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|  | Year 1 key skills | Year 2 key skills | Year 3 key skills | Year 4 key skills | Year 5 key skills | Year 6 key skills |
| Health and Well Being – Core Theme 1 | I am beginning to know how to maintain a healthy lifestyle, including the benefits of physical activity, rest, healthy eating and dental health.  I am beginning to recognise what I like and dislike and how to make real and informed choices that improve my physical and emotional health. I can sometimes recognise that the choices have good or not so good consequences.  I am beginning to think about myself and to learn from my experiences. I am beginning to recognise my strengths and set simple but challenging goals.  I am beginning to know about good and not so good feelings and have developed some simple strategies for managing these feelings.  I am beginning to know about changes and losses and how to deal with these feelings.  I am beginning to manage my own personal hygiene  I know that some diseases spread and know that there are simple things to help stop this.  I know that people grown from young to old  I know about growing and changing and what happens to my body at my age  I can name the main body parts including external genitalia and know the similarities and differences between boys and girls.  I am beginning to know that household products, including medicines can be harmful if not used properly.  I am exploring ways of keeping physically and emotionally safe (including online safety, road, rail, water and fire safety)  I am beginning to know about people who look after me and who I can go to if I am worried or need help  I am beginning to understand what is meant by privacy and keeping things private as well as respecting others’ privacy. | I know how to maintain a healthy lifestyle, including the benefits of physical activity, rest, healthy eating and dental health.  I can recognise what I like and dislike and how to make real and informed choices that improve my physical and emotional health. I can recognise that the choices have good or not so good consequences.  I can think about myself and to learn from my experiences. I can recognise my strengths and set simple but challenging goals.  I know about good and not so good feelings and have developed simple strategies for managing these feelings.  I know about changes and losses and how to deal with these feelings.  I can to manage my own personal hygiene  I know that some diseases spread and know that there are simple things to help stop this.  I know that people grown from young to old  I know about growing and changing and what happens to my body at my age  I can name the main body parts including external genitalia and know the similarities and differences between boys and girls.  I know that household products, including medicines can be harmful if not used properly.  I know ways of keeping physically and emotionally safe (including online safety, road, rail, water and fire safety)  I know about people who look after me and who I can go to if I am worried or need help  I understand what is meant by privacy and keeping things private as well as respecting others’ privacy. | Health and Well Being – Core Theme 1  I can reflect in and celebrate my achievements and identify my strengths and weaknesses.  I understand good and not so good feelings and begin to explain the intensity of my feelings  I can recognise that I might experience conflicting emotions and when I might need to listen to, or overcome these  I know about change, including transition, loss, separation, divorce and bereavement  I can recognise, predict and assess risks in different situations and decide how to manage them responsibly.  I know what is meant by the term habit and why habits can be hard to change. | I can use strategies for keeping safe on line and know the importance of keeping personal information, passwords address and images of myself, to myself.  I know about people who are responsible for keeping me safe online and how these people can help me.  I know how to manage requests for images of myself and others and know what I should and shouldn’t share.  I can set myself high aspirations and goals  I understand good and not so good feelings and explain the intensity of my feelings  I can recognise that I might experience conflicting emotions and when I might need to listen to, or over come these  I know about change, including transition, loss, separation, divorce and bereavement  I can differentiate between the terms risks, dangers and hazards.  I can recognise, predict and assess risks in different situations and decide how to manage them responsibly.  I can recognise how my increasing independence brings increased responsibility to keep myself and others safe. | I understand how my body and emotions will change during puberty  I can explain human reproduction  I have developed strategies for keeping physically and emotionally safe, including road safety and cycle safety.  I can use strategies for keeping safe on line and know the importance of keeping personal information, passwords address and images of myself, to myself.  I know about people who are responsible for keeping me safe online and how these people can help me.  I know how to manage requests for images of myself and others and know what I should and shouldn’t share.  I know that bacteria and viruses can affect health and that following simple routines can reduce their spread | I can explain which, why and how commonly available substances (incl. alcohol tobacco and energy drinks) can damage their health and are age restricted or illegal.  I can make informed choices and begin to understand the concept of a balanced lifestyle.  I recognise opportunities and can develop skills to make my own choices about food, understanding what might influence my choice and the benefits from eating a balanced diet  I can recognise how images in the media and online do not always reflect reality and can affect how people feel about themselves.  I understand how pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people I know and the media.  I understand when I need help and how to develop the skills to ask for help  I know school rules about health and safety ad basic emergency procedures as well as where and how to get help.  I can use strategies for keeping safe on line and know the importance of keeping personal information, passwords address and images of myself, to myself.  I know about people who are responsible for keeping me safe online and how these people can help me.  I know how to manage requests for images of myself and others and know what I should and shouldn’t share.  I know how to take care of my body and understand I have the right to protect my body from inappropriate and unwanted contact including knowing that FGM is illegal in the UK and know how to get help if this should pose a threat to them. |
| Relationships – Core Theme 2 | I am beginning to communicate my feelings to others and recognise hoe others show their feelings in response.  I am beginning to recognise that my behaviour affects others.  I am beginning to know the difference between secrets and nice surprises and know that I must not keep a secret if it makes me uncomfortable.  I am beginning to recognise what is fair and unfair, kind and unkind and what is right and wrong.  I am beginning to share my opinion and can give a simple reason for my view  I am beginning to listen to other people and work co-operatively  I am beginning to offer constructive support and feedback to others  I am beginning to notice and respect differences and similarities between people  I know who is special to me and am beginning to know why they are special and how they should care for me  I am beginning to know what kind of physical contact is acceptable and why is not (including who to tell if I am uncomfortable)  I am beginning to know that people’s bodies and feelings can be hurt  I am beginning to understand what bullying is and how to deal with it | I can communicate my feelings to others and recognise how others show their feelings in response.  I recognise that my behaviour affects others  I know the difference between secrets and nice surprises and know that I must not keep a secret if it makes me uncomfortable.  I recognise what is fair and unfair, kind and unkind and what is right and wrong.  I can share my opinion and can give a simple reason for my view  I can listen to other people and work co-operatively  I can offer constructive support and feedback to others  I can notice and respect differences and similarities between people  I know who is special to me and know why they are special and how they should care for me  I know what kind of physical contact is acceptable and why it is not  I know that people’s bodies and feelings can be hurt  I understand what bullying is and how to deal with it | Relationships – Core Theme 2  I can recognise a wider range of feelings in others  I can recognise what constitutes a positive healthy relationship.  I know that my actions affect myself and others  I can listen to a wide range of people and feel confident to raise my own concerns.  I can work collaboratively towards shared goals  I know that difference and similarities between people arise from a number of factors including family, race, culture, religions, sexual orientation, disability, gender identity, age and sex.  I can recognise bullying and abuse in all it’s forms including bullying on line, in person and in social media | I can recognise and respond appropriately to wider range of feelings in others  I can recognise what constitutes a positive healthy relationship and develop the skills to form and maintain positive healthy relationships.  I can recognise ways in which a relationship can be unhealthy and who to ask for help and support.  I can recognise different types of relationships, including friends, relatives, families and acquaintances.  I can listen to and respond respectively to a wide range of people and feel confident to raise my own concerns and constructively challenge other’s points of view.  I can work collaboratively towards shared goals  I know that difference and similarities between people arise from a number of factors including family, race, culture, religions, sexual orientation, disability, gender identity, age and sex.  I can recognise bullying and abuse in all it’s forms including bullying on line, in person and in social media | I know that civil partnerships and marriage are examples of a commitment between 2 people in love who want to spend the rest of their lives together.  I know that marriage is a commitment freely entered into by 2 people and no one should be forced into marriage if they do not want to. I know that forcing someone to marry is a crime and how to get support with this matter.  I recognise the difference between the terms associated with sex, gender identity and sexual orientation.  I know that 2 people can be in a committed loving relationship, but not be married.  I can work collaboratively towards shared goals  I know that difference and similarities between people arise from a number of factors including family, race, culture, religions, sexual orientation, disability, gender identity, age and sex.  I can recognise and challenge stereotypes  I can recognise bullying and abuse in all it’s forms including bullying on line, in person and in social media | I know that civil partnerships and marriage are examples of a commitment between 2 people in love who want to spend the rest of their lives together.  I know that marriage is a commitment freely entered into by 2 people and no one should be forced into marriage if they do not want to. I know that forcing someone to marry is a crime and how to get support with this matter.  I recognise the difference between the terms associated with sex, gender identity and sexual orientation.  I know that 2 people can be in a committed loving relationship, but not be married.  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| Living in the Wider World – Core Theme 3 | I am beginning to know how to contribute to classroom and school life  I can construct classroom rues and follow them and understand how they help me  I am beginning to understand that people and living things have rights and that everyone has a responsibility to respect these rights  I am beginning to know that I belong to different groups and communities such as my family and school.  I am beginning to know what harms and improves my local area and can care for these  I am beginning to understand that money plays a role in my life and it is important to manage it  I know I am unique and there will never be another me!  I know we have lots of things in common with others  I am beginning to understand the special people who look after me and keep me safe including who to contact in an emergency (dialling 999) | I know how to contribute to classroom and school life  I can construct classroom rues and follow them and understand how they help me  I understand that people and living things have rights and that everyone has a responsibility to respect these rights  I know that I belong to different groups and communities such as my family and school.  I know what harms and improves my local area and can care for these  I understand that money plays a role in my life and it is important to manage it  I know I am unique and there will never be another me!  I know we have lots of things in common with others  I understand the special people who look after me and keep me safe including who to contact in an emergency (dialling 999) | I know about the role of money in my own life and that of others, including how to manage money (at age appropriate level)  I know what is meant by enterprise and am beginning to develop enterprise skills (at age appropriate level)  I know that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment across the world)  I understand the concept of debt, loan, interest and tax (at age appropriate level)  I appreciate a range of national, regional, religious and ethnic identities in the Uk  I can consider the lives of people living in other places and people with different values and customs  I can debate, research and discuss topical issues, problems and events that are of concern to me  I know that there are basic human rights shared by all people and all societies and that children have their own special rights set out in law  I know that rights and laws are set out to protect me | I know about the role of money in my own life and that of others, including how to manage money (at age appropriate level)  I know what is meant by enterprise and am beginning to develop enterprise skills 9at age appropriate level)  I know that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment across the world)  I understand the concept of debt, loan, interest and tax 9at age appropriate level)  I appreciate a range of national, regional, religious and ethnic identities in the Uk  I can consider the lives of people living in other places and people with different values and customs  I can debate, research and discuss topical issues, problems and events that are of concern to me  I know that there are basic human rights shared by all people and all societies and that children have their own special rights set out in law  I know that rights and laws are set out to protect me | I know about the role of money in my own life and that of others, including how to manage money (at age appropriate level)  I know what is meant by enterprise and am beginning to develop enterprise skills 9at age appropriate level)  I know that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment across the world)  I understand the concept of debt, loan, interest and tax 9at age appropriate level)  I appreciate a range of national, regional, religious and ethnic identities in the Uk  I can consider the lives of people living in other places and people with different values and customs  I can explore and critique how the media present information  I can critically examine what is presented to me in social media and why it is important t do so, and I also understand how information contained din social media can be misrepresented or misleading.  I can debate, research and discuss topical issues, problems and events that are of concern to me and can offer recommendations to appropriate people.  I know that there are basic human rights shared by all people and all societies and that children have their own special rights set out in law  I know that rights and laws are set out to protect me | I know about the role of money in my own life and that of others, including how to manage money (at age appropriate level)  I know what is meant by enterprise and am beginning to develop enterprise skills 9at age appropriate level)  I know that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment across the world)  I understand the concept of debt, loan, interest and tax 9at age appropriate level)  I appreciate a range of national, regional, religious and ethnic identities in the Uk  I can consider the lives of people living in other places and people with different values and customs  I can critically examine what is presented to me in social media and why it is important t do so, and I also understand how information contained din social media can be misrepresented or misleading.  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