

## Autumn 1 - Being My Best

EYFS	KSI CYCLE A	KSI CYCLE B	LKS2 CYCLE A	LKS2 CYCLE B	UKS2 CYCLE A	UKS2 CYCLE B
<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>See themselves as a valuable individual.</p> <p>Show more confidence in new social situations.</p>	<p>I can name a few different ideas of what I can do if I find something difficult.</p> <p>I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p>	<p>I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy.</p> <p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p>	<p>I can give a few examples of things that I can do to take ownership of my health and give an example of something that I've done which shows this.</p> <p>I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p>	<p>I can give a few examples of different things that I do already that help me keep healthy.</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>I can give an example of when I have had increased independence and how that has also helped me to show responsibility.</p> <p>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can give examples of an emotional risk and a physical risk.</p>

## Autumn 2 - Me and My relationships

EYFS	KSI CYCLE A	KSI CYCLE B	LKS2 CYCLE A	LKS2 CYCLE B	UKS2 CYCLE A	UKS2 CYCLE B
<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>I can name a variety of different feelings and explain how these might make me behave.</p> <p>I can think of some different ways of dealing with 'not so good' feelings.</p> <p>I know when I need help and who to go to for help.</p> <p>I can tell you some different classroom rules.</p>	<p>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.</p> <p>I can give you lots of ideas about what makes a good friend and also tell you how I try to be a good friend.</p> <p>Most of the time I can express my feelings in a safe, controlled way.</p>	<p>I can usually accept the views of others and understand that we don't always agree with each other.</p> <p>I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p>	<p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>I can say what I could do if someone was upsetting me or if I was being bullied.</p> <p>I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>I can give a range of examples of our emotional needs and explain why they are important.</p> <p>I can explain why these qualities are important.</p> <p>I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can give examples of negotiation and compromise.</p> <p>I can explain what inappropriate touch is and give examples.</p>

## Spring 1 - Rights and Responsibilities

EYFS	KSI CYCLE A	KSI CYCLE B	LKS2 CYCLE A	LKS2 CYCLE B	UKS2 CYCLE A	UKS2 CYCLE B
<p>Show resilience and perseverance in the face of challenge.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them</p>	<p>I can give some examples of how I look after myself and my environment - at school or at home.</p> <p>I can also say some ways that we look after money.</p>	<p>I can give examples of when I've used some of these ideas to help me when I am not settled.</p>	<p>I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p> <p>I can say some ways of checking whether something is a fact or just an opinion.</p>	<p>I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p>I can explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p> <p>I can give examples of these decisions and how they might relate to me.</p>	<p>I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.</p> <p>I can give a few different examples of things that I am responsible for to keep myself healthy.</p> <p>I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give examples of some of the things they have to allocate money for.</p>	<p>I can give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.</p> <p>I can give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this.</p> <p>I can explain what the term 'interest' means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an ISA).</p>

Spring 2 - Growing and Changing (SRE)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Manage their own needs:</p> <ul style="list-style-type: none"> <li>Personal hygiene</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul>	<p>I can identify an adult I can talk to at both home and school. If I need help:</p> <p>I can tell you some things I can do now that I couldn't do when I was a toddler.</p> <p>I can tell you what some of my body parts do:</p>	<p>I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p> <p>I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>I can give examples of how to give feedback to someone.</p>	<p>I can name a few things that make a positive relationship and some things that make a negative relationship.</p> <p>I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p> <p>I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p>	<p>I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>I can label some parts of the body that only boys have and only girls have.</p> <p>I can tell you why people get married.</p>	<p>I can explain what resilience is and how it can be developed.</p> <p>I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p> <p>I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>	<p>I can offer advice about whether a secret should be kept or shared, and who it should be shared with.</p> <p>I can suggest ways in which a person can feel better about their body changing and see it in a positive way.</p> <p>I can give examples of things that I can do or say to myself that can help me feel good about myself.</p>

## Summer 1 - Valuing Difference

EYFS	KSI CYCLE A	KSI CYCLE B	LKS2 CYCLE A	LKS2 CYCLE B	UKS2 CYCLE A	UKS2 CYCLE B
Think about the perspectives of others.	<p>I can say ways in which people are similar as well as different.</p> <p>I can say why things sometimes seem unfair, even if they are not.</p>	<p>I can say how I could help myself if I was being left out.</p> <p>I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p>	<p>I can give examples of different community groups and what is good about having different groups.</p> <p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p>I can say a lot of ways that people are different, including religious or cultural differences.</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>I can give some different examples of what bystanders might do and how their behaviour affects a bullying situation. I can give examples of when it might be safe or unsafe to be an active bystander.</p>

## Summer 2 - Keeping Myself Safe

EYFS	KSI CYCLE A	KSI CYCLE B	LKS2 CYCLE A	LKS2 CYCLE B	UKS2 CYCLE A	UKS2 CYCLE B
<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy.</p> <p>I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p>	<p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p> <p>I can explain that they can be helpful or harmful, and give some examples of how they can be used safely.</p>	<p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>I can say why medicines can be helpful or harmful.</p> <p>I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p>	<p>I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p> <p>I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p>	<p>I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.</p> <p>I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p>	<p>I can give an example of how I have been able to get one (or more) of my emotional needs met.</p> <p>I can give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made.</p> <p>I can explain that if young people know the actual norms they are less likely to take part in risky behaviour (e.g. drinking alcohol).</p>