



## Long Term Individual Subject Curriculum Plan 2021-22

### Subject: PSHE

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Y6</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Responsibilities</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<b>Knowledge</b> (to be revised and added to with each unit)	<p>Explain what is meant by the terms 'negotiation' and 'compromise.</p> <p>Recognise some of the challenges that arise from friendships.</p> <p>List some assertive behaviours.</p> <p>Recognise peer influence and pressure.</p> <p>Describe the consequences of reacting to others in a positive or negative way.</p> <p>Know the ages at which a person can marry, depending on whether their parents agree.</p>	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</p> <p>Describe positive attributes of their peers.</p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us.</p> <p>Understand and explain the term prejudice.</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>	<p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face.</p> <p>Describe safe behaviours when using communication technology.</p> <p>Know that it is illegal to create and share sexual images of children under 18 years old.</p> <p>Know how to keep their information private online.</p> <p>Define what is meant by addiction, demonstrating an understanding that</p>	<p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them.</p> <p>Know the legal age (and reason behind these) for having a social media account.</p> <p>Recognise that people's lives are much more balanced in real life, with positives and negatives.</p> <p>Explain some benefits of saving money.</p> <p>Suggest sale prices for a variety of items, taking into account a range of factors.</p> <p>Explain what is meant by the term interest.</p>	<p>Explain what the five ways to wellbeing are.</p> <p>Identify aspirational goals.</p> <p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>Recognise what risk is.</p> <p>Understand risks related to growing up and explain the need to be aware of these.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Recognise some of the changes they have experienced and their emotional responses to those changes.</p> <p>Suggest positive strategies for dealing with change.</p> <p>Understand that fame can be short-lived.</p> <p>Recognise that photos can be changed to match society's view of perfect.</p> <p>Define what is meant by the term stereotype.</p> <p>Recognise how the media can sometimes reinforce gender stereotypes.</p> <p>Recognise that people fall into a wide range</p>

	<p>Understand that everyone has the right to be free to choose who and whether to marry.</p> <p>Know that some inappropriate touch is also illegal.</p> <p>Describe safe and respectful behaviours when using communication technology.</p>	<p>Explain the difference between a friend and an acquaintance.</p> <p>Define what is meant by the term stereotype.</p> <p>Recognise how the media can sometimes reinforce gender stereotypes.</p> <p>Recognise that people fall into a wide range of what is seen as normal.</p>	<p>addiction is a form of behaviour.</p> <p>Explain in simple terms some of the laws that control drugs in this country.</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context.</p> <p>Understand and give examples of conflicting emotions.</p> <p>Understand and reflect on how independence and responsibility go together.</p>	<p>Recognise and explain that different jobs have different levels of pay and the factors that influence this.</p> <p>Explain what is meant by living in an environmentally sustainable way.</p> <p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p>		<p>of what is seen as normal.</p> <p>Understand the risks of sharing images online and how these are hard to control, once shared.</p> <p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group.</p> <p>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.</p> <p>Understand what FGM is and that it is an illegal practice in this country.</p> <p>Know where someone could get support if they were concerned about their own or</p>
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						<p>another person's safety.</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur.</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby.</p> <p>Learn the correct terminology for reproductive organs.</p> <p>Know how sexual reproduction occurs between humans and other ways to create families</p> <p>Know when to share information and when to keep it private</p> <p>Reflect on and reinforce key information around privacy (in relation to their body).</p>
<b>Key Vocab</b>	<b>Negotiation, compromise, collaborative, assertive, peer influence, forced marriage, arranged</b>	<b>Discrimination, bystander, prejudice, stereotype, attribute, verbal communication, non-verbal</b>	<b>Responsible, respectful, communication technology, illegal, sexual images, distribute, habit,</b>	<b>Fact, opinion, biased, unbiased, social media, legal age, misleading, savings, sale, account, interest, wage, tax,</b>	<b>Lifestyle, aspirations, achievements, goals, wellbeing, mental health, Risk, risk factor, consequences,</b>	<b>Change, emotional response, strategies, social media, body image, self-esteem, stereotype, gender, challenge, media</b>

	<b>marriage, consent, same-sex marriage, civil partnership</b>	<b>communication, diverse, acquaintance</b>	<b>addiction, withdrawal, drugs (including names of drugs), medical, legal, conflicting emotions</b>	<b>income tax, VAT, public services, environment, sustainable, resources democracy, election, parliament, government, candidate</b>	<b>emotional risk, managing risk, minimising risk, first-aid, safe, danger</b>	<b>manipulation, pressure, consent, illegal, Female Genital Mutilation (FGM), Fallopian tube, Uterus/womb, Cervix, Vaginal opening, Urethra, Foreskin, Scrotum, Prostate gland, Sexual intercourse, Ovulation, Orgasm, Fertilisation, Embryo, Labour, Birth, Surrogacy, Adoption, IVF</b>
<b>Y6 Skills</b>	<p>Suggest positive strategies for negotiating and compromising within a collaborative task.</p> <p>Demonstrate positive strategies for negotiating and compromising within a collaborative task.</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>Demonstrate using some assertive behaviours, through role-play, to resist peer</p>	<p>Suggest strategies for dealing with bullying, as a bystander.</p> <p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else.</p> <p>Demonstrate ways of offering support to someone who has been bullied.</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>Identify and describe the different groups</p>	<p>Understand and describe the ease with which something posted online can spread.</p> <p>Identify strategies for keeping personal information safe online.</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online.</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</p>	<p>Describe the language and techniques that make up a biased report.</p> <p>Analyse a report also extract the facts from it.</p> <p>Understand why people don't tell the truth and often post only the good bits about themselves, online.</p> <p>Describe the different ways money can be saved, outlining the pros and cons of each method.</p>	<p>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p> <p>Describe the actions needed to set and achieve these.</p> <p>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p>	<p>Identify people who can support someone who is dealing with a challenging time of change.</p> <p>Identify qualities that people have, as well as their looks.</p> <p>Challenge stereotypical gender portrayals of people.</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty.</p> <p>Know the legal age of consent and what it means.</p>

	<p>influence and pressure.</p> <p>Suggest ways that people can respond more positively to others.</p> <p>Describe ways in which people show their commitment to each other.</p> <p>Recognise that some types of physical contact can produce strong negative feelings.</p> <p>Identify strategies for keeping personal information safe online.</p>	<p>that make up their school/wider community/other parts of the UK.</p> <p>Describe the benefits of living in a diverse society.</p> <p>Describe qualities of a strong, positive friendship.</p> <p>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p> <p>Challenge stereotypical gender portrayals of people.</p>	<p>Demonstrate an understanding that drugs can have both medical and non-medical uses.</p>	<p>Describe the costs that go into producing an item.</p> <p>Explain the different types of tax (income tax and VAT) which help to fund public services.</p> <p>Evaluate the different public services and compare their value.</p> <p>Suggest actions that could be taken to live in a more environmentally sustainable way.</p>	<p>Identify risk factors in a given situation.</p> <p>Explain how a risk can be reduced.</p> <p>Assess a risk to help keep themselves safe.</p> <p>How to make a clear and efficient call to emergency services if necessary.</p>	
<b>Y5</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Responsibilities</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<p><b>Knowledge</b></p> <p>(to be revised and added to with each unit)</p>	<p>Explain what collaboration means.</p> <p>Explain what is meant by the terms negotiation and compromise.</p> <p>Understand and rehearse assertiveness skills.</p> <p>Recognise basic emotional needs,</p>	<p>Define some key qualities of friendship. Explain why friendships sometimes end.</p> <p>Develop an understanding of discrimination and its injustice and describe this using examples.</p> <p>Consider how discriminatory</p>	<p>Explain what a habit is, giving examples.</p> <p>Recognise that there are positive and negative risks.</p> <p>Describe some of the possible outcomes of taking a risk.</p> <p>Recognise and describe the difference</p>	<p>Understand the difference between a fact and an opinion.</p> <p>Understand what biased reporting is and the need to think critically about things we read.</p> <p>Define the differences between responsibilities, rights and duties.</p>	<p>Know two harmful effects each of smoking/drinking alcohol.</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>Know the basic functions of the four</p>	<p>Use a range of words and phrases to describe the intensity of different feelings.</p> <p>Understand what kinds of touch are acceptable or unacceptable.</p> <p>Identify people who can be trusted.</p>

	<p>understand that they change according to circumstance.</p> <p>Understand that online communication can be misinterpreted.</p>	<p>behaviour can be challenged. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Describe the benefits of living in a diverse society.</p> <p>Understand that the information we see online, either text or images, is not always true or accurate.</p> <p>Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. Identify the consequences of positive and negative behaviour on themselves and others.</p>	<p>between online and face-to-face bullying.</p> <p>Define what is meant by a dare. Explain why someone might give a dare.</p> <p>Recognise which situations are risky.</p> <p>Explore and share their views about decision making when faced with a risky situation.</p> <p>Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face.</p> <p>Know how to protect personal information online.</p>	<p>Discuss what can make them difficult to follow.</p> <p>Give examples of voluntary groups, the kind of work they do and its value.</p> <p>State the costs involved in producing and selling an item.</p> <p>Define the terms loan, credit, debt and interest.</p> <p>Understand that local councillors are elected to represent their local community.</p>	<p>systems covered and know they are inter-related. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> <p>State what is meant by community.</p> <p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</p>	<p>Recognise how our body feels when we're relaxed.</p> <p>List some of the ways our body feels when it is nervous or sad.</p> <p>Explain the difference between a safe and an unsafe secret. Recognise that some people can get bullied because of the way they express their gender.</p>
<p><b>Key Vocab</b></p>	<p><b>Collaboration, Negotiation, compromise, Friendship qualities, Healthy/Unhealthy relationship, Assertiveness, passive, aggressive, Emotional needs,</b></p>	<p><b>Qualities Active listening Discrimination Mutual respect Faith Belief Society Gender Consequences</b></p>	<p><b>Habit, addiction, risk, outcomes, cyberbullying, dare, decision, dilemma, personal information</b></p>	<p><b>Fact, opinion, biased, rights, responsibilities, duties, voluntary, community, pressure, cost, product, produce, consumer, loan, credit, debt, interest,</b></p>	<p><b>Smoking, cigarettes, tobacco, nicotine, heart disease, lung cancer, alcohol, function, systems, cells, strengths, talents, aspirations, strategies, improvement,</b></p>	<p><b>Resilience, touch, comfortable, uncomfortable, appropriate, inappropriate, Hormones, puberty, conflict, secret, confidence,</b></p>

	<b>risk factors, Verbal/non-verbal, communication</b>			<b>finance, council, councillor, elections, responsible, accountable</b>	<b>interpersonal skills, community, independence, responsibility, portray, media, qualities, accurate, celebrity</b>	<b>stereotype, gender, prejudice</b>
<b>Y5 Skills</b>	<p>Describe the attributes needed to work collaboratively.</p> <p>Give examples of how they have worked collaboratively.</p> <p>Describe strategies for resolving difficult issues or situations.</p> <p>Demonstrate how to respond to a wide range of feelings in others.</p> <p>Give examples of some key qualities of friendship.</p> <p>Reflect on their own friendship qualities.</p> <p>Identify what things make a relationship unhealthy.</p> <p>Identify who they could talk to if they needed help.</p> <p>Identify characteristics of passive, aggressive</p>	<p>Describe ways of making a friendship last.</p> <p>Rehearse active listening skills.</p> <p>Demonstrate respectfulness in responding to others.</p> <p>Respond appropriately to others.</p> <p>Empathise with people who have been, and currently are, subjected to injustice, including through racism.</p> <p>Identify and describe the different groups that make up their school/wider.</p> <p>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them.</p>	<p>Describe why and how a habit can be hard to change.</p> <p>Explain how to weigh up risk factors when making a decision.</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying.</p> <p>Demonstrate strategies and skills for supporting others who are bullied.</p> <p>Suggest ways of standing up to someone who gives a dare.</p> <p>Suggest what someone should do when faced with a risky situation.</p> <p>Recognise disrespectful behaviour online and know how to respond to it.</p>	<p>Identify the impact on individuals and the wider community if responsibilities are not carried out.</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group.</p> <p>Suggest questions a consumer should ask before buying a product.</p> <p>Suggest advice for a range of situations involving personal finance.</p> <p>Explain some of the areas that local councils have responsibility for.</p>	<p>Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> <p>Explain the function of at least one internal organ.</p> <p>Identify their own strengths and talents.</p> <p>Identify areas that need improvement and describe strategies for achieving those improvements.</p> <p>Explain what being part of a school community means to them.</p> <p>Suggest ways of improving the school community.</p> <p>Identify people who are responsible for helping them stay healthy and safe.</p>	<p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these.</p> <p>Explain strategies they can use to build resilience.</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>Identify some products that they may need during puberty and why.</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p> <p>Identify situations where someone might need to break a</p>

	<p>and assertive behaviours.</p> <p>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p>Give examples of how individual/group actions can impact on others in a positive or negative way.</p>	<p>Consider what information is safe/unsafe to share offline and online and reflect on the consequences of not keeping personal information private.</p>		<p>Identify ways that they can help these people.</p> <p>Describe 'star' qualities of celebrities as portrayed by the media.</p> <p>Describe 'star' qualities that 'ordinary' people have.</p>	<p>confidence in order to keep someone safe. Give examples of how bullying behaviours can be stopped.</p>
<b>Y4</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Responsibilities</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<p><b>Knowledge</b></p> <p>(to be revised and added to with each unit)</p>	<p>Explain how different words can express the intensity of feelings. Explain what we mean by a 'positive, healthy relationship'</p> <p>Recognise that there are times when they might need to say 'no' to a friend.</p> <p>Define successful qualities of teamwork and collaboration.</p> <p>Recognise that different people can have different feelings in the same situation.</p> <p>Recognise that their feelings might change</p>	<p>Define the terms 'negotiation' and 'compromise'</p> <p>Understand that they have the right to protect their personal body space.</p> <p>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space.</p> <p>Recognise that they have different types of relationships with people they know (e.g.</p>	<p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them.</p> <p>Identify situations which are either dangerous, risky or hazardous.</p> <p>Understand and explain the implications of sharing images online without consent.</p>	<p>Explain how different people in the school and local community help them stay healthy and safe.</p> <p>Define what is meant by 'being responsible'</p> <p>Understand that humans have rights and also responsibilities.</p> <p>Understand the reason we have rules.</p> <p>Recognise that everyone can make a</p>	<p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</p> <p>Understand the ways in which they can contribute to the care of the environment.</p>	<p>Describe some of the changes that happen to people during their lives.</p> <p>Name some positive and negative feelings.</p> <p>Understand how the onset of puberty can have.</p> <p>Know the correct terminology for their genitalia.</p> <p>Understand and explain why puberty happens.</p>



	<p>towards someone or something once they have further information. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>	<p>close family, wider family, friends, acquaintances) Recognise potential consequences of aggressive behaviour.</p> <p>List some of the ways that people are different to each other (including differences of race, gender, religion).</p> <p>Define the word respect and demonstrate ways of showing respect to others' differences.</p> <p>Understand stereotypes, including those promoted in the media.</p>	<p>Know and explain strategies for safe online sharing.</p> <p>Define what is meant by the word 'dare'. Describe stages of identifying and managing risk.</p> <p>Understand that we can be influenced both positively and negatively.</p>	<p>difference within a democratic process.</p> <p>Define the word influence.</p> <p>Recognise that reports in the media can influence the way they think about a topic.</p> <p>Recognise that they can play a role in influencing outcomes of situations by their actions.</p> <p>Define the terms 'income' and 'expenditure'</p> <p>Understand how a payslip is laid out showing both pay and deductions.</p> <p>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'.</p>	<p>Define what is meant by the word 'community'</p> <p>Suggest ways in which different people support the school community.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Know the key facts of the menstrual cycle.</p> <p>Understand that periods are a normal part of puberty for girls.</p> <p>Recognise that marriage includes same sex and opposite sex partners.</p> <p>Know the legal age for marriage in England or Scotland.</p> <p>Explore what the term puberty means</p> <p>Understand that everyone is unique and feels a sense of worth</p> <p>Understand that puberty involves physical, emotional and physiological changes</p> <p>Recognise the names of female and male reproductive organs, and begin to understand their function</p>
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Key Vocab	Positive, healthy relationship, teamwork, collaboration, pressure, qualities, assertive, facial expressions, body language	Negotiation Compromise Personal space Friendship Acquaintance Aggressive Apologise Stereotype	Danger, risk, hazard, online, offline, consent, managing risk, influence	Responsibility, healthy, safe, community, rights, United Nations, rules, democracy, decision-making, contribution, influence, media, opinion, fact, bystander, active, passive, income, expenditure, expenses,	Talent, skills, unique, choices, energy, water, oxygen, wellbeing, mental health, balanced, environment, recycle, environmentally friendly, sustainable, community, qualities, attributes, first-aid, safe, danger	Changes, puberty, conflict, compromise, menstruation, sanitary towel, marriage, partnership, civil partnership, ceremony, same-sex, vulva, vagina, ovaries, eggs, womb, clitoris, labia, breasts, penis,

				<b>government, payslip, deductions, income tax, National Insurance, VAT, prioritise</b>		<b>testicles, sperm, pubic hair, puberty, menstruation, sanitary towel</b>
<b>Y4 Skills</b>	<p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state.</p> <p>Describe some of the qualities that they admire in others.</p> <p>Describe appropriate assertive strategies for saying 'no' to a friend.</p> <p>Demonstrate strategies for working on a collaborative task.</p> <p>Describe appropriate assertive strategies for saying 'no' to a friend.</p> <p>Explain how feelings can be linked to physical state.</p> <p>Identify a wide range of feelings.</p> <p>Demonstrate a range of feelings through their facial expressions and body language.</p> <p>Give examples of strategies to respond to being bullied, including what people can do and say.</p>	<p>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p> <p>Give examples of features of these different types of relationships, including how they influence what is shared.</p> <p>Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals)</p>	<p>Suggest simple strategies for managing risk.</p> <p>Identify images that are safe/unsafe to share online.</p> <p>Identify from given scenarios which are dares and which are not.</p> <p>Suggest strategies for managing dares.</p> <p>Suggest people they can ask for help in managing risk.</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>	<p>Describe the various responsibilities of those who help them stay healthy and safe.</p> <p>Suggest ways they can help the people who keep them healthy and safe.</p> <p>Identify some rights and also responsibilities that come with these.</p> <p>Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council)</p> <p>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p> <p>Explain the role of the bystander and how it can influence bullying</p>	<p>Identify ways in which everyone is unique.</p> <p>Appreciate their own uniqueness.</p> <p>Give examples of choices they make for themselves and choices others make for them.</p> <p>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide.</p> <p>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</p> <p>Identify qualities and attributes of people who support the school community.</p> <p>How to make a clear and efficient call to emergency services if necessary.</p>	<p>Explain how the Learning Line can be used as a tool to help them manage change more easily.</p> <p>Suggest people who may be able to help them deal with change.</p> <p>Suggest reasons why young people sometimes fall out with their parents.</p> <p>Take part in a role play practising how to compromise.</p> <p>Identify parts of the body that males and females have in common and those that are different.</p> <p>Identify some of the ways to cope better with periods.</p> <p>Understand that marriage is a commitment to be entered into freely and</p>

		Identify stereotypes, including those promoted in the media.		<p>or other anti-social behaviour.</p> <p>List some of the items and services of expenditure in the school and in the home.</p> <p>Prioritise items of expenditure in the home from most essential to least essential.</p> <p>Prioritise public services from most essential to least essential.</p>		<p>not against someone's will.</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>
<b>Y3</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Responsibilities</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<p><b>Knowledge</b></p> <p>(to be revised and added to with each unit)</p>	<p>Explain why we have rules.</p> <p>Consider the possible consequences of breaking the rules.</p> <p>Understand that these feelings are normal and a way of dealing with the situation.</p> <p>Define and demonstrate cooperation and collaboration.</p>	<p>Recognise that there are many different types of family.</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Define the term 'community'</p> <p>Give examples of respectful language.</p>	<p>Suggest strategies for keeping safe.</p> <p>Define the words danger and risk and explain the difference between the two.</p> <p>Suggest ways of reducing or managing risks.</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p>	<p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Identify key people who are responsible for them to stay safe and healthy.</p> <p>Understand the difference between 'fact' and 'opinion'</p> <p>Understand how an event can be</p>	<p>Give examples what foods might make up a healthy balanced meal.</p> <p>Suggest medical and non-medical ways of treating an illness.</p> <p>Demonstrate their understanding of health and wellbeing issues that are relevant to them.</p> <p>Recognise that people may say kind things to</p>	<p>Recognise who they have positive healthy relationships with.</p> <p>Understand what is meant by the term body space (or personal space).</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Define the terms 'secret' and 'surprise' and know the</p>

	<p>Identify the different skills that people can bring to a group task.</p> <p>Identify people who they have a special relationship with.</p> <p>Explain what a dare is. Understand that no-one has the right to force them to do a dare.</p>	<p>Explain that people living in the UK have different origins.</p> <p>Recognise the factors that make people similar to and different from each other.</p> <p>Recognise that repeated name calling is a form of bullying.</p> <p>Understand some of the reasons why different people are bullied.</p> <p>Explore why people have prejudiced views and understand what this is.</p>	<p>Give examples of strategies for safe browsing online.</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens.</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p>	<p>perceived from different viewpoints.</p> <p>Define what is meant by the environment.</p> <p>Understand the terms 'income', 'saving' and 'spending'</p> <p>Recognise that there are times we can buy items we want and times when we need to save for items.</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>help us feel good about ourselves.</p> <p>Understand and explain how the brain sends and receives messages through the nerves.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain)</p>	<p>difference between a safe and an unsafe secret.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
<b>Key Vocab</b>	<p><b>Rule breaking, Consequence, Responsibility, Cooperate, collaborate, contribute, Conflict, compromise, Dare, Opinion, agree, disagree</b></p>	<p><b>Adopt, Relationship, Community, Respectful, Similarities, Differences, Background, Bullying</b></p>	<p><b>Safe, unsafe situation, danger, risk, alcohol, cigarettes, online, offline, personal information, decisions</b></p>	<p><b>Volunteer, wellbeing, safe, healthy, responsible, fact, opinion, environment, improve, income, saving, spending, job, income, skills, duties.</b></p>	<p><b>Healthy, balanced, diet, carbohydrates, illness, medical, non-medical, infection, hygiene, medicine, choices, exercise, agree, disagree, continuum, achievement, improve, media, brain, messages, nerves, system, muscles, heart, blood, lungs, stomach, small and large intestines, liver,</b></p>	<p><b>Relationship, body space, personal space, assertive, secret, surprise, first-aid, safe, danger</b></p>

					<b>brain, blood vessels, oxygen</b>	
<b>Y3 Skills</b>	<p>Explore why rules are different for different age groups, in particular for internet-based activities.</p> <p>Suggest appropriate rules for a range of settings.</p> <p>Explain some of the feelings someone might have when they lose something important to them.</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p> <p>Suggest strategies for maintaining a positive relationship with their special people. Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone</p>	<p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Identify the different communities that they belong to.</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds. Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p> <p>Explain some of the reasons why different people are bullied.</p>	<p>Identify situations which are safe or unsafe.</p> <p>Identify people who can help if a situation is unsafe.</p> <p>Demonstrate strategies for dealing with a risky situation. Identify risk factors in given situations.</p> <p>Identify some key risks from and effects of cigarettes and alcohol. Recognise potential risks associated with browsing online.</p> <p>Evaluate the validity of statements relating to online safety.</p> <p>Recognise and describe appropriate behaviour online as well as offline. Identify what constitutes personal information and when it is not appropriate or safe to share this.</p>	<p>Define what a volunteer is.</p> <p>Identify people who are volunteers in the school community.</p> <p>Suggest ways they can help these people.</p> <p>Plan, draft and publish a recount using the appropriate language.</p> <p>Evaluate and explain different methods of looking after the school environment.</p> <p>Devise methods of promoting their priority method.</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p>Explain that people earn their income through their jobs.</p>	<p>Explain how each of the food groups on the Eatwell Guide benefits the body.</p> <p>Explain what is meant by the term 'balanced diet'</p> <p>Explain how some infectious illnesses are spread from one person to another. Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses.</p> <p>Develop skills in discussion and debating an issue.</p> <p>Empathise with different viewpoints.</p> <p>Make recommendations, based on their research.</p> <p>Identify their achievements and areas of development.</p> <p>Explain why some groups of people are</p>	<p>Identify different types of relationships</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space. Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Recognise how different surprises and secrets might make them feel.</p> <p>How to make a clear and efficient call to emergency services if necessary.</p>

	<p>asking them to do a dare.</p> <p>Express opinions and listen to those of others.</p> <p>Consider others' points of view.</p> <p>Practise explaining the thinking behind their ideas and opinions.</p>		Demonstrate strategies for assessing risks.		<p>not represented as much on television/in the media.</p> <p>Describe how food, water and air get into the body and blood.</p>	
<b>Y2</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Responsibility</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<b>Knowledge</b> (to be revised and added to with each unit)	<p>Suggest actions that will contribute positively to the life of the classroom.</p> <p>Recognise that people have different ways of expressing their feelings.</p> <p>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two.</p> <p>Understand and describe strategies for dealing with bullying.</p> <p>Understand that bullying and unkind behaviour are both</p>	<p>Know and use words and phrases that show respect for other people.</p> <p>Recognise how a person's behaviour can affect other people.</p> <p>Identify people who are special to them.</p> <p>Identify groups they are part of.</p> <p>Recognise and describe acts of kindness and unkindness.</p> <p>Suggest strategies for dealing with a range of common situations</p>	<p>Understand that medicines can sometimes make people feel better when they're ill.</p> <p>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell.</p> <p>Identify situations in which they would feel safe or unsafe.</p> <p>Identify the types of touch they like and do not like.</p> <p>Identify who they can talk to if someone touches them in a way</p>	<p>Recognise that they all have a responsibility for helping to look after the school environment.</p> <p>Make suggestions for improving the school environment.</p> <p>Know how to ask for help.</p> <p>Understand that people have choices about what they do with their money.</p> <p>Know that money can be saved for a use at a future time.</p> <p>Know that money can be saved for a future</p>	<p>Explain the stages of the learning line showing an understanding of the learning process.</p> <p>Help themselves and others develop a positive attitude that support their wellbeing.</p> <p>Understand and give examples of things they can choose themselves and things that others choose for them.</p> <p>Understand and explain that some choices can be either healthy or unhealthy and can make a</p>	<p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p>Understand and describe some of the things that people are capable of at these different stages.</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Explain what privacy means.</p>

	<p>unacceptable ways of behaving.</p> <p>Recognise that that there are different types of bullying and unkind behaviour.</p> <p>Recognise that friendship is a special kind of relationship.</p> <p>Explain where someone could get help if they were being upset by someone else's behaviour.</p>	<p>requiring negotiation skills to help foster and maintain positive relationships.</p>	<p>that makes them feel uncomfortable.</p> <p>Recognise that some touches are not fun and can hurt or be upsetting. Know that they can ask someone to stop touching them.</p> <p>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p>	<p>time and understand the reasons why people (including themselves) might do this.</p>	<p>difference to their own health.</p> <p>Understand that vaccinations can help to prevent certain illnesses.</p> <p>Explain how germs can be spread.</p> <p>Describe simple dental hygiene routines.</p> <p>Understand that the body gets energy from food, water and oxygen.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain)</p>	<p>Know that you are not allowed to touch someone's private belongings without their permission.</p> <p>Concepts of basic first aid, for example dealing with common injuries, including head injuries.</p>
<b>Key Vocab</b>	<p><b>Feelings, emotions - happy, angry, scared, surprised, lonely, worried, Pledge, Bullying, teasing, Repeatedly, unkind, physical, emotional, Friendship</b></p>	<p><b>Respect, In common, Behaviour, Team, Group, Kindness, Unkindness Listening, Eye contact</b></p>	<p><b>Medicine, tablets, safe, unsafe, appropriate, inappropriate, touch, comfortable, uncomfortable, secret, trust, private parts</b></p>	<p><b>Needs, erupt, angry, feelings, emotions, strategies, help, safe, community, special, uniform, (collective) responsibility, environment, improve, care, money, savings, afford, coins, notes, essential, non-essential.</b></p>	<p><b>Learning, challenge, achieve, choice, health, vaccinations, illness, germs, diseases, hygiene, dental, sugary, teeth, bones, energy, water, oxygen, stomach, lungs, blood, waste, exercise, heart, small and large intestines, brain</b></p>	<p><b>Feedback, positive, negative, loss, emotions, reunited, baby, toddler, child, teenager, adult, stages, capabilities, private parts, privacy, consent, personal information, belongings, first-aid, safe, danger, penis, vulva, testicle, nipples</b></p>



<p><b>Y2 Skills</b></p>	<p>Make and undertake pledges based on positive actions.</p> <p>Use a range of words to describe feelings.</p> <p>Identify helpful ways of responding to other's feelings.</p> <p>Identify situations as to whether they are incidents of teasing or bullying.</p> <p>Rehearse and demonstrate some of strategies for dealing with bullying.</p> <p>Explain the difference between bullying and isolated unkind behaviour.</p> <p>Identify some of the ways that good friends care for each other.</p> <p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness)</p>	<p>Identify some of the physical and non-physical differences and similarities between people.</p> <p>Explain how a person's behaviour can affect other people.</p> <p>Explain some of the ways those people are special to them.</p> <p>Explain how it feels to be part of and left out of a group.</p> <p>Suggest and use strategies for helping someone who is feeling left out.</p> <p>Explain how these impact on other people's feelings.</p> <p>Suggest kind words and actions they can show to others.</p> <p>Show acts of kindness to others in school.</p> <p>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted).</p>	<p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Identify safe secrets (including surprises) and unsafe secrets.</p> <p>Explain that if someone is being</p>	<p>Describe and record strategies for getting on with others in the classroom.</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p> <p>Identify special people in the school and community who can help to keep them safe.</p> <p>Identify what they like about the school environment.</p> <p>Identify any problems with the school environment (e.g. things needing repair)</p> <p>Explain how they might feel when they spend money on different things.</p> <p>Recognise that money can be spent on items which are essential or non-essential.</p>	<p>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</p> <p>Explain things that they like and dislike and understand that they have choices about these things.</p> <p>Describe simple hygiene routines such as hand washing.</p> <p>Explain the importance of good dental hygiene.</p> <p>Recognise that exercise and sleep are important to health.</p> <p>Describe how food, water and air get into the body and blood.</p>	<p>Demonstrate simple ways of giving positive feedback to others.</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult)</p> <p>Identify which parts of the human body are private.</p> <p>Explain that a person's genitals help them to make babies when they are grown up.</p> <p>Give examples of different types of private information.</p> <p>How to make a clear and efficient call to emergency services if necessary.</p>
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			<p>touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p> <p>Identify how inappropriate touch can make someone feel.</p>			
<b>Y1</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Responsibilities</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<p><b>Knowledge</b> (to be revised and added to with each unit)</p>	<p>Understand that classroom rules help everyone to learn and be safe.</p> <p>Explain their classroom rules and be able to contribute to making these.</p> <p>Recognise how others might be feeling by reading body language/facial expressions.</p> <p>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>Recognise that people's bodies and feelings can be hurt</p>	<p>Begin to appreciate the positive aspects of these differences.</p> <p>Understand that bullying is usually quite rare.</p> <p>Explain some of their school rules and how those rules help to keep everybody safe.</p> <p>Recognise and name some of the qualities that make a person special to them.</p> <p>Recognise and explain what is fair and unfair, kind and unkind.</p>	<p>Understand that the body gets energy from food, water and air (oxygen).</p> <p>Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle.</p> <p>Recognise emotions and physical feelings associated with feeling unsafe.</p> <p>Recognise the range of feelings that are associated with loss.</p> <p>Understand that medicines can</p>	<p>Recognise the importance of regular hygiene routines.</p> <p>Recognise who cares for and looks after the school environment.</p> <p>Explain the importance of looking after things that belong to themselves or to others.</p> <p>List some of the things that money may be spent on in a family home.</p> <p>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p>	<p>Recognise the importance of fruit and vegetables in their daily diet.</p> <p>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p> <p>Recognise that they may have different tastes in food to others.</p> <p>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p> <p>Recognise and use simple strategies for preventing the spread of diseases.</p>	<p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain)</p> <p>Understand some of the tasks required to look after a baby.</p> <p>Identify things they could do as a baby, a toddler and can do now.</p> <p>Identify the people who help/helped them at those different stages.</p> <p>Say who they could get help from in a bullying situation.</p> <p>Explain the difference between a secret and a nice surprise.</p>

	<p>and suggest ways of dealing with different kinds of hurt.</p> <p>Recognise that they belong to various groups and communities such as their family and explain how these people help us and we can also help them to help us.</p>		<p>sometimes make people feel better when they're ill.</p> <p>Understand and learn the PANTS rules.</p> <p>Name and know which parts should be private.</p> <p>Understand that they have the right to say "no" to unwanted touch.</p>	<p>Explain the importance of keeping money safe.</p> <p>Concepts of basic first aid, for example dealing with common injuries, including head injuries.</p>	<p>Recognise that learning a new skill requires practice and the opportunity to fail, safely.</p>	<p>Identify who they can talk to if they feel uncomfortable about any secret they are told or told to keep. Identify parts of the body that are private.</p>
<b>Key Vocab</b>	<p><b>Friend, Family, Happy, Sad, Angry, Rules, Feelings, Friendship, Listening, Families, Emotions, Active listening, Responsibilities, Body language, Qualities</b></p>	<p><b>Same, similarities, different, differences, unkindness, bullying, teasing, rules, safe, safety, special, important, fair, unfair</b></p>	<p><b>Exercise Bedtime routine Balance Medicine Tablets</b></p>	<p><b>Morning routine Environment Responsibility Money Spend Pounds Pennies Coins Notes First-aid Safe Danger</b></p>	<p><b>Healthy, fruit, vegetables, healthy, tastes, Eatwell, wash, disease, spread, hygiene, germs, skills, challenges, listening, attention, resolving conflict, feedback, positive, behaviour, helpful, unhelpful</b></p>	<p><b>Heart, lungs, blood, stomach, intestines, brain, eye contact, washing, changing, feeding, care, baby, toddler, child, changes, unkind, bully, tease, surprise, secret, uncomfortable, private parts, penis, vulva</b></p>
<b>Y1 Skills</b>	<p>Identify a range of feelings and how these feelings might make us behave.</p> <p>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p>Identify simple qualities of friendship.</p>	<p>Empathise with those who are different from them.</p> <p>Identify the differences and similarities between people.</p> <p>Identify some of the people who are special to them.</p>	<p>Identify simple bedtime routines that promote healthy sleep.</p> <p>Identify people who can help them when they feel unsafe.</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p>	<p>Sequence personal hygiene routines into a logical order.</p> <p>Identify what they like about the school environment.</p> <p>Demonstrate responsibility in looking after something (e.g. a class pet or plant)</p>	<p>Select foods from the Eatwell Guide in order to make a healthy lunch.</p> <p>Understand how diseases can spread.</p> <p>Understand the learning line's use as a simple tool to describe the learning process,</p>	<p>Understand and explain the simple bodily processes associated with them.</p> <p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p>

	<p>Suggest simple strategies for making up.</p> <p>Demonstrate attentive listening skills.</p> <p>Suggest simple strategies for resolving conflict situations.</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p>	<p>Suggest ways they can show kindness to others.</p> <p>Explain the difference between unkindness, teasing and bullying.</p>	<p>Explain the difference between appropriate and inappropriate touch.</p>	<p>Explain where people get money from. Recognise that different notes and coins have different monetary value.</p> <p>Identify safe places to keep money.</p> <p>How to make a clear and efficient call to emergency services if necessary.</p>	<p>including overcoming challenges.</p> <p>Demonstrate attentive listening skills.</p> <p>Suggest simple strategies for resolving conflict situations.</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p> <p>Recognise how a person's behaviour (including their own) can affect other people.</p>	<p>Explain the difference between teasing and bullying.</p> <p>Give examples of what they can do if they experience or witness bullying.</p> <p>Identify situations as being secrets or surprises.</p> <p>Describe ways in which private parts can be kept private.</p> <p>Identify people they can talk to about their private parts.</p>
<b>EYFS Knowledge and Skills</b>	<b>EYFS Development Bands</b>		<b>Key Learning</b>		<b>Vocabulary</b>	
	<p><b><i>Building Relationships</i></b>  <b>Birth To Five Matters</b>  Range 5</p> <ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas.</li> <li>• Uses their experiences of adult behaviours to guide their social relationships and interactions.</li> <li>• Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.</li> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for</li> </ul>		<p><b><i>Building Relationships</i></b>  <u>Building Relationships</u> – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults to engage in conversations, ask for help.  <u>Work Together</u> – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration.  <u>Use Language</u> – to negotiate, co-operate, plan and organise play, resolve conflict.</p>		<p><b><i>Building Relationships</i></b>  <i>Words for working together and relationships:</i> hello, please, play with, watch, copy, smile, build, make, feel, give, take, ask, tell, share. Discuss ways to change and adapt behaviour in different situations, for example 'what to do if someone takes your toy'.</p> <p><i>Positive adjectives:</i>  Active, kind, thoughtful, friendly, careful, confident, creative, helpful, considerate, strong, quick, scientific, courageous, artistic, warm, musical, gentle, caring, curious, determined, persistent, imaginative, persuasive, funny, calm, energetic,</p>	

	<p>help in resolving conflict with peers.</p> <ul style="list-style-type: none"> <li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</li> </ul> <p><b>Range 6</b></p> <ul style="list-style-type: none"> <li>• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.</li> <li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.</li> <li>• Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.</li> <li>• Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.</li> <li>• Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</li> <li>• Is proactive in seeking adult support and able to articulate their wants and needs.</li> <li>• Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship</li> </ul> <p><b>Statutory Framework Early years Foundation Stage Curriculum 2021</b></p> <p><i>Statutory ELG: Building Relationships</i> Children at the expected level of development will:</p>	<p><u>Social Skills</u> – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others.</p> <p><u>Communication</u> – use gestures, non-verbal communication, facial expressions, body language, listen to others, speak to peers and adults, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.</p> <p>The objectives are taught through the medium of topics or themes that the children show interest in.</p>	<p>lively, clever, generous, entertaining, polite, good sitting, building, helping, looking, sharing, tidying up.</p> <p><i>Problem solving and questions:</i> Please will you show me...? Can you tell me how you...? Which bit are you...? What did you do when...? Would you like to...? Talk about what is going on in their work and what they plan to do next. Help children predict the consequences of their actions – how do you think.... felt when you....? Go on location around the setting and model language in different areas.</p>
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- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

***Sense of Self***

**Birth To Five Matters**

Range 5

- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.
- Is sensitive to others' messages of appreciation or criticism.
- Enjoys a sense of belonging through being involved in daily tasks.
- Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others.
- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.

Range 6

- Recognises that they belong to different communities and social groups and communicates freely about own home and community.
- Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.
- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.

***Sense of Self***

Self-Awareness – know what they like/do not like, talk about what they are doing and why, talk about their interests, share their ideas and interest with others, take pride in themselves and their work/achievements, share their achievements with others.

Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others.

Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge.

Responsibility – take care of their own belongings, take care of the belongings of others and class resources.

Communication – listen, speak, reflect, explain, respond, recall, review.

The objectives are taught through the medium of topics or themes that the children show interest in.

***Sense of Self***

*Words for developing self-confidence and self-esteem:*

Proud, going to, can do, try, goal, succeed, now before, after, next.

*Verbal feedback:*

I like the way you... I was looking around the room and I saw you... you were being so careful when you... well done for stopping and... you made XXX feel so much better when... thank you for...

*Questions:*

What are you going to do first? What are you aiming to do? What will it look like when you've finished? What help do you need? How will you know when? What can you do now that you couldn't do when? How many ways can you?

- Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.
- Has a clear idea about what they want to do in their play and how they want to go about it.
- Shows confidence in choosing resources and perseverance in carrying out a chosen activity.

**Statutory Framework Early years Foundation Stage Curriculum 2021**

*Statutory ELG: Managing Self*

Children at the expected level of development will:

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

***Understanding Emotions***

**Birth To Five Matters**

Range 5

- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.
- May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares.
- Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.

***Understanding Emotions***

Express Feelings – show how they feel in response to different experiences as appropriate, show pride in their own achievements.

Communication – make choices, communicate what they need, listen to others, recall experiences, initiate an apology where appropriate.

Understanding Feelings – talk about how they feel, explain why they are experiencing particular feelings.

Manage Feelings and Behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, show care and concern for

***Understanding Emotions***

*Words associated with different feelings:*

Happy, sad, angry, cross, scared, worried, anxious, concerned, upset, thrilled, excited, surprised, etc.

*Initially use words meaningful to the children, their families and their environment:*

Their names, names of family members, friends, pets, everyday activities, and favourite things.

*Then focus on words reflecting their own development and wider environment:*

Emotions, concepts, places and activities.

	<ul style="list-style-type: none"><li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.</li><li>• Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.</li></ul> <p><b>Range 6</b></p> <ul style="list-style-type: none"><li>• Understands their own and other people's feelings, offering empathy and comfort.</li><li>• Talks about their own and others' feelings and behaviour and its consequences.</li><li>• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.</li><li>• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</li><li>• Seeks support, "emotional refuelling" and practical help in new or challenging situations.</li><li>• Is aware of behavioural expectations and sensitive to ideas of justice and fairness.</li><li>• Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.</li></ul> <p><b>Statutory Framework Early years Foundation Stage Curriculum 2021</b></p> <p><i>Statutory ELG: Self-Regulation</i></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li></ul>	<p>others, deal with anger and frustration, negotiate with others to solve simple problems.</p> <p><u>Understand how Others Feel</u> – show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p> <p>The objectives are taught through the medium of topics or themes that the children show interest in.</p>	
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	<ul style="list-style-type: none"><li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li></ul>		
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