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| **EYFS** | | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | |
| 1.Begin to hear about God’s wonderful world.  2.Respect each other, respect adults.  3.Learn to say sorry. Learn to say please and thank you.  4.Form, and experience good relationships with peers/adults in the school community  5.Learn to take responsibility for choices and actions.  6.Know that they are special within their family and the community. Know that Jesus cares for me and I am part of God’s family.  7.Experience and recognise prayer is talking and listening to God.  8.Be children who notice others and can think about others. Recognise similarities and differences.  9.Be children who know some things about God/ who choose kindness/ who know what the truth means.  10.Be children who can talk about why they are feeling happy/sad/children who do our best.  11.Responsibilities for their own health and wellbeing which include physical health, such as why hand washing is important, why diet and exercise matter and the importance of dental care, including sleep routines and being a safe individual.  12.Know what I am good at and what makes me special. Know that my differences are part of what makes me special.  13.Show resilience and perseverance in the face of challenge.  14.Recognise that people have different beliefs and celebrate special times and events in different ways.  15.Understand the need for rules and recognise the difference between right and wrong.  16.To be patient when I don’t get what I want straight away.  17.Show care for others.  18.Say how I feel and know who can help me in school.  19.Recognise when people are being unkind to me and others and how to respond.  20.Ask questions about the wider world. | | 1. Think about their behaviour, recognise  the choices they make and how these  affect other people (CORE 1)  2.Know that they are special people made in the image and likeness of God (CORE 1)  3.Know that they are individuals and that  they have gifts and abilities (CORE 1)  4.Notice the ways in which they are the same as or different from other people  (CORE 1)  5.Notice they have talents and they can  grow in these talents (CORE 1)  6.Communicate their feelings to others, managing feelings including when things go wrong, how feelings affect how people behave. (CORE 1)  7.To know the difference between sharing a serious incident and telling tales (CORE.2)  8.Their belonging in various groups as communities such as home, school and Parish. Looking after and caring for the environment, animals, living things and other people. (CORE2)  9.That sometimes they need to say sorry to people because of their behaviour, including being polite and respectful. (CORE 2)  10.Pupils are growing in understanding about their part in their family (CORE 2)  Families- The roles of different people in their families and how they are cared for, family life and different families.  11.Who to go to if they are worried (Including someone in their family) Who to go to if they are unhappy about being teased or bullied (CORE 2)  12.The belief that they have worth as a creation of God (CORE 3)  13.That their life has a purpose and to fulfil this purpose they must keep themselves safe physically and through growing in self-confidence. (CORE 3)  14.Responsibilities for their own health which include mental and physical health, such as why hand washing is important, why diet and exercise matter (sugar intake) and the importance of dental care. How to keep safe in the sun. (CORE 3)  15.The rights and wrongs of keeping safe and rules for and ways of keeping safe (including online). (CORE 3)  16.Privacy- Recognising what private is, how to stay safe and seeking permission around touch- (different types of touch and how they make people feel, (e.g hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe, when it is important to ask for permission to touch others)  17.Everyone has strengths and interests, how these are needed for jobs, different jobs in the community and whose job it is to help us.  18.What are rules and examples. How rules and age restrictions help us and keep us safe. | | 1.To know their responsibilities and be curious about themselves and their purpose in the world, being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups, different rights and responsibilities that they have in school and the wider community, how a community can help people from different groups to feel included (CORE 1)  2.Think about their behaviour, recognise the choices they make and how these affect other people (CORE 1)  3.To respect and seek to understand difference and things in common. Playing and working co-operatively- how to share their ideas and listen to others, take part in discussions, and give reasons for their views (CORE 1)  4.Care about the feelings of others and know how Jesus cared for people. How to describe and share a range of feelings and different ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others  • how to manage big feelings (change, loss, bereavement) (CORE 1)  5.To develop their relationship with God through prayer, acts of worship and the choices they make about behaviour  (CORE 2)  6.To know when saying ‘No’ is OK to peers and adults (CORE 2)  7.To know how their behaviour can hurt other people physically and emotionally and how other people can hurt them (CORE 2)  8.To recognise unkind behaviour, either by them, towards them or others, how to respond, who to tell and what to say  (CORE 2)  9.That teasing and bullying are unkind behaviours because they cause distress and how to resist joining in with teasing or bullying if they experience or witness it  (CORE 2)  10.That things they do can hurt themselves and others, including how to be a good friend, different ways people meet friends, strategies for positive play with friends, e.g. joining in, including others, etc, about what causes arguments between friends, how to positively resolve arguments between friends  How to recognise, and ask for help, when they are feeling lonely or unhappy or to  help someone else  (CORE 2)  11.That sometimes they need to say sorry because of their behaviour (CORE 2)  12.To know the difference between sharing a serious incident and telling tales  (CORE 2)  13.That they are responsible for their immediate environment ((CORE 2)  14.The belief that they have worth as a creation of God (CORE 3)  15.Names for the main parts of the body and that they boys and girls are equally part of God’s creation. Know about the human life cycle and how people grow from young to old, including how our needs and bodies change as we grow up (CORE 3) (Science)  16.How to recognise the difference between secrets and surprises and the importance of not keeping adult secrets only surprises. (CORE 3)  17.What money is and its different forms e.g. coins, notes, and ways of paying for  things e.g. debit cards, electronic payments, how money can be kept and looked after, about getting, keeping and spending money, that people are paid money for the job they do.  How to recognise the difference between needs and wants and how people make choices about spending money.  18.To know about routines and habits for maintaining good physical and mental health, why sleep and rest are important for growing and keeping healthy.  Know medicines, including vaccinations and immunisations, can help people stay  healthy and manage allergies.  The importance of, and routines for, brushing teeth and visiting the dentist, about food and drink that affect dental health. (Science)  19.Safety- how to help keep themselves safe at home/ school in relation to electrical appliances, fire safety and medicines/household product and in unfamiliar places, online.  How to respond if there is an accident and someone is hurt, whose job it is to keep us safe and who to go to and how to get help in an emergency, dial 999 and what to say | | 1.Take increased responsibility for their safety and that of others (Core 1)  2.Value themselves as a child of  God, believing life is precious and their body is God’s gift to them. Begin to be thankful for the gifts of God. (strengths, interests, what they are proud of) Recognise common challenges to self -worth e.g. finding school work difficult, friendship issues and basic strategies to manage and reframe setbacks (CORE 1)  3.To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond and ask for help (CORE 2)  4.To be aware of different types of  relationships for staying healthy and  safe and they may be supported by  other agencies to maintain wellbeing. Know what is appropriate to share with friends, classmates, family and wider social groups, including online.  Know what privacy and personal boundaries are, including online.  (CORE 2)  5.To know that some relationships can  be harmful (including online) and who to talk to if they need support. To recognise and manage dares (CORE 2)  6.To judge what kind of physical contact  is acceptable or unacceptable and  how to respond (CORE 2)  7.That, with their family, they share responsibility for staying healthy and safe.  Recognise and respect that there are different types of families and being part of a family provides support, stability and love, including positive aspects.  To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares.  (CORE2)  8.That being truthful includes knowing  when to keep a secret, when not  agree to this and when it is right to  break a confidence or break a secret  (CORE 3)  9.That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal. Recognise respectful behaviours and how to model respectful behaviour in different situations. Know the importance of self-respect and their right to be treated respectfully by others. Know what it means to treat others, and be treated, politely and the ways in which people show respect and courtesy in different cultures and in wider society (CORE3)  10.That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God. (CORE 3)  11.That relationships and daily life involve choice and choices can have positive, neutral and negative consequences including on their health and to begin to understand the concept of a balanced lifestyle such as; healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) Know about habits, their effects and that sometimes they can be maintained, changed or stopped  Know what is meant by a healthy, balanced diet and why exercise is important. (CORE 3) (Science)  12.Know about jobs that people may have from different sectors and that people can have more than one job at once or over their lifetime.  Understand some common myths and gender stereotypes related to work and challenge stereotypes through examples of role models in different fields of work e.g. women in STEM  What skills are needed to do a job, such as teamwork and decision-making. Recognise their interests, skills and achievements and how these might link to future jobs.  How to set goals that they would like to achieve this year e.g. learn a new hobby.  13.Know the affect feelings both positively and negatively, strategies to identify and talk about their feelings and some of the different ways people express feelings  Recognise how feelings can change overtime and become more/less powerful.  14.Safety- how to identify typical hazards at home and in school-predict, assess and manage risk in everyday situations  Understand about fire safety at home including the need for smoke alarms.  How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety | | 1.To understand that they can choose to have a friendship with God (CORE 1)  2.To recognise cause and effect in their actions and take personal responsibility (CORE 1)  3.To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious  diversity, age, gender identity, sexual orientation and disability (Equality Act 2010) (CORE 1)  4.To be aware of different types of relationships including those between acquaintances, friends, relatives and family. Know about the features of positive healthy friendships such as mutual respect, trust and sharing interests and strategies to build positive friendships. Know how to seek support with relationships if they feel lonely or excluded and how to communicate respectfully with friends when using digital devices Understand how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know and what to do or whom to tell if they are worried about any contact online (CORE 2)  5.To value the diversity of national, religious and ethnic identities in the United Kingdom and beyond. (CORE 2)  6.To know that some relationships can be harmful and who to talk to if they need support. (Including online) To recognise and manage dares  Know when it is right to keep or break a confidence or share a secret and how to recognise risks online such as harmful content or contact. Understand how people may behave differently online including pretending to be someone they are not (CORE 2)  7.To judge what kind of physical contact is acceptable or unacceptable and how to respond (CORE 2)  8.That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with  God (CORE 3)  9.That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What  positively and negatively affects their physical, mental and emotional health (including the media). How to maintain oral hygiene and dental health, including how to brush and floss correctly and the importance of regular visits to the dentist. The effects of different foods, drinks and substances on dental health (Core 3) (Science)  10.How British law plays a role in protecting human rights  What human rights are and how they protect people, including identifying basic examples of human rights and the rights of children  Know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn.  (Core 3)  11.Know the meaning and benefits of living in a community and recognise that they belong to different communities as well as the school community  Know about the individuals and groups that help the local community, including through volunteering and work and how to show compassion towards others in need and the shared responsibilities of  caring for them.  12.Know how people make different spending decisions based on their budget, values and needs and how to keep track of money and why it is important to know how much is being spent.  Understand about different ways to pay for things such as cash, cards, e-payment and the reasons for using them and that how people spend money can have positive or negative effects on others e.g. charities, single use plastic  13.The importance of taking medicines correctly and using household products safely and to recognise what is meant by a ‘drug’  That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing and identify dome risks  That for some people using drugs can become a habit which is difficult to break  and how to ask for help or advice. (Science) | | 1.Begin to be thankful for the gifts of God (CORE 1)  2.Identify, name and respond appropriately to a wider range of feelings in themselves and in others. Know ways to boost their mood and improve emotional wellbeing and about the link between participating in interests, hobbies and community groups and mental wellbeing (CORE1)  3.To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious  diversity, age, sex, gender identity, sexual orientation and disability. To recognise that everyone should be treated equally and why it is important to listen and respond respectfully to a wide range of people. Know what discrimination means and different types of discrimination (CORE 1)  4.To be aware of different types of relationships including those between acquaintances, friends, relatives and family. What makes a healthy friendship and how they make people feel included. Strategies to help someone feel included and peer influence and how it can make people feel or behave.  The impact of the need for peer approval in different situations, including online  And strategies to manage peer influence and the need for peer approval e.g. exit  strategies, assertive communication. Know that it is common for friendships to experience challenges and strategies to positively resolve disputes and reconcile differences in friendships  That friendships can change over time and the benefits of having new and different types of friends  (CORE 2)  5.To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares (CORE 2)  6.To judge what kind of physical contact is acceptable or unacceptable, how to respond and who to tell. How it feels in a person’s mind and body when they are uncomfortable and that it is never someone’s fault if they have experienced unacceptable contact. (CORE 2)  7.Know the rituals celebrated in Church that mark life, particularly birth, marriage and death and that these are part of Christian beliefs (CORE 2)  8.To learn about forgiveness, recognising its importance in relationships and know something about Jesus’ teaching on forgiveness (CORE 2)  9.That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship  with God (CORE 3)  10.That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal (CORE 3)  11.That being truthful includes knowing when to keep a secret, when not agree to this and when it is right to break a confidence or break a secret (CORE 3)  12.That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What  positively and negatively affects their physical, mental and emotional health (including the media). Examples are- healthy sleep strategies and how to maintain them, about the benefits of being outdoors and in the sun for physical and mental health, how to manage risk in relation to sun exposure, including skin damage and heat stroke.  Know how medicines can contribute to health and how allergies can be managed, that some diseases can be prevented by vaccinations and immunisations, that bacteria and viruses can affect health. Know how they can prevent the spread of bacteria and viruses with everyday hygiene routines. To recognise the shared responsibility of keeping a clean environment (Core 3)  13.How British law plays a role in protecting human rights (Core 3)  14.Know about how resources are allocated and the effect this has on individuals, communities and the environment. Recognise the importance of protecting the environment and how everyday actions can either support or damage it. Know how to show compassion for the environment, animals and other living things and about the way that money is spent and how it affects the environment. To express their own opinions about their responsibility towards the environment  15,Identify jobs that they might like to do in the future and about the role ambition can play in achieving a future career.  How or why someone might choose a certain career and about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values. The importance of diversity and inclusion to promote people’s career opportunities and about stereotyping in the workplace, its impact and how to challenge it  Know that there is a variety of routes into work e.g. college, apprenticeships, university, training.  16.Know about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money. Understand about value for money and how to judge if something is value for money.  Know how companies encourage customers to buy things and why it is important to be a critical consumer.  Understand having or not having money can impact on a person’s emotions, health and wellbeing and about common risks associated with money, including debt, fraud and gambling.  To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk and how to get help if they are concerned.  17.Safety-To identify when situations are becoming risky, unsafe or an emergency and to identify occasions where they can help take responsibility for their own safety.  To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour  18.Know how to respond in an emergency, including when and how to contact different emergency services. | | 1.Value themselves as a child of God, believing life is precious and their body is God’s gift to them. (Core 1)  2.Be thankful for the gifts of God (CORE1)  3.Understand that they can choose to have a friendship with God.(CORE 1)  4.To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see Equality Act 2010) (CORE 1)  5.To know that they are part of many local, national and international communities- Know what prejudice means and to differentiate between prejudice and discrimination. How to recognise acts of discrimination and strategies to safely respond to and challenge discrimination. How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups (CORE 2)  6.Pupils should understand that being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Different rules are needed for situations and being in a group means taking part in making and changing rules. (CORE 2)  7.To be aware of different types of relationships including those between acquaintances, friends, relatives and family Understand that people who love each other can be of any gender, ethnicity or faith and the difference between gender identity and sexual orientation and everyone’s right to be loved. Know about the qualities of healthy relationships and ways in which couples show their love and commitment to one another, including those who are not married. (CORE 2)  8.To learn about forgiveness, recognising its importance in relationships and know something about Jesus’ teaching on forgiveness (CORE 2)  9.Marriage can be a civil union, a public demonstration of the free commitment made between two people who love and care for each other who want to spend their lives together and are of legal age to make that commitment  What marriage and civil partnership mean.  Know that people have the right to choose whom they marry and that to force anyone into marriage is illegal. Know how and where to report forced marriage or ask for help if they are worried (CORE 2)  10.That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God (CORE 3)  11.About what puberty involves and how their body and emotions will change as they approach and move through puberty, growing into adults.(CORE 3) (Science)  12.About change including transitions (between key stages and schools) loss, separation, divorce and bereavement. Know about the process of grieving and how grief can be expressed and about strategies that can help someone cope with the feelings associated with change or los (Core 3)  13.That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and  emotional health (including the media).(Core 3)  14.How British law plays a role in protecting human rights (Core 3)  15.Understand about the link between values and behaviour and how to be a positive role model. Know how to discuss issues respectfully and how to listen to and respect other points of view. Know how to constructively challenge points of view they disagree with and ways to participate effectively in discussions online and manage conflict or disagreements.    16.To compare the features of a healthy and unhealthy friendship and about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.  Strategies to respond to pressure from friends including online and how to assess the risk of different online ‘challenges’ and ‘dares’  Know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable and how to get advice and report concerns about personal safety, including online.  Know what consent means and how to seek and give/not give permission in different situations  17.Know that social media sites have age restrictions and regulations for use and the reasons why some media and online content is not appropriate for children.  Know how online content can be designed to manipulate people’s emotions and encourage them to read or share things, including rules and laws relating to this.  18.Know that mental health is just as important as physical health and that both need looking after. Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support. Positive strategies for managing feelings and how balancing time online with other activities helps to maintain their health and wellbeing. Different strategies to manage time spent online and foster positive habits.  19.Know about the risks and effects of different drugs and about the laws relating to drugs and recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs. Know the organisations where people can get help and support and how to ask for help concerning drug use. Know about mixed messages in the media relating to drug use and how they might influence opinions and decisions. (Science)  20.Know how to deal with common injuries using basic first aid techniques and how to respond in an emergency, including when and how to contact different emergency services. | |
| **Working Towards** | **Greater**  **Depth** | **Working Towards** | **Greater**  **Depth** | **Working Towards** | **Greater**  **Depth** | **Working Towards** | **Greater**  **Depth** | **Working Towards** | **Greater**  **Depth** | **Working Towards** | **Greater**  **Depth** | **Working Towards** | **Greater**  **Depth** |
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