand that some secrets should be told to a trusted adult (RE26)</p> <p>How to judge what kind</p>	<p>About personal boundaries; they know what they are willing to share with special people, friends, classmates and others; and that we all have rights to privacy (RE25, RE26)</p>	<p>That the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and the media (RE23, RE25, HE16)</p> <p>Understand the difference between appropriate and</p>	<p>That the letters FGM stand for 'Female Genital Mutilation' and that changing or removing female private parts causes harm and is against the law if it happens to someone who lives in this country (RE27)</p> <p>How to respond to challenges including</p>

	<p>(RE26, RE27)</p> <p>I understand that private parts should not be touched by others unless there is a medical reason or I have asked for help from a trusted grown-up with keeping clean (RE26, RE27)</p> <p>I understand that my body belongs to me and should not be touched by others without my permission, unless I am causing harm to myself or others (RE27)</p> <p>I understand that I cannot touch others without their permission (RE27)</p> <p>I can list people I can go to if I am worried about something (RE32)</p> <p>I can describe some safety rules for people I don't know (strangers) both on and offline (RE28)</p> <p>I can explain why it is important to have school and class rules</p> <p>I can follow rules</p>	<p>anything and how to ask for help (RE32)</p> <p>That individuals have rights over their own bodies<sup>SEP</sup> and that they are in charge of who and how someone touches them (RE27)</p> <p>Awareness that there are parts of the body that should not be touched by others unless there are particular reasons why (RE27)</p> <p>What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others privacy; and when it is not ok to keep secrets (RE26)</p> <p>How to recognise if they feel unsafe (RE29)</p>	<p>of physical contact is acceptable or unacceptable and if they are worried about something that has or may happen to any part of their body they know how<sup>SEP</sup> to respond - including who they should tell and how to tell them (RE27)</p>		<p>inappropriate physical contact and know when, where and how to seek help if they experience inappropriate touching (RE27)</p>	<p>recognising, managing and assessing risks in different situations and how to manage them responsibly, including judging what kind of physical contact is acceptable or unacceptable (RE19, RE27, RE28, RE29, RE30, RE32)</p> <p>how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe is wrong including when to share a confidential secret (RE25, RE26, RE30, RE32)</p>
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	consistently					
Vocabulary (each year group to build on the previous year)	'private' parts - penis, testicles, vulva, vagina, nipples, anus, worry, safety, safe, touch, permission, body, clean Real, imaginary, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety	'private' parts - penis, testicles, vulva, vagina, nipples, anus, worry, safety, safe, touch, permission, body, clean Real, imaginary, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety	Emergency, safe, responsible. Rules, unsafe, hazards, road safety, fire safety, danger, real, imaginary, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety	Real, imaginary, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety, personal, boundaries.	Age classification, computer game, pressure, Choices, Habits Gaming, Road, rail, water safety Buildings, Safety, Danger Hazards, Fireworks, Appropriate, inappropriate	Anxious, uncomfortable, secret, dangerous, peer pressure, risk, challenges, FGM, Female Genital Mutilation, law, harm
<b>Mental Wellbeing Health</b>	<p>I can use a range of feeling words (HE2)</p> <p>I can describe a range of feelings (HE2)</p> <p>I can recognise and describe how I feel (HE3)</p> <p>I can describe things that make me feel happy and positive (HE5, HE6)</p> <p>I can list people who I can talk to if I need support with my feelings (HE9)</p>	<p>I can identify times when I have felt really strong emotions, eg anger, and describe what happened to my body and mind at these times (HE3, HE4)</p> <p>I know some positive strategies for dealing with strong emotions and can demonstrate these (HE3, HE4)</p> <p>I can list some ways that people can care for their mental wellbeing (HE5, HE6)</p> <p>I can recognise and describe how others feel by observing their face, body language and behaviour (HE2)</p>	<p>I know what mental wellbeing and mental ill health mean and understand that many people experience mental ill health (HE1, HE10)</p> <p>I know that there are lots of emotions and that people's emotions change in different situations (HE2)</p> <p>I know that change may cause me to have a range of feelings and can describe some ways to deal with change positively (HE4, HE7, HE8)</p>	<p>I can recognise in myself strong emotions, like anger, and know some ways to manage these safely (HE2, HE4)</p> <p>I can recognise feelings in others and respond appropriately (HE3)</p> <p>I understand that change can provoke strong emotions (HE3)</p> <p>I can identify and celebrate my positive qualities and skills and those of others (HE6)</p> <p>I understand that mistakes are an opportunity to learn and develop (HE6)</p>	<p>I can explain strategies for managing my feelings appropriately (HE3)</p> <p>I am able to recognise a range of emotions in others (HE3)\</p> <p>I have vocabulary to explain the intensity of my feelings to others (HE3)</p> <p>I know what resilience is and have strategies to build my own resilience (HE6)</p> <p>I can recognise when to seek support for my own or someone else's mental wellbeing (HE9)</p>	<p>I can identify some signs of mental ill health (HE7, HE9, HE10)</p> <p>I know a range of strategies to maintain and improve mental wellbeing (HE5, HE6)</p> <p>I can list some people and organisations that can support me or someone I know with their wellbeing and explain how to access them (HE9, HE10)</p>
Evidenced	Know vocabulary to describe a range of	Know some safe and appropriate strategies	Know the difference between mental	About strong emotions they may have in certain	How to deal positively with their feelings and	How to recognise the signs of mental ill



	<p>feelings (HE2)</p> <p>how to recognise their own feelings and those of others (HE3)</p> <p>recognise the things that make them feel happy and positive (eg. physical activity, sleep, friends, hobbies, pets) (HE5, HE6)</p> <p>know when and how to seek support about their feelings (HE9)</p>	<p>for dealing with strong emotions, eg. anger (HE3, HE4)</p> <p>Awareness of ways that people can take care of themselves to support mental wellbeing (HE5, HE6)</p> <p>Know some safe and positive ways to express feelings (HE4)</p> <p>Recognise how others feel by observing face, body language and behaviour (HE2)</p>	<p>wellbeing and mental ill health, and recognise that many people will experience mental ill health in their lives (HE1, HE10)</p> <p>How to recognise the normal range of human emotions and how they change in different situations (HE2)</p> <p>Awareness of things that may impact on someone's mental wellbeing (HE7, HE8)</p> <p>About change and loss including separation, divorce and bereavement and the associated feelings (HE4)</p>	<p>situations and how to manage these safely (HE2, HE4)</p> <p>How to respond appropriately to other people's feelings (HE3)</p> <p>About how change can provoke strong emotions (HE3)</p> <p>How to recognise their worth as an individual and the worth of other people (HE6)</p> <p>How to identify positive things about themselves and recognise some of their mistakes and learn from them (HE6)</p>	<p>recognise a range of emotions in others and can explain the intensity of their feelings to others (HE3)</p> <p>What resilience is and have strategies they can use to build their own resilience (HE6)</p> <p>Be able to recognise when to seek support for their own or someone else's mental wellbeing (HE9)</p>	<p>health (HE7, HE9, HE10)</p> <p>Know a range of strategies to maintain and improve mental wellbeing (HE5, HE6)</p> <p>Understand where and how to seek help if they are worried about their own or someone else's mental health and wellbeing (HE9, HE10)</p>
<p>Vocabulary (each year group to build on the previous year)</p>	<p>Feelings words, worried, excited, nervous, angry, same, different, emotion, loss, challenge, different</p>	<p>Care, excluded, friend, difficult, problems, resolve, body language</p>	<p>Goal, challenge, skill, attribute, put up, put down, set-back, Friend, Kindness, Emotions Feelings, Care, Conflict Qualities impact mental health Celebrate, Goals, Positive</p>		<p>Conflict, change, emotion, loss, grief, bereavement</p>	<p>Mental health, mood, feelings, mind, strategies, support stigma discrimination</p>
<p><b>Internet Safety and Harm</b></p> <p><b>Health</b></p>	<p>I can describe some ways that the internet is positive and useful (HE11)</p> <p>I can explain and demonstrate some basic safety rules for using the internet including</p>	<p>I can list some examples of private information that should not be shared on the internet and explain why (HE13)</p> <p>I can describe safety rules for the internet</p>	<p>I can describe and demonstrate safety rules when playing, working and communicating online (HE13, HE15)</p> <p>I understand the benefits of rationing</p>	<p>I understand that not everything on the internet is true and can identify sites that are likely to contain accurate information (HE16)</p> <p>I can explain how to protect my privacy online (HE13)</p>	<p>I recognise that not all information on the internet is accurate or unbiased (advertising) and have strategies for identifying the origin of a website (HE16)</p> <p>I can use online tools</p>	<p>I can explain and demonstrate safe use of a mobile phone and/or tablet (HE12)</p> <p>I understand the need to use respectful language and the legal</p>

	<p>not sharing personal information (HE13)</p>	<p>including not sharing private information (HE13)</p> <p>I understand that certain games and websites have age restrictions and know to ask the help of a trusted adult to help me find appropriate websites (HE14)</p>	<p>time spent online (HE12)</p> <p>I know where and how to get help if I am worried about something online (HE17)</p> <p>I understand that some information in the media and online is not true (HE16)</p>	<p>I can recognise online communications that are manipulative or persuasive and know how to respond appropriately to these (HE15)</p> <p>I know how to report concerns and get help with issues online (HE17)</p>	<p>safely to exchange information and collaborate with others within and beyond school e.g. sharing a picture or video online e.g. social media, YouTube. (HE11)</p> <p>I understand that some people use online technology to bully other people and I know how to seek help if this happens to me or a friend (HE15)</p> <p>I understand the potential risks of providing personal information online both within and outside school (HE13)</p> <p>I know a range of strategies for protecting my personal information, including passwords, addresses and images of myself and others (HE13)</p> <p>I know how to present myself safely online eg social media sites, online gaming (HE13)</p> <p>I understand the risks of online streaming and sending images of myself online (HE13,</p>	<p>consequences for sending offensive online communications (HE13, RE21)</p> <p>I can critically evaluate what is presented online and know why this is important (HE16)</p> <p>I understand the risks and safety rules around forwarding things online (HE13)</p> <p>I know the consequences of sending naked images online (HE13)</p> <p>I know how to get help with issues online and how to report concerns (HE17)</p>
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					<p>HE22)</p> <p>I can explain how to respond if someone asks me to send an image of my naked body (RE22, HE15)</p> <p>I know how computer games are classified and understand why (HE14)</p>	
Evidenced	<p>know some ways that the internet can be used to support learning in and out of school (HE11)</p> <p>ways to keep themselves safe online and to demonstrate some ways of reducing risk when playing games (HE13)</p>	<p>That when people ask them for private information they don't share it online or in person without permission from a parent, carer or member of school staff (HE13)</p> <p>That some websites, games and social media sites may not be age-appropriate and they know what to do if they find something inappropriate online (HE14)</p>	<p>Understand the risks of communicating online and can demonstrate ways of reducing risk to ensure themselves and their friends are safe online when using websites, playing games, using email/text/video chat (HE13, HE15)</p> <p>How to ration time spent online and the benefits of this (HE12)</p> <p>How to get help if they are worried about something online (HE17)</p> <p>That some information in the media and online is not true (HE16)</p>	<p>That not everything on the internet is true and know what to do if they access something inappropriate<sup>SEP</sup>(HE16, HE17)</p> <p>The need to keep some information private in order to protect themselves when communicating online and implement strategies to do this (HE13)</p> <p>To recognise that online communications may be<sup>SEP</sup>used for manipulation or persuasion and they have ways of managing this including where to get help if they think some of their private information is on the internet (HE15, HE17)</p>	<p>How to recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website (HE16)</p> <p>How to use online tools safely to exchange information and collaborate with others within and beyond school e.g. sharing a picture or video online e.g. social media, YouTube. (HE11)</p> <p>How some people use online technology to bully other people and they know how to seek help if this happens to them or a friend<sup>SEP</sup>(HE15)</p> <p>The potential risks of providing personal information online both within and outside</p>	<p>That a mobile phone and/or tablet should be used responsibly; e.g. safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning off at night etc) (HE12)</p> <p>The need to use respectful language and know the legal consequences for sending offensive online communications (HE13, RE21)</p> <p>How to critically examine what is presented to them in social media and why it's important to do so (HE16)</p> <p>The importance of being careful in what theyforward to others (HE13)</p>

					<p>school (HE13)</p> <p>How to use a range of strategies to protect their personal information, including passwords, addresses and images of themselves and others (HE13)</p> <p>How to present themselves safely online eg social media sites, online gaming (HE13)</p> <p>The risks of online streaming and sending images of themselves online and how to respond if someone asks them to send an image of their naked body (RE22, HE15)</p> <p>How computer games are classified and why (HE14)</p>	<p>The consequences of sending naked images of themselves online and they are able to resist any pressure to do this (HE13)</p> <p>How to get help with issues online and how to report concerns (HE17)</p>
Vocabulary (each year group to build on the previous year)	Safety, Rules, Online Internet, personal information.	Safety, Rules, Online Internet, risk, safe, alert, games, websites, restrictions, trusted adult.	Safety, Rules, Online Internet, risk, safe, alert, respect, communicating, rules, rationing, time, not true, fake, information.	Safety, Rules, Online Internet, risk, safe, alert, respect, communicating, data, shared, used, situations, recognised, help, sites, protect, manipulative, persuasive, concerns.	Safety, Rules, Online Internet, risk, safe, alert, respect, communicating, data, shared, used, situations, recognised, help, relationship, demonstrate, report, online tools, exchange, collaborate, social media, twitter, facebook, youtube, technology, bullying,	Safety, Rules, Online Internet, risk, safe, alert, respect, communicating, data, shared, used, situations, recognised, help, relationship, demonstrate, report, grooming, share, mobile phone, tablet, respectful, legal, consequences,

					password, images, pictures, gaming, sexting, classified.	evaluate, forwarding, sexting, reporting.
<b>Physical Health and Fitness</b>  <b>Health</b>	I can list a range of different activities that help to keep my body and mind healthy (HE18)  I can recognise the times that I am physically active in my day (HE19)	I can explain why physical activity is important for health (HE19, HE20)  I can identify all the ways that I am physically active in a week (HE19, HE20)	I can set myself a target to increase my physical activity and achieve it (HE19)	I can describe a range of different types of physical activity and explain how these benefit the body and mind (HE18, HE19)  I can name a range of people and organisations who can help me if I am worried about my physical health (HE21)	I understand the risks of an inactive lifestyle (illness, obesity) (HE20)  I can make small changes to increase the amount of activity in my daily routine (HE19)	I include regular exercise in my daily and weekly routine (HE19)  I can explain the links between physical activity and mental wellbeing (HE5, HE18)  I know who can I can go to for help if I am worried about my health (HE21)
Evidenced	about the different ways that they are active in a day and how this helps to keep their bodies and minds healthy (HE18, HE19)	Awareness of the wide range of ways that we can keep physically active and the reasons why this is needed (HE19, HE20)	Awareness of a range of practical ways to increase daily exercise levels, for example walking or cycling to school (HE19)	Knowledge of different types of physical activity and how these benefit the body and mind (HE18, HE19)  Knowledge of who can help them if they are worried about their physical health (HE21)	Understand the risks of an inactive lifestyle (illness, obesity) (HE20)  Be able to make small changes to increase the amount of activity in their daily routine (HE19)	How to assess their level of physical activity and manage their time to include regular exercise (HE19)  Understand the links between physical activity and mental wellbeing (HE5, HE18)  know who can help if they are worried about their health (HE21)
Vocabulary (each year group to build on the previous year)	Running, swimming, jogging, walking, skipping, riding. healthy, mind, activities Healthy, unhealthy, exercise	Active, inactive, Physical Activity, regular,	Target, increase, awareness, variety, travel, transport.	Different, types, benefits, body, mind, organisations, physical health.	Inactivity, lifestyle, changes, routines, amount	Regular, exercise, routine, links, physical activity and mental wellbeing, worries, manage



<p><b>Eating Healthy Health</b></p>	<p>I am able to name a range of fruits and vegetables (HE22)</p> <p>I can list a variety of healthy snacks (HE22)</p> <p>I can make a healthy food choice (HE23)</p>	<p>I can demonstrate choosing and preparing a healthy snack from a range of options (HE22, HE23)</p> <p>I can explain the types of food that make up a healthy diet, including fruit, vegetables, healthy protein, carbohydrates and healthy fats. (HE22, HE23)</p> <p>I can identify some foods that should only be eaten occasionally and in moderation (HE22)</p>	<p>I know why it is important to drink water regularly and how much I should drink (HE22)</p> <p>I can list and describe foods that may contribute towards tooth decay (HE24)</p>	<p>I understand that some food choices are healthier and gives more nutrients to the body than others (HE22)</p> <p>I can make healthy food choices (HE22)</p>	<p>I can explain the main components of a healthy diet (HE22)</p> <p>I understand the possible consequences of a poor diet (HE24)</p>	<p>I can plan a healthy meal using the main food groups (HE23)</p> <p>I understand how healthy nutrition supports my body and mind (HE22)</p>
<p>Evidenced</p>	<p>about the range of fruits and vegetables and how they contribute to a healthy diet (HE22)</p> <p>awareness of a variety of healthy snack choices (HE22)</p>	<p>Be able to choose and prepare a healthy snack (RE22, RE23)</p> <p>Know the types of food that make up a healthy diet (HE22)</p> <p>Identify foods that should only be eaten occasionally and in moderation (HE22)</p>	<p>Understand the importance of drinking water regularly and how much to drink (HE22)</p> <p>Aware of which foods may contribute towards tooth decay (HE24)</p>	<p>Understand how to make a range of healthy food choices (HE22)</p>	<p>Know about the main components of a healthy diet (HE22)</p> <p>Understand possible consequences of poor diet (HE24)</p>	<p>Able to plan a healthy meal using the main food groups (HE23)</p> <p>understand how healthy nutrition supports their growth and development as they move into adolescence (HE22)</p>
<p>Vocabulary (each year group to build on the previous year)</p>	<p>Healthy, unhealthy, exercise</p>	<p>Food, drink, celebration, same, different, choice, active, protect, damage, sun, effect, games, safety, cultures, world,</p>	<p>Healthy diet, oral health, physical activity, active, sleep, vaccination routine, hygiene, food, rest, routines</p>	<p>Eat well Guide, influences, brands, packaging, taste, cost, value Role model, Qualities, Teased Feelings, Diverse, Judge Beautiful, Admire, Influence Positive,</p>	<p>Religious diet, cultural diet, moral diet, ethical, fair trade, farming, seasonality, consumers, screen time, health, wellbeing, food, choices, sleep.</p>	<p>Misleading, marketing, consumers, advertising, role model, media, reality, manipulate</p>



		countries, special times.		Food, Choices, Active Healthy		
<b>Drugs and Alcohol Health</b>	<p>I understand why we have medicines and can describe safety rules for their use (HE25)</p> <p>I can identify substances in the household that may be helpful or harmful including household substances like dishwasher tablets (HE25)</p>	<p>I know and understand home and school rules for medicines (HE25)</p> <p>I can describe what to do if I find medicines that belong to someone else (HE25)</p> <p>I can explain why medicines are harmful if not used properly (HE25)</p>	<p>I know that there are a range of legal substances that affect the way a person's body or mind work, including caffeine, tobacco and alcohol (HE25)</p>	<p>I can describe some of the effects and risks of legal substances including caffeine, tobacco and alcohol (HE25)</p>	<p>I know which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks (HE25)</p>	<p>I know the risks and consequences of misusing medicines, alcohol, <sup>SEP</sup>tobacco, drugs and other substances (HE25)</p> <p>I understand what is meant by the term 'habit' and why habits can be hard to change (HE25)</p>
Evidenced	<p>that some substances around the home are dangerous and can harm the body including household substances like dishwasher tablets (HE25)</p> <p>that medicines are drugs that help us to get better and basic safety rules (HE25)</p>	<p>The role of medicines in promoting health, the reasons why people use them and the school rules on medicines (HE25)</p> <p>That medicines can be harmful if not used properly (HE25)</p>	<p>Understand that there are other substances that affect the body that are not medicines and are legal, eg. caffeine, tobacco, alcohol (HE25)</p>	<p>Understand some of the effects and risks of commonly used legal substances, eg. caffeine, tobacco, and alcohol (HE25)</p>	<p>which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks (HE25)</p>	
Vocabulary (each year group to build on the previous year)	<p>Medicines, drugs, good, bad, safety, rules, Substance, harmful, rules, Dangerous, feelings</p>	<p>Medicine, healthy, pharmacy, doctor, safety, asthma, instructions.</p>	<p>Drug, tobacco, smoking, second hand smoke, smoke free, medicine, harmful, asthma, instructions.</p>	<p>Caffeine, alcohol, tobacco, nicotine, alcohol, risk, habit, addiction, age restrictions. Drugs, Legal, Illegal Prescribed, Harmful Substances, Heart Lungs, Brain, Stomach Peer pressure, Medicine Behaviour, Drug use</p>	<p>Cigarette, e-cigarette, shisha, cannabis, health, money, alcohol, tobacco, nicotine, media, influence, pressure, choice, age restrictions, Substance, Medicine Legal, Illegal, Drugs Ask Frank, Effects, Risks Prescribed, Solvents, Alcohol Tobacco, Role models</p>	<p>Tobacco, nicotine products, alcohol, solvents, medicines, legal and illegal drugs, risks, advice, support, age restrictions</p>

<p><b>Health and Prevention</b></p> <p><b>Health</b></p>	<p>I can clean my teeth well and follow a teeth cleaning routine at home or at school (HE29)</p> <p>I know that germs can be spread through sneezing and coughing and can demonstrate how to prevent this by using tissues and washing my hands (HE30)</p> <p>I can demonstrate how to wash my hands well (HE30)</p>	<p>I can describe a range of ways to look after my health and wellbeing, for example adequate sleep (HE28, HE30)</p>	<p>I can explain how to keep my skin protected from the sun (HE27)</p> <p>I can brush my teeth well in the morning and before bed (HE29)</p>	<p>I can explain the importance of good oral hygiene (HE29)</p> <p>I can demonstrate how to clean teeth effectively (HE29)</p>	<p>I understand the importance of good quality sleep and how this contributes to my physical and emotional health (HE28)</p> <p>I know that good hygiene and regular washing is important during puberty and beyond (RE30)</p>	<p>Awareness of early signs of physical illness (HE26, HE27) understand about the types of immunisation and vaccination and why they are important (HE31)</p> <p>Understand about the types of immunisation and vaccination and why they are important (HE31)</p>
<p>Evidenced</p>	<p>the importance of teeth cleaning and a simple cleaning routine (HE29)</p> <p>the importance of hand washing and how to wash their hands well (HE30)</p> <p>that some germs can be spread through sneezing and coughing and that we can prevent that by using tissues and washing hands (HE30)</p>	<p>That they have a responsibility for their own and others health, (HE30)</p>	<p>The importance of keeping their skin protected from the sun and how to do this (HE27)</p> <p>How to brush teeth effectively (HE29)</p>	<p>About the importance of good oral hygiene and dental flossing, including regular check-ups at the dentist (HE29)</p>	<p>Understand the importance of good quality sleep and how this contributes to good physical and emotional health (HE28)</p> <p>the increasing importance of good hygiene and regular washing during puberty and beyond (RE30)</p>	<p>Awareness of early signs of physical illness (HE26, HE27)</p> <p>Understand about the types of immunisation and vaccination and why they are important (HE31)</p>
<p>Vocabulary (each year group to build on the previous year)</p>	<p>Teeth, toothbrush, 2 minutes, washing, clean, germs, sneeze, prevent, tissue, hand, coughing</p>	<p>Health, wellbeing, adequate, sleep, responsibility, cleaning, washing.</p>	<p>Skin, protection, SPF, sun, sunburn, brush, teeth, toothbrush</p>	<p>Importance, oral hygiene, cleaning teeth, dental floss, check-ups, dentist.</p>	<p>Quality, good, sleep, physical health, emotional health, hygiene, washing, puberty.</p>	<p>Consequences, misuse, medicines, alcohol, tobacco, drugs, substances, habit, illness, immunisation, vaccination</p>

<p><b>Basic First Aid</b></p> <p><b>Health</b></p>	<p>I know when it is appropriate to get help from an adult if someone is hurt (HE33)</p> <p>I can list a range of adults I can approach for help and how to access them (HE33)</p> <p>I know how to make a phone call to emergency services and understand the rules for this (HE32)</p>	<p>I can demonstrate how to make a call to emergency services and know when this action might be required (HE32)</p> <p>I understand about people who help us in the community and can describe their roles (HE32)</p>	<p>N/A</p>	<p>I can identify situations when it would be appropriate to make a call to emergency services (HE32)</p> <p>I can demonstrate how to make a call to emergency services (HE32)</p>	<p>I can demonstrate how to make a call to emergency services (HE32)</p>	<p>I can demonstrate some basic first aid for common injuries (HE 23)</p>
<p>Evidenced</p>	<p>to recognise when it is appropriate to get help from an adult if someone is hurt (HE33)</p> <p>to know a range of appropriate adults who they can approach for support (HE33)</p> <p>to understand the rules for making a call to emergency services and how to make one (HE32)</p>	<p>About the special people (e.g. emergency services) who work in the community and who are responsible for looking after them and protecting them, how to contact these people when they or someone else needs their help including dialing 999 in an emergency (HE32)</p>		<p>Awareness of when to make a call to emergency services and how to do this (HE32)</p>	<p>How make a call to emergency services (HE32)</p>	<p>How to deal with common injuries, including head (HE 23)</p>
<p>Vocabulary (each year group to build on the previous year)</p>	<p>Emergency, help, adult, rules, call, trust</p>	<p>Emergency services, fire, police, ambulance, 999, 111, illness, concern, community,</p>		<p>Emergency services, fire, police, ambulance, 999, 111, illness, concern, community, identify, demonstrate, information.</p>	<p>Emergency services, fire, police, ambulance, 999, 111, illness, concern, community, identify, demonstrate, information.</p>	<p>Emergency services, fire, police, ambulance, 999, 111, illness, concern, community, identify, demonstrate, information, bandage, sling, cut, graze, choke.</p>

<p><b>Adolescent Body</b></p>	<p>N/A</p>	<p>I can describe how I have changed since birth (HE34)</p> <p>I understand some of the changes that happen as people grow from young to old (HE34)</p> <p>I can describe how people's needs change as they grow (HE34)</p>	<p>N/A</p>	<p>I can describe some of the changes that happen to the body and mind during puberty (HE34)</p> <p>I understand why puberty happens (HE34)</p> <p>I know the scientific names for reproductive body parts including that there is a special place inside a female body called a uterus/womb (HE34/HE35)</p> <p>I know what periods are and how to manage them (HE35)</p> <p>I understand what someone would do if they begin their periods in school (HE35)</p>	<p>I can name the parts of the reproductive system in male and female bodies, (HE34)</p> <p>I can explain the ways in which people grow and develop during puberty both physically and emotionally (HE34)</p> <p>I understand the stages of the menstrual cycle (HE35)</p> <p>I know how menstruation can be managed (HE30, HE35)</p> <p>I understand that people's emotions may change during puberty and have a range of strategies for managing my feelings towards myself, my family and others in a positive way (HE2, HE4, HE34)</p> <p>I know what someone would do if they begin their periods in school (HE35)</p> <p>I can explain terms relating to gender and gender identity, including transgender and non-binary.</p>	<p>I can explain how to maintain hygiene during puberty (HE30, HE35)</p> <p>I know some ways that periods can be managed (HE35)</p> <p>I can show maturity, understanding and respect around menstruation (HE35)</p> <p>I understand the impact that puberty has on feelings and emotions (HE2, HE4, HE35)</p> <p>I know what someone needs to do if they begin their first period in school (HE35)</p>
<p>Evidenced</p>		<p>About the changes that have happened to their</p>		<p>About some of the ways that their body and emotions will</p>	<p>Awareness of the parts of the reproductive</p>	<p>How to maintain hygiene during</p>

		<p>body since birth (HE34)</p> <p>About the process of growing from young to old and how people's needs change (HE34)</p>		<p>change through the process of puberty and how this is linked to reproduction (HE34)</p> <p>The importance of keeping clean and hygienic when you begin the changes of puberty (HE34)</p> <p>The scientific names for reproductive body parts including the special place inside a female body called a uterus/womb (HE34, HE35)</p> <p>Basic information about periods and how to manage them (HE35)</p> <p>Information on what to do if they begin periods in school (HE35)</p>	<p>system in male and female bodies, (HE34)</p> <p>The ways in which people grow and develop during puberty both physically and emotionally (HE34)</p> <p>The stages of the menstrual cycle (HE35)</p> <p>How to manage menstruation (HE30, HE35)</p> <p>How to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way (HE2, HE4, HE34)</p> <p>Information on what to do if they begin periods in school (HE35)</p> <p>Understand terms relating to gender and gender identity, including transgender and non-binary.</p>	<p>puberty (HE30, HE35)</p> <p>How to manage their periods (menstruation) and how to show understanding and respect to others who are menstruating (HE35)</p> <p>Understand the impact that puberty has on feelings and emotions (HE2, HE4, HE35)</p> <p>Information on what to do if they begin periods in school (HE35)</p>
Vocabulary (each year group to build on the previous year)						

<b>Sex Education</b>	N/A	N/A	N/A	N/A	N/A	<p>I can explain how human reproduction occurs, including conception, pregnancy and birth</p> <p>I understand that there are lots of things to consider before people choose to have a baby</p> <p>I know that pregnancy can be prevented through use of contraception</p> <p>I understand what consent is</p> <p>I know that the legal age for someone to consent to sexual activity in this country is 16</p> <p>I understand that some people choose to be in romantic and intimate relationships with people of the opposite gender and some have relationships with people of the same or other genders</p> <p>I can use some terms to describe different relationships (for example</p>
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						<p>heterosexual, gay, lesbian, bisexual, pansexual)</p> <p>I can explain the characteristics of healthy romantic and intimate relationships</p>
Evidenced	N/A	<u>N/A</u>	N/A	N/A	N/A	<p>Some facts about human reproduction including conception, pregnancy and birth</p> <p>That there are lots of things to consider before people choose to have a baby</p> <p>Awareness that pregnancy can be prevented through use of contraception</p> <p>The age at which a person in the UK is able to consent to sexual activity and understand what consent is</p> <p>Terms relating to sexual orientation (for example heterosexual, gay, lesbian, bisexual, pansexual)</p> <p>The characteristics of healthy romantic and intimate relationships</p>

<p>Vocabulary (each year group to build on the previous year)</p>						<p>Puberty, emotional, physical, behavioural, changes, attitudes, values, gender, stereotyping, age, religion, culture, values, relationships, friendships, differences, love, reproduction, human life cycle, reproductive organs, conception, pregnancy, womb, uterus, egg, ovum, menstruation, periods, responsibilities, parents, skills, qualities, erection, vagina, contraception, lifecycle, roles, sex, support, advice.</p>
<p><b>Becoming an Active Citizen</b></p>	<p>I can express a simple opinion, agreement and disagreement</p> <p>I can ask questions and listen carefully to the answers</p> <p>I can play a full part in the life of their classroom</p> <p>I contribute to and follow rules for my group and classroom</p> <p>I can describe the role of the school council</p>	<p>I can take part in discussions/simple debates with others about topical issues</p> <p>I can explain the responsibility I have to meet the needs of other people and things in my life</p> <p>I contribute well to the life of my class and school</p> <p>I can list the different groups and communities</p>	<p>I can participate in making and changing rules</p> <p>I understand why different rules are needed in different situations</p> <p>I know where to find impartial advice to support my decision-making</p> <p>I can show empathy with other people and situations</p>	<p>I can explain what democracy means</p> <p>I know why and how rules and laws are made and enforced</p> <p>I know how I can have a say about how my school runs</p> <p>I can recognise aggressive and anti-social behaviours such as bullying and discrimination and their impact on individuals and communities</p> <p>I can demonstrate some strategies for responding to</p>	<p>I can explain what democracy is and how a democratic government works<sup>[1]</sup><sub>[SEP]</sub></p> <p>I know how to take part in democratic events in school (eg: voting for school council, mock election)<sup>[1]</sup><sub>[SEP]</sub></p> <p>I understand the consequences of breaking the law and how the criminal justice system works in the UK<sup>[1]</sup><sub>[SEP]</sub></p>	<p>I understand how democracy works in the UK at a local, regional and national scale<sup>[1]</sup><sub>[SEP]</sub></p> <p>I know that there are other forms of government that are not democratic and can give some examples of these</p> <p>I understand what being part of a community means and I can take part fully in school and</p>

	<p>and now that I am able to vote for the members</p>	<p>that I belong to</p> <p>I know some things that improve and some things that harm the environment</p> <p>I can demonstrate ways to look after my environment</p>		<p>and challenging negative behaviours</p> <p>I can demonstrate respect for other people's views</p> <p>I understand that the choices I make may have an impact on the environment</p> <p>I understand the values of my school and know how I can demonstrate these in practice</p> <p>I know what British Values are and my role in upholding these in my school and wider community</p> <p>I can demonstrate respect and tolerance to people different to me.</p>	<p>I know how to access local and national support groups</p> <p>I can talk and write about my opinions</p> <p>I understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability (The Equality Act 2010)</p> <p>I know that circumstances in other countries and cultures may be different from our own</p> <p>I understand why some people have chosen to leave their country and migrate to the UK</p> <p>I can explain the difference between economic migrant, asylum seeker and refugee</p> <p>I understand about Fair Trade and what it means</p>	<p>community activities</p> <p>I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment</p> <p>I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child</p> <p>I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment</p> <p>I can demonstrate how to research, discuss and debate topical issues, problems and events</p> <p>I appreciate the range of national, regional, religious and ethnic identities in</p>
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					<p>I understand that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)</p> <p>I know that choices we make as individuals, a community and a nation impact internationally</p> <p>I understand that 'poverty' might have different meanings to different people in different circumstance</p> <p>I can recognise and challenge stereotypes</p> <p>I know where to find impartial advice to inform my decision making and understand about media bias</p> <p>I can talk and write about my opinions confidently</p>	<p>the United Kingdom and the benefits of being a multi-cultural nation</p> <p>I understand how the media present information and that the media can be both a positive and negative influence</p> <p>I can critique how the media present information</p> <p>I can discuss controversial issues in a mature manner, such as terrorism, migration and racism</p>
Evidenced	<p>How to express a simple opinion, agreement and disagreement</p> <p>How to ask questions and listen to the</p>	<p>How to take part in discussions/simple debates with others about topical issues</p> <p>That people and other living things have needs</p>	<p>How to participate in making and changing rules</p> <p>Why different rules are needed in different</p>	<p>What democracy means</p> <p>Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and</p>	<p>What democracy is and how a democratic government works</p> <p>How to take part in democratic events in school (eg: voting for</p>	<p>How democracy works in the UK at a local, regional and national scale</p> <p>That there are other forms of government</p>

	<p>answers</p> <p>About how they can play a full part in the life of their classroom</p> <p>How to agree and follow rules for their group and classroom</p> <p>About the role of the school council and that they are able to vote for the members</p>	<p>and recognise their own responsibility to meet those needs<sup>[1][2]</sup></p> <p>How to contribute to the life of the class and the school</p> <p>That they belong to different groups and communities ie school, family<sup>[1][2]</sup></p> <p>What improves and harms the environment and about some of the ways people look after them<sup>[1][2]</sup></p> <p>Some ways to look after their environment</p>	<p>situations</p> <p>That choices we make impact on the local, national and global communities</p> <p>Where to find impartial advice to inform their decision making</p> <p>How to empathise with other people and situations through topical issues, problems and local and global events</p>	<p>changing rules in school</p> <p>How to recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers<sup>[1][2]</sup></p> <p>How to begin to respond to, or challenge, negative behaviours such as stereotyping, homophobia, transphobia and biphobia and racism<sup>[1][2]</sup></p> <p>That to resolve differences they need to respect other people's point of view and respect their decisions but be able to explain their choices and viewpoints<sup>[1][2]</sup></p> <p>How their choices may impact on the environment<sup>[1][2]</sup></p> <p>How to describe the values of the school and know why they are important<sup>[1][2]</sup></p> <p>How to describe the 'British Values' and give examples of what they mean in school and in society<sup>[1][2]</sup></p> <p>How to demonstrate respect and tolerance towards people different from<sup>[1][2]</sup>their themselves</p>	<p>school council, mock election)<sup>[1][2]</sup></p> <p>The consequences of breaking the law and how the criminal justice system works in the UK<sup>[1][2]</sup></p> <p>How to access local and national support groups<sup>[1][2]</sup></p> <p>How to talk and write about their opinions</p> <p>That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability<sup>[1][2]</sup>(The Equality Act 2010)</p> <p>That circumstances in other countries and cultures may be<sup>[1][2]</sup>different from our own<sup>[1][2]</sup></p> <p>Why some people have chosen to leave their country and migrate to the UK<sup>[1][2]</sup></p> <p>The difference between economic migrant,</p>	<p>that are not democratic and can give some examples of these</p> <p>What being part of a community means and they can take part more fully in school and community activities<sup>[1][2]</sup></p> <p>How to demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment<sup>[1][2]</sup></p> <p>That everyone has human rights and that children have their<sup>[1][2]</sup>own special rights set out in the United Nations Declarations of the Rights<sup>[1][2]</sup>of the Child<sup>[1][2]</sup></p> <p>That resources can be allocated in different ways and that economic choices affect individuals, communities and the environment<sup>[1][2]</sup></p> <p>How to research, discuss and debate</p>
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					<p>asylum seeker and refugee</p> <p>About Fair Trade and what it means</p> <p>That individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)</p> <p>That choices we make as individuals, a community and a nation impact internationally</p> <p>To understand that 'poverty' might have different meanings to different people in different circumstances</p> <p>How to recognise and challenge stereotypes</p> <p>Where to find impartial advice to inform their decision making and understand about media bias</p> <p>How to talk and write about their opinions confidently and listen to and show respect for</p>	<p>topical issues, problems and events</p> <p>How to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation</p> <p>How the media present information and that the media can be both a positive and negative influence</p> <p>How to critique how the media present information</p> <p>How to discuss controversial issues in a mature manner, such as terrorism, migration and racism.</p>
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					the opinions of others <sup>[1][1]</sup> <sub>[SEP]</sub> How to resolve differences, looking at alternatives,	
Vocabulary (each year group to build on the previous year)	Opinion, agreement, disagreement, questions, listen, contribute, vote.	Discussions, debate, topical, responsibilities, groups, community, environment	Participate, situations, impartial, advice, decision making, empathy.	Democracy, rules, laws, enforced, aggressive, antisocial, bully, description, respect, views, environment.	Critical, justice, consequences, opinions, support, differences, similarities, migrate, asylum, refugee, Fairtrade.	Social Justice, Human Rights, United Nations, economic, racism, topical, migration, regional, terrorism, media, critique, controversial, mature.
<b>Moving On</b>	<p>I can identify and celebrate positive achievements during my time in Year 1</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 2</p> <p>I can explain my feelings about moving to year 2, what I am worried about and what I am looking forward to</p> <p>I know what to expect in Year 2</p>	<p>I can identify and celebrate positive achievements during my time in Year 2</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 3<sup>[1][1]</sup><sub>[SEP]</sub></p> <p>I can explain my feelings about moving to year 3, what I am worried about and what I am looking forward to</p> <p>I know what to expect in Year 3<sup>[1][1]</sup><sub>[SEP]</sub></p>	<p>I can identify and celebrate positive achievements during my time in Year 3<sup>[1][1]</sup><sub>[SEP]</sub></p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 4<sup>[1][1]</sup><sub>[SEP]</sub></p> <p>I can explain my feelings about moving to year 4, what I am worried about and what I am looking forward to</p> <p>I know what to expect in Year 4<sup>[1][1]</sup><sub>[SEP]</sub></p>	<p>I can identify and celebrate positive achievements during my time in year 4</p> <p>I can identify my strengths, areas for improvement and set myself some goals for year 5</p> <p>I can explain my feelings about moving to year 5, what I am worried about and what I am looking forward to</p> <p>I know what to expect in year 5</p> <p>I understand that the learning choices I make will affect my future options</p>	<p>I can identify my positive achievements in Year 5<sup>[1][1]</sup><sub>[SEP]</sub></p> <p>I have identified my strengths, areas for improvement and goals for Year 6<sup>[1][1]</sup><sub>[SEP]</sub></p> <p>I can explain my worries about year 6 and what I am looking forward to</p> <p>I know what to expect in Year 6<sup>[1][1]</sup><sub>[SEP]</sub></p> <p>I know some ways to deal with the feelings that sometimes arise from change</p>	<p>I can identify my positive achievements during my time in Primary School<sup>[1][1]</sup><sub>[SEP]</sub></p> <p>I can explain what I am worried about and what I am looking forward to in Year 7<sup>[1][1]</sup><sub>[SEP]</sub></p> <p>I can list my strengths, areas for improvement and goals for Year 7<sup>[1][1]</sup><sub>[SEP]</sub></p> <p>I know what to expect when I start Year 7<sup>[1][1]</sup><sub>[SEP]</sub></p> <p>I have taken part in a planned programme of transition to KS3<sup>[1][1]</sup><sub>[SEP]</sub></p> <p>I have some positive strategies for coping with change</p>

Evidenced	<p>Identify and celebrate positive achievements during their time in Year 1</p> <p>Identify their strengths, areas for improvement and set themselves some goals for Year 2</p> <p>Explain their feelings about moving to year 2, what they are worried about and what they are looking forward to</p> <p>What to expect when they start Year 2</p>	<p>How to identify and celebrate positive achievements during their time in Year 2.</p> <p>How to identify their strengths, areas for improvement and set themselves some goals for Year 3<sup>[1][SEP]</sup></p> <p>How to explain what they are worried about and what they are looking forward to in Year 3<sup>[1][SEP]</sup></p> <p>What to expect when they start Year 3</p>	<p>How to identify and celebrate positive achievements during their time in Year 3</p> <p>How to identify their strengths, areas for improvement and set themselves some goals for Year 4</p> <p>How to explain what they are worried about and what they are looking forward to in Year 4</p> <p>What to expect when they start in Year 4</p>	<p>How to identify positive achievements during their time in Year 4<sup>[1][SEP]</sup></p> <p>How to identify their strengths, areas for improvement and set themselves some goals for Year 5<sup>[1][SEP]</sup></p> <p>How to explain what they are worried about and what they are looking forward to in Year 5<sup>[1][SEP]</sup></p> <p>What to expect when they start Year 5<sup>[1][SEP]</sup></p> <p>That the learning choices they make will affect their future options.</p>	<p>How to identify positive achievements during their time in Year 5<sup>[1][SEP]</sup></p> <p>How to identify their strengths, areas for improvement and set themselves some goals for Year 6<sup>[1][SEP]</sup></p> <p>How to explain what they are worried about and what they are looking forward to in Year 6<sup>[1][SEP]</sup></p> <p>What to expect when they start Year 6<sup>[1][SEP]</sup></p> <p>Some of the ways of dealing with the feelings that sometimes arise from change</p>	<p>How to identify positive achievements during their time in Primary School<sup>[1][SEP]</sup></p> <p>How to explain what they are worried about and what they are looking forward to in Year 7<sup>[1][SEP]</sup></p> <p>How to identify their strengths, areas for improvement and set themselves some goals for Year 7<sup>[1][SEP]</sup></p> <p>What to expect when they start Year 7<sup>[1][SEP]</sup></p> <p>To take part and reflect on a planned programme of transition to KS3<sup>[1][SEP]</sup></p> <p>How change can interfere with our feelings of belonging</p>
Vocabulary (each year group to build on the previous year)	Positive, achievements, strengths, improvements, goals, set, feelings, expect, worries,	Positive, achievements, strengths, improvements, goals, set, feelings, expect, worries,	Positive, achievements, strengths, improvements, goals, set, feelings, expect, worries,	Positive, achievements, strengths, improvements, goals, set, feelings, expect, worries,	Positive, achievements, strengths, improvements, goals, set, feelings, expect, worries,	Positive, achievements, strengths, improvements, goals, set, feelings, expect, worries, reflection
<b>Finance</b>	<p>I can identify and name the different coins and notes we use</p> <p>I know that we have to pay for what we buy</p>	<p>I can explain different ways that we pay for things</p> <p>I can explain the difference between</p>	<p>I can demonstrate how to look after and handle money in everyday situations</p> <p>I can make simple financial decisions and</p>	<p>I can explain how to look after and save money in a range of ways</p> <p>I understand that people have different financial</p>	<p>I can make considered decisions about saving, spending and giving</p> <p>I know how to differentiate between essentials and desires -</p>	<p>I can describe how people's careers may vary and how they develop in different ways</p> <p>I can describe a</p>

	<p>I know how to keep money safe</p> <p>I know that I don't have to spend my money but can save it to use later</p>	<p>needs and wants</p> <p>I know that it is not possible to have everything I want, straight away, or at all</p>	<p>consider how to spend money</p> <p>I know some of the different way to gain money</p> <p>I understand why we have charities</p>	<p>circumstances</p> <p>I recognise that there are a range of different values and attitudes around money</p> <p>I know a range of jobs that are carried out by people I know</p> <p>I can describe some of the skills I will need for work in the future</p>	<p>needs and wants<sup>[1]</sup><sub>[SEP]</sub></p> <p>I understand what 'value for money' means and how to make informed choices to get 'value for money'<sup>[1]</sup><sub>[SEP]</sub></p> <p>I can assess 'best buys' in a range of circumstances<sup>[1]</sup><sub>[SEP]</sub></p> <p>I understand and manage feelings about money, my own and others</p> <p>I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices</p> <p>I understand some of the rights and responsibilities when it comes to treating people fairly<sup>[1]</sup><sub>[SEP]</sub></p> <p>I know the skills to develop that will make a contribution to my future life and career</p> <p>I can explain what I like and what I am good at</p> <p>I can talk positively about my strengths<sup>[1]</sup><sub>[SEP]</sub></p> <p>I understand the importance of making a</p>	<p>range of local businesses, how they are run and the products and/or services they provide<sup>[1]</sup><sub>[SEP]</sub></p> <p>I understand that I have the same rights and opportunities in learning and work as other people.</p> <p>I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act<sup>[1]</sup><sub>[SEP]</sub></p> <p>I can demonstrate some of the key qualities and skills that employers are looking for</p> <p>I can demonstrate enterprise skills<sup>[1]</sup><sub>[SEP]</sub></p> <p>I understand that the money we earn also supports the community and how this happens</p>
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					<p>good impression when going through a selection process and I can demonstrate some of the skills required to do this.</p> <p>I know that there are a range of earnings for different jobs<sup>[SEP]</sup></p> <p>I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)</p>	
Evidenced	<p>Identify the different coins and notes we use</p> <p>that we have to pay for what we buy</p> <p>how to keep money safe</p> <p>that they don't have to spend their money but can save it to use later</p>	<p>That we can pay for things in a range of ways and<sup>[SEP]</sup> that even when not using cash, money is being used (including buying online and in-app purchase</p> <p>How to explain the difference between needs and wants</p> <p>That it may not be possible to have everything you want, straight away, if at all</p>	<p>How to look after and handle money in everyday situations</p> <p>How to make simple financial decisions and consider how to spend money, including pocket money and contributions to charity</p> <p>There are different ways to gain money, including earning it through work</p> <p>Reasons why we have charities</p>	<p>To demonstrate how to look after and save money</p> <p>To begin to develop an understanding that people have different financial circumstances</p> <p>To begin to understand the different values and attitudes that people have with regard to money and that they may be different from theirs</p> <p>To find out about the range of jobs carried out by people they know</p> <p>To explain how they will develop skills for work in the future</p>	<p>To make considered decisions about saving, spending and giving</p> <p>How to differentiate between essentials and desires - needs and wants</p> <p>What 'value for money' means and how to make informed choices to get 'value for money'</p> <p>To assess 'best buys' in a range of circumstances</p> <p>To understand and manage feelings about money, their own and others</p> <p>About the range of jobs</p>	<p>How people's careers may vary and how they develop in different ways</p> <p>How to describe a range of local businesses and how they are run and the products and/or services they provide</p> <p>That they have the same rights and opportunities in learning and work as other people.</p> <p>That employers must treat all employees equally and there are certain protected characteristics under</p>

					<p>carried out by people and some of the stereotypes surrounding some career choices and they are aware of some of the rights and responsibilities when it comes to treating people fairly</p> <p>How they can develop skills to make a contribution in the future</p> <p>To consider what they like, what they are good at and what they enjoy doing and can talk positively about their strengths</p> <p>The importance of making a good impression when going through a selection process and they can demonstrate some of the skills required to do this</p> <p>That there are a range of earnings for different jobs</p> <p>That there are a range of benefits from employment, not just financial (making a difference, caring for</p>	<p>the Equalities Act</p> <p>How to recognise and start to demonstrate some of the key qualities and skills that employers are looking for</p> <p>What does it mean to be enterprising</p> <p>That money we earn also supports the community and how this happens</p>
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					others, etc)	
Vocabulary (each year group to build on the previous year)	job, money, coins, spend, save	earn, win, find, presents, pocket money, borrow, benefits, save, choices, jobs	earn, win, find, presents, pocket money, borrow, benefits, save, choices, jobs, work, charities,	Saving Money Budget Pocket money, skills, work, jobs, careers, family, friends	Manufacture, pressure, decisions, value, spend, shift, full-time, part- time, shift, paid, unpaid, Charity, Fund raiser Community, Saving, Jobs World of work, Occupation Wage / salary , budget, value, value for money, stereotypes, best buys, rights, responsibilities,	loans, credit cards, hirepurchase schemes, debt, manageable, unmanageable, reliable, enterprise, salary, risk, influence, careers