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National Curriculum

Possibilities *This driver helps pupils to build aspirations and identify available opportunities for their future lives*	**Initiative** *This driver helps pupils to grow as independent learners and develops resourcefulness in a variety of situations*	**Community & Environment** *This driver develops a sense of belonging and nurtures curiosity about, and empathy for, local, national and global issues*	**Health & Well-being** *This driver underpins every aspect of our curriculum. It helps to guide children's life choices and nurtures emotional growth*
Tolerance Acceptance Regulation Emotions Respect Resilience Responsibility	Resilience Responsibility Respect	Empathy Responsibility Community Caring for the environment Caring for pets Caring for each other Special people to me	RSE Personal hygiene Emotional literacy Healthy eating Mental health Relationship and Sexual health

SCARF: Safety, Caring, Achievement, Resilience, Friendship

"School-based programmes of social and emotional learning have the potential to help young people acquire the skills they need to make good academic progress as well as benefit pupil health and wellbeing. Opportunities exist to develop and promote social and emotional skills through a dedicated Personal Social Health and Economic education (PSHE) curriculum – including statutory content regarding Relationships Education (RE) and Relationships and Sex Education (RSE) and Health Education. Statutory guidance on the implementation of the curriculum states that such content should be delivered in a 'carefully sequenced way, within a planned programme of lessons" **PHE Promoting children and young people's emotional health and wellbeing – p.16 Curriculum, teaching and learning.**

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

RSE spiral curriculum intent

Nursery - Children notice the similarities and differences between males and females. They begin to play inclusively with their friends, regardless of their sex (if not already doing so). They think differently and more openly about what a family may look like. Children talk about how babies change as they grow, what they need and how this changes as they grow. They share their own experiences and listen to those of the others.

Reception - Children use the language and describe the different life stages of: baby, child, teenager, adult, older age, and talk about their own experience of growing up. Children learn the names of parts of the body (including reproductive parts) using the correct vocabulary. They can explain which parts of their body are kept private and safe - and why. They know to tell or ask an appropriate adult for help if they feel unsafe. Children reflect on how they have changed as they have grown. They can explain the differences between babies, children, and adults, and understand that we are all unique. Children are introduced to the basics of human reproduction (not sexual intercourse). They understand that a baby is made by a woman and a man, and grows inside a woman's tummy/womb. They recognise that every family is different and talk about the similarities and differences between themselves and others. Children understand that animals and humans change in appearance over time. They use relevant vocabulary such as egg, seed, baby, grow, change, old, and young (and the names for young animals). They make observations and ask questions about living things.

Year 1 - Children will understand some of the tasks required to look after a baby, and how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, and feeding. Children will start to identify things they could do as a baby and toddler as well as things they can do now. They can identify the people who help or helped them at these different stages. Children will be able to identify parts of the body that are private and ways in which they can be kept private. They can identify people that it's ok to talk to about their private parts.

Year 2 - Children can identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and describe some of the things that people are capable of at these different stages. Children will recall which parts of their body are private. They will understand that genitals help make babies when we are older, and know that we mostly have the same body parts, but how they look is different from person to person.

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	Year 1			Year 2		
	Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**
	Me and my relationship	**Valuing difference**	**Keeping safe**	**Me and my relationship**	**Valuing difference**	**Keeping safe**
1	• Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Identify a range of feelings; • Identify how feelings might make us behave: • Suggest strategies for someone	• Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences. • Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare. • Explain some of their school rules and how those rules help to keep everybody safe. • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others. • Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them. • Recognise that they belong to various groups and	• Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. • Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say “no” to unwanted touch; • Start thinking about who they trust and who they can ask for help.	• Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. • Take part in creating and agreeing classroom rules. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else’s behaviour. • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other.	• Identify some of the physical and non-physical differences and similarities between people; • Know and use words and phrases that show respect for other people. • Identify people who are special to them; • Explain some of the ways those people are special to them. • Recognise and explain how a person's behaviour can affect other people. • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; • Suggest and use strategies for helping someone who is feeling left out. • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings;	• Understand that medicines can sometimes make people feel better when they’re ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Recognise that body language and facial expression can give clues as to how comfortable and safe

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	experiencing 'not so good' feelings to manage these. • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. • Identify simple qualities of friendship; • Suggest simple strategies for making up.	communities such as their family; • Explain how these people help us and we can also help them to help us.	**DfE Relationships Education and Health Education statutory requirements - RSE** 1. The importance of permission-seeking and giving in relationships with friends, peers and adults. 2. That people sometimes behave differently online, including by pretending to be someone they are not 3. 2. 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. 4. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 5. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 6. How information and data is shared and used online. 7. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	• Explain the difference between bullying and isolated unkind behaviour; • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Understand and describe strategies for dealing with bullying: • Rehearse and demonstrate some of these strategies. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Identify situations as to whether they are incidents of teasing or bullying.	• Suggest kind words and actions they can show to others; • Show acts of kindness to others in school. • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.	someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.

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			8. 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. 9. How to ask for advice or help for themselves or others, and to keep trying until they are heard. 10. That for most people the internet is an integral part of life and has many benefits. 11. 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. 12. 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. 13. Where and how to report concerns and get support with issues online.			
Key Skills	• I can name different feelings and how they might make me behave. • I can suggest ways of dealing with 'not so	• I can say ways in which people are similar as well as different. • I can say why things sometimes seem	• I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) • I can say what I can do if I have strong,	• I can name different feelings and how they might make me behave. • I can suggest ways of dealing with 'not so	• I can say ways in which people are similar as well as different. • I can say why things sometimes seem	• I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) • I can say what I can do if I have strong,

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	good' feelings and how to help others. • I can recognise when I need help and who to ask. • I can listen to others and wait my turn to speak. • I can tell you which trusted adults at home and school keep me safe.	unfair, even if they are not to me. • I can talk about what bullying is. • I can say ways to show kindness towards others.	but not so good feelings, to help me stay safe • I can say 'no' to unwanted touch and ask for help from a trusted adult. • I can say when medicines can be helpful or might be harmful. • I can tell you how to stay safe around medicine.	good' feelings and how to help others. • I can recognise when I need help and who to ask. • I can listen to others and wait my turn to speak. • I can tell you which trusted adults at home and school keep me safe.	unfair, even if they are not to me. • I can talk about what bullying is. • I can say ways to show kindness towards others.	but not so good feelings, to help me stay safe • I can say 'no' to unwanted touch and ask for help from a trusted adult. • I can say when medicines can be helpful or might be harmful. • I can tell you how to stay safe around medicine.
2	**Right and respect**	**Being my best**	**Growing and changing**	**Right and respect**	**Being my best**	**Growing and changing**
	• Recognise how a person's behaviour (including their own) can affect other people. • Identify what they like about the school environment; • Recognise who cares for and looks after the school environment. • Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others. • Explain where people get money from; • List some of the things that money	• Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health. • Recognise that they may have different tastes in food to others; • Select foods from the **Eatwell Guide** (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy.	• that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.	• Describe and record strategies for getting on with others in the classroom. • Explain, and be able to use, strategies for dealing with impulsive behaviour. • Identify special people in the school and community who can help to keep them safe; • Know how to ask for help. **DfE Relationships Education and Health Education statutory requirements E-Safety** • That people sometimes behave differently online, including by pretending to be someone they are not.	• Explain the stages of the learning line showing an understanding of the learning process; • Help themselves and others develop a positive attitude that support their wellbeing; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that	• Demonstrate simple ways of giving positive feedback to others. • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. • Identify which parts of the human body are private; • Explain that a person's genitals help them to make babies when they are grown up;

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	may be spent on in a family home. • Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). **DfE Relationships Education and Health Education statutory requirements – First Aid** 1. How to make a clear and efficient call to emergency services if necessary. 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	• Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. • Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them.	• Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts.	• 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. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online. • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • That for most people the internet is an	they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood. • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health	• Understand that humans mostly have the same body parts but that they can look different from person to person. • Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information. • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

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				integral part of life and has many benefits. • 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. • 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. • 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. • Where and how to report concerns and get support with issues online. • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things.	**DfE Relationships Education and Health Education statutory requirements – First Aid** • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	

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				• Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment.		
Key Skills	• I can wash my hands correctly. • I can name ways to look after my home and school. • I can look after a special person or thing. • I can tell you some things that money is spent on. • I can get help if someone has hurt themselves.	• I can choose a healthy meal with different food groups. • I can be persistent when learning a new skill. • I can name a few different ideas of what I can do if I find something difficult. • I can help my friends when they fall out.	• I can tell you some things that babies need. • I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. • I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.	• I can make choices that help me play and work well with others. • I can use some strategies when I feel upset or angry. • I can ask for help from a trusted adult. • I can name some ways I can look after my environment. • I can make choices with money.	• I can explain what happens when I learn something new. • I can explain how setting a goal or goals will help me to achieve what I want to be able to do. • I can explain how hand hygiene stops virus' and germs from spreading. • I can give examples of what I can do and	• I can give support to a friend. • I can describe feelings of loss and suggest what someone can do if a friend moves away. • I can describe the stages of growth I have been through and what I look forward to in my future.

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		• I can explain why praise helps me to keep trying.	• I can name the body parts girls and boys have that are the same and which body parts are different. • I can name the adults I can talk to at home and school if I need help.		give to my body to stay healthy. • I can name different parts of my body that are inside me and help to turn food into energy.	• I can name the human private parts that are used to make a baby. • I can talk about keeping private parts private.
Key questions	• What are rules and why do we have them? • What rules do you have at home? • What rules do we have in school? • Are these 'good' rules? • Why do you think they are good? • Do these rules change in different areas of the school? • What can Jade do to feel better about this? • How can Jessica and Amal make things better for her? How do you feel…. • At school? • At home? • At the shops? • At a friend's house? • What things did you like most in the school environment? Why? • Which was your favourite environment – the classroom, inside the school or	• If someone is good at art and someone else is good at maths does that mean that one is better than the other? • What rules do we have in school? • Who makes those rules? • Why do we have those rules? • What happens if someone breaks those rules? • Why is it important that everyone sticks to those rules? • Are there ever any times when someone might need to break the rules? [e.g. running in the corridor to get help for someone who has been hurt.] • Which foods do they like/dislike? • Which foods are healthy for us that we need to eat more of?	• What is the internet? • How do we get onto the internet? (E.g. smartphones, smart TVs, tablets, computers) • How can it help people? (With children's input, create a list of benefits - e.g. find out information, keep in touch with people, play games - and other types of entertainment - shopping, selling things, donating (giving) to charities etc.) • Is everything that we see or read on the internet true? (Sometimes people make up stories and make them appear real, sometimes people show pictures that have been changed, to make something or someone look better, for example, and	• What would it look like? • Imagine you are looking around, what can you see? • What would it sound like? • Listen carefully - what can you hear? • How would it feel to be in that classroom? • Calling names or saying hurtful things • Hurting by hitting, pinching or kicking etc • Leaving someone out • Sending hurtful messages or saying nasty things about people using mobile phones or computers • What did Louis do? • How did it make others feel? • Could he help it? • What could he have done instead? • Do you ever feel like Louis? • What could you do?	• What are the things that the different pictures have in common? • What are the things that are in different in the pictures? • What do we mean by being unkind? • Can anyone give an example (without mentioning any names) of someone being unkind? • What sort of things can you do now that you couldn't when you were a baby? • Was it always easy to learn to do those things? • Which of the things that you can do now which you couldn't when you were younger were the hardest to learn? • What did you have to do in order to make it easier? [Kept practicing, didn't give up, learnt from mistakes, had help from other people etc.]	• When do you feel safe? • Where do you feel safe? • Who makes you feel safe? • What do you like to do with these special people? • What do you share and what do you keep secret? • What was supportive? • What helped? • What didn't help? • How did the blindfolded person feel? • How might you do it differently if you did it again?

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	outside the school? Why? • Did different people have different favourite areas? • Was there a part of the environment that everyone liked? If so, what was it and why was it so popular? •		sometimes people on the internet pretend to be something that they are not - for example, pretending they are children when they are actually adults.) • How can we keep safe if we use the internet - now and as we get older? • Tell us about any risks you've heard about the internet (give children time to think about this and share their ideas or experiences). • Why did Harold feel a bit unwell at the end of the story? • Should Harold keep this secret? • Who should he talk to about it? • Why do you think he might be worried about telling someone this secret? • Do you think he will get into trouble if he talks about this secret?		• What encouraging phrases can you think of to help someone who is learning to do something new? • Can the children name any diseases for which there are vaccinations? • Why is first aid important? •	
	Nursery			**Reception**		
	Autumn	**Spring**	**Summer**	Autumn	**Spring**	**Summer**
Term 1	**Me and my relationship**	**Valuing difference**	**Keeping safe**	**Me and my relationship**	**Valuing difference**	**Keeping safe**

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	• Recognise that we are unique • Describe different feelings and use this skill to manage relationships • Understand that some families are different from theirs, but these families also love and care for one another • Share their likes and dislikes with their friends and adults in their classroom • Name the different features of their face and parts of their body • Use their senses to explore the world around them • Speak positively about themselves • Name different feelings and possible causes • Name some key adults who can help them when feeling sad/worried/scared • Talk about their families and special people • Name those who care for them and keep them safe • Describe the different types of homes	• Recognise that there are differences and similarities between themselves • Celebrate their friends and include them • Understand people have different cultures and religions • Talk about the similarities and differences amongst their peers • Talk about the things they and their friends are good at • Spot similarities and differences in nature • Understand that having differences between us is a good thing • Notice and talk about differences in nature • Recognise the differences within and amongst families • Explore and use different materials • Show kindness by including their friends • Talk about how to help those who are in need	• Explain what they should do if they feel unsafe • Recognise potential dangers and how to stay safe, inside and outside • Learn the importance of keeping safe around medicines and unknown products • Name key relatives/care givers at home and those who care for them in their education settings • Recognise a 'funny tummy feeling' when something feels wrong or unsafe and say what to do • Talk about what makes them feel safe • Name potential dangers, both inside and outside, and how to avoid getting hurt • Name things in the environment that keep us safe e.g.traffic lights, warning signs, school rules • Talk about how to keep their bodies safe • Know which products in the home are to be used only by adults • Sort items according to their use and purpose	• Talk about similarities and differences. • Name special people in their lives. • Describe different feelings. • Identify who can help if they are sad, worried or scared. • Identify ways to help others or themselves if they are sad or worried. • Talk about their own interests. • Talk about their families. • Talk about how they are the same or different to others. • Talk about similarities and differences. • Name special people in their lives. • Describe different feelings. • Identify who can help if they are sad, worried or scared. • Identify ways to help others or themselves if they are sad or worried. • Share their favourite interests and objects. • Talk about themselves positively. • Listen to what others say and respond. • Talk about similarities and differences.	• Be sensitive towards others and celebrate what makes each person unique. • Recognise that we can have things in common with others. • Use speaking and listening skills to learn about the lives of their peers. • Know the importance of showing care and kindness towards others. • Demonstrate skills in building friendships and cooperation. • Talk about their family, customs and traditions. • Listen to others talk about their experiences. • Compare their own experiences with those of others. • Show friendly behaviour towards a peer. • Build relationships with others.	• Talk about how to keep their bodies healthy and safe. • Name ways to stay safe around medicines. • Know how to stay safe in their home, classroom and outside. • Know age-appropriate ways to stay safe online. • Name adults in their lives and those in their community who keep them safe. • Make safe decisions about items they don't recognise. • Talk about what our bodies need to stay well. • Name the safe ways to store medicine and who can give it to children (adults). • Name some hazards and ways to stay safe inside. • Name some hazards and ways to stay safe outside. • Show how to care for the safety of others. • Share ideas about activities that are safe to do on electronic devices. • What to do and who to talk to if they feel unsafe online.

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			• Explain who can give medicine to children and why	• Name special people in their lives. • Describe different feelings. • Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried.		• Name the people in their lives who help to keep them safe. • Name people in their community who help to keep them safe. • Talk about ways to keep themselves safe in their environment.
Key Skills	• I can share my feelings with others. • I can name the important people in my life (including those who look after me). • I can talk about what my strengths are (what I'm good at) and what I enjoy.	• I can tell you how I am the same or different to my friend. • I can tell you something good about being different. • I can be kind and help my friends.	• I can tell you who I can ask for help. • I can tell you some dangers and how I keep myself safe from them. • I can tell you what is safe and unsafe for me to touch and use.	• I can recognise and be sensitive to the differences of others. • I can name people who help me and describe ways to help others. • I can talk about feelings and what can cause them. • I can tell you which trusted adults I can ask for help. • I can help a friend if they are sad or worried.	• I can celebrate our differences. • I can talk about my family life. • I can listen and be polite to what others tell me about their lives. • I can be kind, caring and helpful to others. • I can show good listening	• I can tell you what my body needs to stay healthy. • I can make safe decisions around medicines and things I don't know. • I can name some things that can be dangerous inside and outside. • I can tell you what is safe to play online and who to talk to if I feel worried. • I can name the adults who keep me safe and when I might need their help.
Term 2	**Right and respect**	**Being my best**	**Growing and changing**	**Right and respect**	**Being my best**	**Growing and changing**
	• Learn about taking some responsibility for their own health • Describe ways in which they can help others and why they would do so • Take care of their home, their learning	• Talk about healthy choices and activities • Develop resilience and persistence in their learning • Working cooperatively with others when faced with a challenge	• Talk about change in the environment • Describe the changes in babies, young animals and plants as they grow • Broaden their expectations beyond potential stereotypes	• Understand that they can make a difference. • Identify how they can care for their home, school and special people.	• Feel resilient and confident in their learning. • Name and discuss different types of feelings and emotions. • Learn and use strategies or skills in	• Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman.

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	environment and the natural environment • Talk about how healthy food and keeping clean can help our bodies • Name some healthy foods • Try new experiences • Name some activities that they can do to help out at home • Talk about how they can look after other members of their family • Talk about how they can look after their friends • Show care and responsibility for their home and learning environments • Talk about what is special within the natural world • Name some ways in which they can help their world	• Name what their bodies need for energy (food, water, exercise, sleep) • Describe how they feel when they don't have enough food, water, exercise or sleep • Make healthy choices independently, in their home or education setting • Explain how people might feel if they find something hard • Suggest ways to encourage others to keep going • Have a go at challenging themselves • Develop skills in planning, reviewing applying a trial and error approach • Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone • Communicate with others by sharing with and listening to each other's ideas	of what girls and boys like, do or look like • Describe seasonal changes • Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot • Describe the life cycle of an animal • Talk about how babies change as they grow • Explain what babies need and how this changes as they grow • Share their own experiences and listen to those of the others • Talk about the similarities and differences between the males and females • Begin to play inclusively with their friends, regardless of their sex (if not already doing so) • Think differently and more openly about what a family may look like	• Talk about how they can make an impact on the natural world. • Talk about similarities and differences between themselves. • Demonstrate building relationships with friends. • Understand that they can make a difference. • Identify how they can care for their home, school and special people. • Talk about how they can make an impact on the natural world. • Talk about similarities and differences between themselves. • Demonstrate building relationships with friends. • Recognise coins and other items relating to money. Identify the uses of money.	approaching challenges. • Understand that they can make healthy choices. • Name and recognise how healthy choices can keep us well. • Recognise that some skills take time to learn. • Plan and review an achievable goal. • Celebrate the successes of their peers. • Name and choose healthy foods and drink. • Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). • Explain the jobs of different food groups. • Describe the changes in their body during exercise and what is happening to their body. • Explain how exercise can help us stay well - physically and mentally. • Name some ways to keep their body fit and well. • Understand why our body needs sleep. • Talk about their own bedtime routine.	• Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe. • Name the different seasons and describe their differences. • Explain the changes that occur as seasons change. • Talk about how they have grown in resilience. • To understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things. • Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about their own experience of growing up. • Talk about how they have changed as they have grown.

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					• Suggest ways to have a calm evening and bedtime routine	• Explain the differences between babies, children, and adults. • Understand that we are all unique. • Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.
	• I can make some healthy choices. • I can help my family and friends. • I can make caring choices for my world.	• I can choose a healthy snack and activity. • I can keep trying. • I can listen to my friends and take turns.	• I can tell you how boys and girls can be different or the same.	• I can help my family. • I can help to clean and tidy my home and classroom. • I can tell you some ways to look after our world. • I can be kind to friends and others. • I can talk about looking after money.	• I can keep trying if the way I choose doesn't work. • I can talk about the different types of feelings we have. • I can have a go at something new. • I can make my own healthy food choices. • I can make healthy sleep and exercise choices.	• I can describe the life cycle of an animal. • I can describe how a baby grows to an adult and what they might need. • I can tell you some things about how babies are made. • I can tell you the scientific names for my body parts. • I can tell you the PANTS rule.