

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Developing a healthy, safer lifestyle</i>	<p>Start to make simple choices that improve their health and well-being.</p> <p>Start to maintain personal hygiene.</p> <p>Start to understand that certain actions spread disease.</p> <p>Know the main parts of the body.</p> <p>Say no when subject to pressure/something feels wrong.</p> <p>Request help from adults appropriately.</p>	<p>Make simple choices that improve their health and well-being.</p> <p>Maintain personal hygiene.</p> <p>Understand that certain actions spread disease.</p> <p>Understand rules for keeping safe in the environment (roads, railways, people, fire, water) and recognise potential risks to self and others.</p> <p>Make sensible choices (food, games, television, money, IT).</p>	<p>Begin to make informed choices (food, exercise, lifestyle).</p> <p>Follow simple, safe routines to reduce the spread of bacteria/viruses.</p> <p>Manage hygiene procedures.</p>	<p>Behave safely and responsibly in different situations.</p> <p>Adhere to school rules about health and safety, basic emergency aid procedures and where to get help.</p> <p>Extend strategies to cope with risky situations and personal safety.</p>	<p>Discuss, ask questions and understand how the body changes during puberty.</p> <p>Know that drugs can be legal/ illegal and that they have effects and risks.</p> <p>Make informed choices and decisions about issues affecting their health and well-being.</p> <p>Decide and explain how to behave responsibly.</p> <p>Understand and explain rules for road use.</p>	<p>Resist peer pressure to behave in an unacceptable or risky way.</p> <p>Follow simple, safe routines to reduce the spread of bacteria and viruses that affect health.</p> <p>Recognise the different risks in different situations.</p> <p>Judge and justify what kind of physical contact is acceptable or unacceptable.</p>

<p><i>Developing confidence and responsibility and making the most of their abilities</i></p>	<p>Recognise own likes and dislikes, what is fair and unfair and what is right and wrong.</p> <p>Recognise own strengths following feedback from peers.</p> <p>Express positive qualities about themselves and others.</p>	<p>Understand the difference between impulsive and thinking behaviour.</p> <p>Share their opinions on things that matter to them.</p> <p>Recognise name and deal with their feelings in a positive way.</p> <p>Reflect on and evaluate their own experiences to set simple goals.</p> <p>Respond with increasing confidence to new people and situations.</p>	<p>Ask questions and be able to talk about their views, thoughts and feelings on issues that affect themselves and their class.</p> <p>Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.</p> <p>Be able to face new challenges positively and know when to seek help.</p> <p>Be able to identify the range of jobs carried out by people they know.</p>	<p>Explain their views on issues that affect the school environment.</p> <p>Reflect on their mistakes and make amends.</p> <p>Begin to make responsible choices and consider consequences.</p> <p>Identify the range of skills needed in different jobs.</p> <p>Understand the need to ask for support sometimes and whom to ask and how.</p> <p>Be able to express feelings in different ways and recognise the impact on others.</p>	<p>Discuss, write about and explain their views on issues that affect wider environment.</p> <p>Reflect on and evaluate their own experiences and set personal goals.</p> <p>Discuss, write about and identify the skills they need to develop to make their contribution in the future.</p> <p>Understand the needs of the wider community and their roles and responsibilities as members.</p> <p>Identify and respond to a variety of emotions in themselves and others such as jealousy, anger and excitement.</p> <p>Transfer a skill learned in one situation to another context.</p>	<p>Take and share responsibility for own behaviour.</p> <p>Discuss, write about and explain their views on issues that affect the global environment.</p> <p>Continue to reflect and evaluate their own experiences and set personal goals.</p> <p>Take action based on responsible choices. Understand as they approach puberty how people's emotions change.</p> <p>Exhibit strategies to deal with their feelings in a positive way.</p> <p>Understand and demonstrate the skills they need to make their contribution in the future.</p> <p>Understand the needs of the wider community and develop their roles and responsibilities as members.</p>
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<p><i>Preparing to play an active role as citizens</i></p>	<p>Continue to develop empathy for others.</p> <p>Recognise what is right and wrong and show responsibility for themselves and others in different situations.</p> <p>Make, agree and follow rules for their group and classroom.</p> <p>Know how to apologise and make amends.</p> <p>Realise that people and other things</p>	<p>Listen and respond in group discussions.</p> <p>Express own views with increasing confidence. Participate in a simple debate about school issues.</p> <p>Identify different choices they can make.</p> <p>Recognise the difference between right and wrong.</p> <p>Able to make 'I' statements instead of blaming others.</p> <p>Beginning to understand that they have more responsibilities to meet the needs of living things.</p>	<p>Value contributions of others in discussion.</p> <p>Begin to develop negotiating strategies.</p> <p>Participate in making and changing rules.</p> <p>Contribute to decision making in a small group.</p>	<p>Continue to develop skills to take part in small discussions about community issues.</p> <p>Value contributions of others in discussion.</p> <p>Develop negotiating strategies.</p> <p>Understand and know when to compromise.</p> <p>Give reasons about why rules are needed.</p> <p>Know that there are consequences when rules are broken.</p>	<p>Participate in discussions and debates about wider issues (aware of different rights, roles and responsibilities).</p> <p>Explain why and how laws are made and enforced.</p> <p>Know that there are consequences when rules/ laws are broken.</p> <p>Resolve differences or conflict by looking at alternatives, making decisions and explaining choices.</p> <p>Participate in school's decision making process.</p>	<p>Demonstrate an understanding of different roles, rights and responsibilities during discussions and debates about wider issues.</p> <p>Understand the consequence of anti-social and aggressive behaviour.</p> <p>Explain democracy is and about the basic institutions that support it locally and nationally.</p> <p>Understand the role of voluntary, community and pressure groups.</p>

	<p>have feelings and needs.</p> <p>Develop understanding of groups they belong to.</p> <p>Contribute to the life of the class and school.</p> <p>Ask questions of a range of adults.</p>	<p>Begin to understand what harms their local, natural and built environments and make suggestions to improve them.</p> <p>Work together as a class or group on a project.</p>		<p>Distinguish between accidental and deliberate actions.</p> <p>Know that there are responsibilities as well as rights.</p> <p>Communicate and express personal and group views about an issue in a variety of ways.</p>	<p>Understand and explain the bias in media reporting.</p> <p>Make informed choices which have an effect on the sustainability of the environment.</p> <p>Make informed decisions about how to allocate fund raising money.</p>	<p>Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK.</p>
<p><i>Relationships and differences</i></p>	<p>Listen to other people, and play and work cooperatively.</p> <p>Demonstrate a caring attitude towards family, friends and each other.</p> <p>Greet and talk with adults.</p> <p>Develop positive relationships through work and play.</p> <p>Recognise worth in others and say why</p>	<p>Understand how their behaviour affects other people.</p> <p>Identify and respect the differences and similarities between people.</p> <p>Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p>	<p>Appreciate how their actions affect themselves and others.</p> <p>Empathise with another viewpoint.</p> <p>Consolidate understanding of differences and similarities between people.</p> <p>Understand their own and other people's feelings.</p> <p>Initiate friendship.</p>	<p>Demonstrate empathy for the lives of people living in other places and times and people with different values and customs.</p> <p>Understand the nature and consequences of negative behaviour.</p> <p>Identify strategies to respond to negative behaviour constructively and ask for help.</p> <p>Demonstrate skills needed for relationships e.g. Listening, supporting and showing care.</p>	<p>Identify and challenge stereotypes.</p> <p>Respond assertively and constructively to teasing and bullying.</p> <p>Show tolerance and respect for others.</p> <p>Apply strategies of peer support and actively promote calm conflict resolution.</p>	<p>Greet and talk with a wider range of adults and children both within and beyond the school community.</p> <p>Develop relationships through work and play. Consider social and moral dilemmas that they come across in life.</p> <p>Understand how to find information and advice through helplines.</p> <p>Identify ways to integrate people with disabilities into our school community and</p>

	<p>someone is special to them.</p> <p>Make new friends and cope with friendship loss.</p> <p>Begin to demonstrate effective conflict resolution strategies, ie turn taking, compromise.</p>	<p>Explore social and moral dilemmas that they come across every day.</p> <p>Voice differences of opinion sensitively and courteously.</p> <p>Be aware of different physical needs and how they can help people.</p> <p>Demonstrate and continue to develop effective conflict resolution strategies, ie turn taking, compromise</p>	<p>Demonstrate and support others in conflict resolution.</p>	<p>Understand the different strategies available in school and the wider community to support people with physical disabilities. Support others in conflict resolution.</p>	<p>support them where appropriate.</p> <p>Demonstrate peer support and actively promote effective and calm conflict resolution providing a role model for younger pupils.</p>
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