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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My relationships	• Talk about similarities and differences. • Name special people in their lives. • Describe different feelings • Identify who can help if they are sad, worried or scared. • Identify ways to help others or themselves if they are sad or worried.	• Describe different feelings and how they can make our bodies feel. • To know some strategies of dealing with 'not so good' feelings. • To understand how our actions can hurt the feelings of others. • To recognise the special qualities in family and friends. • To know which special people keep us safe and how.	• Recognise that people have different ways of expressing their feelings. • To identify different ways to respond to the feelings of others. • To recognise the differences between bullying, unkind behaviour or teasing. • To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. • To recognise a healthy friendship and its qualities.	• To know that feelings and emotions help a person cope with difficult times. • To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back. • To recognise which strategies are appropriate for particular situations. • To listen to and debate ideas and opinions with others with respect and courtesy. • To recognise why friends may fall out and how to resolve issues.	• To know that feelings can vary by intensity, person and change over time. • To know and understand the qualities of a 'positive, healthy relationship'. • To know when it's appropriate to say no and how. • To know the strategies and skills needed for collaborative work. • To recognise bullying or pressured behaviour.	• To learn characteristics and skills in assertiveness. • To apply their collaborative skills to friendships and assertiveness. • To learn ways to resolve conflict in an assertive, calm and fair manner. • To identify what things, make a relationship unhealthy and who to talk to if they needed help. • To recognise emotional needs according to circumstance and any risk factors that could affect them.	• To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges. • To practice and use strategies in compromise and negotiation within a collaborative task or activity. • To consider the types of touch that are safe, legal and that I am comfortable with. • To name assertive behaviours and recognise peer influence or pressured behaviour. • To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Valuing Difference	• Be sensitive towards others and celebrate what makes each person unique. • Recognise that we can have things in common with others. • Use speaking and listening skills to learn about the lives of their peers. • Know the importance of showing care and kindness towards others. • Demonstrate skills in building friendships and cooperation.	• To know the key differences between teasing, being unkind and bullying. • To recognise that everyone is different and will have different thoughts and ideas. • To celebrate and begin to show empathy for those who are different. • To identify those who are special to them (and their special qualities). • To identify ways in which we can show kindness towards others and how that makes them feel.	• To identify differences and similarities between others. • Recognise and explain how a person's behaviour can affect other people. • To learn and use different ways to show good listening. • Explain how it feels to be part of a group and left out of a group. • To recognise and talk about acts of kindness and how they can impact others.	• Recognise that there are many different types of families. • Identify the different communities that they belong to. • To learn ways of showing respect through language and communication. • To identify different origins, national, regional, ethnic and religious backgrounds. • To recognise and explain why bullying can be caused by prejudice.	• To identify different origins, national, regional, ethnic and religious backgrounds. • To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. • To recognise potential consequences of aggressive behaviour. • To define the word respect. • Understand and identify stereotypes, including those promoted in the media.	• To describe the benefits of living in a diverse society. • To develop an understanding of discrimination and its injustice, and describe this using examples. • To understand that the information we see online, either text or images, is not always true or accurate. • To reflect on the impact social media puts pressure on peoples' life choices. • To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.	• To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. • To know that all people are unique but that we have far more in common with each other than what is different about us. • To understand and explain the term prejudice. • To define what is meant by the term stereotype. • To describe different types of friendships and relationships and their differing positive qualities.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping myself Safe	• Talk about how to keep their bodies healthy and safe. • Name ways to stay safe around medicines. • Know how to stay safe in their home, classroom and outside. • Know age-appropriate ways to stay safe online. • Name adults in their lives and those in their community who keep them safe.	• To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. • To recognise emotions and physical feelings associated with feeling unsafe. • To learn the PANTS rule and which parts of my body are private. • To understand that medicines can sometimes make people feel better when they're ill. • To talk about safety and responsibility around medicines.	• To explain simple issues of safety and responsibility about medicines and their use. • To identify situations in which they would feel safe or unsafe. • To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. • To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. • To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.	• To identify risk factors in given situations. • To define the words danger and risk and explain the difference between the two. • To define the word 'drug' and understand that nicotine and alcohol are both drugs. • To recognise potential risks associated with browsing online. • To recognise and describe appropriate behaviour online as well as offline.	• To define the words danger and risk and explain the difference between the two. • To describe the different types of things that may influence a person to take a risk. • To understand and explain the risks that cigarettes and alcohol can have on a person's body. • To understand that influences can be both positive and negative. • To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.	• To reflect on risk and the different factors and outcomes that might influence a decision. • To reflect on the consequences of not keeping personal information private and the risks of social media. • To explore categorisation of drugs, the risks associated with medicines. • To learn some key facts and information about drugs and medicines. • To recognise the features of face to face and online bullying and the strategies that deal with it.	• To explore the risks and legality of communicating and sharing online. • To describe and explain how easily images can be spread online. • To explain some of the laws, categories and uses of drugs (both medical and non-medical). • To understand the definition of an emotional need and how they can be met. • To explore and understand the terms 'conflicting emotions', responsibility and independence.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rights and Responsibilities	• Understand that they can make a difference. • Identify how they can care for their home, school and special people. • Talk about how they can make an impact on the natural world. • Talk about similarities and differences between themselves. • Demonstrate building relationships with friends.	• To identify ways of taking care of their health. • To identify how others, take care of their environment. • To take care of something or someone else. • To talk about the importance of looking after money. • To learn what to do when someone is injured.	• To identify strategies in cooperation. • To identify strategies in self-regulation. • To name ways to stay safe when using the internet. • To recognise that they have a responsibility to help care for their immediate and broader environment. • To learn about saving and spending money.	• To talk about and identify people who help them in school and the community. • To learn differences between 'fact' and 'opinion'. • To discuss, plan and evaluate ways of helping the environment. • To learn about saving, spending and essential purchases. • To consider how money is earned and the different factors affecting this.	• To learn about human rights and responsibilities and how they can impact their community. • To recognise that they have a part in caring for and supporting their community. • To recognise influences, facts and opinions and doing so in a critical manner. • To identify the impact of bystander behaviour and how they can make a difference to a situation. • To define terms related to finance and explain how society is supported by the income of others.	• To identify, write and discuss issues currently in the media concerning health and wellbeing. • To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. • To identify the responsibilities to my home, community and environment I might have in the future. • To consider what advice to give relating to saving and borrowing money. • To define financial terms and explain how others have financial responsibility for the community.	• To analyse and reflect on bias in the media. • To discuss methods of saving and considerations for spending money. • To discuss voluntary and pressure groups and their role in making changes to our communities and environments. • To identify or suggest ways that help the environment. • To define 'democracy' and explain how laws are made.

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Being my Best	• Feel resilient and confident in their learning. • Name and discuss different types of feelings and emotions. • Learn and use strategies or skills in approaching challenges. • Understand that they can make healthy choices. • Name and recognise how healthy choices can keep us well.	• To recognise how a healthy variety of food can make us feel great. • Recognise that learning a new skill requires practice and the opportunity to fail, safely. • To identify strategies to resolve conflict. • To give and receive praise.	• Explain the stages of the learning line showing an understanding of the learning process. • To understand the importance of good hand and dental hygiene. • To recognise what the body needs to have energy and stay well. • To identify parts of the body that process food and create energy.	• To recognise how different food groups, work in our body. • To explain how some infectious illnesses are spread from one person to another. • To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes. • To identify my achievements and skills to work on. • To explain how skills are developed.	• To identify how they and their friends are unique. • To recognise that we all make different choices because we are unique. • To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. • To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)	• To describe the four main internal systems of the human body. • To understand the actual norms around smoking and the reasons for common misperceptions of these. • To identify the skills and qualities that make us successful and achieve our best. • To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. • To consider the different responsibilities that they and others have for their health and wellbeing.	• To consider how healthy wellbeing and mental health can contribute to a person's aspirations and success. • To define aspirations and goals. • To recognise that we will meet challenges on the way to achieving our goals. • To understand and explain the outcomes of risk-taking in a given situation, including emotional risks. • To understand risks related to growing up and explain the need to be aware of these.

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Growing and Changing	• Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe.	• To think of what babies need to stay happy and healthy. • To identify the changes, they have made since they were a baby. • To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. • To identify some internal organs and systems and those body parts which are private. • To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.	• To give positive feedback to someone. • To recognise the range of feelings associated with loss and to discuss things people can do to feel better. • To identify the different stages of growth and what people are able to do at these different stages. • To identify the human private parts/genetalia and explain that they are used to make a baby. • To explain who can see someone's private part, what consent means and how to protect privacy.	• To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space. • To identify the different types of relationships people have and their different purposes and qualities. • To identify what makes a positive relationship and what makes a negative relationship. • To identify puberty changes. • To explain menstruation cycle as something that happens when a sperm does not meet an egg.	• To identify the different emotional reactions to different types of change and discuss. • To understand how the onset of puberty can have emotional as well as physical impact. • To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction. • To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty. • To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.	• To describe the intensity of different feelings and strategies to build resilience. • To understand the different types of feelings and emotions associated with puberty. • To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality. • To identify the different types of products someone might use during puberty or menstruation. • To explain how people might feel at times of change and loss. To consider strategies when coping with this.	• To identify types of emotional responses and some strategies for coping with change. • To identify the physical and emotional challenges faced during puberty and the strategies or support available for this. • To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities. • To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks. • To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.

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Learning to love, loving to learn in the family of Christ.
('Encourage one another and build each other up'- 1 Thessalonians 5:11)