

	<ul style="list-style-type: none"> I can help a friend if they are sad or worried. 		<p>and who to talk to if I feel worried.</p> <ul style="list-style-type: none"> I can name the adults who keep me safe and when I might need their help. 			<ul style="list-style-type: none"> I can tell you the PANTS rule.
Year 1	<p>Feelings Getting help Classroom rules Special people Being a good friend</p>	<p>Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help</p>	<p>How our feelings can keep us safe - including online safety Safe and unsafe touches Medicine Safety Sleep</p>	<p>Taking care of things: Myself My money My environment</p>	<p>Growth Mindset Healthy eating Hygiene and health Cooperation</p>	<p>Getting help Becoming independent My body parts Taking care of self and others</p>
	<ul style="list-style-type: none"> I can name different feelings and how they might make me behave. I can suggest ways of dealing with 'not so good' feelings and how to help others. I can recognise when I need help and who to ask. I can listen to others and wait my turn to speak. 	<ul style="list-style-type: none"> I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not to me. I can talk about what bullying is. I can say ways to show kindness towards others. 	<ul style="list-style-type: none"> I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) I can say what I can do if I have strong, but not so good feelings, to help me stay safe I can say 'no' to unwanted touch and ask for help from a trusted adult. I can say when medicines can be helpful or might be harmful. I can tell you how to stay safe around medicine. 	<ul style="list-style-type: none"> I can wash my hands correctly. I can name ways to look after my home and school. I can look after a special person or thing. I can tell you some things that money is spent on. I can get help if someone has hurt themselves. 	<ul style="list-style-type: none"> I can choose a healthy meal with different food groups. I can be persistent when learning a new skill. I can name a few different ideas of what I can do if I find something difficult. I can help my friends when they fall out. I can explain why praise helps me to keep trying. 	<ul style="list-style-type: none"> I can tell you some things that babies need. I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. I can name the body parts girls and boys have that are the same and which body parts are different. I can name the adults I can talk to at home and school if I need help.
Year 2	<p>Bullying and teasing Our school rules about bullying Being a good friend</p>	<p>Being kind and helping others Celebrating difference People who help us</p>	<p>Safe and unsafe secrets Appropriate touch Medicine safety</p>	<p>Cooperation Self-regulation Online safety</p>	<p>Growth Mindset Looking after my body Hygiene and health Exercise and sleep</p>	<p>Life cycles Dealing with loss Being supportive Growing and changing</p>

	Feelings/self-regulation	Listening Skills		Looking after money - saving and spending		Privacy
	<ul style="list-style-type: none"> • I understand we have different ways to express our feelings. • I can express my feelings in a safe, controlled way. • I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. • I can tell someone how they are making me feel. • I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. 	<ul style="list-style-type: none"> • I can be respectful of those who are different to me. • I can describe how someone can change someone's feelings. • I can tell you why it is important to show good listening to people who think differently to me. • I can name and suggest strategies to someone who feels left out. • I can be kind and use kind words to my friends. 	<ul style="list-style-type: none"> • I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely. • I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. • I can say what I do and don't like and who to ask for help. • I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. • I can give examples of touches that are ok or not ok (even if they haven't happened to me) • I can identify a safe person to tell if I felt 'not OK' about something. 	<ul style="list-style-type: none"> • I can make choices that help me play and work well with others. • I can use some strategies when I feel upset or angry. • I can ask for help from a trusted adult. • I can name some ways I can look after my environment. • I can make choices with money. 	<ul style="list-style-type: none"> • I can explain what happens when I learn something new. • I can explain how setting a goal or goals will help me to achieve what I want to be able to do. • I can explain how hand hygiene stops virus' and germs from spreading. • I can give examples of what I can do and give to my body to stay healthy. • I can name different parts of my body that are inside me and help to turn food into energy. 	<ul style="list-style-type: none"> • I can give support to a friend. • I can describe feelings of loss and suggest what someone can do if a friend moves away. • I can describe the stages of growth I have been through and what I look forward to in my future. • I can talk about keeping private parts private.
Year 3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies Keeping safe Safe and unsafe secrets

	<ul style="list-style-type: none"> • I can communicate my feelings and use this to try to manage my emotions. • I can collaborate with a team to achieve a goal. • I can accept I may not always agree with others. • I can listen and share my opinions respectfully. • I can say why friends may fall out and how they can make up. • I know how to look after my friends and stay friends. 	<ul style="list-style-type: none"> • I can give examples of different types of family. I respect these differences. • I can give examples of different community groups and what is good about having different groups. • I can use respectful language and communication skills when discussing with others. • I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. • I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. • I can suggest ways to deal with bullying and prejudice. 	<ul style="list-style-type: none"> • I can say what I could do to make a situation less risky or not risky at all. • I can demonstrate strategies for dealing with a risky situation • I can identify some key risks from and effects of cigarettes and alcohol. • I can give examples of strategies for safe browsing online. • I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs. 	<ul style="list-style-type: none"> • I can identify people who help me in different ways. • I can spot 'facts' and 'opinions' to help me share ideas. • I can make a plan. • I can choose a method. • I can identify different times and reasons to spend money. • I can give examples of how people earn money. 	<ul style="list-style-type: none"> • I can choose foods that make a balanced meal. • I can explain how washing hands can prevent infections spreading. • I can describe how food, water and air get into the body and blood. • I can set goals and make a plan to develop a new skill. 	<ul style="list-style-type: none"> • I can explain what body space is and how it feels when someone is too close to me. • I can tell you some of the different relationships I have. • I can tell you what qualities a healthy positive relationship has.
Year 4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes Managing difficult feelings Relationships including marriage

	<ul style="list-style-type: none"> • I can talk about how feelings change and be different for others. • I can read different emotions by a person's body language. • I can say 'no' in a calm and controlled way. • I can name some qualities or strategies that help team work. I am aware of others and their needs when working together • I can say what to do if I am, or a friend is, hurt or bullied by another person. • I can recognise the qualities of a healthy relationship. 	<ul style="list-style-type: none"> • I can say how differences sometimes cause conflict but can also be something to celebrate. • I can begin to manage conflict by using negotiation and compromise. • I can suggest strategies for dealing with someone who is behaving aggressively. • I can demonstrate ways of showing respect to others' differences. • I can explain why it's important to challenge stereotypes that might be applied to me or others. 	<ul style="list-style-type: none"> • I can demonstrate strategies for dealing with a risky situation • I can give examples of people or things that might influence me to take risks and make decisions. • I can give reasons for why most people choose not to smoke, or drink too much alcohol. • I can explain what might happen if people take unsafe or inappropriate risks. • I can identify images that are safe or unsafe to share online. 	<ul style="list-style-type: none"> • I can name some responsibilities and rights that I have. • I can share ideas and make decisions that affect others. • I can give my own opinion based on facts, opinions and other influences. • I can give examples of how I can support others as a bystander. • I can explain how others have a financial responsibility to their families and community. • I can give examples of choices and decisions with money that will affect me. 	<ul style="list-style-type: none"> • I can say how being unique makes everyone special, different and valuable. • I can give examples of choices I make and the choices others make for me. • I can plan a healthy, balanced meal. • I can give examples of the ways people can look after their physical and mental wellbeing. • I can give different examples of some of the things that I do already to help look after my environment. 	<ul style="list-style-type: none"> • I can describe how change can make a person feel (both negative and positive). • I can talk about the changes my body has been through already and understand it will change further in the future • I can explain why some people choose to get married, have a civil ceremony or live together. <p>Recap prior knowledge from previous years relating to growing and changing</p>
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