



Personal Development Progression Map

E-ACT Blackley Academy

2022-2023



Strands	Endpoints for each key stage:			
Safeguarding	EYFS	KS1	LKS2	UKS2
<p>Manging Risk</p>	<p>Managing Self :</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>Gross Motor Skills :</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; <p>Creating with Materials:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; 	<ul style="list-style-type: none"> - Know items that we put in our bodies that can be harmful. - Know the meaning of using something in "moderation". - Know how medicine can be harmful to our bodies. - Describe what it means to be "safe". - Identify key individuals they trust. - Know how to react to adults we don't know. - Know that some people are not who they say they are online. - Identify some rules that keep us safe and the reasons for these. - Understand what is meant by the term "risk". - Understand that some things that happen in our life have a negative impact, and some things we should report. 	<ul style="list-style-type: none"> - Know what unhappy and unsafe means. - Know what a hazard is and identify examples of hazards. - Identify strategies to keep themselves and others safe in a range of scenarios. - Identify examples of accidents and emergencies. - Know some strategies to deal with an accident or emergency. - Understand the importance of seeking help in the case of an accident or emergency and how to do this. - Know what their rights are and that their family's job is to provide these. Know how to seek support if they feel their needs are not being met. - Recognising the difference between "safe" and "unsafe" secrets, and how to respond to unsafe secrets. - Identify healthy and unhealthy ways to deal with strong emotions. - Identify sources of support for a range of issues. - Identify ways litter and pollution can pose a risk to health and safety. - Know which risks are more dangerous and require more consideration. - Assess how risky different, everyday tasks are. 	<ul style="list-style-type: none"> - Know that they and their family need and want different things. - Explore and describe the difference between wants and needs. - Identify how they can seek support if they feel their needs are not being met. - Recognise ways to keep themselves safe in unfamiliar situations. - Know that getting help in an emergency is an important part of first aid. - Know how to conduct a primary survey. - Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally. - Know that ensuring one's own safety is the first priority in any accident or emergency. - Know how to react in the case of a head injury. - Know how and when to call emergency services and communicate support needed. - Understand that online content isn't always honest or reliable. - Identify sources of support for someone who is worries about anything online. - Explain the differences between a safe and unsafe secret. - Explain the risks associated with posting images online.

			<ul style="list-style-type: none"> - Know steps in order to assess risk and stay safe, including the phrase, "Stop, Think, Go." - Identify high-risk locations e.g. building sites, train tracks, open water, some online platforms. - Know the meaning of common warning signs. - Know why some media has age-restrictions and how this pertains to law. 	<ul style="list-style-type: none"> - Know some common forms of legal drug-taking (e.g. smoking, vaping, alcohol) and dangers associated with these. - Know the positive and negative impact of drugs (both legal and illegal) on wellbeing. - Know why some drugs are illegal and the harm they cause. - Know the most common physical and social/emotional risks of drug use: behaviour; accidents; assault; criminal involvement etc. - Create an action plan for how to seek support for themselves/their peers in relation to drugs and substance abuse. - Describe the effect addictions can have upon a person's life. - Know that there are specialist services designed to support people with drug consumption. - Know and understand the terms "excess" and "in moderation". - List habits that can become unhealthy in excess: alcohol and drug consumption; lack of sleep; lack of hygiene and cleanliness; excessive screen time. - Know some of the effects drugs can have upon the body, both positive and negative. - Discuss why some forms of media are age-restricted, and how these promote personal safety and wellbeing.
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				- Know that gambling is considered a high-risk activity, and describe why.
Safe touch	<p>Building Relationships:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <p>Pantosaurus: To introduce the idea that 'pants are private'</p>	<ul style="list-style-type: none"> - Know the correct names for parts of the body and identify their position on the body. - Understand what "private" means. - Understand what appropriate touch is. - Know what permission means and that this links to consent. - Know how to ask for and give permission. - Know how to react if somebody touches them without consent. 	<ul style="list-style-type: none"> - Know what constitutes friendly and unfriendly behaviour. - Explore the meaning of trust. - Know what unhappy and unsafe means. - Know where to seek support if a friendship is making them unhappy or feel unsafe. - Know that they have the right to keep their bodies safe from harm. - Know what permission and consent means. - Know the importance of giving/asking for consent. - Explore different ways people express affection and trust. - Recognise examples of touch that make them feel uncomfortable. - Know how to express concerns related to unsafe or uncomfortable touch. - Developing a sense of self-worth and knowing the importance of advocating for themselves. - Recognising the difference between "safe" and "unsafe" secrets, and how to respond to unsafe secrets. - Use language that allows them to describe and report inappropriate behaviour and touch. 	<ul style="list-style-type: none"> - Know the difference between a safe and unsafe secret. - Know what the term "peer pressure" means. - Know strategies to resist pressure. - Know what is meant by "uncomfortable" touch or behaviour, and how to identify these behaviours. - Know how to set clear boundaries within their relationships. - Know what consent is, using the acronym "FRIES". - Describe how it feels to be "uncomfortable". - Identify trusted individuals who they can go to if they need support or advice. - Describe their own boundaries within a relationship. - Know that their boundaries, and their need for consent, is important and valued. - Know that a relationship should be between consenting parties. - Describe the characteristics of an unhealthy relationship. - Suggest ways to signpost those in need to receive appropriate support.



			- Use specific vocabulary for external male and female body parts.	
Managing pressure and exploitation	<p>Self-Regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 	<ul style="list-style-type: none"> - Challenge their perceptions of similarities and differences. - Identify what their family and friends do to show they love and care for them. - Identify comfortable and uncomfortable emotions. - Know places or people you can go to if your needs aren't being met. - Evaluate the impact harmful words and actions can have on people's mental and physical health. - Explore different types of bullying and understand that pressure is a form of this. - Know that they should tell an adult who they are talking to online. - Identify examples of pressure. - Know how to combat pressure. 	<ul style="list-style-type: none"> - Know what constitutes friendly and unfriendly behaviour. - Explore the meaning of trust. - Know where to seek support if a friendship is making them unhappy or feel unsafe. - Identify examples of pressure that may be present in relationships. - Know the negative effect pressure can have on individuals and that it is wrong to put pressure on others. - Suggest ways they can react if somebody puts pressure on them. - Developing a sense of self-worth and knowing the importance of advocating for themselves. - Recognising the difference between "safe" and "unsafe" secrets, and how to respond to unsafe secrets. - Define peer pressure and give examples of how it can happen in person and online. - Understand why some people may give in to peer pressure. - Know that pressure is not a feature of healthy relationships. - Give advice to those who experience peer-pressure. 	<ul style="list-style-type: none"> - Know the difference between a safe and unsafe secret. - Know what the term "peer pressure" means. - Know strategies to resist peer-pressure. - Identify trusted individuals who they can go to if they need support or advice. - Understand how behaviour can be influenced: media, advertising, culture, peers etc. - Suggest practical ways to resist peer pressure if no trusted adults are present. - Create an action plan for how to seek support for themselves/their peers in relation to drugs and substance abuse. - Analyse what is most likely to influence a person to use or not use a drug. - Describe strategies for managing peer influence in situations that might involve drugs. - Know what the term FGM, circumcision or "cutting" means. - Know that FGM is illegal in the UK. - Know that it is illegal for someone other than a doctor or medical professional to make changes to an individual's body. - Understand the difference between arranged and forced marriage.



			<ul style="list-style-type: none"> - Know when to report online content which makes them feel worries, unsafe or uncomfortable. - Know that pictures and images posted online can pose risk. - Know what the law says about online conduct, bullying and harassment. 	<ul style="list-style-type: none"> - Recognise some of the signs of a forced marriage. - Know that forced marriage is illegal in the UK.
Relationships Education (Primary)	EYFS	KS1	LKS2	UKS2
Families who care for me	<p>Understanding the World Past and Present:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 	<p>Year 1-</p> <ul style="list-style-type: none"> - Know the features of positive family relationships. - How different families are unique and what typifies healthy family relationships. - How families provide us with things we need and look after us. - Identify ways that families are the same and different. <p>Year 2-</p> <ul style="list-style-type: none"> - Know that their families are supposed to help them stay safe. - Describe some things their family does to look after them. - Understand that families should care for and be kind to one another. 	<p>Year 3-</p> <ul style="list-style-type: none"> - How families are unique and what typifies a healthy family. - Caring for others, including members of our family. - Reporting concerns related to our family. - Know that all families are different and be familiar with different representations of families. - Describe what positive family life should look and feel like. - Know how to report and respond to concerns about family life. <p>Year 4-</p> <ul style="list-style-type: none"> - Identify proportionate and disproportionate reactions to a variety of events. - Know that love and care from families contributes positively to our wellbeing. 	<p>Year 5-</p> <ul style="list-style-type: none"> - Identify how our background and family forms part of our identity. - Know that some people's families are different than their own, and that this should be respected and celebrated. - Challenge stereotypes about families. - Know that boundaries within friendships should also be present within family dynamics. - Identify behaviours that are unacceptable within families and how they should seek support in these instances. <p>Year 6-</p> <ul style="list-style-type: none"> - Different types of relationships and how all relationships are different. - The qualities of healthy/unhealthy/abusive relationships. - How and who to seek support from in relation to unhealthy/abusive relationships.

			<ul style="list-style-type: none"> - Know that their family have a responsibility to show care for them. - Know that they have a right to have their needs met. - Identify ways they show care for people in their family. - Identify ways that some people's needs are not met by their family. - Suggest ways people can advocate for their needs to be met and how to report concerns. 	<ul style="list-style-type: none"> - Know what commitment is and the ways people can show this to one another. - Identify the difference between forced and arranged marriage. - Know how to identify warning signs of forced marriage. - Know how to seek support for concerns related to forced marriage.
Caring friendships	<p>Managing Self :</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; <p>Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and- 	<p>Year 1-</p> <ul style="list-style-type: none"> - Identify who their friends are. - Describe what their friends do to show kindness and care towards them. - Identify ways that they show care and kindness to their friends. - Know that their friends can help them feel better if they unhappy or worries. <p>Year 2-</p> <ul style="list-style-type: none"> - How to make friends and what typifies healthy friendships. - Recognising and dealing with loneliness. - Healthy conflict resolution within friendships. - Know how to deal with pressure in friendships. - Describe how other people's actions impact on their emotions. 	<p>Year 3-</p> <ul style="list-style-type: none"> - Describe the positive impact of friendships and socialisation on their mental-wellbeing. - What typifies a healthy friendship. - Identify strategies to find and build new friendships. - Know that friendships sometimes have "rough patches" and how to deal with these in a proportionate way. <p>Year 4-</p> <ul style="list-style-type: none"> - Identify proportionate and disproportionate reactions to a variety of events. - Identify ways that their friends' behaviour has a positive or negative impact on them. - Understand how their behaviour has a positive or negative impact on others. 	<p>Year 5-</p> <ul style="list-style-type: none"> - Understand that all relationships are different and describe some of these differences. - Identify some positive methods of communication, including online. - Know that online friends may not be who they say they are. - Know that friendships should include trust and care. - Recognise risks within friendships and how to deal with these effectively. - Identify comfortable and uncomfortable touch and behaviours within friendships. - Describe methods of dealing with uncomfortable behaviours or touch within friendships. - Know how to articulate problems with friends in a more mature and conscientious manner.

	<p>forth exchanges with their teacher and peers.</p> <p>Speaking :</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>building Relationships :</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> - Know how their actions impact on their friends and peers. 	<ul style="list-style-type: none"> - Suggest ways that they can make a positive impact upon, and enrich the lives of, the people they care for. - Identify the difference between safe and unsafe secrets. - Know that they have a responsibility to safeguard and protect the wellbeing of their friends. - Know that they can be friends with people who come from different backgrounds than themselves. 	<p>Year 6-</p> <ul style="list-style-type: none"> - The qualities of a healthy friendship. - Classifying the qualities of a healthy friendship vs. that of an unhealthy/abusive friendship. - Identify when some friendships "cross the line", and know that they have a right to end a friendship if it causes them harm or routinely upsets them. - Different types of relationships and how all relationships are different. - The qualities of healthy/unhealthy/abusive relationships. - How and who to seek support from in relation to unhealthy/abusive relationships. - How friendships change over time and managing these changes (linked to transition to high school).
Respectful relationships	Understanding the World Past and Present!:	<p>Year 1-</p> <ul style="list-style-type: none"> - How different people are unique and how to celebrate this. 	<p>Year 3-</p> <ul style="list-style-type: none"> - The importance of friendships and socialisation on mental-wellbeing. 	<p>Year 5-</p> <ul style="list-style-type: none"> - Recognising similarities and differences with others.

	<p>- Talk about the lives of the people around them and their roles in society.</p> <p>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; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>building Relationships :</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> - Know which groups they belong to. - People in the community who help us. - How we can show kindness to others. - Rights and responsibilities in the classroom and the wider community. - How we can look after others (including animals). <p>Year 2-</p> <ul style="list-style-type: none"> - Impact of our actions on others. - Bullying and tackling bullying. - People in the community who help us. - Spotting and managing risk in relationships. - Know how to deal with pressure in relationships. - Describe how other people's actions impact on their emotions. - Know how their actions impact on their friends and peers. 	<ul style="list-style-type: none"> - Managing conflict in relationships. - Conflict resolution within relationships. - Groups and communities, they belong to and the importance of this. - Diversity in the community and respecting diversity. - Understand how they can make people from different backgrounds than themselves feel included and valued. - Know that people who live differently than them deserve respect, and discuss how they can show this. <p>Year 4-</p> <ul style="list-style-type: none"> - How all people are unique and celebrating these differences. - Developing a sense of self-worth and advocating for themselves. - The impact of their actions on others. - How to show respect to people and that all people are worth of respect. - Challenging discrimination and prejudice. - How to speak with and challenge others effectively and respectfully. - How to show care and compassion for others. 	<ul style="list-style-type: none"> - How to respect individuality and why this is important. - Recognising and challenging stereotypes. - Recognising and challenging stereotypes in school and the workplace. - Understand the concept of identity and some of the different factors that comprise this. - Acknowledge some of the different ways some people identify and express themselves and how these choices should be respected. <p>Year 6-</p> <ul style="list-style-type: none"> - How socialising helps support mental wellbeing. - Social interaction as a method of supporting mental health and wellbeing. - How to support others experiencing mental ill-health. - Different types of relationships and how all relationships are different. - The qualities of healthy/unhealthy/abusive relationships. - How and who to seek support from in relation to unhealthy/abusive relationships.
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			- Identify proportionate and disproportionate reactions to a variety of events.	
Online relationships	<p>Internet safety session:</p> <p>SMART</p> <ul style="list-style-type: none"> - I know not to click on things that pop up - I know to tell my adult if someone contacts me online 	<p>Year 1-</p> <ul style="list-style-type: none"> - Know that not everybody is who they say they are online. - Know that they should not talk to people they do not know online. - Know that the adults at home should always know who they speak to online. <p>Year 2-</p> <ul style="list-style-type: none"> - Know that we should not always trust people online. - Know that they should tell a trusted adult what they are doing and who they are talking to online at all times. - Know that they should balance screen-time with physical-activity, and this applies to online/in-person socialisation. 	<p>Year 3-</p> <ul style="list-style-type: none"> - Identify what information they should share online, and how to keep private information private. - Understand the difference between private and personal information. - Know that they should share information of what they are doing online with adults at home and in school. <p>Year 4-</p> <ul style="list-style-type: none"> - Understanding that boundaries in relationships apply online, as well as in "real life". - Identify some reasons we should be careful what we share online - Identify how and who to report concerns online to. - Know that it is unacceptable to share other people's information online without their consent. - Identify levels of risk on a range of online platforms and scenarios. - Suggest ways to negate risk on a range of online platforms. 	<p>Year 5-</p> <ul style="list-style-type: none"> - How technology can be used to aid relationships, and its effect on our wellbeing. - The dangers associated with online relationships, such as knowing that now all people are who they say they are online. - Identifying warning signs regarding online risk. - Knowing how to seek the most effective support in a range of online scenarios. - Risk-assessing a range of online platforms and discussing the risk present on each. - Suggesting ways to negate and challenge risk on a range of online platforms. <p>Year 6-</p> <ul style="list-style-type: none"> - How social media can have a positive and negative impact on our mental wellbeing. - Spotting unreliable content online and applying this knowledge to online relationships. - How and who to report concerns about online safety to. - Understanding that consent is as important online as it is offline. - Seeking and giving consent online. - How and who to seek support from, if relationships make them feel worried or unsafe (both online and offline).

				- Know why some online content is age-restricted and make informed choices about which content to expose themselves to.
Being safe	Physical Development : Gross Motor Skills: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing;	<p>Year 1-</p> <ul style="list-style-type: none"> - Understanding the correct names for their body parts. - Knowing which parts of their bodies are private (PANTS). - Who to seek support from. - Where and who to seek support from. - How to deal with strangers and keep themselves safe. - How to report concerns about themselves or others. <p>Year 2-</p> <ul style="list-style-type: none"> - Importance of seeking and giving permission (PANTS). - Consider a range of situations e.g. bullying, health, family issues and identify who they could speak to, to help them with these issues. - Know how to deal with pressure in relationships. 	<p>Year 3-</p> <ul style="list-style-type: none"> - Recognising and dealing with loneliness. - Reporting and dealing with concerns in their relationships. - The importance of seeking and giving permission, and how to do this (PANTS). - Dealing with pressure within relationships. - Reporting concerns related to our family. <p>Year 4-</p> <ul style="list-style-type: none"> - Safe and unsafe secrets. - How to recognise and respond to aggressive or inappropriate touch (PANTS). - How and who to report concerns to. - Understanding and dealing with grief in a healthy way. - How and who to report concerns and worries to. - Identify examples of aggressive or inappropriate touch. - Describe effective methods of dealing with aggressive or inappropriate touch. 	<p>Year 5-</p> <ul style="list-style-type: none"> - Recognising risks (such as peer-pressure, bullying and exclusion) and things that worry them within their relationships. - Identify effective strategies to combat a range of issues that they may face within their relationships. - How and who to seek support from in relation to drugs and alcohol. - Know some reasons people take to take drugs and the risks associated with substance-abuse. - Know the difference between a habit and an addiction. - Know that some people are pressured into substance-abuse and suggest methods of resisting this pressure. <p>Year 6-</p> <ul style="list-style-type: none"> - Understand and describe the concept of consent. - Identify examples of where consent is/isn't given. - Describe why consent is important and how to give/receive consent effectively. - Know that some unhealthy behaviours in relationships can contribute to mental ill-health.

				<ul style="list-style-type: none"> - Recognising and challenging peer-pressure in relation to drugs and alcohol. - Recognising the signs of FGM and reporting these. - How and who to report concerns about online safety to. - How and who to seek support from, if relationships make them feel worried or unsafe (both online and offline). - How babies are made. - Know that people can choose not to have a baby and that there are tools available to support this decision.
Health Education	EYFS	KS1	LKS2	UKS2
Mental wellbeing	<p>Building Relationships:</p> <ul style="list-style-type: none"> - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs <p>Self-Regulation :</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 	<p>Year 1</p> <ul style="list-style-type: none"> - Name their feelings. - Understand that their actions impact other people's feelings. - Who can support our physical and mental wellbeing and how to seek support. <p>Year 2</p> <ul style="list-style-type: none"> - Suggest some things that elicit certain feelings in themselves and others. - Know that sometimes feelings are too big to deal with by themselves. - Identify people they trust and can talk to when they have "big" feelings. 	<p>Year 3</p> <ul style="list-style-type: none"> - Know what it meant by mental health. - Know that all people have mental health. - Know strategies to manage and maintain positive mental wellbeing. - Identifying common symptoms of mental ill-health. - Who to ask for support with mental ill-health. <p>Year 4</p> <ul style="list-style-type: none"> - Exploring self-esteem and its importance for their mental wellbeing. - Strategies to reframe negative thinking and challenge mental ill-health. - The importance of expressing their emotions in 	<p>Year 5</p> <ul style="list-style-type: none"> - Suggest things they enjoy and discuss the positive impact these activities have upon their mental health. - Describe things that have a negative impact on their own mental health and wellbeing and how to negate their influence. - Begin to understand some of the negative influences social media can have on their wellbeing. - Understand the importance of sharing difficult feelings and emotions with people they trust. <p>Year 6</p> <ul style="list-style-type: none"> - Links between physical and mental health and wellbeing. - Recognising healthy and unhealthy habits and

	<p>Managing Self:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; 		<p>regulating their mental health and wellbeing.</p> <ul style="list-style-type: none"> - How to express feelings in a healthy and proportionate way. - Exploring how to manage mental health in relation to grief and loss. - How and where to seek support for mental ill-health. 	<p>establishing routines to aid physical and mental wellbeing.</p> <ul style="list-style-type: none"> - Signs and symptoms of physical and mental ill-health. - How and who to seek support from in relation to mental and physical ill-health. - Become familiar with a wider-range of mental ill-health conditions (such as depression and OCD) and begin to challenge stigma around these issues. - Develop strategies for supporting others suffering from mental health issues or mental ill-health.
Physical health and fitness	<p>Managing self:</p> <ul style="list-style-type: none"> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Including Oral Health. <p>Physical Development</p> <p>Gross Motor Skills :</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; 	<p>Year 1</p> <ul style="list-style-type: none"> - Identify types of physical activity that they enjoy. - Notice what changes in their body when they exercise (e.g. they breath faster, their heart beats faster etc.) - Identify ways that physical activity and exercise gives them happy feelings. <p>Year 2</p> <ul style="list-style-type: none"> - Which factors (in addition to diet) can promote physical wellbeing and health. - How physical activity promotes health. - Identify different parts of the body that exercise helps. 	<p>Year 3</p> <ul style="list-style-type: none"> - The importance and positive impact of physical activity. - The importance of balancing screen-time and active-time and strategies to do so. - Describe how different exercises have a positive impact on different parts of their body. - Opportunities to experience and try a range of exercises. - Know that the body requires different types of exercise and suggest these. <p>Year 4</p> <ul style="list-style-type: none"> - Create their own simple exercise routines. - Identify examples of physical activity and exercise they already engage in. 	<p>Year 5</p> <ul style="list-style-type: none"> - Have opportunities to engage in a wider range of physical activities and develop interests and positive habits. - Describe positive habits in their own life and discuss why these have a positive impact. - Know that, when engaging in physical activity, their body must receive ample nourishment and rest. - Make suggestions about how they can integrate sufficient physical activity into their daily lives. <p>Year 6</p> <ul style="list-style-type: none"> - Have opportunities to engage in a wider range of physical activities and develop interests and positive habits.

	<ul style="list-style-type: none"> - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 13 <p>Fine Motor Skills :</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing <ul style="list-style-type: none"> - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> - Know that it is important to balance screen-time and physical activity. 	<ul style="list-style-type: none"> - Know that physical activity and exercise has a positive impact upon our mental wellbeing. 	<ul style="list-style-type: none"> - Describe positive habits in their own life and discuss why these have a positive impact. - Know that, when engaging in physical activity, their body must receive ample nourishment and rest. - Understand the link between physical and emotional wellbeing. - Understand how physical activity helps our body. - Reflect upon their own physical activity. - Make suggestions of how they could integrate physical activity into their own lives more effectively.
Healthy eating	<p>Managing self:</p> <ul style="list-style-type: none"> - understanding the importance of healthy food choices. 	<p>Year 1</p> <ul style="list-style-type: none"> - Know that we eat can affect our health. - Know that what we eat can affect our feelings. <p>Year 2</p> <ul style="list-style-type: none"> - Which factors (in addition to diet) can promote physical wellbeing and health. - Suggest which foods they should try to eat regularly, and which foods should be for a "treat". - Know that too much sugar is bad for us. - Know that fruit and vegetables are good for us. 	<p>Year 3</p> <ul style="list-style-type: none"> - How to establish what a healthy diet is and how to achieve this. - Know that they should try to consume a variety of fruits and vegetables of different colours. - Classify types of foods that are healthy and unhealthy. - Make informed decisions about when and how often they should consume foods that they classify as unhealthy. - Know the importance of eating breakfast on their concentration and wellbeing. <p>Year 4</p> <ul style="list-style-type: none"> - Know that different foods contain different things that the body needs. 	<p>Year 5</p> <ul style="list-style-type: none"> - Think about the health benefits of a range of foods. - Suggest healthier alternatives for some foods. - Understand how different nutrients (e.g. protein, calcium, fibre etc.) help different parts of the body. - Understand the importance of a balanced diet on developing the body. - Make informed decisions about when and how often they should consume foods that they classify as unhealthy. - Understand why water is good for them and its effect on the body. <p>Year 6</p> <ul style="list-style-type: none"> - Classify different types of food by the nutrients they contain.

			<ul style="list-style-type: none"> - Know that the body needs things like fat and sugar, in moderation. - Understand what is meant by the term "in moderation". - Consider what they eat and suggest improvements that they could make. - Experience making some simple meals themselves and considering the health benefits of their choices. 	<ul style="list-style-type: none"> - Understand the concept of a balanced diet and suggest balanced meals they could try. - Reflect on some basic recipes and if they would class them as healthy or unhealthy. - Suggest ways they could improve their diet. - Understand how diet has an impact upon mental and physical wellbeing. - Know how dietary needs change as people get older. - Experience making a three-course meal and thinking about how they can ensure this is balanced and healthy.
Drugs, alcohol and tobacco	<p>Self-Regulation :</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; 	<p>Year 1</p> <ul style="list-style-type: none"> - Know that some things they put in their body affect their health and feelings. - Know how medicines can help us. - Know that we should only take medicine if an adult gives it to us. - Know that medicines can make them unwell. <p>Year 2</p> <ul style="list-style-type: none"> - Know some ways that medicines can help health and wellbeing. - Identify medicines and suggest why they should not take these without supervision. - Identify warning signs that some substances are not safe for consumption. 	<p>Year 3</p> <ul style="list-style-type: none"> - Know what is meant by the term drugs. - Know that some drugs are illegal. - Know that medicines are a type of drug, and are legal when prescribed by a doctor or healthcare professional. - Know some dangers associated with taking medicines that are not prescribed to us. - Know that too much of anything can be bad for the body. <p>Year 4</p> <ul style="list-style-type: none"> - Know that smoking and vaping is illegal for children and the reasons for this. - Know how some substances affect different parts of the body. 	<p>Year 5</p> <ul style="list-style-type: none"> - The effect of everyday drugs on health and wellbeing. - Recognising legal and illegal drugs. - Reducing risks associated with drugs. - Recognising the signs of unhealthy habits and addictions. - Identifying the difference between a habit and an addiction. - How and who to seek support from in relation to drugs and alcohol. <p>Year 6</p> <ul style="list-style-type: none"> - Understanding how drugs are classified and the reasons for this. - The effect of different legal and illegal drugs upon health. - Understand the health risks associated with some drugs

		<ul style="list-style-type: none"> - Know that alcohol is dangerous for children. 	<ul style="list-style-type: none"> - Suggest some reasons people may choose to smoke/take drugs/drink alcohol. - Know who they can speak to for support regarding substance abuse. 	<p>common in the community e.g. laugh gas, vaping etc.</p> <ul style="list-style-type: none"> - Suggest ways they can resist and deal with peer-pressure in relationships. - Know some reasons people choose to take drugs/smoke/drink alcohol.
Health and prevention	<p>Managing Self :</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Fine motor: Use a range of tools including scissors</p>	<p>Year 1</p> <ul style="list-style-type: none"> - What “healthy” means and some key ideas behind staying healthy. - How to manage personal hygiene and why this is important. - Who can support our physical and mental wellbeing and how to seek support. <p>Year 2</p> <ul style="list-style-type: none"> - Recognising and managing risks and danger. - Why sleep is important and how to manage sleep effectively. - Balancing screen-time and active-time and the importance of this. - Dangers of over-exposure to sun and managing this. 	<p>Year 3</p> <ul style="list-style-type: none"> - Spotting and managing hazards and risks to physical wellbeing. - Keeping body safe and protected. - Which hygiene routines they should undertake daily to maintain physical health and wellbeing. - The importance of maintaining oral hygiene and how to do this. - Where to seek advice about physical health and wellbeing. - The importance of sleep and how to establish and maintain good sleep habits. <p>Year 4</p> <ul style="list-style-type: none"> - Know that sleep is important for the body and wellbeing. - Know how screen-time can affect sleep hygiene. - Know some of the dangers excessive sun-exposure can pose. - Identify how their hygiene routines should change as they get older. 	<p>Year 5</p> <ul style="list-style-type: none"> - Suggest ways that they should routines as they grow. - Understand the importance of sleep on their development and reflect on their own sleep habits. - Understand the importance of proper sun-protection. - Reflect on how their needs may change as they undergo puberty. - Suggest products they may need as they grow older. <p>Year 6</p> <ul style="list-style-type: none"> - Recognising warning signs of FGM and understanding how to report such concerns. - Know that people of all ethnicities require proper skin protection from the sun. - Know why they should protect their skin from the sun. - Reflect on their own hygiene routines and suggest improvements that may be needed. - Reflect upon their habits and routines and how they could improve these to better improve their overall wellbeing.

			- Understand the importance of hygiene on their physical and mental wellbeing.	- Speak with external agencies related to behaviour outside of school and keeping themselves safe e.g. fire service regarding water safety, transport police regarding safe conduct around train tracks etc.
Basic first aid	<p>People, Culture and Communities :</p> <p>Describe their immediate environment using knowledge from observation,</p> <p>Understanding the World: Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; <p>Managing self:</p> <ul style="list-style-type: none"> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Year 1</p> <ul style="list-style-type: none"> - Know that they should ask for help if they bump their head. - Know that 999 is an emergency number. - Know that they should only call 999 if there is not an adult available to help them. - Know where to go for help if they are alone or in the wider community. <p>Year 2</p> <ul style="list-style-type: none"> - Identify the importance of cleaning cuts and grazes. - Identify locations that pose elevated risk and know that they should avoid these (e.g. places with broken glass, open water, building sites). - Know where to go for support if they are out in the wider community. - Know the difference between an accident and an emergency. - Know that 999 should only be called in an emergency. - Know that 999 can be used to speak to the police, ambulance or fire service. 	<p>Year 3</p> <ul style="list-style-type: none"> - How to respond to an accident or emergency. - Know to dial 999 in emergencies and 101 in non-emergencies. - Identify the difference between accidents and emergencies. - Know to keep a person who has experienced a head injury still. - Know how to treat minor accidents such as cuts and grazes. <p>Year 4</p> <ul style="list-style-type: none"> - How to respond to an accident or emergency. - Know to dial 999 in emergencies and 101 in non-emergencies. - Identify the difference between accidents and emergencies. - Know how to treat some accidents such as burns and head bumps. - Know to always seek a second opinion when dealing with first-aid related issues. 	<p>Year 5</p> <ul style="list-style-type: none"> - Knowing basic first-aid procedures. - Practices for helping somebody with a head injury. - When to, and when not to, administer first-aid, and how to respond in an emergency. - Know some basic strategies to deal with more serious accidents such as burns. - Know that 999 can be used to call the ambulance, police, fire service, mountain rescue or coastguard. <p>Year 6</p> <ul style="list-style-type: none"> - Know how to effectively communicate with emergency responders. - Speak with external agencies related to behaviour outside of school and keeping themselves safe e.g. fire service regarding water safety, transport police regarding safe conduct around train tracks etc. - Know basic first-aid practices. - Identify when it is appropriate/inappropriate to administer first-aid.

<p>Changing adolescent body</p>	<p>Know body parts. Talk about similarities and differences their bodies.</p>	<p>Year 1</p> <ul style="list-style-type: none"> - Know that people's wants and needs change as they grow older. - Identify some ways that their wants and needs have changed since they were a baby. <p>Year 2</p> <ul style="list-style-type: none"> - Suggest some things that older children need/want that they do not want. - Understand that when they grow on the outside, their bodies also change on the inside. - Identify some things they can do now that they couldn't do when they were younger. - Suggest some things they may be able to do when they are older that they cannot do now. 	<p>Year 3</p> <ul style="list-style-type: none"> - Know that their mood will change as they grow older. - Know some basic ways their bodies will change as they grow. - Know that hygiene routines should change as they grow. <p>Year 4</p> <ul style="list-style-type: none"> - The changes our body undergoes during puberty, including menstruation. - How puberty affects feelings, emotions and mental wellbeing. - How to change and maintain good personal hygiene whilst going through puberty. - Strategies to speak with adults about concerns related to adolescence and the changing body. 	<p>Year 5</p> <ul style="list-style-type: none"> - Begin to challenge stigma and discomfort related to changes they will undergo during puberty. - Understand that all people undergo puberty at a different rate. - Know safe and hygienic menstruation practices. - Know how to clean themselves more effectively as they grow. - Strategies to speak with adults about concerns related to adolescence and the changing body. <p>Year 6</p> <ul style="list-style-type: none"> - Begin to challenge stigma and discomfort related to changes they will undergo during puberty. - Understand that all people undergo puberty at a different rate. - Know safe and hygienic menstruation practices. - Know how to clean themselves more effectively as they grow. - Strategies to speak with adults about concerns related to adolescence and the changing body. - Physical and emotional changes the body experiences throughout puberty. - Managing the changes experiences through puberty in order to maintain and establish good physical health and hygiene.
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				<ul style="list-style-type: none"> - Understanding sexual reproduction in humans and how babies are conceived. - Understanding that having a baby is a choice, and that there are ways to avoid this.
Mental Health	EYFS	KS1	LKS2	UKS2
Self-perception	<p>Managing Self : - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; -</p> <p>Building Relationships : <ul style="list-style-type: none"> - Show sensitivity to their own and to others' needs. </p>	<p>Year 1 –</p> <ul style="list-style-type: none"> - Recognising their own strengths and talents. - Discussing what makes them unique. <p>Year 2 –</p> <ul style="list-style-type: none"> - Identify things that they are proud of and sharing own achievements. - Opportunities to share and celebrate their culture. - Know that they are important and have a right to feel happy. 	<p>Year 3 –</p> <ul style="list-style-type: none"> - Recognising things that make them special. - Opportunities to share personal achievements and things they are proud of with their peers. - Reflect on things they like about themselves. <p>Year 4 –</p> <ul style="list-style-type: none"> - Recognising personal qualities and how identifying these improved self-esteem and mental wellbeing. - Simple strategies to improve self-esteem and self-worth. - The importance of goal setting in mental wellbeing. 	<p>Year 5 –</p> <ul style="list-style-type: none"> - Consider how people's words can impact upon their self-esteem and that of others. - Develop positive self-talk habits. - Have opportunities to speak about themselves positively and express their own ideas. <p>Year 6 –</p> <ul style="list-style-type: none"> - Know how their online "diet" can have an impact upon their self-image and mental wellbeing. - The importance of advocating for one's self and challenging unhealthy/abusive relationships. - The idea of being "committed to yourself" and protecting their own mental wellbeing. - Understanding how to express their own ideas and challenge other people's ideas respectfully.
Managing emotions	<p>Managing Self : <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - </p> <p>Building Relationships :</p>	<p>Year 1 –</p> <ul style="list-style-type: none"> - Recognising and naming a range of emotions. - Discuss examples of when somebody else's actions have impacted them (positive or negatively). 	<p>Year 3 –</p> <ul style="list-style-type: none"> - Developing vocabulary related to a wider-range of emotions. - Understanding that everybody experiences negative emotions and that sometimes these are helpful. 	<p>Year 5 –</p> <ul style="list-style-type: none"> - How financial difficulty can have a negative impact on mental wellbeing and how to seek support with this. - Understand that emotions are complex and not constant.

	<ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <p>Personal, Social and Emotional Development Self-Regulation:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 	<ul style="list-style-type: none"> - Suggest ways their behaviours may make other people feel. <p>Year 2 –</p> <ul style="list-style-type: none"> - How to deal with disagreements and conflict in a healthy and proportionate way. - Know that unkind behaviour can have an impact on others and themselves. - Recognising signs of bullying and how to seek support in these instances. - Understand that emotions have an effect on their bodies and behaviour. - Simple strategies for managing strong emotions. 	<ul style="list-style-type: none"> - Identifying tools and activities they can engage in that help them to feel better. - Describe how their actions, and the actions of others, have an impact on other people. <p>Year 4 –</p> <ul style="list-style-type: none"> - Strategies to reframe negative thinking. - Identifying how everyday events can impact on feelings and wellbeing. - The importance of expressing feelings in establishing and sustaining mental wellbeing. - Responding to a range of difficulties in a measured and proportionate way. - Managing feelings of grief and loss in a healthy way. - The impact of puberty on mood and emotions. 	<ul style="list-style-type: none"> - Recognise a wider variety of emotions and suggest reasons people may feel these. - Suggest effective strategies to deal with a wide range of emotions. - Discuss proportionate/disproportionate reactions to a range of events. <p>Year 6 –</p> <ul style="list-style-type: none"> - Reflect on personal interests and how these can help to manage difficult emotions. - Know some life-events that can spark strong emotions such as bereavement. - Understand the role of socialisation and talking in managing their emotions. - Develop skills to support others with the management of their emotions. - Reflect on their own reactions to situations and whether these reactions are proportionate.
<p>Maintaining mental wellbeing</p>	<p>Managing Self :</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; <p>Building Relationships : -</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - 	<p>Year 1 –</p> <ul style="list-style-type: none"> - Knowing that looking after their body helps them to feel happy. - How showing kindness to others also makes us feel happy. - How their needs change as they grow. <p>Year 2 –</p> <ul style="list-style-type: none"> - Understand that an over-reliance on screen-time is bad for our mental wellbeing, and that this 	<p>Year 3 –</p> <ul style="list-style-type: none"> - The positive impact of relationships on mental wellbeing. - Understand that positive relationships should offer love and care, which in turn support mental well-being and self-esteem. - Recognising that physical activity supports mental-wellbeing. - Recognising the importance of balancing screen-time and 	<p>Year 5 –</p> <ul style="list-style-type: none"> - Recognising unhealthy habits and addictions and challenging these. - Reflecting on daily routines and habits and how these support mental wellbeing. - Suggest ways that they could adapt daily routines to better support mental wellbeing. - Recognise some activities or events that trigger negative emotions in them and suggest ways to manage this. <p>Year 6 –</p>

	<p>Show sensitivity to their own and to others' needs.</p>	<p>should be balanced with physical-activity. - Know that sunshine and time spent in nature can have a positive effect upon mental wellbeing.</p>	<p>physical activity on mental-wellbeing. - Know how sleep affects mood and wellbeing. Year 4 – - Discuss a range of activities and how they felt whilst partaking in them. - Develop ideas around activities they can partake in regularly to manage mental wellbeing. - Reflect on their own daily routines and where they could make improvements. - Understand how other people support their mental wellbeing. - Identify examples of where poor relationships have a negative impact on mental wellbeing and suggest methods of dealing with these.</p>	<ul style="list-style-type: none"> - Understand the link between mental and physical wellbeing, and how/why physical activity can improve mental health. - Know how socialisation helps mental wellbeing and some strategies for increasing socialisation. - Know how their online “diet” can have an impact upon their self-image and mental wellbeing. - The importance of advocating for one's self and challenging unhealthy/abusive relationships. - The idea of being “committed to yourself” and protecting their own mental wellbeing. - Reflecting upon habits and daily routines and making observations about changes that could be made. - Identify activities and events that trigger strong emotions and suggest effective methods of dealing with these.
<p>Mental ill-health</p>	<p>Managing Self : - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Building Relationships - Form positive attachments to adults</p>	<p>Year 1 – - Recognising and naming a range of emotions. - Identifying who they can speak to when they are unhappy. Year 2 – - Recognising the signs of loneliness and knowing simple strategies to combat this.</p>	<p>Year 3 – - Recognising the signs of loneliness and exclusion, and simple strategies to combat these feelings. - Become familiar with the names of some common mental health issues. - Know that everybody has mental health, and that many people experience mental ill-health. Year 4 –</p>	<p>Year 5 – - Begin to understand how mental ill-health can lead to substance abuse, and understand how to seek support in this area. - Recognising unhealthy habits and addictions and challenging these. - Becoming familiar with a wider range of mental health conditions e.g. anxiety, depression etc.</p>

		<ul style="list-style-type: none"> - The names for different feelings and what each of these feelings entail. - Suggest simple strategies to make themselves feel better when feeling low. - Recognise how some life events can have a negative impact on mental wellbeing, and that this is a normal reaction. - Know that sharing how they feel can help them to feel better and get support. 	<ul style="list-style-type: none"> - Identifying a range of places they can seek support with mental ill-health. - Know that everybody has mental health. - Understand that mental health is not constant and can change. - Use terminology related to mental health more effectively. - Know that doctors and healthcare professionals can support mental ill-health. 	<p>Year 6 –</p> <ul style="list-style-type: none"> - Recognising signs and symptoms of mental ill-health and seeking support in this matter. - Knowing that anybody can experience ill-health and challenging stigma in this area. - Know how to seek support for the mental ill-health of themselves or others. - Suggest ways that mental ill-health can be combatted. - The importance of advocating for one's self and challenging unhealthy/abusive relationships. - The idea of being "committed to yourself" and protecting their own mental wellbeing.
SMSC	EYFS	KS1	LKS2	UKS2
Spiritual Development	<p>PS and ED: Managing Self :</p> <p>Self-Regulation:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, <p>People , culture and communities:</p> <ul style="list-style-type: none"> - Discuss similarities and differences in beliefs and way of life 	<p>Year 1 –</p> <ul style="list-style-type: none"> - Reflect on own/others' strengths and talents. - Reflect on and celebrate some ways people are unique. - Reflecting on their own background and comparing this to their peers. <p>Year 2 –</p> <ul style="list-style-type: none"> - Reflect on their friendships and how they are similar/different from their friends. - Reflect on their own strengths and how these 	<p>Year 3 –</p> <ul style="list-style-type: none"> - Reflect on their own bodily autonomy and that they have a right to make choices about their own body (as do other people). - Reflect on the support their families give them, and how different families are unique but still have similar traits. - Reflect on how they are part of different communities. - Reflect on diversity within the community and how we can celebrate diversity. <p>Year 4 –</p> <ul style="list-style-type: none"> - Reflect on what makes them individual and unique. 	<p>Year 5 –</p> <ul style="list-style-type: none"> - Reflect on their similarities and differences with their peers and wider-community. - Reflect on what they believe contributes towards a person's identity. - Reflect on why individuality is important. - Reflect on examples of stereotypes they are familiar with and how they can challenge these effectively in the future. - Reflect on the difference between wants and needs. - Reflect on why some people may make unsafe choices

		<p>could inform future career prospects.</p>	<ul style="list-style-type: none"> - Reflect on their skills and talents, and how these could support them with future aspirations and goals. - Reflect on past events that have triggered negative thinking and what helps them to combat such feelings. - Reflect on what they believe constitutes an appropriate response to a variety of incidents and how to ensure they act appropriately. - Reflect on their own sense of responsibility towards others and the wider-world. - Reflect on difficult, current issues and how they can discuss these in a critical yet respectful way. 	<p>about drugs and how these people are still worthy of dignity and respect.</p> <p>Year 6 –</p> <ul style="list-style-type: none"> - Reflect on how community involvement (such as clubs and groups) has a positive effect on them. - Reflect on life events that may trigger mental ill-health and how they can seek support for these difficulties. - Reflect on how rules and expectations from the “real-world” should transfer to the online world, and the reasons for this. - Reflect on the different ways people are attracted to others. - Reflect on the many different ways people show commitment to one another and the reasons for this. - Reflect on the importance of bodily autonomy and the importance of giving and seeking consent. - Reflect on cultural ideas of “life milestones” and how these are different for different people.
<p>Moral Development</p>	<p>PSandED</p> <ul style="list-style-type: none"> - Explain the reasons for rules, know right from wrong and try to behave accordingly; 	<p>Year 1-</p> <ul style="list-style-type: none"> - Begin to consider some of the ways people are influenced by money. - Consider what appropriate conduct is around strangers. - Know how to respond if something makes them worried or concerned. 	<p>Year 3 –</p> <ul style="list-style-type: none"> - Describe what constitutes a “good friendship” and use this to identify what a friendship should <u>not</u> be. - Understand the idea of bodily-autonomy and the idea of consent. - Suggest ways to resist peer-pressure. 	<p>Year 5 –</p> <ul style="list-style-type: none"> - Recognise stereotypes and discuss the harmful impact of prejudice and discrimination. - Outline ways that we can show respect to those who are different from us. - Reflect upon the importance of challenging stereotypes and bullying and how this can be

		<ul style="list-style-type: none"> - Describe the difference between kind and unkind behaviour. - Know some of their responsibilities in and out of school, and discuss the reasons for these. - Know some basic ways how they can help look after the environment. <p>Year 2-</p> <ul style="list-style-type: none"> - Recognise the difference between a “good friend” and a “bad friend”. Describe some qualities of kindness. - Know that bullying is wrong and know what is meant by the term “bullying”. - Know some people who look after them and how this is an act of care and love. 	<ul style="list-style-type: none"> - Know some basic ways to help in an accident or emergency. - Know why it is important to show our families the same care and love as they are shown. - Know why it is important to celebrate diversity. <p>Year 4 –</p> <ul style="list-style-type: none"> - Know that mistakes and set-backs are a normal part of life, and suggest ways to deal with these appropriately and effectively. - Understand and describe what respect is and how this can be shown. - Recognise the difference between safe and unsafe secrets. - Describe why prejudice and discrimination is wrong and is harmful to communities. - Clarify the difference between proportionate and disproportionate responses to various circumstances. - Recognise and outline their own sense of responsibility to the world around them. - Discuss how important showing care to other people and animals is to them. - Know why rules are sometimes necessary and why it is important to follow these. 	<p>done both effectively and respectfully.</p> <ul style="list-style-type: none"> - Recognise online behaviour that is inappropriate and know how to respond to this. - Know some situations that may lead a person to drugs or alcohol, and know that these people still deserve dignity and respect. - Acknowledge ways that they can peer-pressure and the importance of this. <p>Year 6 -</p> <ul style="list-style-type: none"> - Know some situations that may lead a person to drugs or alcohol, and know that these people still deserve dignity and respect. - Acknowledge ways that they can peer-pressure and the importance of this. - Recognise warning signs of FGM and Forced Marriage and understand the law around these areas. Know how to seek support for concerns around these areas. - Recognise how online conduct has a real-world impact, and discuss how to leave a positive digital footprint. - Know reasons that some people are unkind or manipulative online and spot signs of this. - Recognise healthy and unhealthy behaviour in relationships and suggest how they should act towards others.
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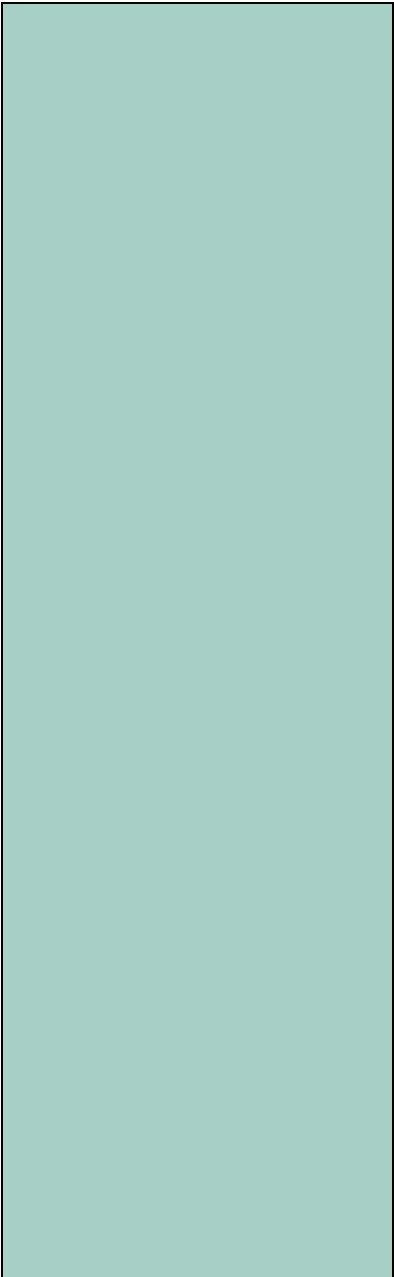


<p>Social Development</p>	<p>PS and ED Building Relationships: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>	<p>Year 1- - Know that all people are different and that this is a good thing. - Know that they belong to different groups. - Know that all families are different. - Know that love and care are the characteristics of healthy family life. - Recognise some people in the community they can ask for help if they need it. - Know when to ask for help. - Know that being unkind makes other people unhappy. - Discuss why we should look after others (including animals). Year 2- - Know that socialisation helps us to feel happiness and supports mental well-being. - Discuss what makes a positive, healthy friendship and what does not. - Know that friends sometimes argue, and suggest ways to manage conflict with friends proportionately. - Know that their words and actions have an emotional impact on others. - Know that it is important to ask for permission.</p>	<p>Year 3 – - Recognise that loneliness and exclusion have a negative impact on people, and the importance of socialisation. - Know that friendships sometimes breakdown, and suggest ways to resolve conflict proportionately. - Know when behaviour in a friendship is unacceptable and when/how to seek help. - Know that giving/asking for permission is crucial in all relationships, and suggest how they can do this effectively. - Know what pressure is and how this has a negative impact on us. - Know the common characteristics of positive family life, and what behaviours are unacceptable. - Suggest people they care for and how they do this. - Recognise communities they are a part of and what makes a positive community. - Know why it is important to be respectful to those who are different from them, and discuss why this is important. Year 4 - - Suggest ways that a range of behaviours impact on others around them.</p>	<p>Year 5 – - Suggest how they can challenge stereotypes when they see them. - Understand that social expectations should be present in online interactions, and discuss the negative impact of unkind behaviour online. - Recognise unhealthy or abusive behaviour within relationships and know how to seek help. - Understand more deeply the idea of consent and when consent should be sought and given. Year 6 – - Know the importance of socialisation upon our mental-wellbeing. - Establish clear boundaries for social interactions online, and understand that social expectations from the “real world” should be present online. - Recognise and categorise different types of relationships, and understand that different relationships serve different purposes in our lives. - Understand the concept of attraction and that this looks different for all people. - Understand some terminology related to sexuality and show respectful attitudes to people different than themselves. - Know how and when to seek consent.</p>
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		<ul style="list-style-type: none"> - Know some examples of bullying behaviour (such as name-calling and physical violence). 	<ul style="list-style-type: none"> - Describe in detail what respect looks like, and what respect does <u>not</u> look like. - Understand that sometimes, when we are worried about somebody else, we must report things that give us reason for concern. - Recognise the negative impact of prejudice and discrimination and explain how they could challenge this. - Know how to respond and seek support for aggressive or inappropriate touch. - Discuss proportionate responses to a range of scenarios, including situations related to conflict resolution and relationship-breakdowns. - Debate and discuss topical issues in a critical yet respectful manner. 	<ul style="list-style-type: none"> - Understand that consent is more than permission. It should be: Freely given; Reversible; Informed; Enthusiastic; Specific. - Recognise signs of abuse and unhealthy relationships and suggest ways to challenge these or seek support.
Cultural Development	<p>Understanding the world: People, Culture and Communities :</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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"> - Recognise some ways that they are different from their peers. - Know some of the groups they belong to. - Know that all families are different. - Suggest ways that people work together to look after others and the environment. - See representations of different cultures. <p>Year 2-</p>	<p>Year 3 –</p> <ul style="list-style-type: none"> - Know that all families are different and are made up in different ways, and what defines family. - Understand the term “diversity”. - Know some communities they are a part of and understand what a community is. - Discuss ways to make people feel included and welcome within the community. 	<p>Year 5 –</p> <ul style="list-style-type: none"> - Recognise and respect their similarities and differences with others. - Recognise examples of stereotypes, why these are harmful and simple strategies to tackle these. - Recognise how stereotypes exist in employment and challenge these effectively. - Opportunities to share and celebrate their own culture and background with peers and the wider school community. <p>Year 6 –</p>

	<ul style="list-style-type: none"> - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> - Know some forms of bullying e.g. racial, homophobic etc. - Know how rules are made and why these are made. - See representations of different cultures. 	<ul style="list-style-type: none"> - Suggest how they can show respect to people who live different than them. - Have opportunities to share and talk about their own culture and background. <p>Year 4 –</p> <ul style="list-style-type: none"> - Reflect on the importance of individuality. - Discuss how they show respect to those who are different than them and how they do this. - Know that all people, regardless of background, are entitled to have their Human Rights met. - Know what discrimination is and recognise some basic examples of this. - Discuss topical issues in a respectful but critical way. - Understand that they have a responsibility to the wider world, outside of their immediate community. - Recognise some laws that are in place to keep them safe, and how these were made. - Have opportunities to share and talk about their own culture and background. 	<ul style="list-style-type: none"> - Understand the difference between “love”, arranged and forced marriage and how to seek support for the latter. - Understand that FGM and forced marriage come from cultural pressures, not explicitly religious. - Understand how media can be biased towards certain groups and how to spot evidence of this. - Describe the damaging effect of media bias and prejudice. - Understand the different ways people's attraction manifest and different ways show commitment. - Opportunities to share and celebrate their own culture and background with peers and the wider school community.
British Values	EYFS	KS1	LKS2	UKS2
Democracy	PSandED Building Relationships: <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; 	<ul style="list-style-type: none"> - Recognise that different people belong to different groups, and that all groups should be treated equally. - Know that every person has rights and 	<ul style="list-style-type: none"> - Know that everybody has an integral role in the community and deserves respect. 	<ul style="list-style-type: none"> - Explore how different groups have had to fight for their right to vote across history and why this is an important right. - Recognise the difference between equality and equity,

	<ul style="list-style-type: none"> - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <p>Understanding the World Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; 	<p>responsibilities, and how we come together as a community.</p> <ul style="list-style-type: none"> - How everyone can have an impact on the local environment and wider world. - Know that they have responsibilities to the wider curriculum (for example to challenge bullying). - Recognise some of the responsibilities members of the community hold and use this to explore how everybody is important and has a role. - Understand how rules to keep them safe are made and who has a say in making these. - Understanding that everybody has needs and that we have a duty to help meet them. 	<ul style="list-style-type: none"> - Recognise a duty to ensure everybody is safe and their needs are met. - Identify external services that are in place to help safeguard to community e.g. police, ambulance, fire service. - Exploring the positive impact of feeling a sense of belonging within a community. - Consider how all people over 18 have an equal voice and can vote, despite coming from diverse backgrounds. 	<p>and discuss why some groups require more legal protections.</p> <ul style="list-style-type: none"> - Consider how change is made and how every voice is valuable and important. - Know that voting is a way of expressing their voice and wishes. - Know other methods of expressing opinions on political matters e.g. civil disobedience, protest, petitioning. - Understand that, through voting, people contribute to choices about how taxes are spent. - Discuss how social media and online platforms are used to discuss social issues and demand political change. - Discuss how laws have come into effect through public discourse e.g. upskirting laws being brought into effect in 2019 due to public outcry. - Recognising healthcare as a key issue voters consider in their voting decisions. - Explore how some people fight stereotypes and discrimination by campaigning for social justice and legal reform. - Consider changing stigma towards mental health and how changes to mental health support are changing due to voter demands. - Discuss how fake news and media bias threaten democracy
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				and are, at times, used to influence voting. - Understanding their increasing political freedom and responsibilities as they get older e.g. ability to vote.
Rule of the Law	PSandED - Explain the reasons for rules, know right from wrong and try to behave accordingly; -Work and play cooperatly	<ul style="list-style-type: none"> - Recognise what positive family life looks like, and what is unacceptable in family situations. - Know how to report things that upset or worry them. - That all people have a right to healthcare in the UK and how to seek help. - Know that people's belongings are their own. - Knowing that mistreatment of animals is a crime. - Recognise inappropriate and aggressive touch and understand that this is against the law. - Know what bullying is and describe it. - Know why bullying is against the rules. - Recognise and follow rules around how they should use the internet. - Recognise which rules keep them safe. 	<ul style="list-style-type: none"> - Recognise some locations where they are not permitted to enter and the reasons for this. - Know what consent is and that there are laws that protect their bodily autonomy. - Know rules and regulations regarding online conduct. - Begin to understand the concept of a digital footprint and how this can be used to monitor online conduct. - Know that Human Rights are part of the law, and the consequences for breaking the conditions of these rights. - Know legal duties to protect others and report concerns we have for the safety of others. - Reflect on guidance related to sexual harassment and that all people are legally protected from this behaviour. - Exploring how laws are being reviewed and changed to take care of the environment. - Becoming familiar with laws in relation to online bullying and harassment. 	<ul style="list-style-type: none"> - Know that free speech is a legal right in the UK (as long as it does not infringe upon any other person's rights). - Know that discrimination is illegal in the UK, in accordance with the 9 Protected Characteristics. - Explore how laws have changed over time to give increasing protections to those from vulnerable groups. - Recognise the difference between equality and equity, and discuss why some groups require more legal protections. - Know that legally, everybody should have access to basic funds through benefits, minimum wage etc. - Know that medical providers have a legal responsibility to give to any patient in the case of an accident or emergency. - Know some Children's Human Rights which affect them, such as the right to social interaction and friendship. - Understand some laws related to cybercrime e.g. scams, phishing, hacking. - Know that images of a person should not be taken or shared online without consent.



			<ul style="list-style-type: none"> - Reflect on why some media is age-restricted in order to protect younger children. 	<ul style="list-style-type: none"> - Recognising some different agencies available to protect individuals from dangerous behaviour. - Understand how drugs are classified and why these classifications are made. - Understanding why some jobs have minimum entry-requirements. - Explain how the Equality Act 2010 protects some vulnerable groups from discrimination. - Identify drugs that are illegal and the reasons for this. - Explore some sanctions implemented with relation to illegal substances. - Understanding laws related to FGM. - Understanding age-restrictions for some media and how these classifications are decided upon. - Explore laws governing online conduct and content. - Explore laws governing the gambling industry. - Understand laws around consent, the age of consent and bodily autonomy. - Describe the laws in relation to marriage and forced marriage.
Individual liberty	<p>PS and ED Building Relationships:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and 	<ul style="list-style-type: none"> - Know that everybody is different, and this should be celebrated. - Know that everybody is the "owner" of their own body and the importance of consent. 	<ul style="list-style-type: none"> - Understanding that they can choose who/who not to be friends with. - Understand that they are allowed to express discontent and unhappiness with those 	<ul style="list-style-type: none"> - Know that identity is made up of many different elements: looks, beliefs, personality, sex, race, gender, culture etc. - Consider the ways they themselves identify and know

	<p>friendships with peers; - Show sensitivity to their own and to others' needs.</p>	<ul style="list-style-type: none"> - Know we have a right to pursue our individual interests and passions. - Understand some different ways that people express themselves. - Know that people are free to make their own choices about who they love. - Option to make own choices about careers and future aspirations. - Know that everyone has a right to express themselves freely. - Know that they have a right to disagree with friends and family and express their feelings. - Think about their own interests and goals. - Know that they have a right to choose their own career when older. - The right to make our own choices and say no when someone pressures them. - Considering how they can express big feelings in a proportionate way. 	<p>they care about, and how to do this respectfully.</p> <ul style="list-style-type: none"> - Knowing how to ask for permission from others without exercising pressure or coercive behaviours. - Understanding that they are allowed to show love and care to who they want as they grow, and create a family dynamic of their own choosing. - Discuss the concept of individuality and how all people has a right to express themselves freely. - Explain the different goals and priorities people have the future and the need for these. - Discuss how all people have a right to discuss and share their feelings. - Describe the benefits of openness and sharing their concerns and worries with others. - Understanding that different people have different wants and needs, and they can make choices about how they spend money to reflect this. - Using the acronym "FRIES", exploring how permission under pressure is not consent. 	<p>that they are free to express themselves how they wish.</p> <ul style="list-style-type: none"> - Exploring how some people express themselves in ways that defy societal expectations. - Consider where some stereotypes come from and whether they are helpful or pose issues. - Explore how people make choices about how they spend/save money and their right to do this. - The importance of raising feelings of worry and discomfort, and feeling safe to do so. - The ability to affirm their own boundaries and confidence to say when something breaks these boundaries. - Opportunities to express own likes, and how these may influence future education and career choices. - Exploring different choices people make regarding career-entry e.g. experience; promotion; apprenticeship; further education. - Consider why people make different choices about their lifestyle and diet and respecting that some people may make different decisions that they would. - Understanding they have choices about what/what not to post online, but to consider consequences beforehand.
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				<ul style="list-style-type: none"> - Establishing ways of making informed decisions about the content they consume, using information such as age-ratings. - Understanding and expressing their own attractions and having the vocabulary to do so.
<p>Mutual respect for and tolerance of those with different faiths and beliefs</p>	<p>PS and ED Building Relationships:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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"> - Being mindful of how to treat people who are different than them. - Begin to challenge some perceptions they have of different groups. - Know that all families are different, but family life should be characterised by love and care. - Looking at how they can show respect in their local community. - Recognising forms of kind/unkind behaviour. - Recognise that they can have friends from different backgrounds than themselves. - Know what constitutes friendly and unfriendly behaviour and that everyone deserves to be treated kindly. - Know how their words and actions affect others. - Recognise and celebrate the strengths of others. - Recognising that pressuring and coercing others is unacceptable. 	<ul style="list-style-type: none"> - Understanding how to give respect to those who they are not friends with. - Strategies to establish respectful relationships. - Understand that they are allowed to express discontent and unhappiness with those they care about, and how to do this respectfully. - Know that others have a right to bodily autonomy and know how to respect this through effectively asking for consent. - Knowing how to ask for permission from others without exercising pressure or coercive behaviours. - Recognise that all families are different and respecting these differences. - Know that diversity does not just relate to race or religion and how everybody is deserving of respect. - Discuss how they should respect themselves and why this is important. - Understand how showing respect and allyship to others can add to own self-worth. 	<ul style="list-style-type: none"> - Know the 9 Protected Characteristics (Equality Act 2010). - Know that identity is made up of many different elements: looks, beliefs, personality, sex, race, gender, culture etc. - Explore how they can show respect to people who identify and express themselves in ways different than themselves. - Know that all people have a legal right to have their Human Rights observed, regardless of background. - Explore the concept of allyship and protecting and respecting those who are different than them. - Exploring charity as a way of supporting those in need. - Recognise everybody's right to life and to receive adequate healthcare and help in the case of an accident or emergency. - Understanding how other people enrich and contribute positively to their lives, and are worthy of respect as a result. - Recognise disrespectful online conduct and how the rules of offline conduct pertain to online relationships.

			<ul style="list-style-type: none"> - Explore how all people have different responses to the same incidents and how they can show compassion and empathy to those who are struggling. - Understanding that everybody develops differently and how we can respect, and not make fun of, these differences. - Exploring differing views on issues e.g. organ donation in different religions. - Discussing the reasons some people show less respect online and why this is problematic. 	<ul style="list-style-type: none"> - Knowing that respect works both ways, and they should not pressure others or be pressured in return (online or offline). - Consider how some drugs promote antisocial behaviour. - The importance of respecting those who make unhealthy decisions such as partaking in substance abuse. - Challenging stigma related to mental ill-health and giving respect to those who need support. - Exploring ways they can build relationships and friendships with those outside of their immediate social sphere. - Discuss how the respect the wishes of others, and how to identify and manage situations involving peer-pressure. - Understand how media bias can be used to target vulnerable groups. - Understanding that all people are equal and undergo similar changes as they grow, albeit at a different rate.
CIAG	EYFS	KS1	LKS2	UKS2
Mirrors (Understanding own strengths and abilities)				
Windows (Setting high aspirations and establishing knowledge of the world of work.				
Citizenship & Character	EYFS	KS1	LKS2	UKS2
MAP COMMANDO JOE HERE – CHARACTER PER HALF TERM?	End points Thinking: -Having their own ideas	Year 1 -Be able to talk about what a makes a good friend	Year 3	Year 5 Understand the need to resist peer pressure

	<p>-Choosing ways to do Things -making links</p> <p>Motivation -being involved and concentrating -keeping trying</p> <p>Engagement -Being willing to have a go</p> <p>-Understanding of resilience</p>	<p>-Know why we need to have good manners -Have a better understanding of how to work in a team -Know why we need to take turns and share -Be curious to explore and try new things -Know ways of sharing our emotions with others - To know ways of helping our friends -Understand that animals and other living things also need looking after</p> <p>RESPECT target character behaviours: Self-awareness, Empathy, Resilience Kind; courteous; unselfishness; Self-confident Communication, Excellence Listens: reflective; evaluative; Creative; curious Teamwork Cooperates; responsible; cares; helpful.</p> <p>Year 2 -Know that even when we find things hard, we need to persevere -Be able to recognise their own behaviours and those of others -Know how to keep themselves safe when meeting new people -Work better as a team</p>	<p>Understand that places and environment need to be cared for -Know that others have needs and we can help -Be able to think in different ways -Be able to apply strategies to resolve differences and cooperate -Be able to articulate strengths and needs - Understand you can learn from making mistakes -Know you need to have facts before judgments are made -Be able to take time to solve problems and find solutions - Understand how determination and self-discipline can help us to achieve new things -Be able to explain why they are grateful for things others do -Understand the need to be courteous with different people</p> <p>RESPECT target character behaviours Cooperate; reflective, cares; self-confident; curious; creative; influences. Self-discipline; honesty; determined; reflective; positive attitude; decision makes. Courteous; just; gratitude; self-discipline;</p>	<p>Be able to see things from another point of view -Be able to hold a discussion with respect Be able to identify qualities to be successful Recognise theirs and others' needs and strengths Know that there are people in the community who need care - Know that there are different places where we can be helpful -Understand the importance of cooperation in teamwork and group activity -Know the importance of making good life choices Ø Understand the need to be patient at certain times Respect others' opinions and differences Know 'being brave' contributes to being the best they can be - Accept rules and follow them</p> <p>RESPECT target character behaviours Honest; reflects; self-controlled; listens; unselfish; evaluative; courteous Caring; kindness; helpful; cooperation; courage; pride; self-confidence; decision makes Fairness; respect; friendliness; patience; influences; caring; diligent; positive attitude</p> <p>Year 6 -Know what makes a strong friendship and why trust is important</p>
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		<p>Know how to be polite to others and why this is important</p> <ul style="list-style-type: none"> -Know why we should be kind to everyone -Be better at giving clear instructions to others -Be better at listening and reacting to feedback given -Be more reflective of themselves and better themselves through change -Be more independent and know ways of helping themselves without over reliance on adults -Be persistent in their attempts to succeed and not give up so easily -Know why rules are important <p>RESPECT target character behaviours</p> <p>Resilience, Passion, Teamwork Determined; self-controlled; persistent; positive attitude; inspires; responsible; cares. Empathy, Self-Aware, Communication Just (fair); compassionate (forgiveness) honest; Listens: influences; feedback; reflective. Passion, Communication, Teamwork Motivated; Listens: influences; decision makes; helpful</p>	<p>determination; kind; self-confident.</p> <p>Year 4</p> <ul style="list-style-type: none"> -Be able to work in teams to complete tasks – cooperating effectively -Understand the need to care for the environment and others in their team -Work courageously and know when to be brave -Recognise when and how to help others -Recognise their strengths and behaviours to improve Understand that bad language is not acceptable - -Know why rules are important Be able to identify the qualities of a good friend -Be able to explain the importance of values and forgiveness -Demonstrate the will to succeed -Use self-discipline to control their behaviour -Know how to make an honest choice <p>RESPECT target character behaviours Cooperation;</p> <p>courageous; care; self-disciplined; pride; listens; responsible. Fairness, friendship; respect; gracious; positive attitude; critical thinking; reflective. Self-discipline; courtesy; self-controlled; determination;</p>	<ul style="list-style-type: none"> -Use care and creativity to express concern for their environment -Be able to learn how to take courage from others -Be able to support others in a teambuilding activity -Be able to recognise bad habits and the need to change them -Be clear about being patient when working with others -Listen and consider different perspectives before making decisions -Understand natural resources have to be cared for -Understand the meaning of justice -Act with the needs, feelings and rights of others in mind - Describe how they would treat others fairly and justly -Determined and not give up <p>RESPECT target character behaviours</p> <p>Friendship; teamwork; honest; helpful; responsible; determined; self-disciplined; humorous Fairness; courtesy; patience; compassionate; curious; listens; decision makes; kind; influences. Respect; fairness; determination; inquires; pride; persistent; courageous; honest; unselfish</p>
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Equality Diversity & Inclusion	EYFS	KS1	LKS2	UKS2
	<p>PS and ED Building Relationships:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <p>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; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps 	<ul style="list-style-type: none"> - Acknowledge some ways that we are different and that treating people differently because of their differences is unkind. - Know that we should respect other people's differences. - Begin to challenge perceptions of different groups. - Recognise some words that we should not say (e.g. racist or homophobic terms). - Know that some people show their love to one another through marriage or civil partnership. - Know that all families and relationships are different, and how to respect this. - Know that different families may celebrate their culture in different ways. - Exploring diversity within the local community. - Begin to understand that everybody has certain rights and that we all have a shared responsibility to ensure these are met. - Know that they can be friends with people who come from different backgrounds than themselves. 	<p>forgiveness; honest; compassionate.</p> <p>LKS2</p> <ul style="list-style-type: none"> - Recognise that although we are all different, most people have similar needs. - Understand that all people have basic rights and we have a shared responsibility to meet these. - Discuss ways they can show care and respect to those who are different from them. - Understand why some discriminatory terms are not allowed and should be challenges. - Begin to develop effective ways to challenge discrimination. - Begin to recognise examples of discrimination. - Explore representations that challenge preconceptions and stereotypes. - Discuss simple philosophical ideas in a respectful and compassionate way. - Ask questions to deepen their knowledge of other cultures and lifestyles. - Find ways to learn about people from different backgrounds in a respectful and sincere manner. - Begin to think of ways that they can accommodate for the needs of others. - Understand the term "equality" and suggest ways 	<p>UKS2</p> <ul style="list-style-type: none"> - Know human rights and identify examples where these are met/unmet and understand their duty to help other people receive their human rights. - Opportunities to celebrate other cultures and familiarise themselves with traditions that are uncommon to them. - Begin to recognise the difference between equality and equity, and know that some people require different levels of support to have their needs met. - Ask questions to deepen their own understanding of other backgrounds and cultures. - Recognise common stereotypes and discuss why these are harmful. - Suggest ways that they can challenge stereotypes and discrimination. - Begin to recognise examples of microaggressions and articulate why these may be harmful. - Understand how discrimination and bullying are sometimes linked, and consider ways they can challenge bullying. - Know what is meant by the terms "bystander" and "upstander", and how they can become the latter. - Understand the term "ally" and that they can support groups that they do not belong to.

		<ul style="list-style-type: none"> - Know what bullying is and how people are targeted through this behaviour. - Know how to tackle bullying. 	<p>that their community can work towards this.</p> <ul style="list-style-type: none"> - Recognise the difference between one-off unkind behaviour and bullying, and consider how they can challenge both. - Begin to express their own opinions in a way that is non-judgemental and unprejudiced. 	<ul style="list-style-type: none"> - Be familiar with examples of allyship throughout history (e.g. White people supporting the Civil Rights movement, or heterosexual people supporting the LGBTQ+ community). - Recognise examples of stereotyping in the workplace and how they can challenge this. - Recognise examples of media bias and warning signs of this. - Know terms related to identity, gender-expression and sexuality and understand how to give respect to people who identify differently than themselves. - Begin to critically appraise their own stereotypes and prejudices and consider how they can be more respectful to a wider range of people. - Understand that they can have an active role in securing equality and equity for others.
Online Safety	EYFS	KS1	LKS2	UKS2
Computing curriculum				
RSHE Curriculum	<ul style="list-style-type: none"> - Know how we can use the internet - Know to tell a grown up when using the internet - Know to tell an adult if something pops up that they don't understand - Always tell an adult if someone you don't know 	<p>Year 1-</p> <ul style="list-style-type: none"> - Know that not everybody is who they say they are online. - Know that they should not talk to people they do not know online. - Know that the adults at home should always know who they speak to online. <p>Year 2-</p> <ul style="list-style-type: none"> - Know that we should not always trust people online. 	<p>Year 3-</p> <ul style="list-style-type: none"> - Identify what information they should share online, and how to keep private information private. - Understand the difference between private and personal information. - Know that they should share information of what they are doing online with adults at home and in school. <p>Year 4-</p>	<p>Year 5-</p> <ul style="list-style-type: none"> - How technology can be used to aid relationships, and its effect on our wellbeing. - The dangers associated with online relationships, such as knowing that now all people are who they say they are online. - Identifying warning signs regarding online risk. - Knowing how to seek the most effective support in a range of online scenarios.

	tries to talk to you on the internet	<ul style="list-style-type: none"> - Know that they should tell a trusted adult what they are doing and who they are talking to online at all times. - Know that they should balance screen-time with physical-activity, and this applies to online/in-person socialisation. 	<ul style="list-style-type: none"> - Understanding that boundaries in relationships apply online, as well as in "real life". - Identify some reasons we should be careful what we share online - Identify how and who to report concerns online to. - Know that it is unacceptable to share other people's information online without their consent. - Identify levels of risk on a range of online platforms and scenarios. - Suggest ways to negate risk on a range of online platforms. 	<ul style="list-style-type: none"> - Risk-assessing a range of online platforms and discussing the risk present on each. - Suggesting ways to negate and challenge risk on a range of online platforms. <p>Year 6-</p> <ul style="list-style-type: none"> - How social media can have a positive and negative impact on our mental wellbeing. - Spotting unreliable content online and applying this knowledge to online relationships. - How and who to report concerns about online safety to. - Understanding that consent is as important online as it is offline. - Seeking and giving consent online. - How and who to seek support from, if relationships make them feel worried or unsafe (both online and offline). - Know why some online content is age-restricted and make informed choices about which content to expose themselves to.
Education Recovery	EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> -Transition into setting, including information gathering from previous settings and home visits. PS and ED Building Relationships: <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; 	<ul style="list-style-type: none"> - Transition from continuous provision to more structured lessons. - Further development of focused listening and turn-taking skills. - Developing community-cohesion skills (e.g. 	<ul style="list-style-type: none"> - Know how to confidently express their views and opinions in unfamiliar circumstances. - Face problems, trying to resolve and learn from them. Identify their current strengths and weaknesses. 	<ul style="list-style-type: none"> - Develop an insight into their potential and capabilities. - Reflect upon their progress and set goals for improvement. - Know the ways in which they learn best. Identify and practice effective learning strategies.

	<ul style="list-style-type: none"> - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <p>Managing self:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; <p>Self-Regulation:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>participating in whole-school assemblies).</p> <ul style="list-style-type: none"> - Recognising their own interests and how these can translate to hobbies and play (as an alternative to an overreliance on screen-time). - Recognising signs of loneliness and know how to ask for help in these instances. - Beginning to develop self-assessment skills and recognising that making mistakes helps them learn. - Recognising people that they like to spend time with and the reasons why. - Recognising kind and unkind behaviours, and beginning to use behaviour related to bullying for repeated incidents of targeted unkind behaviour. 	<ul style="list-style-type: none"> - Recognise how they can develop and improve their learning. - Opportunities to take on small responsibilities and contribute to the school community. - Increased independence in learning and self-assessment skills. - Recognising the need to balance screen-time and physical activity. - Identifying ways they can establish good sleep hygiene. - Identify strong emotions that come from their relationships and trusted individuals who they can share these worries or concerns with. - Understand what constitutes bullying and what does not. - Know the terms "upstander" and "bystander" in relation to bullying. - Recognise when others feel lonely or excluded and supporting them. 	<ul style="list-style-type: none"> - Be aware of their different learning styles and be able to identify how they learn best. - Begin to appraise and critique the work of others in a respectful way, and use this information to inform their own learning. - Opportunities to explore high school and further education. - Recognise and articulate their feelings related to transition to high school. - Engagement with transition programming to enable success in high school. - Understand the terms "bystander" and "upstander" and suggest how they can become the latter. - Understand why sleep is important for the growing body and suggest how they can establish good sleep hygiene. - Understand why social interaction is important for mental wellbeing and ways that they can forge new relationships e.g. clubs and groups.
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