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| **EYFS** | Area of Learning | | **Statements** |
| **Three and four year olds** | Communication and Language | | * Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. * Start a conversation with an adult or a friend and continue it for many turns. |
| Personal, Social and Emotional Development | | * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. * Develop their sense of responsibility and membership of a community. * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. * Play with one or more other children, extending and elaborating play ideas. * Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. * Increasingly follow rules, understanding why they are important. * Remember rules without needing an adult to remind them. * Develop appropriate ways of being assertive. * Talk with others to solve conflicts. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. * Understand gradually how others might be feeling. * Be increasingly independent in meeting their own care needs,   e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.   * Make healthy choices about food, drink, activity and toothbrushing. |
| Physical Development | | * Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. |
| Understanding the World | | * Begin to make sense of their own life-story and family’s history. * Show interest in different occupations. * Continue developing positive attitudes about the differences between people. * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| **Reception** | Communication and Language | | * Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. * Develop social phrases. |
| Personal, Social and Emotional Development | | * See themselves as a valuable individual. * Build constructive and respectful relationships. * Express their feelings and consider the feelings of others. * Show resilience and perseverance in the face of challenge. * Identify and moderate their own feelings socially and emotionally. * Think about the perspectives of others. * Manage their own needs.   + personal hygiene * Know and talk about the different factors that support their overall health and wellbeing:   + regular physical activity   + healthy eating   + toothbrushing   + sensible amounts of ‘screen time’   + having a good sleep routine   + being a safe pedestrian |
| Physical Development | | * Further develop the skills they need to manage the school day successfully:   + lining up and queuing   + mealtimes |
| Understanding the World | | * Talk about members of their immediate family and community. * Name and describe people who are familiar to them. * Recognise that people have different beliefs and celebrate special times in different ways. |
| **ELG** | Communication and Language | Listening, Attention and Understanding | * Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. |
| Speaking | * 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. |
| Personal, Social and Emotional Development | Self-Regulation | * 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. |
| Managing Self | * 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. |
| 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 others’ needs. |
|  | Physical Development | Gross Motor Skills | * Negotiate space and obstacles safely, with consideration for themselves and others. |
|  | Understanding the World | Past and Present | * Talk about the lives of people around them and their roles in society. |

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Health and Wellbeing** | **What helps us stay healthy?**  what being healthy means and who helps help them to stay  healthy (e.g. parent, dentist, doctor)    that things people put into or onto their bodies can affect how  they feel    how medicines (including vaccinations and immunisations) can  help people stay healthy and that some people need to take  medicines every day to stay healthy  why hygiene is important and how simple hygiene routines can  stop germs from being passed on   what they can do to take care of themselves on a daily basis,  e.g. brushing teeth and hair, hand washing  **PoS refs: H1, H5, H6, H7, H10, H37**    **Who helps to keep us safe?**  that people have different roles in the community to help them  (and others) keep safe - the jobs they do and how they help  people    who can help them in different places and situations; how to  attract someone’s attention or ask for help; what to say  how to respond safely to adults they don’t know    what to do if they feel unsafe or worried for themselves or  others; and the importance of keeping on asking for support  until they are heard    how to get help if there is an accident and someone is hurt,  including how to dial 999 in an emergency and what to say  **PoS refs: H33, H35, H36, R15, R20, L5** | **What helps to keep us safe?**  how rules and restrictions help them to keep safe (e.g. basic  road, fire, cycle, water safety; in relation to medicines/  household products and online)  how to identify risky and potentially unsafe situations (in  familiar and unfamiliar environments, including online) and take  steps to avoid or remove themselves from them    how to resist pressure to do something that makes them feel  unsafe or uncomfortable, including keeping secrets    how not everything they see online is true or trustworthy and  that people can pretend to be someone they are not    how to tell a trusted adult if they are worried for themselves or  others, worried that something is unsafe or if they come across  something that scares or concerns them  **PoS refs: H28, H29, H30, H31, H32,  H34, R14, R16, R18, R19, R20, L1, L9**  **What can help us grow and stay healthy?**  that different things help their bodies to be healthy, including  food and drink, physical activity, sleep and rest    that eating and drinking too much sugar can affect their health,  including dental health    how to be physically active and how much rest and sleep they  should have everyday  that there are different ways to learn and play; how to know  when to take a break from screen-time    how sunshine helps bodies to grow and how to keep safe and  well in the sun  **PoS refs: H1, H2, H3, H4, H8, H9**  **How do we recognise our feelings?**  how to recognise, name and describe a range of feelings  what helps them to feel good, or better if not feeling good    how different things / times / experiences can bring about  different feelings for different people (including loss, change  and bereavement or moving on to a new class/year group)  how feelings can affect people in their bodies and their  behaviour    ways to manage big feelings and the importance of sharing their  feelings with someone they trust  how to recognise when they might need help with feelings and  how to ask for help when they need it  **PoS refs: H11, H12, H13, H14, H15,  H16, H17, H18, H19, H20, H24, H27** | **What keeps us safe?**  how to recognise hazards that may cause harm or injury and  what they should do to reduce risk and keep themselves (or  others) safe  how to help keep their body protected  and safe, e.g. wearing a  seatbelt, protective clothing and stabilizers    that their body belongs to them and should not be hurt or  touched without their permission; what to do and who to tell if  they feel uncomfortable  how to recognise and respond to pressure to do something that  makes them feel unsafe or uncomfortable (including online)  how everyday health and hygiene rules and routines help  people stay safe and healthy (including how to manage the  use of medicines, such as for allergies and asthma, and other  household products, responsibly)  how to react and respond if there is an accident and how to  deal with minor injuries e.g. scratches, grazes, burns  what to do in an emergency, including calling for help and  speaking to the emergency services  **PoS refs: H9, H10, H26, H39, H30, H40,  H42, H43, H44, R25, R26, R28, R29**  **Why should we eat well and look after our teeth?**  how to eat a healthy diet and the benefits of nutritionally rich  foods  how to maintain good oral hygiene (including regular brushing  and flossing) and the importance of regular visits to the dentist    how not eating a balanced diet can affect health, including the  impact of too much sugar/acidic drinks on dental health  how people make choices about what to eat and drink,  including who or what influences these  how, when and where to ask for advice and help about healthy  eating and dental care  **PoS refs: H1, H2, H3, H4, H5, H6, H11,  H14**  **Why should we keep active and sleep well?**  how regular physical activity benefits bodies and feelings  how to be active on a daily and weekly basis - how to balance  time online with other activities  how to make choices about physical activity, including what and  who influences decisions  how the lack of physical activity can affect health and wellbeing  how lack of sleep can affect the body and mood and simple  routines that support good quality sleep  how to seek support in relation to physical activity, sleep and  rest and who to talk to if they are worried  **PoS refs: H1, H2, H3, H4, H7, H8, H13,  H14** | **What strengths, skills and interests do we have?**  how to recognise personal qualities and individuality  to develop self-worth by identifying positive things about  themselves and their achievements  how their personal attributes, strengths, skills and interests  contribute to their self-esteem    how to set goals for themselves    how to manage when there are set-backs, learn from mistakes  and reframe unhelpful thinking  **PoS refs: H27, H28, H29, L25**  **How can we manage our feelings?**  how everyday things can affect feelings  how feelings change over time and can be experienced at  different levels of intensity    the importance of expressing feelings and how they can be  expressed in different ways    how to respond proportionately to, and manage, feelings in  different circumstances    ways of managing feelings at times of loss, grief and change    how to access advice and support to help manage their own or  others’ feelings  **PoS refs: H17, H18, H19, H20, H23**  **How will we grow and change?**  about puberty and how bodies change during puberty, including  menstruation and menstrual wellbeing, erections and wet  dreams  how puberty can affect emotions and feelings  how personal hygiene routines change during puberty  how to ask for advice and support about growing and changing  and puberty  **PoS refs: H31, H32, H34**  **How can we manage risk in different places?**  **how to recognise, predict, assess and manage risk in different  situations**  **how to keep safe in the local environment and less familiar  locations (e.g. near rail, water, road; fire/firework safety; sun  safety and the safe use of digital devices when out and about)**    **how people can be influenced by their peers’ behaviour and by  a desire for peer approval; how to manage this influence**    **how people’s online actions can impact on other people**    **how to keep safe online, including managing requests for  personal information and recognising what is appropriate to  share or not share online**    **how to report concerns, including about inappropriate online  content and contact**    **that rules, restrictions and laws exist to help people keep safe  and how to respond if they become aware of a situation that is  anti-social or against the law**  **PoS refs: H12, H37, H38, H41, H42,  H47, R12, R15, R23, R24, R28, R29, L1,  L5, L15** | **What makes up our identity?**  how to recognise and respect similarities and differences  between people and what they have in common with others    that there are a range of factors that contribute to a person’s  identity (e.g. ethnicity, family, faith, culture, gender, hobbies,  likes/dislikes)  how individuality and personal qualities make up someone’s  identity (including that gender identity is part of personal  identity and for some people does not correspond with their  biological sex)    about stereotypes and how they are not always accurate, and  can negatively influence behaviours and attitudes towards  others    how to challenge stereotypes and assumptions about others  **PoS refs: H25, H26, H27, R32, L9**  **How can we help in an accident or emergency?**  how to carry out basic first aid including for burns, scalds, cuts,  bleeds, choking, asthma attacks or allergic reactions    that if someone has experienced a head injury, they should not  be moved    when it is appropriate to use first aid and the importance of  seeking adult help  the importance of remaining calm in an emergency and  providing clear information about what has happened to an  adult or the emergency services  **PoS refs: H43, H44**  **How can drugs common to everyday life affect life?**  how drugs common to everyday life (including smoking/vaping  - nicotine, alcohol, caffeine and medicines) can affect health and  wellbeing  that some drugs are legal (but may have laws or restrictions  related to them) and other drugs are illegal    how laws surrounding the use of drugs exist to protect them  and others    why people choose to use or not use different drugs  how people can prevent or reduce the risks associated with  them    that for some people, drug use can become a habit which is  difficult to break  how organisations help people to stop smoking and the support  available to help people if they have concerns about any drug  use  how to ask for help from a trusted adult if they have any  worries or concerns about drugs  **PoS refs: H1, H3, H4, H46, H47, H48,  H50** | **How can we keep healthy as we grow?**  how mental and physical health are linked  how positive friendships and being involved in activities such as  clubs and community groups support wellbeing    how to make choices that support a healthy, balanced lifestyle  including:  » how to plan a healthy meal  » how to stay physically active  » how to maintain good dental health, including oral  hygiene, food and drink choices  » how to benefit from and stay safe in the sun  » how and why to balance time spent online with other  activities  » how sleep contributes to a healthy lifestyle; the effects  of poor sleep; strategies that support good quality sleep  » how to manage the influence of friends and family on  health choices  that habits can be healthy or unhealthy; strategies to help  change or break an unhealthy habit or take up a new healthy  one  how legal and illegal drugs (legal and illegal) can affect health  and how to manage situations involving them  how to recognise early signs of physical or mental ill-health  and what to do about this, including whom to speak to in and  outside school    that health problems, including mental health problems, can  build up if they are not recognised, managed, or if help is not  sought early on    that anyone can experience mental ill-health and to discuss  concerns with a trusted adult  that mental health difficulties can usually be resolved or  managed with the right strategies and support  that FGM is illegal and goes against human rights; that they  should tell someone immediately if they are worried for  themselves or someone else  **PoS refs: H1, H2, H3, H4, H5, H6, H7,  H8, H11, H12, H13, H14, H15, H16,  H21, H22, H40, H46, R10** |

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Relationships** | **What is the same and different about us?**  What they like / dislike and are good at  What makes them special and how everyone has different strengths  How their personal  features or qualities are unique to them  How they are similar or different to others and what they have in common  To use the correct names for the main parts of the body including external genitalia and that parts of the body covered with underwear are private  **PoS refs: H21, H22, H23, H25, R13, R23,  L6, L14**    **Who is special to us?**  that family is one of the groups they belong to, as well as, for  example, school, friends, clubs  about the different people in their family / those that love and  care for them    what their family members, or people that are special to them,  do to make them feel loved and cared for    how families are all different but share common features – what  is the same and different about them  about different features of family life, including what families do  / enjoy together  that it is important to tell someone (such as their teacher) if  something about their family makes them feel unhappy or  worried  **PoS refs: L4, R1, R2, R3, R4, R5** | **What makes a good friend?**  how to make friends with others  how to recognise when they feel lonely and what they could do  about it    how people behave when they are being friendly and what  makes a good friend    how to resolve arguments that can occur in friendships  how to ask for help if a friendship is making them unhappy  **PoS refs: R6, R7, R8, R9, R25**    **What is bullying?**  how words and actions can affect how people feel  how to ask for and give/not give permission regarding physical  contact and how to respond if physical contact makes them  uncomfortable or unsafe   why name-calling, hurtful teasing, bulling and deliberately  excluding others is unacceptable    how to respond if this happens in different situations  how to report bullying or other hurtful behaviour, including  online, to a trusted adult and the importance of doing so  **PoS refs: R10, R11, R12, R16, R17, R21,  R22, R24, R25** | **How can we be a good friend?**  how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded    how to recognise if others are feeling lonely and excluded and  strategies to include them  how to build good friendships, including identifying qualities  that contribute to positive friendships  that friendships sometimes have difficulties, and how to  manage when there is a problem or an argument between  friends, resolve disputes and reconcile differences  how to recognise if a friendship is making them unhappy, feel  uncomfortable or unsafe and how to ask for support  **PoS refs: R10, R11, R13, R14, R17, R18**  **What are families like?**  how families differ from each other (including that not every  family has the same family structure, e.g. single parents, same  sex parents, step-parents, blended families, foster and adoptive  parents)    how common features of positive family life often include  shared experiences, e.g. celebrations, special days or holidays  how people within families should care for each other and the  different ways they demonstrate this  how to ask for help or advice if family relationships are making  them feel unhappy, worried or unsafe  **PoS refs: R5, R6, R7, R8, R9** | **How do we treat each other with respect?**  how people’s behaviour affects themselves and others,  including online    how to model being polite and courteous in different situations  and recognise the respectful behaviour they should receive in  return    about the relationship between rights and responsibilities    about the right to privacy and how to recognise when a  confidence or secret should be kept (such as a nice birthday  surprise everyone will find out about) or not agreed to and  when to tell (e.g. if someone is being upset or hurt)  the rights that children have and why it is important to protect  these    that everyone should feel included, respected and not  discriminated against; how to respond if they witness or  experience exclusion, disrespect or discrimination  how to respond to aggressive or inappropriate behaviour  (including online and unwanted physical contact) – how to  report concerns  **PoS refs: R19, R20, R21, R22, R25, R27,  R29, R30, R31, H45, L2, L3, L10** | **How can friends communicate safely?**  about the different types of relationships people have in their  lives  how friends and family communicate together; how the internet  and social media can be used positively  how knowing someone online differs from knowing someone  face-to-face  how to recognise risk in relation to friendships and keeping safe  about the types of content (including images) that is safe to  share online; ways of seeking and giving consent before images  or personal information is shared with friends or family  how to respond if a friendship is making them feel worried,  unsafe or uncomfortable    how to ask for help or advice and respond to pressure,  inappropriate contact or concerns about personal safety  **PoS refs: R1, R18, R24, R26, R29, L11,  L15** | **What will change as we become more independent? /  How do relationships change as we grow?**  that people have different kinds of relationships in their lives,  including romantic or intimate relationships  that people who are attracted to and love each other can be  of any gender, ethnicity or faith; the way couples care for one  another  that adults can choose to be part of a committed relationship or  not, including marriage or civil partnership  that marriage should be wanted equally by both people and that  forcing someone to marry against their will is a crime  how puberty relates to growing from childhood to adulthood  about the reproductive organs and process - how babies are  conceived and born and how they need to be cared for  that there are ways to prevent a baby being made²    how growing up and becoming more independent comes with  increased opportunities and responsibilities  how friendships may change as they grow and how to manage  this  how to manage change, including moving to secondary school;  how to ask for support or where to seek further information  and advice regarding growing up and changing  **PoS refs: H24, H30, H33, H34, H35,  H36, R2, R3, R4, R5, R6, R16** |

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Living in the Wider World** | **What can we do with money?**  what money is - that money comes in different forms  how money is obtained (e.g. earned, won, borrowed, presents)  how people make choices about what to do with money,  including spending and saving    the difference between needs and wants - that people may not  always be able to have the things they want    how to keep money safe and the different ways of doing this  **PoS refs: L10, L11, L12, L13**  **How can we look after each other and the world?**  how kind and unkind behaviour can affect others; how to be  polite and courteous; how to play and work co-operatively    the responsibilities they have in and out of the classroom  how people and animals need to be looked after and cared for    what can harm the local and global environment; how they and  others can help care for it    how people grow and change and how people’s needs change  as they grow from young to old    how to manage change when moving to a new class/year group  **PoS refs: H26, H27, R21, R22, R24, R25,  L2, L3** | **What jobs do people do?**  how jobs help people earn money to pay for things they need  and want  about a range of different jobs, including those done by people  they know or people who work in their community    how people have different strengths and interests that enable  them to do different jobs  how people use the internet and digital devices in their jobs and  everyday life  **PoS refs: L15, L16, L17, L7, L8** | **What makes a community?**  how they belong to different groups and communities, e.g.  friendship, faith, clubs, classes/year groups    what is meant by a diverse community; how different groups  make up the wider/local community around the school  how the community helps everyone to feel included and values  the different contributions that people make    how to be respectful towards people who may live differently to  them  **PoS refs: R32, R33, L6, L7, L8** | **How can our choices make a difference to others and the environment?**  how people have a shared responsibility to help protect the  world around them  how everyday choices can affect the environment  how what people choose to buy or spend money on can affect  others or the environment (e.g. Fairtrade, single use plastics,  giving to charity)  the skills and vocabulary to share their thoughts, ideas and  opinions in discussion about topical issues    how to show care and concern for others (people and animals)  how to carry out personal responsibilities in a caring and  compassionate way  **PoS refs: L4, L5, L19, R34** | **What decisions can people make with money?**  how people make decisions about spending and saving money  and what influences them  how to keep track of money so people know how much they  have to spend or save    how people make choices about ways of paying for things they  want and need (e.g. from current accounts/savings; store card/ credit cards; loans)  how to recognise what makes something ‘value for money’ and  what this means to them  that there are risks associated with money (it can be won, lost  or stolen) and how money can affect people’s feelings and  emotions  **PoS refs: R34, L17, L18, L20, L21, L22,  L24**  **What jobs would we like?**  that there is a broad range of different jobs and people often  have more than one during their careers and over their lifetime    that some jobs are paid more than others and some may be  voluntary (unpaid)  about the skills, attributes, qualifications and training needed for  different jobs  that there are different ways into jobs and careers, including  college, apprenticeships and university  how people choose a career/job and what influences their  decision, including skills, interests and pay  how to question and challenge stereotypes about the types of  jobs people can do    how they might choose a career/job for themselves when they  are older, why they would choose it and what might influence  their decisions  **PoS refs: L26, L27, L28, L29, L30, L31,  L32** | **How can the media influence people?**  how the media, including online experiences, can affect people’s  wellbeing – their thoughts, feelings and actions   that not everything should be shared online or social media  and that there are rules about this, including the distribution of  images   that mixed messages in the media exist (including about health,  the news and different groups of people) and that these can  influence opinions and decisions  how text and images can be manipulated or invented; strategies  to recognise this  to evaluate how reliable different types of online content and  media are, e.g. videos, blogs, news, reviews, adverts  to recognise unsafe or suspicious content online and what to do  about it  how information is ranked, selected, targeted to meet the  interests of individuals and groups, and can be used to influence  them    how to make decisions about the content they view online or in  the media and know if it is appropriate for their age range  how to respond to and if necessary, report information viewed  online which is upsetting, frightening or untrue  to recognise the risks involved in gambling related activities,  what might influence somebody to gamble and the impact it  might have  to discuss and debate what influences people’s decisions, taking  into consideration different viewpoints  **PoS refs: H49, R34, L11, L12, L13, L14,  L15, L16, L23** |