

	Class 1	Class 2	Class 3	Class 4
	EYFS	KS1	LKS2	UKS2
Core Theme 1 Health and Wellbeing		<p>H1 Can I name some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)?</p> <p>H2 Can I describe how it feels to make a choice that is good for our bodies?</p> <p>H3 Can I recognise what I am good at and set simple goals?</p> <p>H3 Can I review my own targets and set realistic but challenging personal goals?</p> <p>H4 Can I name different kinds of feelings and simple strategies to manage these feelings?</p> <p>H4 Can I describe how change or loss affects people's behaviour and explore feelings associated with it?</p> <p>H6/7 Can I identify personal hygiene routines and say why these are important?</p> <p>H6/7 Can I explain how Can I prevent germs from spreading by making links with my own personal hygiene?</p>	<p>H1 Can I understand what makes a 'balanced lifestyle'?</p> <p>H2 Can I make informed choices in relation to health?</p> <p>H3 Can I say what makes a balanced diet? Can I understand that I make my own choices about food and understand what influences these choices?</p> <p>H4 Can I recognise that images in the media do not reflect reality and can affect how people feel about themselves? (Link 17&18)</p> <p>H5 Can I reflect on achievements, identify strengths, areas for improvement and set high aspirational goals?</p> <p>H6 Can I explain both the range and intensity of my feelings to others?</p> <p>H7 Can I recognise that Can I experience conflicting emotions and identify when I might need to overcome these?</p> <p>H9 Can I explain what is meant by risk, danger and hazard?</p> <p>H10 Can I recognise, predict and assess risk in different situations and decide how to manage them responsibility? (road, local community)?</p> <p>H11 Can I recognise how my increasing independence brings increased responsibility to keep others and myself safe? Fire and Dark Night Safety Assembly 21.10.20</p>	<p>H1 Can I understand that health includes my physical, mental and emotional health?</p> <p>H1 Can I identify what has a positive and negative effect on health? Science</p> <p>H1 Can I describe the influence of media advertising and celebrity culture on health and lifestyle choices? Science</p> <p>H2 Can I make everyday choices to take care of my mind and body? Science</p> <p>H2 Can I explain how the choices I make have a positive, neutral or negative consequence?</p> <p>H3 Can I explain the benefits of a healthy diet on health and wellbeing and what people consider when making these choices? Science</p> <p>H3 Can I make informed decisions about what to eat or drink in different situations, justifying the approach taken? Science</p> <p>H3 Can I explain how different factors affect a person's choice? Science</p> <p>H4 Can I describe how digitally enhanced images can influence how someone feels about themselves or their own life? (Link L17)</p> <p>H6 Can I use a rich vocabulary for expressing my emotions? (Link R1) Art</p> <p>H5 Can I describe how setting high aspirations can help motivate people to achieve?</p> <p>Can I identify my personal goals and describe my aspirations for secondary school or beyond?</p>

		<p>H8/9 Can I identify how my needs have changed and the responsibilities I have now I am older?</p> <p>H10 Can I correctly name the main parts of the body of boys and girls?</p> <p>H11 Can I explain that household products including medicines can be harmful if not used correctly?</p> <p>H12 Can I describe how to keep safe in familiar and unfamiliar situations?Fire and Dark Night Safety Assembly 21.10.20</p> <p>H13/14/15 Can I explain why it is important to tell someone if I am worried and can demonstrate how to ask for help? 12.9.20 Youngminds - Yellow day</p> <p>H16 Can I explain the term 'privacy' means and that I should respect others' privacy?</p>	<p>H10 Can I assess risk on the road?</p> <p>H11 Can I identify if a risk is appropriate for me to manage myself and identify where Can I get help if I need it?</p> <p>H12 Can I understand that bacteria and viruses used can affect health and that following simple routines can reduce their spread?</p> <p>H13 Can I recognise feelings that suggest there is negative pressure and that sometimes pressure can come from wanting the approval of others?</p> <p>H14 Can I develop techniques for resisting peer pressure to do something dangerous, unhealthy, that makes me feel uncomfortable or anxious? (Link R15)</p> <p>H16 Can I understand what it meant by the term a habit?</p> <p>H17 Can I name the drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)?</p> <p>H18 Can I begin to say how my body and emotions will change as I move through puberty?</p> <p>H21 Can I identify strategies to keep physical and emotional safe in the local environment (CYCLE, FIRE rail & water safety) Fire and Dark Night Safety Assembly 21.10.20</p> <p>H22 Can I give examples of on-line safety rules and practices I do to keep myself and others safe online? (image)</p>	<p>H7 Can I identify a range of appropriate ways that people can help to make decisions or to manage a challenge?</p> <p>H7 Can I describe positive strategies for managing feelings?</p> <p>H8 Can recognise what grief is, how this can feel for people and know where to go to ask for advice or support at times of change?</p> <p>H9 Can I understand the difference between a hazard, risk or danger? (Link H21)</p> <p>H10 Can I recognise, predict and assess risk in different situations and decide how to manage them responsibility? (road, local community) and use this to build up resilience? (Link H21)</p> <p>H11 Can I identify how my increasing independence brings increased responsibility to keep myself and others safe? (Link H21)Fire and Dark Night Safety Assembly 21.10.20</p> <p>H12 Can I explain how people can protect themselves and others from passing on bacteria and viruses? COVID-Risk Assessment Week 1</p> <p>Can I describe how I am responsible for preventing the spread of infections? COVID-Risk Assessment Week 1</p> <p>H13 I can understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources? (Link R15)</p> <p>H14 Can I recognise and ask for help when I need it, using basic techniques for resisting peer pressure? (Link R15) Science</p> <p>H15 Can I explain what an emergency is? Can I demonstrate some basic emergency procedures, knowing when to call an ambulance? (Link H21) Can I distinguish between emergencies and non-emergencies?</p> <p>H16 Can I understand what is meant by the term habit and why habits can be hard to change? Science</p>
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		KS1	LKS2	UKS2
Core Theme 2 Relationships		<p>R1 Can I communicate my feelings to others? Can I understand how to respond appropriately to other people's feelings? (Link H4)</p> <p>R2/4/2 Can I identify different types of behaviour and explain how this makes others feel? Can I identify ways to deal with unkind behaviour from others?</p> <p>R3 Can I understand the importance of not keeping secrets that make me feel uncomfortable, anxious or afraid?</p> <p>R3 Can I explain what it means to be part of a family? (RE-Families)</p> <p>R3 Can I understand that everyone's family looks different?</p> <p>R5 Can I share my view and opinions with others, taking part in simple debates?</p>	<p>R1 Can I recognise and respond to a wider range of feelings in others (Link H6)</p> <p>R2 Can I recognise what a positive, healthy relationship is and develop skills to form and maintain them?</p> <p>R3 Can I discuss the meaning of the word family and talk about what it looks/feels like?</p> <p>R3 Can I recognise different types of family structures?</p> <p>R4 Can I recognise and name different types of relationships?</p> <p>R7 Can I recognise that my actions affect others and myself?</p> <p>R8 Can I understand what kinds of physical contact are acceptable or unacceptable and name how to respond?</p> <p>R9 Can I explain what keeping something confidential or a secret means and know when I should or should not agree to keep a secret?</p> <p>R9 Can I recognise a positive relationship?</p> <p>R11 Can I work collaboratively towards a shared goal?</p> <p>R12 Can I understand that I can solve disputes through negotiations and compromise?</p> <p>R13 Can I explain how we might be different in one way, but similar in others?</p>	<p>R1 Can I demonstrate language and strategies to use if I am not sure how others are feeling?</p> <p>R1 Can I empathise with others who are experiencing difficult or challenging feelings? Wonder- English</p> <p>R2 Can I describe the skills each person needs in a relationship to ensure that it stays positive? RE link Circle Time</p> <p>R3 Can I recognise which relationships are unhealthy and whom to talk to if they need support? RE link Circle Time</p> <p>R3 Can I define what it means to be part of a family?</p> <p>R3 Can I understand and discuss different types of family structures?</p> <p>R3 Can I understand what marriage is? Autumn 2</p> <p>R4 Can I name different kinds of loving relationships? RE</p> <p>R5 Can I identify why a couple might choose to marry or have a civil partnership? RE</p> <p>R6 Can I understand that marriage is a commitment freely entered into and no one should be forced into it? RE</p> <p>R7 Can I explain how actions have consequences? R7 Can I identify the consequence of positive and negative behaviour on myself and others?</p> <p>R8 Can I describe or name strategies to use if someone's behaviour (touch or unwanted attention) makes me worried or uncomfortable?</p>

		<p>R6 Can I define what makes a good friend?</p> <p>R6 Can I understand what respect looks like?</p> <p>R6/7 Can I listen to others, play cooperatively and resolve simple arguments through negotiation?</p> <p>R8 Can I identify and name how I should respect the differences and similarities between people?</p> <p>R9 Can I name the special people in my life and say how I should show care for them?</p> <p>R10 Can I identify what touch is inappropriate and appropriate?</p> <p>R11 Can I recognise that our bodies and feelings can be hurt and can discuss comfortable and uncomfortable feelings</p> <p>R13/14 Can I understand that hurtful bullying is unacceptable? Can I identify who to go to for help if I am being teased or bullied?</p> <p>Can I identify who to go to for help if I am being teased or bullied or Can I understand someone who is?</p> <p>R14 Can I understand that some people behave differently online?</p>	<p>R13 Can I explain what contributes to someone's identity and describe ways in which they are similar/ part of a human family</p> <p>R14 Can I identify the consequences of discrimination, teasing, bullying and aggressive behaviour (including cyber bullying, use of prejudice-based language and trolling) Assembly 20.11.20</p> <p>R18 Can I recognise bullying and abuse in all forms? Assembly 20.11.20</p> <p>R18 Can I recognise bullying and abuse in all forms and explain what to do if I witness any? Assembly 20.11.20</p> <p>R15 Can I recognise and manage dares?</p> <p>R21 Can I identify what personal boundaries are and identify when we might need to keep things private (including online)?</p> <p>R29 Can I recognise the dangers of speaking to strangers (including online)?</p> <p>R29 Can I explain what to do if I see something that worries me or makes me feel uncomfortable online?</p> <p>R33 Can I identify authority figures and discuss how I should act around them?</p>	<p>R8 Can I identify sources of help and advice to help me deal with these issues? R8 Can I explain where to go if I feel my voice isn't being heard? R9 Can I identify when I should accept or refuse to keep a secret?</p> <p>R9 Can I recognise a positive relationship and understand where to go for help if a relationship is not positive?</p> <p>Can I identify the warning signs of other children's behaviour telling me when I need to share a secret?</p> <p>R10 Can I listen and respond respectfully to a wide range of people? I feel confident to raise my own concerns, recognise other people's feelings and constructively challenge other points of view?</p> <p>R11 Can I describe or demonstrate strategies that can be used to ensure that collaborations towards a shared goal are positive and inclusive?</p> <p>R12 Can I demonstrate the language needed to give constructive feedback to others negotiations/ compromise situations?</p> <p>R13 Can I recognise the similarities and differences between people looking at family, cultural, ethnic, racial, religious, age and disability, sex and sexual orientation?</p> <p>R14 I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyber bullying, use of prejudice-based language and trolling) 17.11.20Assembly 20.11.20</p> <p>R14 Can I define the term bystander? 17.11.20Assembly 20.11.20</p> <p>R16 Can I recognise and challenge stereotypes?</p> <p>R17 Can I understand the difference between and the terms associated with sex, gender identity and sexual orientation?</p> <p>R19 Can I understand that two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership? RE LINK</p> <p>R20 Can I understand that forcing someone to marry is a crime and know where to get support for myself or others if needed? RE LINK</p> <p>R21 Can I identify what to do if someone shares something that should have been kept private is shared more widely?</p>
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R24		KS1	LKS2	UKS2

<p><u>Core theme 3</u> <u>Living in the wider world</u></p>		<p>L1/2 Can I suggest suitable class rules, saying why they are important? Can I understand why these rules are important to help keep me safe and their role in my learning? Fire and Dark Night Safety Assembly 21.10.20</p> <p>L3 Can I understand that people and living things have rights and that everyone has responsibilities to protect those rights? (Link R2, R4)</p> <p>L4 Can I understand that I belong to different groups and communities?</p> <p>L5 Can I identify what improves and harms the local environment? Can I name ways to look after and improve my local environment?</p> <p>L6/7 Can I identify different sources of money and ways of paying? Can I explain how to keep my money safe? Can I begin to make choices about spending or saving?</p> <p>L 8 Can I recognise that we are all unique?</p> <p>L9 Can I understand the ways in which we are the same and different and discuss things that I have in common with others? (Link R8)</p>	<p>L1 I Can I can discuss health and wellbeing issues that affect myself and others</p> <p>L1 Can I discuss health and wellbeing issues that affect myself and others? Can I give advice to others on taking care of health and wellbeing?</p> <p>L2 Can I identify what might happen if rules and laws are broken? Can I explain why different rules are needed in different situations? L2 Can I give examples of different ways where everyone has a say in making rules and laws?</p> <p>L3 Can I recognise what is meant by a 'basic human right'?</p> <p>L4 Can I explain why it is important that people speak out about human rights?</p> <p>L6 Can I identify the impact antisocial and aggressive behaviour could have in school and the wider community</p> <p>L6 Can I give examples of anti-social behaviour ad identify how it can affect people</p> <p>L7 Can I recognise the skills required to carry out my responsibilities at home, school and in the environment? L7 Can I describe the relationship between rights and responsibilities Can I give examples of how Can I make a difference to local and worldwide environmental issues?</p> <p>L8 Can I explain the importance of seeing and respecting other points of view and how we show we are doing this? L8 Can I explain the concept of compromise and how both parties may need to 'give a little' to 'win a little'? Can I describe the skills we need to practice resolving differences?</p> <p>L9 Can I explain what being part of the wider community means?</p> <p>L10I Can I explain why people may 'volunteer' or choose to work for / with the community?</p>	<p>L1 Can I recognise that health and wellbeing includes mental health? Can I explain steps to look after my own health and wellbeing?</p> <p>L1 Can I prepare presentations for relevant professionals on how my recommendations could be carried out to improve health and wellbeing?</p> <p>L2 Can I explain how the democratic process works in Britain?5.11.20 Can I explain how laws can be changed democratically at a national level? 5.11.20</p> <p>L2 Can I explain what is meant by democracy? 5.11.20</p> <p>L3 Can I explain what 'human rights' mean to me and how Can I demonstrate these rights in the classroom? School and wider community? 3.11.20</p> <p>L4 Can I evaluate ways in which human rights can be promoted?</p> <p>L5 Can I identify the cultural practices that can harm others (such as FGM and forced marriage) do exist? Link H20/ R20</p> <p>L6 Can I explain what is meant by anti-social behaviour? Police Assembly 19.10.20 Can I describe the effect anti-social behaviour can have on emotional as well as physical health and wellbeing? (Link R14 and R18)</p> <p>L6 Can I justify buying hurtful behaviour including when prejudices-based (e.g. racism, homophobia and disablist language) is always wrong? Police Assembly 19.10.20 17.11.20 Show Racism the red card Can I explain what someone can do if they are at risk of getting involved in anti-social behaviour themselves? Police Assembly 19.10.20</p> <p>L7 Can I identify the different rights and responsibilities I have in my own life and how I uphold them? Can I explain how society relies on people carrying out their responsibilities?</p> <p>L8 Can I identify situations when conflict, disputes or difference might arise? Can I explain ways to see other points of view?</p> <p>L9 Can I explain what being part of a community means and identify different organisations that support the community?</p>
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