



Tarvin Primary School
PSHE Progression of Knowledge and Skills



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KAPOW Scheme of Learning

Progression of Knowledge and Skills

How this document works:

This is a whole school overview, demonstrating progression in knowledge and skills.

Page 1-2: Demonstrates what a typical Global Citizen will look like at the end of each phase, combining the key skills and knowledge they will require.

Page 3 onwards: Demonstrates progression in knowledge and skills objectives for each phase, with key vocabulary, and also 'key indicators' which identify intended learning outcomes.

	Foundation/ EYFS	KS1	LKS2	UKS2
This is what our Global Citizens can do....	<p>My feelings:</p> <p>Children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p> <p>Special Relationships:</p> <p>Children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p> <p>Taking on Challenges:</p>	<p>Families & Relationships:</p> <p>Children will be exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. They will be looking at conventions of manners and developing an understanding of self-respect</p> <p>Health & Wellbeing:</p> <p>Children will be understanding emotions, identifying their strengths and qualities, learning why they wash their hands and how to do so effectively, learning about the importance of sleep and relaxation for their wellbeing, learning how to stay safe in the sun and deal with allergic reactions, and thinking about the people who help to keep them healthy. They will also be understanding emotions, setting achievable goals and considering how to overcome difficulties, learning about the importance of activity and a healthy diet and relaxation for their wellbeing, and learning how to look after their teeth.</p> <p>Citizenship:</p> <p>Children will be considering why we have rules; recognising similarities and differences between themselves and others; thinking about the groups that they belong to; considering job roles in their community and suggesting ways to improve their school and local environments. They will also be considering why we have rules; identifying similarities and differences between themselves and others; understanding the needs of animals and younger children; beginning to understand how voting gives a democratic decision and how the school council works and learning how to share their opinion on an issue.</p> <p>Economic Wellbeing:</p>	<p>Families & Relationships:</p> <p>Children will be learning about how to deal with friendship issues and identifying bullying and its effects, learning about the issues with stereotyping, considering physical and emotional boundaries and who to trust and thinking about how to support someone who has suffered a bereavement. They will also be learning about the difference between friendship issues and bullying, understanding that families are different, but they support each other, learning about the issues with stereotyping and reflecting on how they communicate with others.</p> <p>Health & Wellbeing:</p> <p>Children will be learning about how to stay healthy and how their diet affects their bodies and their teeth, identifying their strengths, learning how to celebrate mistakes and develop a growth mindset and considering how they can increase their happiness. They will also be learning how to look after their teeth, practising visualisation as a way to relax, considering their strengths and future career options, learning how to break down barriers to help them achieve a goal and identifying a range of emotions and understanding the term 'mental health.</p> <p>Citizenship:</p> <p>Children will be learning about the importance of reusing and recycling; considering groups in the local community; understanding the role of the local council; understanding why we have rules and the consequences of breaking them; knowing about the rights that children have and human rights in general. They will also be learning about the importance of reusing and recycling; considering community groups in the local area;</p>	<p>Families & Relationships:</p> <p>Children will be learning that families are varied, and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others, manners in different situations and learning about bereavement.</p> <p>Health & Wellbeing:</p> <p>Children will be learning about the importance of relaxation and sleep; understanding how to cope with failure; learning how to set goals and how to achieve goals; taking precautions while in the sun; healthy meals and ingredients; learning about different emotions and possible ways of dealing with a difficult situation. They will also be learning about living a healthy lifestyle; the impact of technology on mental health and wellbeing; creating resilience strategies and the benefits of immunisation and creating good habits.</p> <p>Citizenship:</p> <p>Children will be understanding what happens when the law is broken; learning how to recognise and challenge discrimination; understanding the waste hierarchy; recognising the contribution people make to their community; exploring the link between rights and responsibilities and learning how parliament works. They will also be recognising the role that pressure groups play in society; learning about the value of a diverse community; considering how our food choices affect the environment; understanding how to show care and concern to others and considering how rights and responsibilities are linked.</p> <p>Economic Wellbeing:</p> <p>Children will be developing understanding about income and expenditure, borrowing, risks with money and researching different careers and considering the routes into them. They will also be exploring: attitudes to money,</p>

	<p>Children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge</p>	<p>Children will be understanding what money is and where it comes from; recognising the difference between needs and wants, learning how to keep cash safe; understanding the purpose of banks and building societies and understanding that skills and interests influence job choices. They will also be understanding what money is and different ways that children and adults get it; considering why different people make different choices about spending and saving money and exploring banks and building societies.</p> <p>Safety & the changing body:</p> <p>Children will be learning how to communicate safely with adults; considering who keeps them safe in their community; learning steps to crossing the road safely; identifying which substances should or should not go in the body; learning how to call 999; knowing the difference between secrets and surprises and learning about appropriate and inappropriate contact. They will also be considering hazards at home; learning what to do when lost and being aware of some of the risks associated with the internet.</p>	<p>learning about the role of the local council; understanding the value of diversity in a community; understanding their rights as a child and considering different ways to support charities.</p> <p>Economic Wellbeing:</p> <p>Children will be considering spending decisions; learning about how to create a budget; recognising that money affects how they feel (Y3) and how they feel when money is lost (Y4); exploring jobs available and learning about gender stereotyping in the workplace. They will also be introduced on how to create a budget and learning about: the emotional impact of money, the spending choices that we make and why and thinking about potential jobs and careers</p> <p>Safety & the changing body:</p> <p>Children will be learning about being kind and staying safe online; learning how to identify and deal with cyberbullying; understanding the difference between secrets and surprises; learning how to treat bites and stings; considering who influences their choices; learning about road safety and how to call the emergency services (Y3) and thinking about how their bodies change as they go through puberty (Y4). They will also be learning how to spot fake emails; understanding the purpose of age restrictions online; evaluating online searches; considering the risks of smoking and the influences that affect our choices and learning how to deal with someone having an asthma attack.</p>	<p>how to keep money safe, stereotypes in the workplace, the risks associated with gambling, and career paths.</p> <p>Safety & the changing body:</p> <p>Children will be Learning about online friendships and how to stay safe online; drugs, alcohol and tobacco and the influences that others have on us; how to deal with a choking emergency and understanding puberty and menstruation (Y5). They will also be learning how to be critical digital consumers; understanding that online relationships should be treated the same as face to face relationships and learning how to deal with first aid emergencies such as bleeding and giving life support.</p>
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Year Group Families & Relationships	EYFS	KS1	LKS2	UKS2
<u>Knowledge</u>	<p>In EYFS Families & Relationships will be covered through KAPOW & PSED (Development matters)</p> <ul style="list-style-type: none"> To know about families To understand that all families are valuable and special. To know the importance of sharing. To know and develop strategies to help when sharing. To understand it is ok to like different things 	<ul style="list-style-type: none"> Y1: To understand that families look after us. Y1: To know some words to describe how people are related (eg. Aunty, cousin) Y1: To know that some information about me and my family is personal. Y1: To understand some characteristics of a positive friendship. Y1: To understand that friendships can have problems but that these can be overcome. Y1: To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. Y1/Y2 (Cycle A): To know that families can be made up of different people. Y1/Y2 (Cycle A): To know that families may be different to my family. Y1/Y2 (Cycle B): To know that there are ways we can remember people or events. Y2: To know some problems which might happen in friendships. Y2: To understand that some problems in friendships might be more serious and need addressing. Y2: To understand some ways people show their feelings. Y2: To understand what good manners are. Y2: To understand some gender stereotypes related to jobs. 	<ul style="list-style-type: none"> Y3: To know that violence is never the right way to solve a friendship problem. Y3: To understand that there are similarities and differences between people. Y3: To understand some stereotypes related to age. Y3 /Y4 (Cycle A): To understand the different roles related to bullying including victim, bully and bystander. Y3/Y4 (Cycle A): To understand that everyone has the right to decide what happens to their body. Y3/Y4 (Cycle A): To know that trust is being able to rely on someone and it is an important part of relationships Y3/Y4 (Cycle A): To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives. Y3/Y4 (Cycle B): To know that I can talk to trusted adults or services such as Childline if I experience family problems. Y3/Y4 (Cycle B): To understand the courtesy and manners which are expected in different scenarios. Y3/Y4 (Cycle B): To know the signs of a good listening. Y4: To understand some stereotypes related to disability. Y4: To know that families are varied in the UK and across the world. Y4: To know that bullying can be physical or verbal. Y4: To know that bullying is repeated, not a one off event. 	<ul style="list-style-type: none"> Y5: To understand what respect is. Y5: To understand that everyone deserves respect but respect can be lost. Y5/Y6 (Cycle A): To know that marriage is a legal commitment and is a choice people can make. Y5/Y6 (Cycle A): To know what attributes and skills make a good friend. Y5/Y6 (Cycle A): To understand what might lead to someone bullying others. Y5/Y6 (Cycle A): To know what action a bystander can take when they see bullying. Y5/Y6 (Cycle B): To know that if I have a problem, I can call ChildLine on 0800 1111. Y5/Y6 (Cycle B): To know that a conflict is a disagreement or argument and can occur in friendships. Y5/Y6 (Cycle B): To understand the concepts of negotiation and compromise. Y5/Y6 (Cycle B): To understand that loss and change can cause a range of emotions. Y5/Y6 (Cycle B): To know that grief is the process people go through when someone close to them dies Y6: To know that stereotypes can be unfair, negative and destructive. Y6: To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability Y6: To understand that stereotypes can lead to bullying and discrimination Y5/Y6 (Cycle A): To understand that positive attributes are the good qualities that someone has
<u>Skills</u>	<p>PSED:</p> <ul style="list-style-type: none"> To think about the perspective of others. To see themselves as a valuable individual. 	<ul style="list-style-type: none"> Y1: Exploring how friendship problems can be overcome. Y1: Exploring friendly behaviours. Y1: Recognising how other people show their feelings. Y1: Identifying ways we can care for others when they are sad. Y1: Exploring the ability to successfully work with different people. 	<ul style="list-style-type: none"> Y3: Exploring ways to resolve friendship problems. Y3/Y4 (Cycle A): Exploring physical and emotional boundaries in friendships. Y3: Exploring the negative impact of stereotyping. Y3/Y4 (Cycle A): Identifying who I can trust. Y3/Y4 (Cycle A) Discussing how to help someone who has experienced a bereavement Y3/Y4 (Cycle B): Exploring how my actions and behaviour can affect other people. 	<ul style="list-style-type: none"> Y5: Exploring and questioning the assumptions we make about people based on how they look. Y5: Identifying ways to challenge stereotypes. Y6: Discussing how and why respect is an important part of relationships. Y5/Y6 (Cycle A): Exploring the impact that bullying might have. Y5/Y6 (Cycle A): Exploring our positive attributes and being proud of these (self respect).

	<ul style="list-style-type: none"> Build constructive and respectful relationships. <p>UW:</p> <ul style="list-style-type: none"> To talk about members of their immediate family and community. To name and describe people who are familiar to them. <p>ELG People, Culture and Communities;</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> Y1/Y2 (Cycle A): Exploring how families are different to each other. Y1/Y2 (Cycle A): Discussing ways to show respect for different families. Y1/Y2 (Cycle B): Exploring how loss and change can affect us. Y2: Understanding difficulties in friendships and discussing action that can be taken. Y2: Understanding that families offer love, care and support. Y2: Learning how other people show their feelings and how to respond to them. Y2: Exploring the conventions of manners in different situations. 	<ul style="list-style-type: none"> Y3/Y4 (Cycle B): Learning about the effects of non verbal communication. Y3/Y4 (Cycle B): Learning that problems can occur in families and that there is help available if needed. Y4: Using respectful language to discuss different families Y4: Developing an understanding of the impact of bullying and what to do if bullying occurs. 	<ul style="list-style-type: none"> Y5/Y6 (Cycle B): Identifying ways families might make children feel unhappy or unsafe. Y5/Y6 (Cycle B): Exploring issues which might be encountered in friendships and how these might impact the friendship. Y5/Y6 (Cycle B): Identifying ways to resolve conflict through negotiation and compromise. Y5/Y6 (Cycle B): Exploring the process of grief and understanding that it is different for different people.
<p><u>Key vocabulary</u></p>	<ul style="list-style-type: none"> Family Special Sharing Different 	<ul style="list-style-type: none"> Behaviour Care Emotions Family Feelings Friend Friendly Problem Stereotype Friendship Love Manners 	<ul style="list-style-type: none"> Bullying Communicate Empathy Open questions Similar Solve Sympathy Trust Stereotype Act of kindness Authority Bereavement Boundaries Bystander Permission Bullying Manners Respect 	<ul style="list-style-type: none"> Attributes Cyberbullying Marriage Secret Wedding Bullying Bystander Authority Conflict Earn Expectation Grief Grieving Resolve

<p><u>Key indicators</u></p>	<ul style="list-style-type: none"> • Can think about the perspective of others. • Can see themselves as a valuable individual. • Can build constructive and respectful relationships. • Can talk about members of their immediate family and community. • Can name and describe people who are familiar to them. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>Year 1</p> <ul style="list-style-type: none"> • Can understand that families can include a range of people • Can understand what people like to do with friends and who their own friends are • Can describe what people might look like if they are feeling: angry, scared, upset, worried. • Can identify ways of responding to this by either offering them help or giving them space • Can understand the skills needed to work together in a group • Can understand that friendships have problems and ways that these problems can be overcome <p>Year 2</p> <ul style="list-style-type: none"> • Can understand that families offer care, love and support each other • Can understand that there are different families made up of different people • Can describe what someone else might be thinking and feeling • Can recognise that issues can arise in friendships and which are the most serious issues • Can understand the need for good manners • Can understand how remembering people or events can make us feel • Can understand that we can have stereotypes about the jobs different genders might do 	<p>Year 3</p> <ul style="list-style-type: none"> • Can understand that families love and support each other but sometimes problems can occur, and help is available if needed • Can understand that problems occur in friendships and that violence is never right. • Can understand what bullying is and what to do if it happens. • Can understand how to show that you are listening and describing what a good listener is. • Can understand who they trust and why. • Can understand the similarities and differences there can exist between people and how to show respect for those who are different. • Can understand how toys can reinforce gender stereotypes. • Can understand that stereotypes arise from a range of factors, including some of those associated with age. <p>Year 4</p> <ul style="list-style-type: none"> • Can understand that manners vary in different situations. • Can understand some boundaries in friendships, both physical and expectations from friendships. • Can understand that what they do and say has an effect on other people. • Can understand the impact of bullying and the role bystanders can take. • Can recognise male and female stereotyped characters. • Can understand that stereotypes about disabilities are usually untrue. • Can understand that families are all different and they offer each other support but sometimes they can experience problems. • Can understand what a bereavement is and how they can help someone. 	<ul style="list-style-type: none"> • Respect • Stereotype <p>Year 5</p> <ul style="list-style-type: none"> • Can describe what qualities a good friend should have and recognising which of these they have and which they could develop. • Can recognise that friendships have ups and downs and this is normal. • Understands what marriage is and that it is a choice people make. • Understands that sometimes families can make children feel unhappy or unsafe. • Understands why someone might bully others. • Understands that attitudes and laws around gender equality have changed over time. • Understands that stereotypes exist and these can lead to discrimination. <p>Year 6</p> <ul style="list-style-type: none"> • Understands everyone can expect a level of respect but this can be lost. • Understands what respect is and how they should be respected. • Understands how stereotypes influence our ideas and opinions. • Understands a range of stereotypes and sharing this information effectively. • Can create a resolution guide that includes strategies to manage conflict and describing situations where it is likely to arise. • Understands the term grief and ability to explain some of the associated emotions.
<p>Health & Wellbeing</p>	<p>EYFS</p>	<p>KS1</p>	<p>LKS2</p>	<p>UKS2</p>

<p><u>Knowledge</u></p>	<p>In EYFS Health & Wellbeing will be covered through PSED (Development Matters)</p> <ul style="list-style-type: none"> To understand what personal hygiene is and demonstrate good use of this. To know and talk about the different factors that support their overall health and wellbeing. 	<ul style="list-style-type: none"> Y1/Y2 (Cycle A): To understand we can limit the spread of germs by having good hand hygiene. Y1/Y2 (Cycle A): To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. Y1/Y2 (Cycle A): To know that certain foods and other things can cause allergic reactions in some people. Y1/Y2 (Cycle B): To know that food and drinks with lots of sugar are bad for my teeth. Y1/Y2 (Cycle A): To know that sleep helps my body to repair itself, to grow and restores my energy. Y1/Y2 (Cycle B): To understand the importance of exercise to stay healthy. Y1/Y2 (Cycle B): To understand the balance of foods we need to keep healthy. Y1: To know the words to describe some positive and negative emotions. Y2: To know that we can feel more than one emotion at a time. Y1/Y2 (Cycle A): To know that strengths are things we are good at. Y1/Y2 (Cycle A): To know that qualities describe what we are like. Y1/Y2 (Cycle B): To know that a growth mindset means being positive about challenges and finding ways to overcome them. Y1/Y2 (Cycle B): To know that breathing techniques can be a useful strategy to relax. 	<ul style="list-style-type: none"> Y3/Y4 (Cycle A): To understand ways to prevent tooth decay Y3/Y4 (Cycle A): To understand the positive impact relaxation can have on the body. Y3/Y4 (Cycle A): To understand that mistakes can help us to learn. Y3/Y4 (Cycle A): To understand the importance of belonging. Y3 /Y4 (Cycle A): To understand what being lonely means and that it is not the same as being alone. Y3/Y4 (Cycle B): To know key facts about dental health. Y3/Y4 (Cycle B): To know that visualisation means creating an image in our heads. Y3/Y4 (Cycle B): To know that different job roles need different skills and so some roles may suit me more than others. Y3/Y4 (Cycle B): To know that it is normal to experience a range of emotions. Y3/Y4 (Cycle B): To know that mental health refers to our emotional wellbeing, rather than physical. Y3/Y4 (Cycle B): To know who can help if we are worried about our own or other people's mental health. Y3/Y4 (Cycle B): To understand what a problem or barrier is and that these can be overcome. 	<ul style="list-style-type: none"> Y5/Y6 (Cycle A): To know that marriage is a legal commitment and is a choice people can make. Y5/Y6 (Cycle A): To know what attributes and skills make a good friend. Y5/Y6 (Cycle A): To understand what might lead to someone bullying others. Y5/Y6 (Cycle A): To know what action a bystander can take when they see bullying. Y5: To understand what respect is. Y5: To understand that everyone deserves respect but respect can be lost. Y6: To know that stereotypes can be unfair, negative and destructive. Y6: To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability Y6: To understand that stereotypes can lead to bullying and discrimination Y5/Y6 (Cycle A): To understand that positive attributes are the good qualities that someone has. Y5/Y6 (Cycle B): To understand that vaccinations can give us protection against disease. Y5/Y6 (Cycle B): To know that changes in the body could be possible signs of illness. Y5/Y6 (Cycle B): To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). Y5/Y6 (Cycle B): To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. Y5/Y6 (Cycle B): To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). Y5/Y6 (Cycle B): To know the effects technology can have on mental health
<p><u>Skills</u></p>	<ul style="list-style-type: none"> To know when to wash their hands and how to. To know how to brush their teeth To know how to have a good sleep routine To understand healthy eating To engage with regular physical activity 	<ul style="list-style-type: none"> Y1/Y2 (Cycle A): Learning how to wash hands properly. Y1/Y2 (Cycle A): Learning how to deal with an allergic reaction. Y1/Y2 (Cycle A): Exploring positive sleep habits. Y1/Y2 (Cycle A): Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Y1/Y2 (Cycle A): Exploring health-related jobs and people who help look after our health. Y1: Identifying different ways to manage feelings. Y2: Exploring strategies to manage different emotions. Y2: Developing empathy. 	<ul style="list-style-type: none"> Y3/Y4 (Cycle A): Discussing why it is important to look after my teeth. Y3/Y4 (Cycle A): Learning stretches which can be used for relaxation. Y3/Y4 (Cycle A): Exploring ways we can make ourselves feel happy or happier. Y3/Y4 (Cycle A): Developing a growth mindset. Y3/Y4 (Cycle A): Exploring my own identity through the groups I belong to. Y3/Y4 (Cycle A): Identifying my strengths and exploring how I use them to help others Y3/Y4 (Cycle B): Developing independence in looking after my teeth. Y3/Y4 (Cycle B): Identifying what makes me feel calm and relaxed. 	<ul style="list-style-type: none"> Y5/Y6 (Cycle A): Exploring the impact that bullying might have. Y5: Exploring and questioning the assumptions we make about people based on how they look. Y5: Identifying ways to challenge stereotypes. Y6: Discussing how and why respect is an important part of relationships. Y5/Y6 (Cycle A): Exploring our positive attributes and being proud of these (self respect). Y5/Y6 (Cycle B): Discussing ways to prevent illness. Y5/Y6 (Cycle B): Identifying a range of relaxation strategies and situations in which they would be useful. Y5/Y6 (Cycle B): Exploring ways to maintain good habits. Y5/Y6 (Cycle B): Setting achievable goals for a healthy lifestyle. Y5/Y6 (Cycle B): Exploring my personal qualities and how to build on them.

	<ul style="list-style-type: none"> To be a safe pedestrian 	<ul style="list-style-type: none"> Y1/Y2 (Cycle A): Identifying personal strengths and qualities. Y1/Y2 (Cycle B): Exploring the effect that food and drink can have on my teeth. Y1/Y2 (Cycle B): Exploring some of the benefits of exercise on body and mind. Y1/Y2 (Cycle B): Exploring some of the benefits of a healthy balanced diet. Y1/Y2 (Cycle B): Suggesting how to improve an unbalanced meal. Y1/Y2 (Cycle B): Learning breathing exercises to aid relaxation. Y1/Y2 (Cycle B): Identifying personal goals and how to work towards them. Y1/Y2 (Cycle B): Exploring the need for perseverance and developing a growth mindset. 	<ul style="list-style-type: none"> Y3/Y4 (Cycle B): Learning visualisation as a tool to aid relaxation. Y3/Y4 (Cycle B): Exploring how my skills can be used to undertake certain jobs. Y3/Y4 (Cycle B): Developing the ability to appreciate the emotions of others in different situations. Y3/Y4 (Cycle B): Learning to take responsibility for my emotions by knowing that I can control some things but not others. Y3/Y4 (Cycle B): Being able to breakdown a problem into smaller parts to overcome it 	<ul style="list-style-type: none"> Y5/Y6 (Cycle B): Developing strategies for being resilient in challenging situations. Y5/Y6 (Cycle B): Identifying some actions to take if I am worried about my health or my friends' health.
<p><u>Key vocabulary</u></p>	<ul style="list-style-type: none"> Clean Brush Sleep Hygiene Healthy 	<ul style="list-style-type: none"> Allergy Emotions Feelings Germes Ill (poorly) Qualities Relax Diet Goal Exercise Growth Mindset Healthy Physical Activity Relaxation Skill Strengths 	<ul style="list-style-type: none"> Alone Balance Barriers Belonging Identity Lonely Resilience Fluoride Mental Health Negative emotions Positive emotions Visualise 	<ul style="list-style-type: none"> Fail Responsibility Protect Steps Goal Relaxation Antibodies Vaccination Habit Growth Mindset Qualities Responsibility Skill
<p><u>Key indicators</u></p>	<ul style="list-style-type: none"> Children can show good hygiene including handwashing and tooth brushing. Children know what healthy eating is and can talk about this 	<p>Year 1</p> <ul style="list-style-type: none"> Using appropriate vocabulary to describe how they feel and recognising what these different feelings might look like and feel like. Describing situations which may provoke certain feelings. Can describe their qualities and strengths. Can recognise something they want to get better at Can describe their bedtime routine and why sleep is important. Can explain how rest and relaxation affects our bodies, including mental functions. Can identify scenarios or thinking of examples where they could use relaxation to help manage difficult emotions. 	<p>Year 3</p> <ul style="list-style-type: none"> Can create a healthy diary, where energetic activities and high energy food are scheduled for the same day. Stretching to relax their muscles. Can describe how relaxation affects the body. Can describe what they are good at and what they enjoy as well as naming groups or communities they are a part of. Can identify their own strengths and that they can help other people. Can describe how they would break a problem down into small, achievable goals. 	<p>Year 5</p> <ul style="list-style-type: none"> Can follow the instructions from the video, performing some of the yoga poses and describing how yoga makes them feel. Can describe how they can get a good night's sleep and why this is important. Can set themselves goals and consider how they will achieve them. Can describe why you should embrace failure. Can describe a strategy to help manage their feelings of failure and to help them to persevere. Can describe a range of feelings and two possible ways of dealing with a difficult situation. Can demonstrate an understanding of what calories are and how to use them to help plan healthy meals. Can recognise

	<ul style="list-style-type: none"> Children know how to cross a road safely Children can use the toilet independently. 	<ul style="list-style-type: none"> Understands that friendships have problems and ways that these problems can be overcome. Knows the three things they need to do when out in the sun to keep safe. Knows people can be allergic to certain things and how to help with an allergic reaction. Understands that there are a range of people who help to keep us healthy. <p>Year 2</p> <ul style="list-style-type: none"> Can use multiple colours to show how they can feel more than one emotion at a time. Can describe how they would feel in a particular situation and understands that not everyone feels the same Understands how physical activity affects their body and knowing it helps to keep their mind healthy too. Can describe energetic physical activities that they enjoy. Can describe the positive effects of relaxation and knowing there are different ways to relax. Knows how to use breathing exercises to relax. Can recognise and describe what they are good at and what skills they would like to develop. Can create a complete ladder detailing achievable steps which work towards their goal. Can explain what a growth mindset is and using strategies to help stay calm during the tricky challenges. Can explain that a healthy diet is when we eat a balance of the right foods and describing some of the consequences that may arise from poor diet choices. Stating what ingredients they can see on a dish and comparing them with the food pyramid. Understands what helps to keep teeth healthy. 	<ul style="list-style-type: none"> Can describe what is meant by a healthy, balanced diet and naming the different food groups. Can explain how to take care of your teeth. <p>Year 4</p> <ul style="list-style-type: none"> Is able to identify and share key facts about dental health. Can describe a calm place that helps them to feel relaxed. Can describe how they feel when they make a mistake and explaining what can be learned from making mistakes. Can write or describing their strengths and how they could use these in school Can describe what things make them happy and suggesting ways they could help work towards this as a goal. Can explain that there are some things they can control and some things they can not. Understands the range of emotions we can experience Understands what mental health is and that sometimes people might need help. 	<p>the food groups and acknowledging that having a variety of food on their dishes is important to achieving a balanced and healthy diet.</p> <ul style="list-style-type: none"> Understands how to keep safe in the sun and some of the risks now and in the future if they don't. <p>Year 6</p> <ul style="list-style-type: none"> Can describe qualities or values they want to have and creating achievable goals in their to do list. Can describe the importance of relaxation and suggesting different strategies. Can describe how they look after their physical wellbeing and suggesting what else they can do to improve how they look after themselves. Understands that technology can have an impact on both physical and mental health but there are strategies we can use to overcome this. Can describe what resilience is, why it's important and some useful resilience strategies. Understands how vaccination works and why it is important to individuals. Understands that habits can be good or bad for health. Understands that changes in my body could mean I am unwell and what I can do if I notice them.
Citizenship	EYFS	KS1	LKS2	UKS2
<u>Knowledge</u>	<p>In EYFS Citizenship will be covered through KAPOW & UW (Development matters)</p> <p>UW</p> <ul style="list-style-type: none"> To understand that some places are special to members of the community To recognise that people 	<ul style="list-style-type: none"> Y1: To know the rules in school. Y1: To understand that people are all different. Y2: To know some of the different places where rules apply. Y2: To understand that everyone has similarities and differences. Y2: To know that some rules are made to be followed by everyone and are known as 'laws'. Y1/Y2 (Cycle A): To know some of the jobs people do to look after the environment in school and the local community. Y1/Y2 (Cycle B): To know that different pets have different needs. Y1/Y2 (Cycle B): To understand the needs of younger children and that these change over time. Y1/Y2 	<ul style="list-style-type: none"> Y3: To understand how recycling can have a positive impact on the environment. Y3: To know that the local council is responsible for looking after the local area. Y3: To know that elections are held where adults can vote for local councillors. Y4: To know that reusing items is of benefit to the environment. Y4: To understand that councillors have to balance looking after local residents and the needs of the council. Y3/Y4 (Cycle A): To understand some of the consequences of breaking rules. Y3 & Y4 (Cycle A & B): To understand the UN Convention on the Rights of the Child 	<ul style="list-style-type: none"> Y5: To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. Y5: To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. Y6: To know that education is an important human right. Y6: To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. Y5/Y6 (Cycle A): To know what happens when someone breaks the law. Y5/Y6 (Cycle A): To understand the waste hierarchy. Y5/Y6 (Cycle A): To know that prejudice is making assumptions about someone based on certain information. Y5/Y6 (Cycle A): To know that discrimination is treating someone differently because of certain factors.

	<p>have different beliefs and celebrate different times in different ways</p> <p>PSED</p> <ul style="list-style-type: none"> To see themselves as a valued individual 	<p>(Cycle B):To know that voting is a fair way to make a decision.</p> <ul style="list-style-type: none"> Y1/Y2 (Cycle B): To understand how democracy works in school through the school council. 	<ul style="list-style-type: none"> Y3/Y4 (Cycle B): To understand the role of charities in the community. Y3/Y4 (Cycle B): To know that there are a number of groups which make up the local community. 	<ul style="list-style-type: none"> Y5/Y6 (Cycle B):To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. Y5/Y6 (Cycle B): To know that our food choices can affect the environment.
Skills	<ul style="list-style-type: none"> To know it is ok that some places are special to members of the community To know that people have different beliefs and celebrate different times in different ways and begin to show respect for this 	<ul style="list-style-type: none"> Y1: Recognising why rules are necessary. Y1: Exploring the differences between people. Y2: Explaining why rules are in place. Y1/Y2 (Cycle A): Recognising the groups that we belong to. Y1/Y2 (Cycle A): Identifying positives and negatives about the school environment. Y1/Y2 (Cycle A): Recognising the importance of looking after the school environment. Y1/Y2 (Cycle A): Identifying ways to help look after the school environment. Y1/Y2 (Cycle A): Recognising the contribution people make to the local community. Y1/Y2 (Cycle B): Discussing how to meet the needs of different pets. Y1/Y2 (Cycle B): Learning how to discuss issues of concern to me. 	<ul style="list-style-type: none"> Y3: Discussing ways we can make a difference to recycling rates at home/school. Y3: Identifying local community groups. Y4: Discussing how local community groups support the community. Y4: Considering the responsibilities that adults and children have to maintain children's rights. Y4: Identifying ways items can be reused. Y4: Explaining why reusing items is of benefit to the environment. Y3/Y4 (Cycle A): Discussing how we can help to protect human rights. Y3 & Y4 (Cycle A & B): Exploring how children's rights help them and other children Y3/Y4 (Cycle B): Identifying the benefits different groups bring to the local community. Y3/Y4 (Cycle B): Discussing the positives diversity brings to a community. 	<ul style="list-style-type: none"> Y5: Discussing how rights and responsibilities link. Y5: Exploring the right to a freedom of expression. Y5: Developing an understanding of how parliament and Government work. Y6: Discussing how education and other human rights protect us. Y6: Identifying causes which are important to us. Y6: Discussing how people can influence what happens in parliament. Y6: Identifying appropriate ways to share views and ideas with others. Y5/Y6 (Cycle A): Discussing ways to challenge prejudice and discrimination. Y5/Y6 (Cycle A): Explaining why reducing the use of materials is positive for the environment. Y5/Y6 (Cycle B): Identifying ways people can bring about change in society. Y5/Y6 (Cycle B): Learning about environmental issues relating to food.
Key vocabulary	<ul style="list-style-type: none"> Belief Special Community Celebrate Respect 	<ul style="list-style-type: none"> Care Democracy Different Fair Pet Responsibility Rule Similar Unique Vote Election Environment Identity School council Volunteer Opinion Job 	<ul style="list-style-type: none"> Charity Community Consequence Law Rights Recycling United Nations/ UN Council Councillor Democracy Responsibility Environment Authority Cabinet Reuse Human rights Local government Council officer Diversity Volunteer 	<ul style="list-style-type: none"> Defendant Judge Parliament Freedom of expression Jury Pressure group Government Prime Minister Trial House of Commons Member of Parliament (MP) Authority Conflict Earn Expectation Grieving Protected characteristics Resolve Respect Grief

<p><u>Key indicators</u></p>	<ul style="list-style-type: none"> • Can explore different places and know why they are special to people • To talk about themselves positively 	<p>Year 1</p> <ul style="list-style-type: none"> • Understands the rules in the classroom and school and why these are important. • Understands that different animals need different types of care. • Understands some of the needs of babies and young children. • Understands some similarities and differences between themselves and others. • Understands that we all belong to different groups and can identify some groups they belong to. • Understands that voting is a fair way to make a decision which affects a lot of people. <p>Year 2</p> <ul style="list-style-type: none"> • Understands that different rules apply in different situations. • Understands what makes a good school environment and how everyone has a responsibility to maintain it. • Understands some jobs people do to keep the local environment pleasant. • Understands the roles people have in the local community. • Understands that everyone has similarities and differences and these should be respected. • Understands how the school council works. • Understands that we can share our opinions on things which matter to us. 	<p>Year 3</p> <ul style="list-style-type: none"> • Understands that children have rights and how these benefit them. • Understands the responsibilities adults have for supporting childrens' rights. • Understands the benefits of recycling. • Knows that there are different groups within the local community and how they use community buildings/places. • Understands how charities support the local community and how people can help. • Understands how democracy works locally and how this affects our lives. • Understands the need for rules and the reason for having consequences of breaking rules. <p>Year 4</p> <ul style="list-style-type: none"> • Understands what human rights are and why they are important. • Understands how reusing items benefits the environment. • Understands the range of groups which exist in the wider community. • Understands how community groups can focus on different areas of interest. • Understands that diversity supports a community to work effectively. • Understands the role of local councillors. 	<p>Year 5</p> <ul style="list-style-type: none"> • Understands what happens when someone breaks the law. • Understands what rights are and that freedom of expression is one of these rights. • Understands how reducing the use of materials and energy helps the environment, and what individuals can do to support this. • Understands how people contribute to society and how this is recognised. • Understands the role of pressure groups. • Understands the basics of how parliament works including the parts of parliament. <p>Year 6</p> <ul style="list-style-type: none"> • Understands that education is a human right and why education is important. • Understands some environmental issues relating to food and food production. • Understands the importance of caring for others and that we all have a responsibility to care for things and people around us. • Understands what prejudice and discrimination are and why and how they should be challenged. • Understands the value of diversity in society, including significant individuals. • Understands the roles and responsibilities of people in government.
<p>Economic Wellbeing</p>	<p>EYFS</p>	<p>KS1</p>	<p>LKS2</p>	<p>UKS2</p>
<p><u>Knowledge</u></p>	<p>Economic wellbeing is not covered in EYFS.</p>	<ul style="list-style-type: none"> • Y1: To know that coins and notes have different values. • Y1: To know some of the ways children may receive money. • Y1: To know that it is wrong to steal money. • Y1: To know that banks are places where we can store our money. • Y1: To know some jobs in school. • Y1: To know that different jobs need different skills. • Y1: To know the difference between a 'want' and 'need'. • Y2: To know some of the ways in which adults get money. • Y2: To know some of the features to look at when selecting a bank account. 	<ul style="list-style-type: none"> • Y3: To know that budgeting money is important. • Y3: To understand that there are a range of jobs available. • Y4: To know that money can be lost in a variety of ways. • Y4: To understand the importance of tracking money. • Y3 & Y4 (Cycle A & B): Exploring ways to overcome stereotypes in the workplace. • Y3 & Y4 (Cycle A & B): To understand that there are different ways to pay for things. • Y3 & Y4 (Cycle A & B): To understand that some stereotypes can exist around jobs but these should not affect people's choices. 	<ul style="list-style-type: none"> • Y6: To understand that different jobs have different routes into them. • Y6: To understand that people change jobs for a number of reasons. • Y5/Y6 (Cycle A): To know that when money is borrowed it needs to be paid back, usually with interest. • Y5/Y6 (Cycle A): To know that it is important to prioritise spending. • Y5/Y6 (Cycle A): To know some ways that people lose money. • Y5/Y6 (Cycle A): To know that income is the amount of money received and expenditure is the amount of money spent. • Y5/Y6 (Cycle B): To understand that there are certain rules to follow to keep money safe in bank accounts.

				<ul style="list-style-type: none"> Y5/Y6 (Cycle B): To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. Y5/Y6 (Cycle B): To know that banks and organisations such as Citizens' Advice can help with money-related problems.
<u>Skills</u>		<ul style="list-style-type: none"> Y1: Developing an understanding of how banks work. Y1: Identifying whether something is a want or need. Y2: Exploring the reasons why people choose certain jobs. Y1/Y2 (Cycle A): Discussing how to keep money safe. Y1/Y2 (Cycle B): Exploring choices people make about money. Y1/Y2 (Cycle B): Recognising that people make choices about how to spend money. 	<ul style="list-style-type: none"> Y3: Discussing the range of feelings which money can cause. Y3: Discussing the different attitudes people have to money. Y3: Exploring the impact our spending can have on other people. Y4: Exploring the factors which affect whether something is value for money. Y4: Discussing some impacts of losing money. Y4: Identifying negative and positive influences that can affect our career choices. 	<ul style="list-style-type: none"> Y6: Identifying jobs which might be suitable for them. Y5/Y6 (Cycle A): Discussing risks associated with money. Y5/Y6 (Cycle A): Making a budget based on priorities Y5/Y6 (Cycle B): Recognising differences in how people deal with money and the role of emotions in this. Y5/Y6 (Cycle B): Discussing some risks associated with gambling.
<u>Key vocabulary</u>		<ul style="list-style-type: none"> Banks and building societies Cash Earn Save Skill Spend Value Coins Need Notes Priority Want 	<ul style="list-style-type: none"> Budget Expense Feeling Qualification Stereotype Bank balance Career Bank statement Debit card 	<ul style="list-style-type: none"> Discrimination Expenditure Income Interest Repayment Gambling PIN
<u>Key indicators</u>		<p>Year 1</p> <ul style="list-style-type: none"> Understands how children might get money. Understands different ways to keep money safe. Understands the role of banks and building societies. Understands that people can make different choices about spending or saving. Understands the range of jobs that exist in school and that different skills are needed for these jobs. <p>Year 2</p> <ul style="list-style-type: none"> Understands where money comes from. Understands things that are needs and things that are wants. Understands that saving might be necessary to buy the things we want. Understands that banks are a safe place to keep money and some of the things you should consider when choosing a bank account. Understands that different jobs need different skills. 	<p>Year 3</p> <ul style="list-style-type: none"> Understands the different ways to pay and that money is needed for all of them. Understands how to create a simple budget. Understands how situations involving money can affect our feelings. Understands that a range of things might influence our spending decisions. Understands that a wide range of jobs are available and that skills and interest lead people to certain jobs. Understands that stereotypes sometimes exist about the jobs people do but these should not limit anyone. <p>Year 4</p> <ul style="list-style-type: none"> An understanding of the factors which can make something good value for money, as well as other factors which affect purchasing decisions. 	<p>Year 5</p> <ul style="list-style-type: none"> Understands that borrowing money is a way to pay for something but this has to be repaid. Understands what income and expenditure are and how these can be recorded. Understands that there are risks associated with money and what some of these are. Understanding how to create a weekly budget, including prioritising needs over wants. Understands that stereotypes can exist in the workplace and how these can affect people. <p>Year 6</p> <ul style="list-style-type: none"> Understands that there can be a range of feelings related to money and the desire to spend and save. Understands their responsibilities in keeping money safe in the bank. Understands what gambling is and some risks associated with it. Understands that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs.

			<ul style="list-style-type: none"> • Understands how to keep track of money and why this is important. • Understands ways in which we can lose money and the range of feelings associated with losing money. • Understands that there are a range of influences on job choices and that these can be positive or negative. • Understands that people can change their job. 	<ul style="list-style-type: none"> • Understands that there are different routes into careers. • Understands the factors which make up identity. • Understands that images can be manipulated by the professional media but also by individuals and that they are not realistic.
Safety & the Changing Body	EYFS	KS1	LKS2	UKS2
<u>Knowledge</u>	<p>In EYFS Safety & the changing body will be covered through PSED and PD (Development Matters)</p> <p>PSED</p> <ul style="list-style-type: none"> • To know how to be a safe pedestrian <p>PD</p> <ul style="list-style-type: none"> • To develop small motor skills so they can use a range of tools, confidently and safely. • To confidently and safely use a range of large and small apparatus indoor and outdoor, alone and in a group. 	<ul style="list-style-type: none"> • Y1: To know that some types of physical contact are never appropriate. • Y1: To know the PANTS rule. • Y1: To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. • Y2: To know that medicine can help us when we are ill. • Y2: To understand that we should only take medicines when a trusted adult says we can. • Y1: To know the names of parts of my body including private parts. • Y1/Y2 (Cycle A): To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. • Y1/Y2 (Cycle A): To know that the emergency services are the police, fire service and the ambulance service. • Y1/Y2 (Cycle B): To know what to do if I get lost. • Y1/Y2 (Cycle B): To know that a hazard is something which could cause an accident or injury. • Y1/Y2: (Cycle B): To know that I should tell an adult if I see something which makes me uncomfortable online. 	<ul style="list-style-type: none"> • Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen. • Y3/Y4 (Cycle A): To understand that there are risks to sharing things online. • Y3/Y4 (Cycle A): To know the difference between private and public. • Y3/Y4 (Cycle A): To understand that cyberbullying is bullying which takes place online • Y4: To understand that other people can influence our choices. • Y4: To understand the physical changes to both male and female bodies as people grow from children to adults. • Y3: To know that it is important to maintain the safety of myself and others, before giving first aid. • Y3/Y4 (Cycle A): To know that bites or stings can sometimes cause an allergic reaction. • Y3/Y4 (Cycle B): To know the signs that an email might be fake. • Y3/Y4 (Cycle B): To understand the risks associated with smoking tobacco • Y3/Y4 (Cycle B): To know that asthma is a condition which causes the airways to narrow. 	<ul style="list-style-type: none"> • Y5/Y6 (Cycle A): To know the steps to take before sending a message online (using the THINK mnemonic). • Y5/Y6 (Cycle A): To know some of the possible risks online. • Y5/Y6 (Cycle A): To know some strategies I can use to overcome pressure from others and make my own decisions. • Y5/Y6 (Cycle A): To understand the risks associated with drinking alcohol. • Y5: To understand the process of the menstrual cycle. • Y5: To know the names of the external sexual parts of the body and the internal reproductive organs. • Y5: To know that puberty happens at different ages for different people. • Y5/Y6 (Cycle B): To understand that online relationships should be treated in the same way as face to face relationships. • Y5/Y6 (Cycle B): To know where to get help with online problems • Y5/Y6 (Cycle B): To know how to assess a casualty's condition. • Y5/Y6 (Cycle B): To know how to conduct a primary survey (using DRSABC).
<u>Skills</u>	<p>PSED</p> <ul style="list-style-type: none"> • Can show ways of being a safe pedestrian <p>PD</p> <ul style="list-style-type: none"> • Can use a knife and fork correctly 	<ul style="list-style-type: none"> • Y1: Discussing the concept of privacy. • Y1/Y2 (Cycle A): Understanding people's roles within the local community that help keep us safe. • Y1: Learning what is and is not safe to put in or on our bodies. • Y2: Exploring what people can do to feel better when they are ill. • Y2: Learning how to be safe around medicines. 	<ul style="list-style-type: none"> • Y3: Identifying things people might do near roads which are unsafe. • Y3/Y4 (Cycle A): Discussing how to seek help if I need to. • Y3/Y4 (Cycle A): Exploring what to do if an adult makes me feel uncomfortable. • Y3/Y4 (Cycle A): Learning about the benefits and risks of sharing information online. • Y3/Y4 (Cycle A): Exploring ways to respond to cyberbullying or unkind behaviour online. 	<ul style="list-style-type: none"> • Y5/Y6 (Cycle A): Developing an understanding of how to ensure relationships online are safe. • Y5/Y6 (Cycle A): Learning to make 'for' and 'against' arguments to help with decision making. • Y5/Y6 (Cycle A): Discussing the reasons why adults may or may not drink alcohol. • Y5: Learning about the emotional changes during puberty. • Y5: Identifying reliable sources of help with puberty.

	<ul style="list-style-type: none"> • Can hold a pencil with increasing confidence • Can hold scissors correctly • Can use a range of equipment with increasing confidence 	<ul style="list-style-type: none"> • Y1/Y2 (Cycle A): Practising making an emergency phone call. • Y1/Y2 (Cycle B): Practising what to do if I get lost. • Y1/Y2 (Cycle B): Identifying hazards that may be found at home. • Y1/Y2 (Cycle B): Exploring ways to stay safe online. 	<ul style="list-style-type: none"> • Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen. • Y3: Exploring choices and decisions that I can make. • Y4: Exploring that people and things can influence me and that I need to make the right decision for me. • Y3/Y4 (Cycle B): Discussing the benefits of being a non-smoker • Y4: Discussing some physical and emotional changes during puberty. • Y3: Learning what to do in a medical emergency, including calling the emergency services. • Y3/Y4 (Cycle B): Beginning to recognise unsafe digital content. • Y3/Y4 (Cycle B): Discussing the benefits of being a non-smoker. • Y3/Y4 (Cycle B): Learning how to help someone who is having an asthma attack 	<ul style="list-style-type: none"> • Y6: Discussing problems which might be encountered during puberty and using knowledge to help. • Y5/Y6 (Cycle A): Learning how to help someone who is choking. • Y5/Y6 (Cycle B): Developing an understanding about the reliability of online information. • Y5 /Y6 (Cycle B): Exploring online relationships including dealing with problems. • Y5/Y6 (Cycle B): Learning about how to help someone who is bleeding. • Y5/Y6 (Cycle B): Placing an unresponsive patient into the recovery position
<u>Key vocabulary</u>	<ul style="list-style-type: none"> • Safety • Pedestrian • Tools 	<ul style="list-style-type: none"> • Accident • Drug • Emergency • Hazards • Medicine • Polite • Respect • Role • Trust • Physical contact • Vulva • Vagina • Pedestrian • Private • Secret • Surprise • Penis • Testicles 	<ul style="list-style-type: none"> • Allergic • Anaphylaxis • Bullying • Casualty • Choice • Cyberbullying • Decision • Distraction • Fake • Influence • Injuries • Age restriction • Asthma • Law • Protect • Puberty • Public • Tobacco • Breasts • Genitals 	<ul style="list-style-type: none"> • Attraction • Decision • Friend • Influence • Menstruation/period • Bladder • Cervix • Egg/ova • Fallopian tube • Labia • Ovary/ovaries • Pubic hair • Alcohol • Internet trolling • Pregnant
<u>Key indicators</u>	<ul style="list-style-type: none"> • Children can explain how to cross a road safely. • Children can use their fine motor skills with increasing confidence and safety for example scissors. 	<p>Year 1</p> <ul style="list-style-type: none"> • Knows a number of adults in school. • Knows that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. • Understands ways to keep safe and not get lost as well as steps to take if they do get lost • Knows the number for the emergency services and their own address. • Understands that some physical contact is never acceptable. • Understands what goes into or onto the body and when they should check with an adult. 	<p>Year 3</p> <ul style="list-style-type: none"> • Understands it is most important to ensure the safety of myself and others when faced with an emergency situation. • Can ensure the safety of themselves and others. • Can write an email with instructions written using positive language. • Can create a decision tree showing how to deal with unkind online behaviour and cyberbullying. • Can send an email which describes some of the best ways to avoid being tricked by fake emails. • Understands choices that they can make and those which are made for them. 	<p>Year 5</p> <ul style="list-style-type: none"> • Understands what is safe to share online and what I should do before sending a message. • Can identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information. • Can accurately name all the relevant parts of the body. • Understands the changes their own gender will go through during puberty. • Can list the range of changes they will go through during puberty. • Can ensure the safety of themselves and others • Understands that other people can influence our decisions but we have the right to make our own choices.

	<ul style="list-style-type: none"> Children show confidence and safety when attempting to use a range of large and small apparatus. 	<ul style="list-style-type: none"> Understands that there are hazards in houses and how these can be avoided. Understands that people do jobs which help keep us safe and what some of those jobs are. <p>Year 2</p> <ul style="list-style-type: none"> Has an understanding of the ways that the Internet can be used to help us. Can create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable. Understands what a secret is and what a surprise is. Knows the name of parts of the body including those of the private parts for their gender. Is able to explain the PANTS rule. Understands how to keep safe near roads. Can explain the rules for crossing the road. Understands when we should take medicines and other things which can help us feel better when we're unwell 	<ul style="list-style-type: none"> Understands the influence people we know might have on us and beginning to recognise this influence might not always be positive. Can explain rules for keeping safe near roads. <p>Year 4</p> <ul style="list-style-type: none"> Understands the reasons for legal age restrictions. Understands how quickly information can spread on the internet and some of the risks associated with that. Can identify a casualty who is having an asthma attack Understands the difference between private and public, and secrets and surprises. Can demonstrate an understanding of how search engines work and whether information is useful. Understands the changes they have already gone through and aware of some changes to come. These may be limited to certain areas e.g. physical changes. Understands that they will change physically as they develop into adults. Understands some of the risks of smoking and some of the benefits of being a non-smoker. 	<p>Year 6</p> <ul style="list-style-type: none"> Understands some of the reasons adults decide to drink or not drink alcohol. Understands some ways to check that a news story is real. Understands how they should behave online and the impact negativity can have. Understands of the menstrual cycle Understands that a baby changes in the womb and some requirements during the first months of life. Can recognise when someone is choking Can conduct a primary survey and seek medical help.
Transition Identity (Year 6 only)	EYFS	KS1	LKS2	UKS2
<u>Knowledge</u>	EYFS does not have a specific KAPOW transition unit, but this will be covered gradually and using the skills they have mastered and been taught in the above units.	<ul style="list-style-type: none"> Y1 & Y2 (Cycle A & B): To understand that changes can be both positive and negative. Y1 & Y2 (Cycle A & B): To understand that change is part of life. 	<ul style="list-style-type: none"> Y3: To know that setting goals can help us to achieve what we want. Y4: To understand that change often brings about more opportunities and responsibilities 	<ul style="list-style-type: none"> Y5: To understand the skills needed for roles in school. Y6: To know that a big change can bring opportunities but also worries. <p>IDENTITY LESSON Y6 ONLY</p> <ul style="list-style-type: none"> To know that identity is the way we see ourselves and also how other people see us.
<u>Skills</u>		<ul style="list-style-type: none"> Y1: Recognising our own strengths. Y2: Identifying people who can help us when we are worried about changes. 	<ul style="list-style-type: none"> Y3: Being able to set goals. Y4: Learning strategies to deal with change. Y3 & Y4 (Cycle A & B): Recognising our own achievements. 	<ul style="list-style-type: none"> Y5: Recognising own skills and how these can be developed. Y6: Exploring a greater range of strategies to deal with feelings associated with change. <p>IDENTITY LESSON Y6 ONLY</p> <ul style="list-style-type: none"> Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity

Key indicators

There are no key indicators for the transition lessons as these are subjective to each child, as each child is different.

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IDENTITY LESSON Y6 ONLY

- Understands the factors which make up identity
- Understands that images can be manipulated by the professional media but also by individuals and that they are not realistic