Aspect	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
			Beina Me	in My World			
Knowledge	Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good • Know they have a right to learn and play, safely and happily	Understand the rights and responsibilities of a member of a class • Understand that their views are important • Understand that their choices have consequences • Understand their own rights and responsibilities with their classroom	Identifying hopes and fears for the year ahead • Understand the rights and responsibilities of class members • Know that it is important to listen to other people • Understand that their own views are valuable • Know about rewards and consequences and that these stem from choices • Know that positive choices impact positively on self-learning and the learning of others	• Understand that they are important • Know what a personal goal is • Understanding what a challenge is • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Know that the school has a shared set of values	Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know that their own actions affect themselves and others • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community	Know how to face new challenges positively • Understand how to set personal goals • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how an individual's behaviour can affect a group and the consequences of this • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process	Know how to set goals for the year ahead • Understand what fears and worries are • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute

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							towards the
							democratic
							process
Skills	Identify feelings	Understanding	Recognise own	Recognise self-	Identify the feelings	Be able to identify	Be able to make
	associated with	that they are	feelings and know	worth • Identify	associated with	what they value	others feel
	belonging •	special •	when and where	personal strengths	being included or	most about school	welcomed and
	Identify feelings of	Understand that	to get help • Know	Be able to set a	excluded • Can	Identify hopes	valued • Know
	happiness and	they are safe in	how to make their	personal goal •	make others feel	for the school year	own wants and
	sadness • Skills to	their class •	class a safe and	Recognise feelings	valued and included	 Empathy for 	needs • Be able to
	play cooperatively	Identifying helpful	fair place • Show	of happiness,	Be able to take on	people whose	compare their life
	with others • Be	behaviours to	good listening	sadness, worry	a role in a group	lives are different	with the lives of
	able to consider	make the class a	skills • Recognise	and fear in	discussion / task and	from their own •	those less
	others' feelings •	safe place •	the feeling of	themselves and	contribute to the	Consider their	fortunate •
	Be responsible in	Identify what it's	being worried • Be	others • Make	overall outcome •	own actions and	Demonstrate
	the setting	like to feel proud	able to work	other people feel	Can make others	the effect they	empathy and
		of an achievement	cooperatively	valued • Develop	feel cared for and	have on	understanding
		Recognise		compassion and	welcomed •	themselves and	towards others •
		feelings associated		empathy for	Recognise the	others • Be able to	Can demonstrate
		with positive and		others • Be able	feelings of being	work as part of a	attributes of a
		negative		to work	motivated or	group, listening	positive rolemodel
		consequences •		collaboratively	unmotivated •	and contributing	Can take positive
		Understand that			Understand why the	effectively •	action to help
		they have choices			school community	Understand why	others • Be able to
					benefits from a	the school	contribute
					Learning Charter •	community	towards a group
					Be able to help	benefits from a	task • Know what
					friends make	Learning Charter •	effective group
					positive choices •	Be able to help	work is • Know
					Know how to	friends make	how to regulate
					regulate my	positive choices •	my emotions
					emotions	Know how to	
						regulate my	
						emotions	
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Vocabulary	Kind, Gentle,	Safe, Calm,	Worries, Hopes,	Welcome, <mark>Valued,</mark>	Included, Excluded,	<mark>Challenge,</mark>	Choice, Education,
	Friend <mark>, Similar,</mark>	Belonging, Special,	Fears, Praise,	Achievements,	Job Description,	<mark>Attitude</mark> , Actions,	Wants, Needs,
	Different,	Rights,	Positive, Negative,	Proud, Personal	School Community,	<mark>Citizen</mark> , Choices,	Maslow, Empathy,
	Feelings, Angry,	Responsibilities,	Choices, <mark>Co-</mark>	Goal, Affirm,	Democracy,	Opinion,	Comparison,
	Happy, Excited,	Learning Charter,	Operate, Problem-	Fears, Solutions,	Decisions, Voting,	Collaboration,	Opportunities,
	Nervous, Sharing,	Jigsaw Charter,	Solving.	Dream, Behaviour,	Authority,	Collective	Obstacles, Legal,
	Taking Turns.	Rewards, Proud,		Actions <mark>, Fairness,</mark>	Contribution,	Decision.	Illegal, Lawful,
		Consequences,		Choices,, Team	Observer, UN		Laws,
		Upset,		Work.	Convention on		Participation,
		Disappointed.			Rights of Child		Motivation,
		2.00.000			(UNCRC).		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
					(Ortene).		

things • Know that people can be good at different things • Know what being unique means • Know that families can be different whow that people have different homes and why they lond to them • Know different ways of making friends • Know different ways of making friends • Know different ways of making friends • Know the mames of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to the difference between a one-off incident and bullying of the same as' to the difference of the same as' to the difference of the same as' to the difference of served who to tell if they or someone stereotypes • Know that people thave different to gender stereotypes • Know that people thave different to gender stereotypes • Know that they gend at different on gender stereotypes • Know that served gender stereotypes • Know that they gend at different on gender stereotypes • Know that they gend at different on gender stereotypes • Know that they gend they look or act • Know that they look or act • Know that they look or act • Know that they don't take to be fill ference stereotypes • Know that is good to be gender stereotypes • Know that is good to be gender stereotypes • Know that is good to be gender stereotypes • Know that is good to be gender stereotypes • Know that is good to be gender stereotypes • Know that is good to be gender stereotypes • Know that is good to be gender stereotypes • Know that is good to be gender stereotypes • Know that is good to be gender stereotypes • Know that is good to be gender stereotypes • Know that is good to be gender stereotypes • Know that is good to be gender stereotypes • Know that is good to be gender stereotypes • Know that they don't thave to be 'the same as' to the different our affect how we judge a person or situation on this • Know that some felaton to gender stereotypes • Know that some reasons for this • Know that some felaton to gender stereotypes • Know that they don't thave to be 'the same as' to the different our affect how we judge	Aspect	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
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friends • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry of the same as' to • Know that friends can be different and still be friends • Know that names of some of the same as' to • Know that friends can be different and still they do • Know the stand up for better by what they do • Know the stand up for better by what they do • Know the some times join in with bullying and don't tell anyone • Know that first incident and bullying • Know that they do • Know that they do • Know that some words are used in hurtful ways and that this can have consequences • Know that they do • Know that some words are used in hurtful ways and that this can have consequences • Know that this consequences • Know that first impressions can change • Know that they do • Know witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change • Know that this consequences • Know that they do • Know the indirect • Know how their life is different from the lives of children in the developing world difference can a source of celebration as as conflict.		Know different		role that choice	and that a witness	think bullying is, or	Childline • Know	or in a group •
different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they do • Know that they do • Know that they do • Know that some words are used in hurtful ways and that this can have frightened, angry • Know that they do • Know that they do • Know that some words are used in hurtful ways and that this can have frightened, angry • Know that they do • Know that this different from the lives of children in the developing world difference can a source of celebration as as conflict with same as' to		ways of making		has to play in this	can make the	might be taking	that bullying can	Know why some
stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to different and still be friends • Know where to get help is friends • Know that some words are used in hurtful ways and that this can have consequences they are used in hurtful ways and that this can have consequences they are used in hurtful ways and that this can have consequences they are used in hurtful ways and that this can have consequences they are used in hurtful ways and that this can have consequences they are used in hurtful ways and that this can have consequences they are used in hurtful ways and that this can have consequences they are used in hurtful ways and that this can have consequences they are used in hurtful ways and that this can have consequences they are used in hurtful ways and that this can have consequences they are used in hurtful ways and that this can have consequences they are used in hurtful ways and that this can have consequences they are used in hurtful ways and that this can have consequences they are used in hurtful ways and that this can have consequences world different from the lives of children in the developing world difference can a source of celebration as as conflict.		friends • Know		Know that	situation worse or	place • Know the	be direct and	people choose to
stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to different and still be friends • Know where to get help is friends • Know that some words are used in hurtful ways and that this can have consequences with at some words are used in hurtful ways and that this can have consequences world with bullying and don't tell anyone • Know that first impressions can change world with disabiliting can lead amage with the developing world difference can a source of celebration as as conflict.		different ways to		friends can be	better by what	reasons why	indirect • Know	bully others •
myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be friends • Know that some words are used in hurtful ways and that this can have consequences that some words are used in hurtful ways and that this can have consequences that some words are used in hurtful ways and that this can have consequences that some words are used in hurtful ways and that this can have consequences Know that first impressions can change that some words are used in hurtful ways and that this can have consequences Know that first impressions can change with disabiliti can lead amage world world different from the lives of children in the developing world can lead amage of the lives of children in the developing world difference can a source of celebration as as conflict		•		different and still	•	witnesses	how their life is	Know that people
names of some emotions such as happy, sad, frightened, angry of the same as' to where to get help if being bullied • the motions such as happy, sad, frightened, angry of the same as' to where to get help if being bullied • the motions such as if being bullied • the developing world ways and that this can have consequences impressions can change the motions such as if being bullied • the developing world ways and that this can have consequences impressions can change as conflict.		•		be friends • Know	•	sometimes join in	different from the	with disabilities
emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to if being bullied • Know the happy, sad, frightened happy, sad, frightened, angry between a one-off incident and bullying ways and that this can have can have consequences the developing world world difference as source of celebration as as conflict consequences the developing world difference as a source of celebration as as conflict consequences cons		-				_		can lead amazing
happy, sad, frightened, angry • Know that they don't have to be 'the same as' to Know the can have consequences impressions can change celebration as as conflict incident and bullying								lives • Know that
frightened, angry • Know that they don't have to be 'the same as' to difference between a one-off incident and bullying consequences impressions can change celebration as a source of celebration as as conflict				_	,	•		difference can be
Know that they don't have to be the same as' to between a one-off incident and bullying change change change change change change change							-	
don't have to be incident and the same as' to incident and bullying as conflict						·		celebration as well
'the same as' to bullying		,						
I DE A LIEUU T NIOW I		be a friend • Know		~~.,,,,,,				
why having friends								

	1		tticage, s				1
	is important •						
	Know some						
	qualities of a						
	positive friendship						
Skills	Identify feelings	Recognise ways in	Understand that	Be able to show	Try to accept people	Identify their own	Empathise with
	associated with	which they are the	boys and girls can	appreciation for	for who they are •	culture and	people who are
	being proud •	same as their	be similar in lots	their families,	Identify influences	different cultures	different and be
	Identify things	friends and ways	of ways and that is	parents and carers	that have made	within their class	aware of my own
	they are good at •	they are different	OK • Understand	• Use the 'Solve it	them think or feel	community •	feelings towards
	Be able to vocalise	 Identify what is 	that boys and girls	together'	positively/negatively	Identify their own	them • Identify
	success for	bullying and what	can be different in	technique to calm	about a situation •	attitudes about	feelings associated
	themselves and	isn't • Understand	lots of ways and	and resolve	Identify feelings that	people from	with being
	about others	how being bullied	that is OK •	conflicts with	a bystander might	different faith and	excluded • Be able
	successes •	might feel • Know	Explain how being	friends and family	feel in a bullying	cultural	to recognise when
	Identify some	ways to help a	bullied can make	 Empathise with 	situation • Identify	backgrounds •	someone is
	ways they can be	person who is	someone feel •	people who are	reasons why a	Identify a range of	exerting power
	different and the	being bullied •	Can choose to be	bullied • Employ	bystander might join	strategies for	negatively in a
	same as others •	Identify emotions	kind to someone	skills to support	in with bullying •	managing their	relationship • Use
	Recognise	associated with	who is being	someone who is	Revisit the 'Solve it	own feelings in	a range of
	similarities and	making a new	bullied • Know	bullied • Be able	together' technique	bullying situations	strategies when
	differences	friend • Verbalise	how to stand up	to 'problem-solve'	to practise conflict	 Identify some 	involved in a
	between their	some of the	for themselves	a bullying	and bullying	strategies to	bullying situation
	family and other	attributes that	when they need to	situation accessing	scenarios • Identify	encourage	or in situations
	families • Identify	make them unique	 Recognise that 	appropriate	their own	children who use	where difference
	and use skills to	and special	they shouldn't	support if	uniqueness • Be	bullying	is a source of
	make a friend •		judge people	necessary • Be	comfortable with	behaviours to	conflict • Identify
	Identify and use		because they are	able to recognise,	the way they look •	make other	different feelings
	skills to stand up		different •	accept and give	Identify when a first	choices • Be able	of the bully,
	for themselves •		Understand that	compliments •	impression they had	to support	bullied and
	Recognise		everyone's	Recognise feelings	was right or wrong •	children who are	bystanders in a
	emotions when		differences make	associated with	Be non-judgemental	being bullied •	bullying scenario •
	they or someone		them special and	receiving a	about others who	Appreciate the	Be able to vocalise
	else is upset,		unique	compliment	are different	value of happiness	their thoughts and
	frightened or					regardless of	feelings about
	angry					material wealth •	prejudice and

Vocabulary	Different, Special, Proud, Friends, Same, Similar, Sad, Frightened, Family.	Bullying, Behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations,	Assumptions, Stereotypes, Special, Purpose, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness,	Safe, Connected, Conflict, Solutions, Resolve, Witness, Bystander, Gay, Unkind, Hurtful, Compliment,	Character, Assumption, Judgement, Accept, Influence, Opinion, Attitude, Problem solve, Cyber bullying, Text	Develop respect for cultures different from their own Culture, Conflict, Racism, Race, Discrimination, Rumour, Namecalling, Racist, Homophobic, Indirect, Direct,	discrimination and why it happens • Appreciate people for who they are • Show empathy Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Transgender,
		Unique.	Kindness.		message, Website, Troll, Physical features, Impression, Changed.	Developing World, Celebration, Presentation.	Gender Diversity, Courage, Imbalance, Harassment, Recipient, Accolade,
							Perseverance, Admiration, Stamina, Conflict.
Aspect	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six

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	•		Dreams	and Goals			
Knowledge	Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal	Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved			Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work out the steps they need to take to achieve a goal • Know how to work as part of a successful group • Know how to share in the success of a group	Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried out by people I know • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn	Know their own learning strengths • Know how to set realistic and challenging goals • Know what the learning steps are they need to take to achieve their goal • Know a variety of problems that the world is facing • Know how to work with other people to make the world a better place • Know some ways in which they could work with others to make the world a better place • Know what their classmates like and admire about them
	when they are older • Know when they have			success with others • Can store feelings of success (in their internal treasure chest) to be used at	achieve a goal • Know how to work as part of a successful group • Know how to share in the success of a	different dreams and goals • Know that communicating with someone from a different	others to make the world a better place • Know what their classmates like and admire

						own culture and	
						abroad	
Skills	Understand that	Recognise things	Be able to	Recognise other	Can talk about their	Verbalise what	Understand why it
	challenges can be	that they do well •	describe their own	people's	hopes and dreams	they would like	is important to
	difficult •	Explain how they	achievements and	achievements in	and the feelings	their life to be like	stretch the
	Recognise some of	learn best •	the feelings linked	overcoming	associated with	when they are	boundaries of
	the feelings linked	Celebrate an	to this • Recognise	difficulties •	these • Can identify	grown up •	their current
	to perseverance •	achievement with	their own	Imagine how it	the feeling of	Appreciate the	learning • Set
	Talk about a time	a friend •	strengths as a	will feel when	disappointment •	contributions	success criteria so
	that they kept on	Recognise their	learner •	they achieve their	Can identify a time	made by people in	that they know
	trying and	own feelings when	Recognise how	dream / ambition	when they have felt	different jobs •	when they have
	achieved a goal •	faced with a	working with	 Can break down 	disappointed • Be	Appreciate the	achieved their
	Be ambitious •	challenge •	others can be	a goal into small	able to cope with	opportunities	goal • Recognise
	Resilience •	Recognise their	helpful • Be able	steps • Recognise	disappointment •	learning and	the emotions they
	Recognise how	own feelings when	to work effectively	how other people	Help others to cope	education can give	experience when
	kind words can	they are faced	with a partner •	can help them to	with	them • Reflect on	they consider
	encourage people	with an obstacle •	Be able to choose	achieve their goals	disappointment •	the differences	people in the
	• Feel proud •	Recognise how	a partner with	 Can manage 	Can identify what	between their	world who are
	Celebrate success	they feel when	whom they work	feelings of	resilience is • Have a	own learning goals	suffering or living
		they overcome an	well • Be able to	frustration linked	positive attitude •	and those of	in difficult
		obstacle • Can	work as part of a	to facing obstacles	Enjoy being part of a	someone from a	circumstances •
		store feelings of	group • Recognise	 Can share their 	group challenge •	different culture •	Empathise with
		success so that	how it feels to be	success with	Can share their	Appreciate the	people who are
		they can be used	part of a group	others • Can store	success with others	differences	suffering or living
		in the future	that succeeds and	feelings of success	 Can store feelings 	between	in difficult
			store this feeling	(in their internal	of success (in their	themselves and	situations • Be
				treasure chest) to	internal treasure	someone from a	able to give praise
				be used at	chest) to be used at	different culture •	and compliments
				another time	another time	Understand why	to other people
						they are	when they
						motivated to	recognise that
						make a positive	person's
						contribution to	achievements
						supporting others	

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Vocabulary	<mark>Dream,</mark> Goal,	Proud, <mark>Success,</mark>	Realistic,	Perseverance,	Determination,	Achievement,	Personal, <mark>Realistic,</mark>
	Challenge, Job,	Working together,	Achievement,	Ambitions, Future,	Resilience, Positive	Money, Grown	Unrealistic, Global
	Happy, Kind,	Team work,	Strength,	Aspirations,	attitude,	Up, Adult,	issue, Suffering,
	Encourage	Celebrate,	Persevere,	Enterprise,	Disappointment,	<mark>Lifestyle,</mark> Job,	Concern,
		Learning, Feelings,	Difficult, Easy,	Cooperation,	Positive	Career, Profession,	Hardship,
		<mark>Obstacle,</mark>	Learning Together,	Motivated,	experiences, Cope,	Money, <mark>Salary,</mark>	Empathy,
		Overcome.	Partner, Team	Enthusiastic,	Self-belief,	Contribution,	Motivation,
			work, Product.	Efficient,	Commitment,	Society, Culture,	Admire, Respect,
				Responsible,	Enterprise,	Sponsorship,	Compliment,
				Frustration,	Cooperation,	Communication,	Contribution,
				Solutions, Review,	Success.	Support.	Recognition
				Evaluate.			
	1		1	I .	l	1	l .

Aspect	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
			Hoali	thy Me			
Knowledge	Know the names	Know the	Know what their	Know how	Know how different	Know the health	Know how to take
Knowledge							
	for some parts of	difference	body needs to stay	exercise affects	friendship groups	risks of smoking •	responsibility for
	their body • Know	between being	healthy • Know	their bodies •	are formed and how	Know how	their own health •
	what the word	healthy and	what relaxed	Know why their	they fit into them •	smoking tobacco	Know how to
	'healthy' means •	unhealthy • Know	means • Know	hearts and lungs	Know which friends	affects the lungs,	make choices that
	Know some things	some ways to	what makes them	are such	they value most •	liver and heart •	benefit their own
	that they need to	keep healthy •	feel relaxed /	important organs	Know that there are	Know some of the	health and well-
	do to keep healthy	Know how to	stressed • Know	 Know that the 	leaders and	risks linked to	being • Know
	 Know that they 	make healthy	how medicines	amount of	followers in groups	misusing alcohol,	about different
	need to exercise	lifestyle choices •	work in their	calories, fat and	 Know that they 	including	types of drugs and
	to keep healthy •	Know how to keep	bodies • Know	sugar that they	can take on	antisocial	their uses • Know
	Know how to help	themselves clean	that it is important	put into their	different roles	behaviour • Know	how these
	themselves go to	and healthy •	to use medicines	bodies will affect	according to the	basic emergency	different types of
	sleep and that	Know that germs	safely • Know how	their health •	situation • Know the	procedures	drugs can affect
	sleep is good for	cause disease /	to make some	Know that there	facts about smoking	including the	people's bodies,
	them • Know	illness • Know that	healthy snacks •	are different types	and its effects on	recovery position	especially their
	when and how to	all household	Know why healthy	of drugs • Know	health • Know some	Know how to get	liver and heart •
	wash their hands	products,	snacks are good	that there are	of the reasons some	help in emergency	Know that some
	properly • Know	including	for their bodies •	things, places and	people start to	situations • Know	people can be
	what to do if they	medicines, can be	Know which foods	people that can be	smoke • Know the	that the media,	exploited and
	get lost • Know	harmful if not	given their bodies	dangerous • Know	facts about alcohol	social media and	made to do things
	how to say No to	used properly •	energy	a range of	and its effects on	celebrity culture	that are against
	strangers	Know that	chergy	strategies to keep	health, particularly	promotes certain	the law • Know
	Strangers	medicines can		themselves safe •	the liver • Know	body types •	why some people
		help them if they		Know when	some of the reasons	Know the different	join gangs and the
		feel poorly • Know		something feels		roles food can play	risk that this can
		· · ·		safe or unsafe •	some people drink alcohol • Know		
		how to keep safe				in people's lives	involve • Know
		when crossing the		Know that their	ways to resist when	and know that	what it means to
		road • Know		bodies are	people are putting	people can	be emotionally
		about people who		complex and need	pressure on them •	develop eating	well • Know that
		can keep them		taking care of	Know what they	problems /	stress can be
		safe				disorders related	triggered by a

					think is right and	to body image	range of things •
					wrong	pressure • Know	Know that being
						what makes a	stressed can cause
						healthy lifestyle	drug and alcohol
							misuse
Skills	Recognise how	Feel good about	Desire to make	Able to set	Can identify the	Can make	Are motivated to
	exercise makes	themselves when	healthy lifestyle	themselves a	feelings that they	informed	care for their own
	them feel •	they make healthy	choices • Identify	fitness challenge •	have about their	decisions about	physical and
	Recognise how	choices • Realise	when a feeling is	Recognise what it	friends and different	whether or not	emotional health •
	different foods	that they are	weak and when a	feels like to make	friendship groups •	they choose to	Are motivated to
	can make them	special • Keep	feeling is strong •	a healthy choice •	Recognise how	smoke when they	find ways to be
	feel • Can explain	themselves safe •	Feel positive	Identify how they	different people and	are older • Can	happy and cope
	what they need to	Recognise ways to	about caring for	feel about drugs •	groups they interact	make informed	with life's
	do to stay healthy	look after	their bodies and	Can express how	with impact on	decisions about	situations without
	Can give	themselves if they	keeping it healthy	being anxious or	them • Identify	whether they	using drugs •
	examples of	feel poorly •	 Have a healthy 	scared feels • Can	which people they	choose to drink	Identify ways that
	healthy food • Can	Recognise when	relationship with	take responsibility	most want to be	alcohol when they	someone who is
	explain how they	they feel	food • Express	for keeping	friends with •	are older •	being exploited
	might feel if they	frightened and	how it feels to	themselves and	Recognise negative	Recognise	could help
	don't get enough	know how to ask	share healthy food	others safe •	feelings in peer	strategies for	themselves •
	sleep • Can	for help •	with their friends	Respect their own	pressure situations	resisting pressure	Suggest strategies
	explain what to do	Recognise how		bodies and	 Can identify the 	 Can identify 	someone could
	if a stranger	being healthy		appreciate what	feelings of anxiety	ways to keep	use to avoid being
	approaches them	helps them to feel		they do	and fear associated	themselves calm	pressured •
		happy			with peer pressure •	in an emergency •	Recognise that
					Can tap into their	Can reflect on	people have
					inner strength and	their own body	different attitudes
					knowhow to be	image and know	towards mental
					assertive	how important it	health / illness •
						is that this is	Can use different
						positive • Accept	strategies to
						and respect	manage stress and
						themselves for	pressure
						who they are •	
						Respect and value	

						•	,
						their own bodies •	
						Be motivated to	
						keep themselves	
						healthy and happy	
Vocabulary	Healthy, Exercise,	Unhealthy,	Lifestyle,	Oxygen, Calories /	Healthy,	Informed decision,	Responsibility,
	Head, Shoulders,	Balanced, Choices,	Motivation, Relax,	kilojoules,	Relationships,	Pressure, Media,	Choice,
	Knees, Toes,	Body parts,	Relaxation, Tense,	Heartbeat, Lungs,	Friendship groups,	<mark>Influence,</mark>	Immunisation,
	Sleep, Wash,	Toiletry items (e.g.	Calm, Dangerous,	Heart, Fitness,	<mark>Value</mark> , Roles,	Emergency,	Prevention,
	Clean, Stranger,	toothbrush,	Medicines, Body,	Labels, Sugar, Fat,	Leader, Follower,	Procedure,	Prescribed, Over-
	Scared, Trust.	shampoo, soap),	Balanced diet,	Saturated fat,	Assertive, Agree,	Recovery position,	the-counter,
		Hygienic, Safe	Portion,	Drugs, Anxious,	Disagree, Smoking,	Calm,	Restricted, Illegal,
		Medicines, Eyes,	Proportion,	Advice, Harmful,	Pressure, Peers,	Levelheaded <mark>, Body</mark>	'Legal highs',
		Ears, Look, Listen,	Energy, Fuel,	Risk, <mark>Complex</mark> ,	Guilt, Advice,	<mark>image,</mark> Media,	Exploited,
		Wait	Nutritious	Appreciate <mark>, Body,</mark>	Alcohol, Liver,	Social media,	<mark>Vulnerable</mark> ,
				Choice.	Disease, Anxiety,	Celebrity, Altered,	Criminal, Gangs,
					Opinion,	Self-respect,	Pressure,
						Comparison,	Reputation, Anti-
						Eating problem,	social behaviour,
						Eating disorder,	Crime, Mental
						Respect.	health, Emotional
							health, Symptoms,
							Stress, Triggers,
							Managing stress,
							Pressure

Aspect	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six				
	Relationships										
Knowledge	Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some	Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care • Know how to make a friend • Know the characteristics of healthy and safe	Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co- operation • Know that there are lots of forms of physical contact within a family • Know how to stay	Know that different family members carry out different roles or have different responsibilities within the family • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc • Know some of the	Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that memories can	Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences • Know that there	Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that				
	ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry	friends • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school community	stop if someone is hurting them • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve-it-together problem-solving methods • Know there are good	skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know how some of the actions and work of people around the world help and influence my life • Know that they and all children have rights (UNCRC) • Know the lives of	support us when we lose a special person or animal • Know that change is a natural part of relationships/ friendship • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe	are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends	sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family				

			TTTCUAC, C			- -	1
			secrets and worry	children around			
			secrets and why it	the world can be			
			is important to	different from			
			share worry	their own			
			secrets • Know				
			what trust is				
Skills	Can identify what	Can express how it	Can identify the	Can identify the	Can identify feelings	Can suggest	Recognise that
	jobs they do in	feels to be part of	different roles and	responsibilities	and emotions that	strategies for	people can get
	their family and	a family and to	responsibilities in	they have within	accompany jealousy	building self-	problems with
	those carried out	care for family	their family • Can	their family • Can	 Can suggest 	esteem of	their mental
	by parents/carers	members • Can	recognise the	use Solve-it-	positive strategies	themselves and	health and that it
	and siblings • Can	say what being a	value that families	together in a	for managing	others • Can	is nothing to be
	suggest ways to	good friend means	can bring • Can	conflict scenario	jealousy • Can	identify when an	ashamed of • Can
	make a friend or	 Can show skills 	recognise and talk	and find a win-win	identify people who	online community	help themselves
	help someone	of friendship • Can	about the types of	outcome • Know	are special to them	/ social media	and others when
	who is lonely •	identify forms of	physical contact	how to access	and express why •	group feels risky,	worried about a
	Can use different	physical contact	that is acceptable	help if they are	Can identify the	uncomfortable, or	mental health
	ways to mend a	they prefer • Can	or unacceptable •	concerned about	feelings and	unsafe • Can	problem •
	friendship • Can	say no when they	Can use positive	anything on social	emotions that	suggest strategies	Recognise when
	recognise what	receive a touch	problem-solving	media or the	accompany loss •	for staying safe	they are feeling
	being angry feels	they don't like •	techniques	internet • Can	Can suggest	online/ social	grief and have
	like • Can use	Can praise	(Mending	empathise with	strategies for	media • Can say	strategies to
	Calm Me when	themselves and	Friendships or	people from other	managing loss • Can	how to report	manage them •
	angry or upset	others • Can	Solve-it-together)	countries who	tell you about	unsafe online /	Demonstrate ways
		recognise some of	to resolve a	may not have a	someone they no	social network	they could stand
		their personal	friendship conflict	fair job/ less	longer see • Can	activity • Can	up for themselves
		qualities • Can say	 Can identify the 	fortunate •	suggest ways to	identify when an	and their friends
		why they	negative feelings	Understand that	manage relationship	online game is	in situations
		appreciate a	associated with	they are	changes including	safe or unsafe •	where others are
		special	keeping a worry	connected to the	how to negotiate	Can suggest ways	trying to gain
		relationship	secret • Can	global community		to monitor and	power or control •
			identify the	in many different		reduce screen	Can resist
			feelings associated	ways • Can		time • Can suggest	pressure to do
			with trust • Can	identify		strategies for	something online
			identify who they	similarities in		managing	that might hurt

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			trust in their own relationships • Can give and receive compliments • Can say who they would go to for help if they were worried or scared	children's rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community		unhelpful pressures online or in social networks	themselves or others • Can take responsibility for their own safety and well-being
Vocabulary	Family, Relationship, Friend, Lonely, Argue, Fall-out, Feelings.	Belong, Qualities, Caring, Sharing, Greeting, Touch, Feel, Texture, Like, Dislike, Community, Confidence, Skills, Self-belief.	Co-operate, Physical contact, Communication, Acceptable, Not acceptable, Point of view, Positive problem solving, Secret, Worry, Adult, Trustworthy, Reliability, Compliments,	Unisex, Stereotype, Career, Respect, Conflict, Problem- solve, Internet, Social media, Private messaging (pm), Direct messaging (dm), Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Needs, Wants, Justice, Equality, Deprivation, Hardship.	Jealousy, Problem- solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Appreciation.	Qualities, Characteristics, Self-esteem, Negative self-talk, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Screen time, Off- line, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.	Stigma, Stress, Anxiety, Self- harm, Hopelessness, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Influences, Self- control, Real / fake, Assertiveness, Judgement, Communication, Technology, Power, Cyber- bullying, Abuse.

Aspect	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
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		T .		ging Me	T	T	T
Knowledge	Know the names	Know that animals	Know that life	Know that in	Know that personal	Know what	Know how girls'
	and functions of	including humans	cycles exist in	animals and	characteristics are	perception means	and boys' bodies
	some parts of the	have a life cycle •	nature • Know	humans lots of	inherited from birth	and that	change during
	body (see	Know that	that aging is a	changes happen	parents and this is	perceptions can	puberty and
	vocabulary list) •	changes happen	natural process	between	brought about by an	be right or wrong	understand the
	Know that we	when we grow up	including old-age •	conception and	ovum joining with a	 Know how girls' 	importance of
	grow from baby to	 Know that 	Know that some	growing up •	sperm • Know that	and boys' bodies	looking after
	adult • Know who	people grow up at	changes are out of	Know that in	babies are made by	change during	themselves
	to talk to if they	different rates and	an individual's	nature it is usually	a sperm joining with	puberty and	physically and
	are feeling	that is normal •	control • Know	the female that	an ovum • Know the	understand the	emotionally •
	worried • Know	Know the names	how their bodies	carries the baby •	names of the	importance of	Know how a baby
	that sharing how	of male and	have changed	Know that in	different internal	looking after	develops from
	they feel can help	female private	from when they	humans a mother	and external body	themselves	conception
	solve a worry •	body parts • Know	were a baby and	carries the baby in	parts that are	physically and	through the nine
	Know that	that there are	that they will	her uterus (womb)	needed to make a	emotionally •	months of
	remembering	correct names for	continue to	and this is where	baby • Know how	Know that sexual	pregnancy and
	happy times can	private body parts	change as they	it develops •	the female and male	intercourse can	how it is born •
	help us move on	and nicknames,	age • Know the	Know that babies	body change at	lead to conception	Know how being
		and when to use	physical	need love and	puberty • Know that	Know that some	physically
		them • Know	differences	care from their	personal hygiene is	people need help	attracted to
		which parts of the	between male and	parents/carers •	important during	to conceive and	someone changes
		body are private	female bodies •	Know some of the	puberty and as an	might use IVF •	the nature of the
		and that they	Know the correct	changes that	adult • Know that	Know that	relationship •
		belong to that	names for private	happen between	change is a normal	becoming a	Know the
		person and that	body parts • Know	being a baby and a	part of life and that	teenager involves	importance of self-
		nobody has the	that private body	child • Know that	some cannot be	various changes	esteem and what
		right to hurt these	parts are special	the male and	controlled and have	and also brings	they can do to
		Know who to ask	and that no one	female body	to be accepted •	growing	develop it • Know
		for help if they are	has the right to	needs to change	Know that change	responsibility	what they are
		worried or	hurt these • Know	at puberty so their	can bring about a		looking forward to
		frightened • Know	who to ask for	bodies can make	range of different		and what they are
		that learning	help if they are	babies when they	emotions		worried about

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		brings about	worried or	are adults • Know			when thinking
		change	frightened • Know	some of the			about transition to
			there are different	outside body			secondary school /
			types of touch and	changes that			moving to their
			that some are	happen during			next class
			acceptable and	puberty • Know			
			some are	some of the			
			unacceptable	changes on the			
				inside that happen			
				during puberty			
Skills	Can identify how	Understand and	Can appreciate	Can express how	Can appreciate their	Can celebrate	Recognise ways
	they have	accepts that	that changes will	they feel about	own uniqueness and	what they like	they can develop
	changed from a	change is a natural	happen and that	babies • Can	that of others • Can	about their own	their own self-
	baby • Can say	part of getting	some can be	describe the	express how they	and others' self-	esteem • Can
	what might	older • Can	controlled and	emotions that a	feel about having	image and body-	express how they
	change for them	identify some	others not • Be	new baby can	children when they	image • Can	feel about the
	they get older •	things that have	able to express	bring to a family •	are grown up • Can	suggest ways to	changes that will
	Recognise that	changed and some	how they feel	Can express how	express any	boost self-esteem	happen to them
	changing class can	things that have	about changes •	they feel about	concerns they have	of self and others	during puberty •
	illicit happy	stayed the same	Show appreciation	puberty • Can say	about puberty • Can	 Recognise that 	Recognise how
	and/or sad	since being a baby	for people who	who they can talk	say who they can	puberty is a	they feel when
	emotions • Can	(including the	are older • Can	to about puberty	talk to about	natural process	they reflect on the
	say how they feel	body) • Can	recognise the	if they have any	puberty if they are	that happens to	development and
	about changing	express why they	independence and	worries • Can	worried • Can apply	everybody and	birth of a baby •
	class/ growing up	enjoy learning •	responsibilities	identify	the circle of change	that it will be OK	Understand that
	 Can identify 	Can suggest ways	they have now	stereotypical	model to	for them • Can ask	mutual respect is
	positive memories	to manage change	compared to	family roles and	themselves to have	questions about	essential in a
	from the past year	e.g. moving to a	being a baby or	challenge these	strategies for	puberty to seek	boyfriend /
	in school/ home	new class	toddler • Can say	ideas e.g. it may	managing change •	clarification • Can	girlfriend
			what greater	not always be	Have strategies for	express how they	relationship and
			responsibilities	Mum who does	managing the	feel about having	that they
			and freedoms they	the laundry • Can	emotions relating to	a romantic	shouldn't feel
			may have in the	identify changes	change	relationship when	pressured into
			future • Can say	they are looking		they are an adult •	doing something
			who they would	forward to in the		Can express how	that they don't

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			go to for help if	next year • Can		they feel about	want to • Can
			worried or scared	suggest ways to		having children	celebrate what
			 Can say what 	help them manage		when they are an	they like about
			types of touch	feelings during		adult • Can	their own and
			they find	changes they are		express how they	others' self- image
			comfortable/	more anxious		feel about	and body-image •
			uncomfortable •	about		becoming a	Use strategies to
			Be able to			teenager • Can say	prepare
			confidently ask			who they can talk	themselves
			someone to stop if			to if concerned	emotionally for
			they are being			about puberty or	the transition
			hurt or frightened			becoming a	(changes) to
			• Can say what			teenager/adult	secondary school
			they are looking				•
			forward to in the				
			next year				
Vocabulary	Eye, Foot,	Changes, Life	Control, Old,	Birth, Animals,	Personal, Unique,	Body-image, Self-	Looks, Personality,
	Eyebrow,	cycles, Adulthood,	Young, Respect,	Babies, Mother,	Characteristics,	esteem,	Perception,
	Forehead, Ear,	Mature, Male,	Appearance,	Uterus, Womb,	Parents, Sperm,	Comparison,	Affirmation,
	Mouth, Arm, Leg,	Female, Vagina,	Physical, Toddler,	Nutrients, Survive,	Egg/ovum,	Oestrogen,	negative body-
	Chest, Knee, Nose,	Penis, Testicles,	Child, Teenager,	Love, Affection,	Womb/uterus,	Fallopian Tube,	talk, mental
	Tongue, Finger,	Vulva, Anus,	Independent,	Care, Puberty,	Ovaries, Making	Cervix, Puberty,	health <mark>, Age</mark>
	Toe, Stomach,	Grow, Anxious,	Freedom,	Control,	love, Having sex,	Breasts, Hips,	appropriateness,
	Hand, Baby,	Coping.	Responsibilities,	Stereotypes,	Sexual intercourse,	Adam's Apple,	Legal, Laws,
	Grown-up, Adult,		Male, Female,	Roles, Challenge,	Fertilise,	Scrotum, Genitals,	Responsible,
	Worry, Excited,		Public, Private,	Looking forward,	Conception,	Semen, Erection,	Teenager,
	Memories.		Touch, Cuddle,		Puberty,	Ejaculation,	opportunities,
			Acceptable,		Menstruation,	Urethra, Pubic	freedoms,
			Unacceptable,		Periods, Emotions.	hair, Hormones,	responsibilities,
			Comfortable,		·	Scrotum,	attraction,
			Uncomfortable,			Testosterone,	relationship, love,
			Excited, Nervous,			Foreskin,	sexting, transition,
			Anxious.			Fertilised,	secondary, looking
						Conception,	forward, journey,
						Embryo, Umbilical	
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			cord, IVF, <mark>Foetus,</mark>	worries, anxiety,
			Contraception,	excitement
			Pregnancy,	
			Sanitary products,	
			Tampon, Pad,	
			Towel, Liner,	
			Hygiene.	