

| Areas of learning | Skills and Knowledge | Nursery | Reception | Yr1 | Yr2 | Yr2+ |
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| Vocabulary | | <p>Lifestyle: healthy, unhealthy, mental health, growth mindset, clean, unclean, hygiene, loss, change, goals</p> <p>Relationships: family, friends, community, trust, secret, surprise, safeguarding, mum, dad, grandparents, carers, brother, sister, extended family</p> <p>Wider world: money, career, job, stereotype, environment, green, environmentally friendly, recycling, e-safety, drugs, medicine, cyber-bullying, online</p> <p>Feelings: emotions, happy, sad, excited, angry, anxious, worried, amazed, positive and more</p> | | | | |
| Developing a healthy, safer lifestyle | Skills | Begin to wash hands thoroughly using soap with support | Wash hands thoroughly using soap | Explain ways of keeping clean e.g. washing hands and brushing hair. | Explain why hygiene is important. | To be able to think of strategies and manage stronger feelings. Talk about physical changes that occur regarding feelings. |
| | | Begin to clean themselves after going to the toilet | Clean after going to the toilet | | Explain why we need to be clean after going toilet | |
| | | Vocalise needs such as hunger, thirst and toileting | Say how I feel and why | Describe feelings to others and begin to manage their feelings. | Talk about their feelings and link to situations. | |
| | | Identify feelings such as happy, sad, angry, excited. | Talk about how others show feelings | Talk about good and not so good feelings. | Continue to describe a variety of feelings and begin to think of strategies to manage. | |
| | | Know people I can go to if I am worried | Name people I can go to if I am worried | Talk about change, loss, new experiences and people they trust. | Discuss within class about change, loss, new experiences and people they trust. | |
| | | | Talk about my own and others behaviours and begin to discuss consequences | Set goals for themselves. | Set challenging and appropriate goals for themselves to be completed within a time limit. | |
| | | | Talk about what I am good at | Talk about their experiences and strengths and weaknesses. | Discuss strengths and weaknesses relating to a real-life situation. | |
| | | Stay safe in school | Stay safe in school and outside of school | Describe ways of keeping safe in familiar settings. | Talk about harmful aspects of some household products and medicines. | |
| Begin to understand how to keep healthy | Understand how to keep healthy | Making simple choices about healthy lifestyles e.g food, sun care. | Explain the need for a healthy lifestyle. | | | |



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| | <p>Knowledge of:</p> | <ul style="list-style-type: none"> • Feelings such as: happy, sad, excited, angry • Safe familiar adults • How to stay safe in the sun • What a stranger is • The need for exercise • The need for fruit and vegetables • The importance of keeping clean • Schools Aim and Values. | <ul style="list-style-type: none"> • How some behaviours and action can effect feelings i.e. I feel sad when my friends don't play with me • Trusted adults • How to stay safe in the sun and what to wear and do • Road safety • What a stranger is and what to do if one approaches. Teachers will have blue lanyards, visitors have red. • The need for exercise and how it keeps us healthy • The need for 5 fruit and/or vegetables each day • The importance of hygiene and keeping clean • How we change and grow from baby to young child. • Different changes that they may have e.g moving year group, moving house, and losing family members. • Schools Aim and Values. | <ul style="list-style-type: none"> • Different feelings and strategies to deal with them • Important people in their life and who to go to if they were worried. • Road safety. • What keeps them healthy and safety rules within school. • Themselves and strengths and weaknesses. • Realistic goals. • How people grow from young to old. • Different changes that they may have e.g moving year group, moving house, and losing family members. • Schools Aim and Values. | <ul style="list-style-type: none"> • Different feelings and use a range of strategies to deal with them • Important people in their life and who to go to if they were worried. • Why we need to stay safe in the sun • Why we need road safety • The need to be aware of strangers • What keeps them healthy and safety rules within school and out and about. • The benefits of eating fruit and vegetables • Good cleanliness and hygiene • Personal strengths and weaknesses. • How goals help us • The circle of life • Different changes and how to cope. • Schools Aim and Values and what they look like in action. | |
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| Developing good relationships and respecting the difference between people. | <p>Skills</p> <p>Seeks out others to share experiences.</p> <p>Shows affection and concern for people who are special to them.</p> <p>Form friendships with other children.</p> <p>Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them</p> <p>Keeps play going by responding to what others are saying or doing e.g. by sharing, turn-taking</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Say what kind of physical contact is acceptable and unacceptable and name a person that they can speak to about it at an age appropriate level.</p> | <p>Share their opinions on what matters to them to an individual.</p> <p>Explain different ways that families and friends should care for one another.</p> <p>Communicate their feelings to others.</p> <p>Can begin to cooperate with others e.g. playing with friends.</p> <p>Begin to recognise the feelings of others and how to respond.</p> <p>Recognise the effect their behaviour has on others.</p> <p>Recognise that bullying is wrong.</p> <p>To say what kind of physical contact is acceptable and unacceptable and name a person that they can speak to about it at an age appropriate level.</p> <p>Recognise when somebody is being unkind and list some ways to get help.</p> <p>Recognise what is fair, unfair, kind, unkind, right and wrong.</p> | <p>Share their opinions on what matters to them to a wider audience.</p> <p>To offer support and feedback to others.</p> <p>Respond to a wide range of feelings in others.</p> <p>Describe the nature and consequences of bullying.</p> <p>To say what kind of physical contact is acceptable and unacceptable and name a person that they can speak to about it at an age appropriate level.</p> | <p>Share their opinions on what matters to them and that other peoples may differ.</p> <p>To offer useful support and feedback to others.</p> <p>Express their feelings clearly</p> <p>Communicate effectively with friends</p> <p>Respond appropriately to a wide range of feelings in others.</p> <p>Describe the nature and consequences of bullying and can express ways of responding to it.</p> <p>To say what kind of physical contact is acceptable and unacceptable and name a person that they can speak to about it at an age appropriate level.</p> <p>Be able to respond appropriately to unkindness</p> | |
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| | <p>Begin to identify similarities and differences between people.</p> | <p>Know about similarities and differences between themselves and others, and among families, communities and traditions. Explain how their actions have consequences for themselves and others.</p> | <p>Identify similarities and differences between people and understand that this is okay. Explain how their actions and behaviour have consequences for themselves. Begin to understand the difference between secrets and surprises.</p> | <p>Identify similarities and differences between people and be able to ask questions. Explain how their actions and behaviour have consequences for themselves and others. Understand the differences between secrets and surprises.</p> | |
| Knowledge of: | <ul style="list-style-type: none"> Forming positive relationships with other children and what friendly behavior looks like. How to play with others e.g. turn taking, sharing When and who to initiate play with Appropriate physical contact How everybody is different Different religions, cultures, disabilities, genders, beliefs and age | <ul style="list-style-type: none"> What a friend is and what family means. Right and wrong and what is fair, unfair and unkind. How to initiate play with peers. Unkind actions Appropriate physical contact Differences between people and that it is okay and should be respected. Different religions, cultures, disabilities, genders, beliefs and age | <ul style="list-style-type: none"> Families and how they can be different. Bullying is repeated, targeted negative behaviour towards an individual or group that can be physical or mental. Friends and how they can have different opinions. Negative behaviour Appropriate physical contact Differences between people and that it is okay and should be respected. Different religions, cultures, disabilities, genders, beliefs and age | <ul style="list-style-type: none"> Families and how they can be different. Bullying is repeated, targeted negative behaviour towards an individual or group that can be physical or mental. Friends and how they can have different opinions. Negative behaviour and the effects. Appropriate physical contact Celebrating peoples individuality Different religions, cultures, disabilities, genders, beliefs and age | |



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| Living in the wider world and being a responsible person. | Skills | Identify familiar adults who they can go to, to seek comfort. | Identify familiar adults who they can go to, to seek comfort. | Understand what being part of a community is, focusing on the school community. | Understand what being part of a community is and knows about other organisations e.g volunteers. | Knowing global and local news |
| | Show an understanding of and cooperate with some boundaries and routines. School and nursery rules. | Aware of the boundaries set, and of behavioural expectations in our school setting. | Construct and agree to follow a set of rules within the classroom | Construct and agree to follow a set of rules within the classroom | Relating own experiences to those in the wider world (e.g Rainbows/Cubs) | |
| | Inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. | Work as part of a group or class, and understand and follow the rules. | Begin to demonstrate how to contribute to life in the classroom | Demonstrate how to contribute to life in the classroom | | |
| | Be aware of own feelings, and knows that some actions and words can hurt others' feelings. | Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. | Understand that our actions make others feel a certain way and why | | | |
| | Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. | Begin to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | Communicate effectively when they would like something from others without a negative reaction. | | | |
| | Begin to adapt behaviour to different events, social situations and changes in routine. | Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. | Express their feelings well | | | |



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| | | <p>Stories about topics surrounding health and wellbeing (Anti-Bullying Week and Learning to Respect Week)</p> | <p>Share stories and talk about topics surrounding health and wellbeing (Anti-Bullying Week and Learning to Respect Week)</p> | <p>Research, search and debate topics surrounding health and wellbeing (Anti-Bullying Week and Learning to Respect Week)</p> <p>Understand that people and living things have needs</p> <p>Recognise what improves the school and surrounding environment</p> <p>Begin to understand that money comes from different sources (jobs, pocket money) and can be used from different purposes.</p> <p>Understand that there are a wide range of jobs available for everyone.</p> | <p>Research, search and debate topics surrounding health and wellbeing for themselves and others.</p> <p>Understand that people and living things have needs and have responsibilities to meet them.</p> <p>Recognise what improves the school and surrounding environment and recommend changes to improve these.</p> <p>Money comes from different sources and can be used from different purposes. To know about spending and saving.</p> <p>Understand that there are a wide range of jobs and challenge gender stereotypes about careers.</p> | |
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| | <p>Knowledge of:</p> | <ul style="list-style-type: none"> • The names of the familiar adults in our school. • The school rules, nursery expectations and routines. • Their own feelings and emotions • A healthy lifestyle including mental health • E-safety | <ul style="list-style-type: none"> • The names of the familiar adults in our school. • The school rules and class expectations. Class routines and visual timetables. 'Show me ten' means to stop what we are doing. • What is acceptable/ unacceptable behaviour. • A smiley is for positive behaviour • Their own feelings and the feelings of others and the impact they have on others. • A healthy lifestyle including mental health • E-safety | <ul style="list-style-type: none"> • Roles within school: School Council, Playleaders, Digital Leaders, Librarians, Teachers and Support staff • Rules and why we have them • Needs that people and living things have • A healthy lifestyle including mental health • E-safety • A safe and green environment • Money, spending and saving • Variety of career choices/jobs | <ul style="list-style-type: none"> • Roles within the community: Emergency services, shop assistants etc. • Rules and why we have them • Why we have to make good choices compared to bad ones. • Why we are rewarded at school/home • Why we have to think of others feelings as well as our own • Needs that people and living things have • A healthy lifestyle including mental health • E-safety • A safe, green and inviting environment • Money, spending, saving and banks • Variety of career choices/jobs and the stereotypes with in these and they can be challenged. | |
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