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| **EYFS Framework** | | | | | |
| **Personal, Social and Emotional Development-** Making Relationships, Self- Confidence and Self-Esteem and Managing Feelings and Behaviour | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Focus on all aspects- to build new friendships with peers.  To develop confidence in trying new activities and to take risks in learning. To begin to understand the needs of others and use this awareness to share and work together.  To understand the expectations and values of our school and classroom | Healthy Heroes challenges-Emotional Health and Well-Being  introduced in Autumn 2 alongside  Making Relationships, Self- Confidence and Self-Esteem and Managing Feelings and Behaviour | Making Relationships – taking steps to resolve conflicts, initiating conversations and taking account of what they say, explain knowledge and understanding and ask appropriate questions of others. | Managing feelings and behaviour – being kind to our friends, understanding honesty. | Making relationships - Trust – encouraging children to think about trust, what trust is, how we show we trust people and what makes you trust worthy. Lots of games like all working together to lower a hoop – trusting that everyone will work as hard. | Self-Confidence and self-esteem – thinking about moving up to a new year group, new challenges and experiences |

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| **KS1 Learning Aims** | | |
| **Core Theme 3**  Living in the Wider World  **Rights and Responsibilities**  **The Environment**  **Money** | **Core Theme 2**  Relationships  **Feelings and emotions**  **Healthy Relationships**  **Valuing Difference** | Core Theme 1  Health and Well Being  **Healthy Lifestyles**  **Growing and Changing**  **Keeping Safe** |
| The children will learn:   * L1. how they can contribute to the life of the classroom and school * L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them * L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) * L4. that they belong to different groups and communities such as family and school * L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) * L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving * L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices * January 2017 additions: * L8. ways in which they are all unique; understand that there has never been and will never be another ‘them’ * L9. ways in which we are the same as all other people; what we have in common with everyone else * L10. about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. | The children will learn:   * R1. to communicate their feelings to others, to recognise how others show feelings and how to respond * R2. to recognise that their behaviour can affect other people * R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid * R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong * R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class * R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) * R7. to offer constructive support and feedback to others * R8. to identify and respect the differences and similarities between people * R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another * R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) * R11. that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) * R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say * R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable * R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help | The children learn:   * H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health * H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences * H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals * H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings * H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) * H6. the importance of, and how to, maintain personal hygiene * H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading * H8. about the process of growing from young to old and how people’s needs change * H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring * **H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls** * H11. that household products, including medicines, can be harmful if not used properly * H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety * H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention * H14. about the ways that pupils can help the people who look after them to more easily protect them * H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets   H16. what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy  Further Materials:  The Family Book:  <https://www.youtube.com/watch?v=MIm_H01Z6Ss>  The PANTS Rule  <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/> |
| **YEAR 1- OUTCOMES** | | |
| Can the children:   * describe how they would like their classroom to be * explain who or what they are responsible for in their classroom * explain what ‘rules’ mean and how they help all of us * give suggestions for what could be included in class rules and explain why they are important * explain why it is important for them to carry out classroom responsibilities and what happens responsibilities are not carried out * identify when this might be more difficult or challenging and what to do in these situations * explain that people (and animals) need to be looked after and cared for * identify some of the needs of all living things (including themselves and/or pets/animals) * describe some ways of looking after themselves and others * explain why need to be able to take turns and share things and places; return things that are borrowed * identify who to tell if they are worried that needs are not being met * identify the different groups they belong to (e.g. friends, class, year group, faith) * identify the different roles within them (e.g. friend, pupil, member, leader) * describe what it is like to be a part of the group (special people, special places what they do there or when they are with group) * explain what is special about the groups they belong to * identify what the local environment is like * describe what makes the local environment pleasant / not so pleasant * identify what can harm different environments * suggest some ways people can care for the environment * identify what they can do / not do to help care for the environment * recognise what money looks like * identify how money is obtained (won, borrowed, found, earned, presents) * give some examples of some of the ways that money can be used (saved as well as spent) * identify what might make someone want to spend or save their money * explain where money can be stored to keep it safe * explain (in simple terms) that being ‘unique’ means that there is only one of something, and not one thing exactly the same exists anywhere in the world * recognise that this means every single person is special and valuable just as they are * recognise they are unique – there is no-one exactly like them * identify things they think are unique or special about themselves * recognise some of the things they have in common in others, including physical similarities * recognise that there are other similarities between people that are not immediately obvious (eg: the same birthday month) * identify common likes / dislikes between themselves and others * explain what they share in common with someone else, even if, at first they thought they were only differences * name a range of different jobs that people in the local community do * describe the work they do and how it helps others * identify who could help them in different places * explain what they could do to attract attention or to ask for help in different situations * identify that 999 is an emergency number and can be dialled to get help in an emergency | Can the children:   * give examples of feelings * demonstrate how faces and bodies show different feelings * use simple descriptions to describe how they, or others are feeling * recognise it is important to share feelings and give examples of appropriate ways of doing so * suggest ways they can make themselves and others feel better * recognise that we can affect how others feel * give examples of acts of kindness * reflect on the impact of kind/unkind actions * explain what is meant by right and wrong (in terms of their own behaviour) * recognise how someone’s behaviour can affect others in different situations, at home or at school * identify what they can do if they (or others) experience unhelpful behaviour * recognise the importance of telling someone (when to do this and who to tell) * explain what a secret is and what it means to keep a secret * explain what a surprise is and what it means to surprise someone * recognise that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone else * identify who they can go to in school if they are worried about a surprise or a secret * listen to the ideas and thoughts of others * discuss things that matter to them * take turns when giving opinions and views * participate in discussions with peers in pairs, small groups or the whole class * describe what if feels like to be listened to/not listened to * describe or demonstrate how to listen to other people * suggest things we can do to help get on with other people in class and on the playground * demonstrate how to play cooperatively with others * describe how it feels when others offer kind and helpful support * give examples of when they might offer this kind of support * identify similarities between themselves and others * identify differences between themselves and others * describe basic differences and similarities between class members * recognise that we all have things in common with other people, even if we think we are very different * recognise that everyone is equal * identify special people in their lives * describe what makes them special * describe ways people care for each other * suggest some ways they can help special people to care for them * identify different types of touch (cuddles, kisses, punches, punches, pokes, tugs, strokes) * describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable * recognise they have a choice about being touched and the right to say ‘no’ and tell someone if they don’t feel comfortable * recognise that both bodies and feelings can be hurt * describe occasions when someone might hurt themselves physically (falling in the playground/spraining an ankle etc.) and how this can make them feel * describe occasions when someone’s feelings have been hurt and how this can make them feel * identify people they can go to if they are feeling uncomfortable or hurt (physically or emotionally) * identify what might be happening is someone is being teased or bullied * describe feelings that people may have if they are being teased or bullied * recognise that it is never acceptable to behave hurtfully or bully * identify whom to go to, what to say/how to tell if they are being teased or bullied * identify the rules in school if they experience or see teasing, bullying or any hurtful behaviour | Can the children:   * identify some ways of taking care of themselves on a daily basis * list favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation * describe how physical activity and sleep helps their bodies to grow and them to feel well * describe how they can take care of their dental health * describe what they like and what they dislike * recognise what a choice is * identify some choices they can make to help improve how they feel * recognise choices have consequences, and that these may be good or not so good * identify what they are good at * explain what they are learning / getting better at * identify what they need help with * set simple targets * identify ways of celebrating achievements and how this feels * name feelings they have had, both good and not so good * explain what makes them feel good and what makes them feel not so good * identify where in their bodies they have these feelings * demonstrate how our faces and bodies show these feelings to others * identify some ways to feel better if feeling not so good * give examples of times when people experience change (eg: new baby brother or sister, moving to a new class) * identify how this can feel * explain how it feels to lose something special (such as special toy or gift) and how this can make someone behave * describe what they can do to be kind to others who may be feeling nervous or unhappy about a change or loss * identify how infections (such as coughs and colds) can be spread * describe some basic personal hygiene routines * recognise why this is important * describe simple steps that they can take to prevent germs being passed on (eg: hand washing, use of tissues, covering their mouth when they cough) * describe changes that have happened to them since they were a baby * describe some things they can do now that they could not do before * explain how their needs have changed since they were babies * **identify physical similarities between boys and girls** * **compare physical differences between boys and girls** * **recognise and use the correct names for main parts of the body including external genitalia** * recognise that household products (including medicines) can be harmful if not used correctly * describe ways of keeping safe around household products (including medicines) * identify what goes on to and into people’s bodies and how this can make people feel * recognise that household products (including medicines) can be harmful if not used correctly * describe ways of keeping safe around household products (including medicines) * identify people we can trust to tell us to put things onto and into our bodies * demonstrate an understanding that they have a right to ‘be safe on the outside’ and ‘feel safe on the inside’ * identify rules for keeping safe in a range of familiar situations, such as crossing the road * describe the things they do in school or at home to keep themselves and others safe * identify the adults in school, at home and in the wider environment who help keep them safe in different places and situations * explain what they can say or do if they feel unsafe or think something is not safe * identify the people who look after them in school and outside of school (immediate family or wider family networks) * explain what they can do if they feel nervous about something being safe or unsafe (including saying ‘no’, ‘I’ll ask’, ‘I’ll tell’) * identify whom they can go to if they are worried about something * demonstrate ways they can attract the attention of people who care for them and make sure they are listened to * recognise that it is very important to tell someone if they are worried about something * explain what is meant by ‘keeping something private’ * identify when people might want (or need) to keep something private * recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private) |
| **YEAR 2- OUTCOMES** | | |
| Can the children:   * give reasons for why it is a shared responsibility to contribute to the classroom and school life * identify the different contributions that pupils make and how this affects the classroom * explain how class/group rules help them to learn and make the classroom a safe place * construct and agree classroom rules together * give reasons for the rules that have been agreed * identify what can happen if class/group rules are not followed * identify that needs all living things have rights or needs (e.g. pets or animals) * identify some needs (rights) of pupils in the classroom * describe some of the different responsibilities to support the needs of others * describe how it feels when everyone works cooperatively - how it feels to have your needs met by your group/class (helped with work, sharing equipment, listening to others) * explain what happens if our responsibilities are not carried out * identify who to talk to if responsibilities are not being carried out and rights are not being met * identify the range of groups they belong to (friends, class, year group, faith) * explain their own and others roles within the groups * describe how it feels to be a member of a group and what they do * describe the different rights and responsibilities they have in the groups they belong to * explain how group members make sure everyone feels included * describe what makes an environment pleasant to live in * give examples of some of the problems that might occur in these environments (e.g. litter, anti-social behaviour, neglect.) * give examples of different ways that the environment can be improved (e.g. signposting, litter picking/tidy, bins, benches, tree planting, swings, marked playing areas) * explain the shared responsibility we have to take care of our environments for others * suggest some steps they could take as an individual and as a class to improve their local environment * describe different kinds of money (coins and paper) and different ways of paying for things (cheques, cards, online) * explain how money is obtained * give examples of some of the choices they might have about spending or saving money and what helps them decide * identify how people keep track of what money is spent or saved and why this is important * explain the importance of keeping money safe and some ways of doing this * describe what being ‘unique’ means (that there is only one of something, and not one thing exactly the same exists anywhere in the world) * explain that everyone is unique in their own way * describe what makes them special * describe how we can find out if we have things in common with someone else * identify similarities with others, including things not immediately obvious, such as looks * identify common likes / dislikes or other similarities between themselves and others * explain what they share in common with someone else, even if, at first they thought they were only differences * identify people who work in the community and what their roles are * explain the ways they help others * explain how to ask for help and how to ask for help in a range of different situations * demonstrate how to dial 999 (from a mobile phone or landline) and what to say to get help in an emergency | Can the children:   * list a range feelings people experience * use descriptive vocabulary to explain how they are feeling * describe some different ways that people how they are feeling * recognise that it is important to share feelings with others * give examples of helpful/not helpful ways to communicate feelings * identify some ways to respond sensitively to how others are feeling * describe what fair and unfair / right and wrong means to them * describe acts of kindness and the effect it on the person and on other people * recognise when behaviour is not ok and identify what they can do in such situations and afterwards, including identifying when and who to tell * identify how someone’s behaviour can affect how they feel and how others feel * give examples of how to behave to affect others positively * describe or demonstrate simple strategies to help manage their own behaviour * give examples of surprises that are nice to keep secret (until everyone finds out about them) * explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt * identify whom they can go to in school if they are worried about a surprise or a secret * explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried * listen attentively to the ideas and thoughts of others * share their ideas and thoughts, opinions and views with a partner, small group or the whole class * give reasons for their opinions and views * take part in a simple debate about topical issues * describe or demonstrate how to listen to others * give examples of, or demonstrate, how to work and play cooperatively * give reasons why it is important work and play well together * describe or demonstrate strategies they can use to resolve simple arguments or disagreements * describe occasions when they have been offered/given support and feedback in and how it helped them * identify ways to offer support to others in class time and on the playground * suggest good and not so good ways to let others know when we don’t want support * identify some things that contribute to their identity * describe some of the ways in which they are similar/different to other class members * find things they have in common with their peers, or others * describe or demonstrate ways of showing respect to people who are different to them * explain that everyone is equal and valued * explain what they mean by their ‘special people’ * explain why special people are important in their lives * describe how special people help others * describe the various groups and communities that their special people belong to * describe the different kinds of ways people care for each other * describe different types of touch (cuddles, kisses, strokes, rough and tumble) and when these are nice to receive (e.g. a hug from your best friend when you are feeling sad) * describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable * recognise there are parts of their body that are private * recognise they have a choice about being touched and the right to say ‘no’ if they don’t feel comfortable * explain that it is important to tell an adult they trust if they are worried or upset about this * describe how their bodies feel/what their bodies do when they feel uncomfortable or hurt * describe the differences and similarities between being hurt physically and being hurt emotionally * identify people they can go to if they are feeling uncomfortable or hurt * explain how they can let these people know they are feeling uncomfortable or hurt * recognise that although teasing might sometimes be funny, it can sometimes also be hurtful * identify what is meant by bullying and why this is wrong * identify that hurtful teasing and bullying can happen in different ways (eg: physically or with words) * suggest ways they can be supportive of children who have been or feel they have been teased/bullied * identify people in school/at home whom they can talk to if they are worried about teasing/bullying | Can the children:   * describe what being healthy means * recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth * identify the benefits (short-term and long-term) of being active, taking rest, eating healthily and looking after their teeth * identify the impact on people don’t look after their bodies * describe different ways in which they can help keep themselves healthy * identify choices they can make about their health and wellbeing * identify some of the consequences of different choices, both good and not so good * identify who or what helps them make a choice * describe how it feels to make a choice that is good for our bodies * describe what they are good at and how they know * explain what they need help with * recognise that it is ok to make mistakes and that they are part of learning * review their own targets and set themselves realistic but challenging personal goals * describe how their achievements are celebrated * name a range of feelings * describe different feelings (both good and not so good) and where these are felt in the body * recognise that some feelings may feel stronger than others * describe when people might experience different feelings and how this can affect their behaviour * identify strategies to help manage different feelings, especially when feeling not so good * describe different kinds of change or loss that they or others may have experienced * identify feelings people might have about different kinds of change or loss * describe how this can make someone behave * identify some ways to manage feelings associated with change and loss * recognise ways they can comfort or be sensitive to the needs of others who have experienced change or loss * describe daily personal hygiene routines * identify some of the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained * recognise how some diseases can be spread and that these can be controlled by personal hygiene practices * explain how they can be responsible for helping to stop the spread of germs by keeping good personal hygiene * recognise that the spread of some diseases that are controlled in other ways such as through vaccination and medication * describe ways they have grown and changed * identify ways they are more independent now from when they were younger * describe additional responsibilities they have now (in class, school and at home) * identify how people’s needs change as they grow older * **identify the physical similarities and differences between boys and girls** * **recognise the male and female sex parts** * **recognise and use the correct names for main parts of the body including external genitalia** * explain how some household products are used and for what reasons medicines are taken * recognise that most household products and medicines have a specific and an individual use * identify some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin) * explain how to keep safe when taking medicines and around other household substances * explain that household products and medicines can be harmful if used incorrectly * recognise they have a right to ‘be safe on the outside’ and ‘feel safe on the inside’ * describe different ways they can keep safe in a range of familiar and unfamiliar situations (e.g. roads, rail, water, building sites, near fire) * identify ways of keeping safe online * identify potential unsafe situations and steps they can take to avoid or remove themselves from them * demonstrate ways they can ask for help from people whose job it is to keep them safe * identify the people who look after them and explain how they care for them * recognise how they can help the people who look after them * explain what they can do themselves if they are worried about something being safe or unsafe (including saying ‘no’, ‘I’ll ask’, ‘I’ll tell’) * identify where they can go for help (including online, phone helpline, person at school, person at home) and how to ask for help in different contexts * demonstrate how to ask for help (and keep asking until they are listened to) * identify what might happen next if someone asks for help * explain why it is very important to tell someone if they are worried about something * explain what is meant by privacy or ‘keeping something private’ * identify why it is important to keep some things private, for example passwords (online safety) * recognise times when they and others want or have the right to privacy * recognise that it is important to respect someone’s privacy * recognise that they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private) |