



Skills	Pre Y1	Y1	Y2	Y3	Y4	Y5
ME AND MY SCHOOL						
Me with others	Find belongings and resources confidently and independently	Recognise some of their own skills and attributes	Recognise some of their own skills and attributes	List their own strengths		
	Give their opinion	Listen to other people's ideas and opinions	Take part in a discussion with their class	Identify challenges they will face	Express an opinion in a respectful way	
	Use the names of the children and adults they meet in school	Compromise with other children				
Rules		Understand the need for class rules and how they help them discuss ideas with others	Explain the need for class rules and how they help them discuss ideas with one or more people Identify a law that adults have to follow	Contribute ideas to class rules Describe how they can contribute positively to the school	Contribute to class rules	
Democracy	Begin to understand the role of the School Council	Describe what the School Council does and how it works	Explain what the School Council does and how it work	List the skills of a School Council representative	Describe the role of a chairperson and secretary	
		Explain the role of School Council rep list some of the skills of School Council Representative	Describe the role of School Council rep list some of the skills of School Council Rep	Explain how the Class and School Council works	Explain the democratic process of the School Council elections	
				Describe the role of a local councillor	Explain what democracy means	

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					<p>Understand their role in the democratic process</p> <p>Explain how to raise an issue with the local councillor</p>	
Feelings			<p>Recognise and name a range of feelings (positive and negative)</p> <p>Recognise how they have dealt with a negative feeling</p> <p>Explain ways to deal with different feelings particularly negative ones</p>			
Happy Healthy Me						
Happy healthy me My body and changes		<p>Name the main parts of the body</p> <p>Describe how they have changed since they were born</p>	<p>Name boy's and girl's body parts</p>	<p>Name the main internal and external parts of the body</p> <p>Understand the differences between male and female, and learn the agreed names of the sexual parts</p>	<p>Explain that during puberty the body changes from a child into an adult</p>	

Skills	Pre Y1	Y1	Y2	Y3	Y4	Y5
		<p>Describe how they might change in the future</p> <p>Identify some new opportunities and responsibilities they may have as they grow up</p>	Describe the differences between boys and girls	Identify the differences between males and females	<p>Reflect on how they have changed and how they may change in the future</p> <p>Know that changes are a natural part of growing up and that change is a gradual process</p> <p>Say who they can talk to if they have any concerns</p>	
Being happy	Identify ways to make someone feel better	Identify things which make them happy	<i>Identify and implement behaviours that can make others happy.</i>			
Healthy eating and lifestyle	Identify things which keep us healthy	Name a range of things that help them keep physically healthy	<p>Describe the components of a balanced diet</p> <p>Put together a healthy lunchbox</p> <p>Describe the contribution physical activity and sleep make to our well being</p>	<p>List some of the components of a balanced diet</p> <p>Recognise balanced meals, suggest ways to make a meal more balanced</p> <p>Reflect on their own diet</p> <p>Explain the benefits of eating healthily</p> <p>Express an opinion on a food related issue</p>		

Skills	Pre Y1	Y1	Y2	Y3	Y4	Y5
Keeping clean and healthy	<p>Identify things which keep us healthy</p> <p>Wash their hands effectively</p> <p>Be able to brush their teeth</p> <p>Explain why brushing teeth is important</p>	<p>Name a range of things that help them keep physically healthy</p>	<p>Describe how to keep different parts of the body clean</p> <p>Describe how common infections are spread</p> <p>Explain ways to limit or avoid infections</p>		<p>Identify a range of things which keep them healthy</p> <p>Explain what makes them ill</p> <p>Recognise ways to reduce the spread of bacteria and viruses</p> <p>Describe ways we can help ourselves feel better when we are ill</p> <p>Understand how smoking can affect health</p> <p>Explain some of the benefits of being a non- smoker</p>	

Skills	Pre Y1	Y1	Y2	Y3	Y4	Y5
Medicines and drugs		Explain rules for being safe around medicines	<i>Explain why there is the need for rules for being safe around medicines.</i>		<p>Explain reasons medicines could be dangerous</p> <p>Recognise that all drugs are not medicines</p> <p>Identify different types of allergies describe what to do if they are with someone who is having a severe allergic reaction</p> <p>Recognise that some diseases can be prevented through vaccination and immunisation</p>	
Choices		<p>Recognise that choices have consequences both good and bad</p> <p>Begin to identify right and wrong and give reasons</p>		<p>List the opportunities they have to make choices for themselves</p> <p>Recognise some of the influences on their choices</p>	<p>Understand what a habit is.</p> <p>Recognise that habits can be good and bad</p>	

Me in the world

Skills	Pre Y1	Y1	Y2	Y3	Y4	Y5
Me in the world	Talk about significant events and special times.	Recognise what they like and dislike				
	Adapt behaviour to different events and changes	Describe the needs of animals Recognise that some needs have a cost attached to them Identify fair and unfair Describe the needs of animals and how people can meet their needs	Describe some of the positive and negative features of the local environment Take part in a discussion with the whole class Describe positive things about the local area and how people look after it describe negative things about the area and understand that they can contribute to making it better. Take part in a simple debate List some different sources of money Describe some things money can be used for including spending and saving Explain the role money plays in their lives Identify choices they can make about	Identify where money comes from identify what money is used for Describe a range of things money can be used for Explain why something is or is not good value for money Explain things we need to consider when we decide to buy something Use research skills to develop as critical consumers Name a range of resources we need as humans Begin to recognise how resources are allocated	Explain what a right is Explain what a responsibility is Describe how people campaign for their rights and those of other people Describe what a duty is. List a range of jobs in school and in the local community List the responsibilities and duties people have to the environment	
	Explain ways to keep themselves safe	Identify some needs humans have				

Skills	Pre Y1	Y1	Y2	Y3	Y4	Y5
			<p>spending money and what influences these choices</p> <p>Identify ways you can help others through fund raising</p>	Describe ways to reduce the impact resource use has on the environment		
Me and my safety	<p>Explain what safety means to them</p> <p>Use tools and equipment safely.</p> <p>Explain the need to be safe</p> <p>Begin to demonstrate some measure of safety without supervision.</p> <p>Explain some rules which help to keep them safe in school</p> <p>Begin to recognise their right to be safe</p> <p>Explain some ways to keep safe around dogs.</p>	<p>Identify some things which can be harmful if they go inside your body</p> <p>Use strategies to overcome worries about a substance going into their body</p> <p>Identify some things which might be dangerous in their home</p> <p>Explain what they might do if they find something which could be dangerous at home</p> <p>Describe some things they can do to make their homes safer</p>	<p>Name some unsafe situations</p> <p>Describe how to keep themselves safe in relation to unsafe things</p> <p>Describe how to keep themselves safe in relation to unsafe places – roads</p> <p>Describe how to keep themselves safe in relation to unsafe places</p> <p>Know how to make a call to the emergency services</p> <p>Describe how to keep themselves safe in relation to people</p>	<p>Identify risk in a range of situations</p> <p>Explain rules for keeping safe on the road</p> <p>Explain that medicines should be used properly or they can be harmful</p> <p>Recognise that sometimes we know what to do but we do something else</p> <p>Know that pressure to behave in an unacceptable or risky way can come from a variety of people</p> <p>Understand and be able to resist peer and media pressure</p>	<p>List potential hazards at home, in school and the local area</p> <p>Identify possible dangers from the hazards</p> <p>Define risk</p> <p>Explain how school rules help to keep them safe</p> <p>Explain how rules and laws keep people safe</p> <p>Explain ways to keep safe on line</p> <p>Explain ways they can keep themselves safe (in given situation)</p>	

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		<p>Identify a range of people who help to keep them safe</p> <p>Ask relevant questions about a person's job</p> <p>Remember that 999 is the number to call in an emergency</p> <p>Describe ways to keep themselves safe when walking</p> <p>Describe ways to keep themselves safe in a car</p>	<p>Explain the difference between secrets and surprises</p> <p>Recognise that they should not keep adult's secrets</p>	<p>Judge what type of physical contact is acceptable or unacceptable</p> <p>Explain what they can do if they experience unacceptable touches</p> <p>Explain which parts of their body are private</p> <p>Explain the underwear rule</p> <p>Explain the difference between secrets and surprises</p> <p>Know who can help and support them</p>		

Me and my relationships

Skills	Pre Y1	Y1	Y2	Y3	Y4	Y5
Friendships	Identify some attributes which make a good friend	Identify and describe a person who is special to them Describe a good friend	Describe how their behaviour affects other people	Describe features of a positive friendship Discuss feelings about arguments	Have discussed their feelings about arguments and violence	
	Demonstrate friendly behaviour	Demonstrate skills to be a good friend recognise friendly and unfriendly behaviours	Play and work co-operatively with others	Have some ideas about how to recognise negative feelings and behaviour	Accept their own feelings and understand how they affect behaviour	
	Recognise that families are different	Describe types of families Explain why families are special		Recognise that families come in many different forms Explain why children might be in different family arrangements		
	Explain who is in their family	Identify ways that families care for each other				
	Explain own knowledge and understanding		Identify strategies to resolve simple arguments Identify that there are different types of teasing and bullying. Recognise that teasing and bullying	Identify strategies to resolve simple arguments Identify that there are different types of teasing and bullying. Recognise that teasing and bullying	Know that choices require decisions Know that their actions have consequences and be able to anticipate the results of them	Explain that feelings change during puberty and that their feelings and actions can impact on others Practise basic skills to think for themselves

Skills	Pre Y1	Y1	Y2	Y3	Y4	Y5
	<p>Explain their own ideas and ask appropriate questions of others</p> <p>Ask questions of other people</p> <p>Record answers explain where they might go for help</p>	<p>Recognise things which make us special and unique</p> <p>Describe the range of groups they belong to</p> <p>Recognise and respect similarities and differences between people</p> <p>List some of the choices they might have</p> <p>Recognise the choices they make will be affected by different factors</p> <p>Recognise that choices can be right or wrong</p> <p>Use a strategy for making decision</p>	<p>are wrong and unacceptable</p> <p>Explain how to resist teasing and bullying, if they experience or witness it.</p> <p>Say who they could go to and how to get help</p> <p>explain why relationships might change</p> <p>Describe how we might deal with these changes</p>	<p>Have shown effective decision making skills</p> <p>Know when and where to get help</p>	<p>and manage some feelings</p> <p>Explain that some parts of their body are private</p> <p>Understand that nobody should make them do something they don't want to do or makes them feel bad</p> <p>Recognise that they have the right to say no</p> <p>Know when they should or should not agree to keep something confidential or secret</p> <p>Know when it is right to 'break a confidence' or 'share a secret'</p> <p>Recognise strong feelings and when they may have these</p> <p>Describe ways to deal positively with experiences and</p>	

Skills	Pre Y1	Y1	Y2	Y3	Y4	Y5
					<p>situations of loss, separation and death</p> <p>Say where and how to get help, share feelings and help themselves</p> <p>Considered whether it is ever acceptable to use violence to resolve arguments</p>	

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Skills	Pre Y1	Y1	Y2	Y3	Y4	Y5
Me and other people	<p>Talk about their likes and dislikes.</p> <p>Begin to understand their culture and identity while being sensitive to the differences of other people.</p> <p>Talk about similarities and differences.</p>	<p>Recognise that they are members of groups and communities</p> <p>Describe how it might feel to be excluded from a group</p> <p>Use strategies to make sure everyone is included</p> <p>Describe different types of teasing</p> <p>Describe strategies for dealing with teasing</p> <p>Define what bullying is</p> <p>Explain what to do if they are being bullied</p>	<p>Describe differences and similarities between boys and girls</p> <p>Question assumptions about what boys and girls can do</p> <p>Describe different types of families</p> <p>Describe similarities between people of different races in the UK</p> <p>Understand that Britain is a diverse place</p>	<p>Describe themselves in a range of ways</p> <p>Describe what a community is</p> <p>Identify some institutions which support the community</p> <p>Identify similarities and differences between local communities</p> <p>Recognise the range of identities in our wider community today</p>	<p>Recognise the range of identities in Britain today</p> <p>Explain why respect and tolerance are important</p>	