

	<b>Personal Social Educational development</b>	<b>Physical Development</b>	<b>Understanding of the World</b>
N	<p>To know the conventions of courtesy and manners. E.g. Please, thank you, sorry.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Shows confidence in asking adults for help</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p>	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>
R	<p>To know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>To know that healthy friendships are positive and welcoming towards others.</p> <p>To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>To know the conventions of courtesy and manners. E.g. Please, thank you, sorry.</p> <p>To recognise the importance of saying sorry and forgiveness.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Can describe self in positive terms and talk about abilities</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>

	Relationships vocabulary (CWP) – friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, scared, excited, relaxed, family, mum, dad, brother, sister, grandma, granddad, stepmum, stepdad, foster mum, foster dad.					
	<b>Relationships</b>	<b>Mental Health and Wellbeing</b>	<b>Being Safe</b>	<b>Physical Health</b>	<b>Changing Adolescent Body</b>	<b>Citizenship</b>
1	<p><b>Skill:</b> To be able to identify similarities and differences in others.</p> <p><b>Knowledge:</b> To know that we can be friends with people who are different to us.</p> <p>To know that there are different types of family.</p> <p>To know the characteristics of friendships, including truthfulness, trustworthiness, kindness, and sharing interests.</p> <p>To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To know that families are important for children growing up because they can give love, security and stability.</p>	<p><b>Knowledge:</b> To know the conventions of courtesy and manners e.g. Please may I...</p> <p>To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, pride, excitement, calm) that all humans experience in relation to different situations.</p> <p>To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. e.g.</p> <p>To know how to recognise and report</p>	<p><b>Skill:</b> To identify different types of families and who makes us feel happy and safe.</p> <p><b>Knowledge:</b> To know who they can ask for help.</p> <p>To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>To know that for most people the internet is an integral part of life and has many benefits.</p> <p>To know where and how to report concerns and get support with issues online.</p>	<p><b>Knowledge:</b></p> <p>To know the characteristics and mental and physical benefits of an active lifestyle.</p> <p>To know the importance of building regular exercise into daily and weekly routines and how to achieve this.</p> <p>To know how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p><b>Skill:</b> To be able to discuss how children change and grow</p> <p><b>Knowledge:</b> identify, name draw and label basic parts of the human body.</p>	<p><b>To be confirmed once the school closure period has come to an end.</b></p> <p><b>Skill:</b></p> <p><b>Knowledge:</b></p>

	<p>To know the characteristics of healthy family life, commitment to each other, the importance of spending time together and sharing each other's lives.</p> <p>To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Relationships vocabulary (CWP) – friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva.</p>	<p>feelings of being unsafe or feeling bad about any adult.</p> <p>To know how to recognise who to trust and who not to trust and how to seek help or advice from others, if needed.</p>	<p>To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking – good and bad medicines.</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>			
2	<p><b>Skill:</b> identify difference between males and females.</p> <p><b>Knowledge:</b> To understand the concept of gender stereotype.</p>	<p><b>Knowledge:</b> To know about different types of bullying and how to get help.</p>	<p><b>Knowledge:</b> To know the rules and principles for keeping safe online, how to recognise risks, harmful</p>	<p><b>Knowledge:</b> To know the characteristics and mental and physical benefits</p>	<p><b>Skill:</b> To discuss some of the differences between male and females</p>	<p><b>Skill:</b></p> <p><b>Knowledge:</b></p>

	<p>To know the characteristics of friendships, truthfulness, trustworthiness, kindness, generosity, trust and sharing interests and experiences.</p> <p>To know what a stereotype is.</p> <p>To know the conventions of courtesy and manners.</p> <p>Relationships vocabulary (CWP) – similar, different, sex, gender roles, stereotypes (fixed ideas), boy, girl, male, female, private parts, penis, vulva, vagina.</p>	<p>To know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>content and contact, and how to report them.</p> <p>To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>To know that for most people the internet is an integral part of life and has many benefits.</p> <p>To know where and how to report concerns and get support with issues online.</p>	<p>of an active lifestyle.</p> <p>To know the importance of building regular exercise.</p> <p>To know the risks associated with an inactive lifestyle (including obesity).</p> <p>To know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>To know what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>To know the principles of planning and preparing a range of healthy meals.</p>	<p>To discuss the physical differences between males and females.</p> <p><b>Knowledge:</b></p> <p>To know that differences between males and females is part of the lifecycle.</p> <p>To know that making a new life needs a male and a female.</p>	
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				To know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay).		
3	<p><b>Skill:</b> Identify who to go to for help and support</p> <p><b>Knowledge:</b> To know that all families are different and have different members.</p> <p>To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>To know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>To know practical steps they can take in a range of different contexts to</p>	<p><b>Skill:</b> To demonstrate courtesy and manners.</p> <p><b>Knowledge:</b> To know about different types of bullying (including cyberbullying), and how to get help.</p> <p>To understand the importance of self-respect and how this links to their own happiness.</p> <p>To know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>To be able to recognise a range of emotions (e.g.</p>	<p><b>Skill:</b> To understand that each person’s body belongs to them.</p> <p>To understand personal space and unwanted touch.</p> <p>To identify different types of families and who makes us feel happy and safe.</p> <p><b>Knowledge:</b> To know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>To know the rules and principles for keeping safe online, how to recognise</p>	<p><b>Skill:</b></p> <p><b>Knowledge:</b></p> <p>To know the characteristics and mental and physical benefits of an active lifestyle.</p> <p>To know what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>To know the principles of planning and preparing a range of healthy meals.</p> <p>To know the characteristics of a poor diet and</p>	<p><b>Skill:</b> To explore the differences between male and female bodies.</p> <p><b>Knowledge:</b> To name male and female body parts using agreed words: Penis, testicles,</p>	<p><b>Skill:</b></p> <p><b>Knowledge:</b></p>

	<p>improve or support respectful relationships. To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>Relationships vocabulary (CWP) – similar, different, gender roles, stereotypes, boy, girl, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship.</p>	<p>happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions in themselves and others.</p>	<p>risks, harmful content and contact, and how to report them.</p> <p>To know where and how to report concerns and get support with issues online.</p> <p>To know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>To know how to ask for advice or help for themselves or others, and to</p>	<p>risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>		
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			<p>keep trying until they are heard.</p> <p>To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>To know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>			
4	<p><b>Skill:</b> To discuss and explore respect in a range of relationships.</p> <p><b>Knowledge:</b> To know the characteristics of healthy relationships. To know that respect is important in all</p>	<p><b>Skill:</b> To explore how friendships can make people feel uncomfortable or unhappy. To be able to recognise a range of emotions (e.g. happiness, sadness,</p>	<p><b>Skill:</b> To discuss the emotional changes that can happen during puberty. <b>Knowledge:</b> To know that the following changes happen during puberty. To know that the same principles apply to online relationships as to face-to</p>	<p><b>Knowledge:</b> To know the characteristics and mental and physical benefits of an active lifestyle. To know the importance of</p>	<p><b>Skill:</b> To discuss the changes that can happen during puberty. <b>Knowledge:</b> To know basic facts about puberty. To know that puberty is a</p>	<p><b>Skill:</b> <b>Knowledge:</b></p>

<p>relationships including online. To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>To know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or</p>	<p>anger, fear, surprise, nervousness) and scale of emotions in themselves and others. <b>Knowledge:</b> To understand and exemplify respect in friendships. To know that violence in friendships is never right. To know that mental wellbeing is a normal part of daily life, in the same way as physical health. To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>face relationships, including the importance of respect for others online including when we are anonymous. To know how information and data is shared and used online. To know where and how to report concerns and get support with issues online. To know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is</p>	<p>building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. To know the risks associated with an inactive lifestyle (including obesity). To know how and when to seek support including which adults to speak to in school if they are worried about their health. To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p>	<p>stage in the human lifecycle and linked to reproduction.</p>	
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	<p>advice from others, if needed.</p> <p>To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>To know practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>To know the conventions of courtesy and manners.</p> <p>Relationships vocabulary (CWP) – puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings.</p>	<p>To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>ranked, selected and targeted.</p> <p>To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>To know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>		
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5	<p><b>Knowledge:</b> To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. To know what a stereotype is, and how stereotypes can be unfair, negative or destructive. To know the conventions of courtesy and manners. To know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Relationships vocabulary (CWP) – puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial</p>	<p><b>Skill:</b> To identify how to get support during puberty. To be able to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p><b>Knowledge:</b> To know how to keep clean during puberty. To know the importance of self-respect and how this links to their own happiness. To know that mental wellbeing is a normal part of daily life, in the same way as physical health. To know the benefits of physical exercise,</p>	<p><b>Knowledge:</b> To know how information and data is shared and used online. To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. To know where and how to report concerns and get support with issues online. To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. To know why social media, some computer games and online gaming, for example, are age restricted. To know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of</p>	<p><b>Knowledge:</b> To know the characteristics and mental and physical benefits of an active lifestyle. To know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. To know the risks associated with an inactive lifestyle (including obesity). To know how and when to seek support including which adults to speak to in school if they are</p>	<p><b>Skill:</b> To be able to ask questions about puberty with confidence.</p> <p><b>Knowledge:</b> To know the following facts about puberty. To know how puberty affects the reproductive system. To know what happens during menstruation and sperm production.</p>	<p><b>Skill:</b></p> <p><b>Knowledge:</b></p>
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	hair, underarm hair, sexual feelings.	time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	keeping personal information private. To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	worried about their health.		
6	<b>Skill:</b> To explore the importance of communication during relationships. <b>Knowledge:</b> To know the difference between healthy and unhealthy relationships. To know that permission seeking in relationships is important.	<b>Skill:</b> To talk about puberty and reproduction with confidence. To consider when it is appropriate to share personal/ private information in a relationship. To be able to recognise and talk	<b>Skill:</b> To know how to make a clear and efficient call to emergency services if necessary. To understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries. <b>Knowledge:</b>	<b>Skill:</b> <b>Knowledge:</b> To know the characteristics and mental and physical benefits of an active lifestyle. To know the importance of building regular	<b>Skill:</b> To explain how and why the body changes during puberty in preparation for reproduction. To discuss the decisions that have to be made before having children.	<b>Skill:</b> <b>Knowledge:</b>

<p>To know that families are important for children growing up because they can give love, security and stability.</p> <p>To know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members.</p> <p>To understand that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>To know the characteristics of</p>	<p>about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>To be able to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p><b>Knowledge:</b></p> <p>To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>To know simple self-care techniques, including the importance of rest, time spent with</p>	<p>To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>To know where to get support if an online relationship goes wrong.</p> <p>To know where and how to report concerns and get support with issues online.</p> <p>To know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>To know how to be a discerning consumer of information online including understanding that information, including that</p>	<p>exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school or other forms of regular, vigorous exercise.</p> <p>To know the risks associated with an inactive lifestyle (including obesity).</p> <p>To know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>To know the facts and science relating to allergies, immunisation and vaccination.</p>	<p><b>Knowledge:</b> To know the following facts about conception and pregnancy.</p>	
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<p>friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>To know practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>To understand the importance of self-respect and how this links to their own happiness.</p> <p>To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>To know the conventions of courtesy and manners.</p> <p>Relationships vocabulary (CWP) – womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship,</p>	<p>friends and family and the benefits of hobbies and interests.</p> <p>To understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	<p>from search engines, is ranked, selected and targeted.</p> <p>To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>To know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>To know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>To know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>To know how to report concerns or abuse, and the</p>			
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	love, consent, intimacy, communication, personal/private information, internet safety.		vocabulary and confidence needed to do so. To know where to get advice e.g. family, school and/or other sources.			
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