

Skills and knowledge progression

EYFS	Self- Regulation	Managing self	Building Relationships
Nursery Range 5	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <ul style="list-style-type: none"> • Understand gradually how others might be feeling. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. 	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing. <p>Manage their own needs. - personal hygiene</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. <ul style="list-style-type: none"> • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. <ul style="list-style-type: none"> • Develop appropriate ways of being assertive. <ul style="list-style-type: none"> • Talk with others to solve conflicts. • See themselves as a valuable individual. • Build constructive and respectful relationships.
Reception Range 6	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Zones of regulation, class rules, school values and rights

Families and relationships

Family

Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Exploring how families are different to each other.	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	Understanding ways to show respect for different families. Understanding that families offer love, care and support.	To know that families can be made up of different people. To know that families may be different to my family.	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.		

Friendships

Exploring how friendship problems can be overcome. Exploring friendly behaviours.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one-off event. To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
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Respectful relationship

Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in	To understand some ways people show their feelings. To understand what good manners are. To understand some	Identifying who I can trust. Learning about the effects of non-verbal communication. Exploring the	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes	Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive	To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair,	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that
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the ability to successfully work with different people.		different situations. Exploring how loss and change can affect us.	stereotypes related to jobs. To know that there are ways we can remember people or events.	negative impact of stereotyping.	a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.	Discussing how to help someone who has experienced a bereavement.	related to disability. To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives	attributes and being proud of these (self-respect).	negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Exploring the process of grief and understanding that it is different for different people.	stereotypes can lead to bullying and discrimination. To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.
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Citizenship

Recognising why rules are necessary and the consequences of not following rules. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.	To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to make a decision. To understand that people are all different and that this is a good thing.	Explaining why rules are in place in different settings. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community.	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that different groups of people make different contributions to the community.	Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.	To understand the UN Convention on the Rights of the Child. To understand how recycling can have a positive impact on the environment. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand some of the consequences of breaking rules. To understand the role of charities in the community.	Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.	To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that reusing items is of benefit to the environment. To understand that councillors have to balance looking after local residents and the needs of the council. To know that there are a number of groups which make up the local community.	Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised. Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society.	To know what happens when someone breaks the law. To understand the waste hierarchy. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. To know that a pressure group is a group of people who feel very strongly	Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes which are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.	To know that education is an important human right. To know that our food choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone
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									about an issue and want to see something change.		differently because of certain factors.
Economic wellbeing											
Exploring how money is used by people. Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work. Listening to descriptions of professions. Thinking about questions they would like to ask others about their job. Describing what different people do in their jobs.	To know that people use money to buy things, including things they need and things they want. To know that coins and notes are types of money and have different values. To know that notes are higher in value than coins. To know that it is wrong to steal money. To know that money is valuable and needs to be looked after. To know that money should be stored in a safe place to keep it secure and should not be displayed in public places. To know that they should not show or give money to strangers. To know that they can ask adults they know and trust about money and where to store it safely. To know	Explaining adult money sources. Identifying whether something is a want or need. Comparing and contrasting 'wants' and 'needs'. Identifying the main features of bank account cards. Exploring personal skills and talents. Exploring the reasons why people choose certain jobs. Identifying some ways to make an environment inclusive and fair. Reflecting on the importance of individuality and diversity.	To know that many adults earn money by having a job. To know some basic needs for survival, such as food, water and shelter. To know that a bank account is like a special place in a bank that keeps money safe until it is needed. To know that a bank account card is like a special key that unlocks a bank account to access the money inside. To know that saving money is when we keep some money and don't spend it straight away. To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.	Considering pros and cons of payment methods. Contemplating budgeting benefits. Planning and calculating within a budget. Discussing attitudes and feelings about money. Developing empathy in financial situations. Handling negative financial emotions. Making ethical spending decisions. Assessing impact of spending choices. Reflecting on future job based on goals. Challenging and understanding workplace stereotypes. Ranking factors influencing job choices.	To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets. To know that spending should be based on necessity, importance, and available budget. To know that budgeting is planning how to spend and save the money that you have available. To know that money can cause us to have positive and negative feelings. To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet. To know that different jobs contribute to our society in different ways. To know that	Recognising value for money. Understanding differing opinions on spending. Recognising how to track money spent and saved. Understanding reasons for using a bank. Exploring how to safeguard money effectively. Identifying influences on job choices. Understanding careers can change. Challenging workplace stereotypes.	To know that getting value for money involves considering the cost, usefulness and quality of items. To know that purchases can be influenced by needs, wants, peer pressure, and advertising. To know that people often earn interest when they keep savings in a bank account. To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them. To know that people often change jobs or careers multiple times in their lives. To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies.	Discussing money risks and management. Making and prioritising budgets. Discussing money's role in career choices. Assessing loan and borrowing responsibilities and suitability. Implementing money safeguarding strategies. Navigating emotional implications in financial situations. Seeking guidance for financial dilemmas. Integrating factors to inform career decisions.	To know that being 'in debt' or 'having debt' means that you have spent more money than you have and owe money to others or the bank. To know the difference between money earned (income) and money spent (expenditure). To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest. To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money. To know that they should be cautious about sharing financial	Developing emotional intelligence related to financial matters. Applying coping strategies for managing financial emotions. Assessing risks in both physical and digital financial environments. Implementing safeguarding measures for money in real-world scenarios. Adapting to financial changes associated with transitioning to secondary school. Preparing personally for financial and career changes in secondary school. Identifying different forms of gambling and understanding their risks. Applying responsible gambling attitudes in real-world situations.	To know that our emotions can be linked to money. To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information. To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others. To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities. To know that gambling or betting is paying to play a game where you don't know if you will win more money or lose your money. To know

	<p>that banks are places where we can store our money. To know adults have jobs to help others and to earn money.</p> <p>To know that skills are things that we can do well and that everyone has different skills.</p> <p>To know that different jobs need different skills.</p>				<p>stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics.</p> <p>To know that it is important to consider what they are good at and enjoy doing when choosing future careers.</p> <p>To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.</p>				<p>information. To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want. To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities. To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment.</p>	<p>Recognising various workplace environments and their characteristics. Identifying career options in multiple sectors. Evaluating the suitability of different career paths. Aligning career options with personal interests and strengths</p>	<p>that gambling can cause people to lose a lot of money and can be very addictive. To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.</p>
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Health and well being

Health and prevention

<p>Learning how to wash my hands properly.</p> <p>Learning how to deal with an allergic reaction.</p>	<p>To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap,</p>	<p>Exploring the effect that food and drink can have on my teeth.</p>	<p>To know that food and drinks with lots of sugar are bad for our teeth.</p>	<p>Discussing why it is important to look after my teeth.</p>	<p>To understand ways to prevent tooth decay.</p>	<p>Developing independence in looking after my teeth.</p>	<p>To know key facts about dental health.</p>	<p>Developing independence for protecting myself in the sun.</p>	<p>To understand the risks of sun exposure.</p>	<p>Considering ways to prevent illness. Identifying some actions to take if I am worried about my health</p>	<p>To understand that vaccinations can give us protection against disease. To know that changes in the body could be</p>
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	shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.									or my friends' health.	possible signs of illness.
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Physical health and wellbeing

Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.	To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.	Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To understand the positive impact relaxation can have on the body. To know the different food groups and how much of each of them we should have to have a balanced diet.	Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation.	To know that visualisation means creating an image in our heads.	Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
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Mental wellbeing

Identifying personal strengths and qualities. Identifying different ways to manage feelings.	To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self-respect.	Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it.	Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it.	To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone. To understand what a problem or barrier is and that these can be overcome.	Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for	To know that different job roles need different skills and so some roles may suit me more than others. To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that	Taking responsibility for my own feelings.	To understand what can cause stress. To understand that failure is an important part of success. emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health	Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.
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						my emotions by knowing that I can control some things but not others. Developing a growth mindset.	mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.				
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Safety and the changing body

Being safe (including online) cross curricular with computing

Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe.	To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.	Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely.	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.	To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.	To understand that there are risks to sharing things online. To know the difference between private and public.	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
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Drugs, alcohol and tobacco

Learning what is and is not safe to put in or on our bodies.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	To understand that other people can influence our choices.	Discussing the benefits of being a non-smoker.	To understand the risks associated with smoking tobacco.	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies, I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
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The changing adolescent body & Basic first aid

Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly		To know the names of parts of my body	Learning what to do in a medical emergency, including calling	To know that bites or stings can sometimes cause an allergic	Discussing some physical and emotional	To understand the physical changes to both male and female	Learning about the emotional changes during puberty.	To understand the process of the menstrual cycle. To know	Discussing problems which might be encountered	To understand how a baby is conceived and develops.
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	hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.		including private parts.	the emergency services.	reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.	changes during puberty. Learning how to help someone who is having an asthma attack.	bodies as people grow from children to adults. To know that asthma is a condition which causes the airways to narrow.	Identifying reliable sources of help with puberty. Learning about how to help someone who is bleeding.	the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people To know how to assess a casualty's condition.	during puberty and using knowledge to help. Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).
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