



Relationships Education Policy

Date completed : September 2022

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Submission to Local Trustees: Autumn 2022

Review : September 2023

Policy Development & Consultation

Ladywood staff have contributed to the development of this policy during staff and curriculum meetings, and have been consulted throughout the process.

Background Information about the School

Ladywood is a mixed school pupils aged 4 - 11 years, who have complex learning difficulties. Our pupils come from a large, and very mixed area, and are transported to school by the local authority. At Ladywood we aim to provide all our children with a broad and relevant education. We do this in a positive environment that reflects our commitment to high expectations for all.

Philosophy

This document is a statement of the aims, principles and strategies for Relationships Education at Ladywood School. At Ladywood we want children to love, learn and grow. The teaching of Relationships Education is no different. Through specific lessons taught at Ladywood as part of our Personal, Social, Health and Economic (PSHE) curriculum, and the wider curriculum, we aim to:

- Provide a framework in which sensitive discussions can take place;
- Teach children the facts, such as those relating to health issues, which are important to their growth and development as individuals and as members

of community groups that they might come into contact with or associate with;

- Enable children to acquire the skills, such as those relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- Encourage children to develop informed opinions and attitudes for themselves about a range of personal and social issues;
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Help pupils develop feelings of self-respect, confidence and empathy; whilst encouraging children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the local community and wider society;
- Create a positive culture around issues of sexuality and relationships; encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act;
- Teach the requirements of the DfE statutory guidance on Relationships Education;
- Develop in children the skills and understanding to have the confidence to approach their relationships in a positive way; including teaching pupils the correct vocabulary to describe themselves and their bodies and ensuring children are aware of personal space and their right to privacy;
- Enable children to move with confidence from childhood through adolescence to adulthood. Helping the children to understand the changes that occur to the human body during puberty;
- Encourage the children to live confident and healthy lives.

Definition

In the DfE statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019', made under sections 34 and 35 of the Children and Social Work Act 2017 the focus in primary schools for Relationship Education is 'teaching of fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and with adults.'

At Ladywood we also believe that Relationships Education should help children to develop the skills to recognise and manage healthy relationships both online and in the real world. Our curriculum is designed to build resilience and self-esteem. Relationships Education involves a combination of sharing information, and exploring issues and values. Relationships Education is not about the promotion of sexual activity. In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Board of Trustees

The board of Trustees will approve the Relationships and Sex Education (RSE) policy, and hold the head teacher to account for its implementation.

In addition to fulfilling their legal obligations, the board of Trustees will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Head teacher and Senior Leaders

The head teacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from components of Relationships Education (see Parents Right to withdraw section).

Teaching and Support Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of Relationships Education

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the head teacher. The teacher in charge of Relationships Education is the subject leader for PSHE.

Pupils

Pupils are supported to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity. High quality teaching that is differentiated and personalised will be the starting point of Relationships Education to ensure accessibility for all.

Parents' Right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within Relationships Education. See Appendix 1 Requests for withdrawal should be put in writing addressed to the head teacher.

Alternative work will be given to pupils who are withdrawn from sex education sessions and the school will do its best to ensure any child that is withdrawn is treated sensitively and with respect.

Monitoring

The delivery of Relationships Education is monitored by the subject leader of PSHE or the head teacher through book scrutinies, learning walks, lesson observations and/or pupil voice interviews.

Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems. The subject lead will work closely with all teachers to plan and ensure the curriculum map ensures Relationship Education, RSE and Health Education programmes complement and are connected but do not duplicate content covered in other subjects. Teachers check prior knowledge and build on this into the planning process which forms a part of the Ladywood offer each term (KWL).

This policy will be reviewed annually by the PSHE subject leader. At every review, the policy will be approved by the Board of Trustees.

The Board of Trustees are responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

Curriculum

Our PSHE curriculum follows the Ladywood scheme of work – which outlines the PSHE covered by all pupils following our differentiated, 3 tiered curriculum (exploratory, functional and core tiers). Appendix 2 shows which elements are covered.

We have developed the curriculum in consultation with all teaching staff, taking into account the age and needs of the pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, ensuring their answers are sensitive to the child asking the question and the rest of the class. This could involve speaking to the child on their own or in a small group. It might also involve not answering the question there and

then but involving the parents/carers in any further discussion. It is important children's questions are answered appropriately so they are fully informed and don't seek answers online.

Strategies for Teaching

Teaching styles will be adapted to allow pupils to observe, explore and discover, and so enhance the developmental process. No single style of teaching will suit all activities. Teaching will include :-

- Differentiated approaches to match age, ability, attainments, interests and experiences of the pupils.
- Appropriate content being selected.
- Total communication approach
- Pupils being encouraged to use their abilities to problem solve, gather information and acquire new skills.
- Social interaction and co-operation being fostered and reinforced through group teaching sessions.
- Teaching the class as a whole on some occasions.
- Pupils working individually sometimes.
- Pupils receiving one to one guidance when necessary.
- Pupils being offered challenges through the careful analysis of previous attainment and well matched tasks/activities.
- Through the organisation of their teaching and learning environment, pupils will be given opportunity to generalise their learning in a variety of situations and contexts
- Development of a high quality learning environment including displays, learning walls, book corners and outside areas etc.

Strategies for Learning

Effective Learning will take place via:

- Pupils taking an active part in lessons.
- Pupils and teachers having a sense of purpose.
- All staff having positive expectations of pupils.
- A good use of the opportunities to consolidate skills and the knowledge that pupils have acquired.
- Pupils being encouraged to think and communicate about their learning.
- Independent working being encouraged wherever possible.
- Pupils being given opportunities to work alone, in pairs, in groups and as part of a team.

Assessment, Recording & Reporting

The procedure for assessment, recording & reporting will be in line with school practice for the whole curriculum.

Resources will be purchased by the curriculum lead on an annual basis. Staff are encouraged to notify the subject manager of their needs.

Training

Staff are informed on the updates of delivery of Relationships Education and it is included in our continuing professional development calendar.

The curriculum lead will also invite visitors from outside the school, such as school nurses and professionals from PLDS to provide support and training to staff teaching Relationships Education.

Partnership with Parents

At Ladywood, we strive to build and maintain an atmosphere of mutual respect and dialogue in which the needs of children are paramount. We believe firmly in the need for involvement of parents and carers in the education of their children at Ladywood.

Dissemination of the Policy

The head teacher, Trustees, all staff members and health professionals will have access to this policy. The policy will be clear on the school website. Copies are available in school for parents on request.

Appendix 1- Parents Right to withdraw letter:



| TO BE COMPLETED BY PARENTS | | | |
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| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |



Appendix 2 - Curriculum map

| PSHE | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|--|---|--|---|--|--|--|
| STRANDS—move around depending on topics but cover strands throughout year | CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING | KEEPING SAFE & BEING A RISK TAKER | BEING HEALTHY & DRUGS, ALCOHOL AND TOBACCO AWARENESS | BEING DIFFERENT & ANTI-BULLYING | TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY | SEX AND RELATIONSHIPS & IT'S OK TO TELL |
| EYFS | <p style="text-align: center;"> PSHE IS NOT A DISCRETE SUBJECT IN EYFS Objectives are drawn from the Personal, Social and Emotion Development; Understanding the World; Communication and Language and Physical Development sections of our EYFS curriculum. For specific objects, please see the curriculum. </p> | | | | | |

Year 1

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| | CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING | KEEPING SAFE & BEING A RISK TAKER | BEING HEALTHY & DRUGS, ALCOHOL AND TOBACCO AWARENESS | BEING DIFFERENT & ANTI- BULLYING | TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY | SEX AND RELATIONSHIPS & IT'S OK TO TELL |
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| <p>Exploratory</p> | <ul style="list-style-type: none"> ● To respond to my name ● To begin to develop my understanding of familiar single words ● To gain attention from others ● To begin to initiate interaction with peers and adults ● To react to the feelings/behaviours of others e.g. turning around when they hear someone crying ● To respond to praise ● To respond to sensory stimuli related to personal celebrations –e.g. Birthday, cultural celebrations. ● To respond to sensory stimuli related to Mini Minds. ● To observe and participate in birthday celebrations | <ul style="list-style-type: none"> ● To begin to be aware of the effects of the movements they make ● To begin to show an understanding of cause and effect ● To repeat an action to create a desired effect ● To repeat an action and modify an action to create a desired effect ● To begin to recognise dangers with support ● To be willing to try and explore new foods (e.g. tasting, touching, smelling) ● To seek help when needed. ● To have a growing sense of will and determination | <ul style="list-style-type: none"> ● To get my coat ● To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc). ● To actively co-operate with changing and personal care ● To actively co-operate with brushing teeth ● To attempt to feed myself ● To know the function of everyday items. ● To attempt to help with dressing and undressing | <ul style="list-style-type: none"> ● To begin to be aware of themselves and what they look like ● To engage in an activity of own choosing. ● To celebrate personal achievements ● To explore food from various cultures ● To smell foods/spices from various cultures ● To taste foods from various cultures ● To experience music from various cultures ● To wear clothes from various cultures ● To observe / participate in celebration assemblies ● To express my own feelings / likes and dislikes in relation to cultural experiences | <ul style="list-style-type: none"> ● To begin to understand that some things are theirs, some things are shared and some things belong to other people ● To begin to take turns ● To begin to engage in parallel play ● To begin to be interested in others' play. ● To be able to seek out others' to share experiences. ● To play alongside others ● To respond to a few appropriate boundaries with decreasing level of adult support ● To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough. ● To be able to find familiar objects in their correct place | <ul style="list-style-type: none"> ● To show an awareness of other people. ● To recognise familiar adults. ● To express a preference from a choice of 2. ● To begin to express own preferences and interests. |
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| <p>Functional</p> | <ul style="list-style-type: none"> ● To join in some activities on a 1:1 / small group basis. ● To begin to make choices (using a choice board) of an activity they would like to partake in / toy they would like to play with. ● To seek and accept help from a familiar adult. ● To combine two elements of communication to express their feelings, needs and choices. ● To react to the feelings of others and show some recognition/ interest and acknowledgement of that feeling as part of a Mini Minds session. ● To begin to care for their environment with support and prompting e.g. put litter in the bin, begin to tidy up, water a plant. | <ul style="list-style-type: none"> ● To begin to react to 'no' 'stop' 'I don't like it'. ● To respond to praise / 'I like it.' ● To engage in familiar activities in a variety of places. ● To begin to engage in new activities with support. ● To begin to react to no / stop in relation to keeping safe. ● To begin to be aware of and avoid some dangers. | <ul style="list-style-type: none"> ● To show some interest in and join in with some healthy routine based activities - e.g. physical time, oral hygiene. ● To join in with some healthy activities that are not part of their daily routine—e.g. making a healthy meal, food tasting or mindfulness. ● To use their preferred method of communication to chose a healthy activity from a choice of 2/3 and carry this out with increasing independence. | <ul style="list-style-type: none"> ● To begin to be aware of themselves and others. ● To begin to recognize some obvious similarities / differences. ● To begin to show a preference/interest in a particular 'friend' | <ul style="list-style-type: none"> ● To take part in work or play involving two or three others. ● To maintain interactions. ● To take turns in a small group with some support. ● To begin to play alongside others. | <ul style="list-style-type: none"> ● To join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences, <i>for example, 'What does the baby need?'</i> ● To recognise members of their family. ● To begin to express 'yes' 'no' 'I like it' 'I don't like it' through symbol./sign /speech. ● To express a preference in a range of situations. |
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| <p>Core</p> | <ul style="list-style-type: none"> ● To join in a range of activities in one-to-one situations and in small or large groups. ● To choose, initiate and follow through new tasks and self-selected activities. ● To choose and complete an activity based on their current Mini Mind theme. ● To seek help when needed, for example, assistance in fastening their clothes. ● To begin to communicate feelings and ideas in simple phrases. ● To be often sensitive to the needs and feelings of others and show respect for themselves and others. ● To treat living things and their environment with care and concern. | <ul style="list-style-type: none"> ● To respond to vocalisations of danger or risk e.g. 'no' and begin to respond to suggestions as to how to keep safe e.g. it's good walking/feet on floor ● To begin to engage in new and unfamiliar activities / opportunities. ● To begin to follow safety rules and procedures (E.g. walking, fire alarm) | <ul style="list-style-type: none"> ● To actively join in with a range of healthy activities e.g. physical time, food tasting, mindfulness, hygiene, brushing teeth. ● To show an awareness of what it means to be healthy (e.g. choosing the healthy activity from a choice of symbols if there is a mixture of healthy and unhealthy options) ● To begin to follow simple rules within games as part of physical activity. | <ul style="list-style-type: none"> ● To begin to be aware of how they and their friends are the same or different, ● To begin to form friendships and play alongside / with others. ● To be aware of others feelings and begin to understand what makes their friends happy and sad. | <ul style="list-style-type: none"> ● To understand the need for rules in games, and show awareness of how to join in different situations. ● To understand agreed codes of behavior. ● To work together with others, and support each other in behaving appropriately, for example, while queuing in a supermarket. ● To show a basic understanding of what is right and wrong in familiar situations. | <p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> ● To know that they belong to a family. ● To name some of the people within their family. <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> ● To make purposeful relationships with others in group activities. ● To attempt to negotiate with peers in a variety of situations, for example, if other pupils wish to use the same piece of equipment. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> ● To begin to use some manners (e.g. saying 'please' and 'thank you'). <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> ● To explore the internet safely with adult supervision and support. <p><u>Being safe:</u></p> <ul style="list-style-type: none"> ● To say yes/no or I like it/ don't like it . ● To express their opinions. |
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Year 2

| | CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING | KEEPING SAFE & BEING A RISK TAKER | BEING HEALTHY & DRUGS,ALCOHOL AND TOBACCO AWARENESS | BEING DIFFERENT & ANTI-BULLYING | TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY | SEX AND RELATIONSHIPS & IT'S OK TO TELL |
|--------------------|--|--|--|--|--|--|
| Exploratory | <ul style="list-style-type: none"> ● To respond to my name ● To begin to develop my understanding of familiar single words ● To gain attention from others ● To begin to initiate interaction with peers and adults ● To react to the feelings/behaviours of others e.g. turning around when they hear someone crying ● To respond to praise ● To respond to sensory stimuli related to personal celebrations –e.g. Birthday, cultural celebrations. ● To observe and participate in birthday celebrations | <ul style="list-style-type: none"> ● To begin to be aware of the effects of the movements they make ● To begin to show an understanding of cause and effect ● To repeat an action to create a desired effect ● To repeat an action and modify an action to create a desire effect ● To begin to recognise dangers with support ● To be willing to try and explore new foods (e.g. tasting, touching, smelling) ● To seek help when needed. ● To have a growing sense of will and determination | <ul style="list-style-type: none"> ● To get my coat ● To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc). ● To actively co-operate with changing and personal care ● To actively co-operate with brushing teeth ● To attempt to feed myself ● To know the function of everyday items. ● To attempt to help with dressing and undressing | <ul style="list-style-type: none"> ● To begin to be aware of themselves and what they look like ● To engage in an activity of own choosing. ● To celebrate personal achievements ● To explore food from various cultures ● To smell foods/spices from various cultures ● To taste foods from various cultures ● To experience music from various cultures ● To wear clothes from various cultures ● To observe / participate in celebration assemblies ● To express my own feelings / likes and dislikes in relation to cultural experiences | <ul style="list-style-type: none"> ● To begin to understand that some things are theirs, some things are shared and some things belong to other people ● To begin to take turns ● To begin to engage in parallel play ● To begin to be interested in others' play. ● To be able to seek out others' to share experiences. ● To play alongside others ● To respond to a few appropriate boundaries with decreasing level of adult support ● To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough. ● To be able to find familiar objects in their correct place | <ul style="list-style-type: none"> ● To show an awareness of other people ● To recognise familiar adults ● To express a preference from a choice of 2 ● To be able to express own preferences and interests. |

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| <p>Functional</p> | <ul style="list-style-type: none"> ● To respond to others in group situations, playing or working in a small group cooperatively, for example, <i>taking turns appropriately.</i> ● To begin to chose a favoured adult or child to work / play alongside. ● To seek out less familiar adult (e.g. at playtimes) for help. ● To begin to share a toy / activity with another child. ● To begin to make simple choices using a choice board / symbol support. ● To begin to share in joint attention activities and express some enjoyment. ● To show concern for others, for example, <i>through facial expressions, gestures or tone of voice, and sympathy for others in distress and offer comfort.</i> | <ul style="list-style-type: none"> ● To react to words of encouragement or warning e.g. stopping when told to, trying when prompted to. ● To respond appropriately to I like it / I don't like it and begins to offer own preferences. ● To show some hesitation / awareness of danger. ● To carry out routine activities in a familiar context and show an awareness of the results of their own actions. ● To recognise some dangers. ● To begin to experience / seek out some ways to keep safe. | <ul style="list-style-type: none"> ● To begin to make healthy choices with support. ● To join in willingly with a range of healthy activities e.g. physical , food tasting, mindfulness , hygiene. ● To begin to understand and practice good hygiene. | <ul style="list-style-type: none"> ● To be aware of others and beginning to be aware of different likes/ dislikes. ● To identify some similarities / differences between themselves and their peers. ● To begin to seek out others to play with. ● To show a preference for a favoured friend. | <ul style="list-style-type: none"> ● To show a developing awareness of some of the classroom rules and expectations. ● To begin to have a sense of what is good behavior and what is not. ● To know that money is needed to buy things. ● To begin to know where things come from and that someone has to provide them (e.g. Their mum goes to the shop to get their favourite snack etc.) ● To begin to know that there are different jobs. | <ul style="list-style-type: none"> ● To show an awareness of friends and what they like to do with them. ● To begin to recognise different members of a family and some of the roles they may have, ● To express 'yes' 'no' 'I like it' 'I don't like it' through symbol./sign /speech. ● To recognize adults who can help. |
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| <p>Core</p> | <ul style="list-style-type: none"> ● To play with others. ● To find a partner. ● To develop listening skills. ● To share with others. ● To demonstrate compassion ● To recognise simple body language. ● To use I like / I don't like consistently ● To make simple choices ● To have fun. ● To feel good / feel valued/ having my needs met. ● To recognise and name feelings | <ul style="list-style-type: none"> ● To make rules for keeping safe. ● To keep safe at home. ● To understand the concept of risk. ● To keep ourselves safe. ● To follow safety rules. | <ul style="list-style-type: none"> ● To make healthy choices. ● To practice and understand good hygiene. ● To show a clear understanding of what is healthy and unhealthy (e.g. through a sorting activity). | <ul style="list-style-type: none"> ● To recognise difference. ● To celebrate difference. ● To make friends. ● To be able to identify how their actions affect others and act in a friendly manner. ● To be accepting and supportive of the needs of others. | <ul style="list-style-type: none"> ● To understand the need for rules in the classroom and why rules help. ● To understand right and wrong. ● To understand families - who provides the money in my house? ● To know that there are a range of people who help us. ● To understand that people work for money. | <p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> ● To begin to understand what 'family' means. ● To begin to look at different types of families (e.g. familiar of peers within class). <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> ● To learn about friends - choosing, falling out, making new friends and having best friends. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> ● To be able to identify similarities and difference between themselves and their peers. <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> ● To explore the internet safely. <p><u>Being safe:</u></p> <ul style="list-style-type: none"> ● To say No and mean No ● To explore 'trust' and who we can trust. ● To recognise and know when things are not right. ● To know who to tell when things are not right. ● To feel comfortable in different situations. |
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Year 3

| STRANDS | CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING | KEEPING SAFE & BEING A RISK TAKER | BEING HEALTHY & DRUGS,ALCOHOL AND TOBACCO AWARENESS | BEING DIFFERENT & ANTI-BULLYING | TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY | SEX AND RELATIONSHIPS & IT'S OK TO TELL |
|-------------|---|---|--|--|--|--|
| Exploratory | <ul style="list-style-type: none"> ● To respond to my name ● To begin to develop my understanding of familiar single words ● To gain attention from others ● To begin to initiate interaction with peers and adults ● To react to the feelings/behaviours of others e.g. turning around when they hear someone crying ● To respond to praise ● To respond to sensory stimuli related to personal celebrations –e.g. Christmas, Chinese NY, Fathers Day, New home, ● To observe and participate in birthday celebrations | <ul style="list-style-type: none"> ● To begin to be aware of the effects of the movements they make ● To begin to show an understanding of cause and effect ● To repeat an action to create a desired effect ● To repeat an action and modify an action to create a desire effect ● To begin to recognise dangers with support ● To be willing to try and explore new foods (e.g. tasting, touching, smelling) ● To seek help when needed. ● To have a growing sense of will and determination ● To begin to recognise dangers with support ● To seek help when needed. | <ul style="list-style-type: none"> ● To get my coat ● To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc). ● To actively co-operate with changing and personal care ● To actively co-operate with brushing teeth ● To attempt to feed myself ● To know the function of everyday items. ● To attempt to help with dressing and undressing | <ul style="list-style-type: none"> ● To begin to be aware of themselves and what they look like ● To engage in an activity of own choosing. ● To celebrate personal achievements ● To explore food from various cultures ● To smell foods/spices from various cultures ● To taste foods from various cultures ● To experience music from various cultures ● To wear clothes from various cultures ● To observe / participate in celebration assemblies ● To express my own feelings / likes and dislikes in relation to cultural experiences | <ul style="list-style-type: none"> ● To begin to understand that some things are theirs, some things are shared and some things belong to other people ● To begin to take turns ● To begin to engage in parallel play ● To begin to be interested in others' play. ● To be able to seek out others' to share experiences. ● To play alongside others ● To respond to a few appropriate boundaries with decreasing level of adult support ● To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough. ● To be able to find familiar objects in their correct place | <ul style="list-style-type: none"> ● To show an awareness of other people ● To recognise familiar adults ● To express a preference from a choice of 2 ● To be able to express own preferences and interests. |

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| <p>Functional</p> | <ul style="list-style-type: none"> ● To join in a range of activities in one-to-one situations and in small or large groups. ● To choose, initiate and follow through new tasks and self-selected activities. ● To know that they can seek help when needed, <i>for example, assistance in fastening their clothes.</i> ● To begin to communicate feelings and ideas in simple phrases. ● To be often sensitive to the needs and feelings of others and show respect for themselves and others. ● To treat living things and their environment with care and concern. | <ul style="list-style-type: none"> ● To respond to vocalisations of danger or risk e.g. 'no' . ● To begin to respond to suggestions as to how to keep safe e.g. it's good walking. ● To begin to engage in new and unfamiliar activities / opportunities. ● To begin to follow safety rules . | <ul style="list-style-type: none"> ● To actively join in with healthy activities. ● To show an awareness of what it means to be healthy (e.g. choosing the healthy activity from a choice of symbols if there is a mixture of healthy and unhealthy options) ● To begin to follow simple rules within games as part of physical activity. | <ul style="list-style-type: none"> ● To begin to be aware of how they and their friends are the same . ● To begin to be aware of how they and their friends are different. ● To begin to form friendships . ● To play alongside / with others. | <ul style="list-style-type: none"> ● To understand the need for rules in games, and show awareness of how to join in different situations. ● To understand agreed codes of behaviour which help groups of people work together, and they support each other in behaving appropriately, <i>for example, while queuing in a supermarket.</i> ● To show a basic understanding of what is right and wrong in familiar situations. ● To understand families - who provides the money in my house? ● To know that there are a range of people who help us. ● To understand that people work for money. | <p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> ● To know that they belong to a family. ● To name some of the people within their family. <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> ● To make purposeful relationships with others in group activities. ● To attempt to negotiate with peers in a variety of situations, <i>for example, if other pupils wish to use the same piece of equipment.</i> <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> ● To begin to use some manners (e.g. saying 'please' and 'thank you'). ● To begin to understand what it means to ask for 'permission' (e.g. asking to go to the toilet). <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> ● To explore internet safety. <p><u>Being safe:</u></p> <ul style="list-style-type: none"> ● To say yes/no or I like it/ don't like it . ● To express their opinions. |
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| <p>Core</p> | <ul style="list-style-type: none"> ● To recognise feelings ● To sit with a partner ● To develop listening skills ● To negotiate with one another ● To demonstrate empathy ● To recognise and respond body language/ verbal communication ● To use the assertive 'I'. ● To consistently use I like / I don't like ● To begin to know why they made a choice ● To be sensitive to the feelings of others/ knowing the impact of our behaviour on others. ● To know about happy life events. ● To understand that sometimes people are sad. | <ul style="list-style-type: none"> ● To explore personal safety – playing safely / rules/ places of danger and getting lost. ● To know how to keep safe outside. ● To know how to keep safe from crime. ● To understand the concept of risk. ● To explore and follow safety rules ● To play safely / follow basic rules. ● To begin to identify places of danger / what to do if you get lost. | <ul style="list-style-type: none"> ● To begin to understand and recognise influences on health. ● To make good choices in regards to food and activities (e.g. when choosing their dinner or snack). ● To make a healthy shopping list. ● To begin to look at things that are unhealthy for our bodies(e.g. cigarettes). | <ul style="list-style-type: none"> ● To understand and explore differences. ● To celebrate difference. ● To know how to keep safe from bullying behaviour. ● To reflect on other significant people in my life. ● To learn about friends - Co-operating and team building ● To explore the skills of Co-operation, sharing and respect. | <ul style="list-style-type: none"> ● To know the need for rules elsewhere ● To know the difference between right and wrong ● To learn about pocket money ● To consider—can I always have whatever I want? ● To decide what to buy. | <p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> ● To explore different family dynamics. ● To understand that all families are different. <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> ● To understand what it means to be a good friend. ● To be able to resolve and manage simple conflicts with peers. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> ● To respect and appreciate differences between themselves and their peers. ● To know what 'bullying' is. <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> ● To begin to understand how to keep safe online. ● To begin to use the internet safely ,with adult support. <p><u>Being safe:</u></p> <ul style="list-style-type: none"> ● To begin to explore growing from young to old. ● To begin to use correct terminology for parts of the body. ● To explore what makes us feel safe and unsafe. ● To know who we tell if we feel unsafe. |
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Year 4

| STRANDS | CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING | KEEPING SAFE & BEING A RISK TAKER | BEING HEALTHY & DRUGS,ALCOHOL AND TOBACCO AWARENESS | BEING DIFFERENT & ANTI-BULLYING | TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY | SEX AND RELATIONSHIPS & IT'S OK TO TELL |
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| | <ul style="list-style-type: none"> ● To respond to my name ● To begin to develop my understanding of familiar single words ● To gain attention from others ● To begin to initiate interaction with peers and adults ● To react to the feelings/behaviours of others e.g. turning around when they hear someone crying ● To respond to praise ● To respond to sensory stimuli related to personal celebrations –e.g. Christmas, Chinese NY, Fathers Day, New home, ● To observe and participate in birthday celebrations | <ul style="list-style-type: none"> ● To begin to be aware of the effects of the movements they make ● To begin to show an understanding of cause and effect ● To repeat an action to create a desired effect ● To repeat an action and modify an action to create a desire effect ● To begin to recognise dangers with support ● To be willing to try and explore new foods (e.g. tasting, touching, smelling) ● To seek help when needed. ● To have a growing sense of will and determination ● To begin to recognise dangers with support ● To seek help when needed. | <ul style="list-style-type: none"> ● To get my coat ● To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc). ● To actively co-operate with changing and personal care ● To actively co-operate with brushing teeth ● To attempt to feed myself ● To know the function of everyday items. ● To attempt to help with dressing and undressing | <ul style="list-style-type: none"> ● To begin to be aware of themselves and what they look like ● To engage in an activity of own choosing. ● To celebrate personal achievements ● To explore food from various cultures ● To smell foods/spices from various cultures ● To taste foods from various cultures ● To experience music from various cultures ● To wear clothes from various cultures ● To observe / participate in celebration assemblies ● To express my own feelings / likes and dislikes in relation to cultural experiences | <ul style="list-style-type: none"> ● To begin to understand that some things are theirs, some things are shared and some things belong to other people ● To begin to take turns ● To begin to engage in parallel play ● To begin to be interested in others' play. ● To be able to seek out others' to share experiences. ● To play alongside others ● To respond to a few appropriate boundaries with decreasing level of adult support ● To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough. ● To be able to find familiar objects in their correct place | <ul style="list-style-type: none"> ● To show an awareness of other people ● To recognise familiar adults ● To express a preference from a choice of 2 ● To be able to express own preferences and interests. |

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| <p>Functional</p> | <ul style="list-style-type: none"> ● To play with others ● To find a partner ● To develop listening skills ● To share with others ● To demonstrate compassion ● To recognise simple body language ● To use I like / I don't like ● To make simple choices ● To have fun. ● To explore feeling good / being valued/ having my needs met. ● To recognise and name feelings. | <ul style="list-style-type: none"> ● To make rules for keeping safe. ● To know how to keep safe at home . ● To understand the concept of risk. ● To know how to keep themselves safe. ● To follow rules to keep safe. | <ul style="list-style-type: none"> ● To make healthy choices. ● To practice and understand good hygiene. ● To show a clear understanding of what is healthy and unhealthy (e.g. through a sorting activity). | <ul style="list-style-type: none"> ● To begin to identify differences. ● To celebrate differences. ● To explore making friends ● To consistently share with others. ● To know what bullying means. ● To identify some bullying behaviours. | <ul style="list-style-type: none"> ● To explore the need for rules in the classroom and why rules help. ● To explore right and wrong. ● To explore families - who provides the money in my house? ● To know there are a range of people who help us. ● To understand that people work for money. | <p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> ● To begin to understand what 'family' means - (e.g. love, security, stability). ● To begin to look at different types of families (e.g. familiar of peers within class). <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> ● To learn about friends - choosing, falling out, making new friends and having best friends. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> ● To begin to understand what it means to ask for 'permission' (e.g. asking to go to the toilet). ● To know what 'bullying' is. <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> ● To begin to research on the internet safely. ● To know some strategies of how to keep safe online. <p><u>Being safe:</u></p> <ul style="list-style-type: none"> ● To say No and mean No ● To explore 'trust' and who we can trust. ● To recognise and know when things are not right. ● To know who to tell when things are not right. ● To feel comfortable in different situations. |
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| <p>Core</p> | <ul style="list-style-type: none"> ● To explain their ideas and responses ● To work with a partner ● To ask questions for clarification ● To speak in front of a group ● To understand verbal /non-verbal communication ● To know it is ok to make mistakes ● To begin to explain why they made a choice ● To be caring. ● To understand what it is like to 'be in someone else's shoes.' ● To deal with anger. ● To recognise how being angry makes us feel inside ● To know how to respond appropriately. ● To set goals for myself. ● To develop self-affirmation. | <ul style="list-style-type: none"> ● To explore personal safety – me and my secrets/ it's ok to tell. ● To know how to keep my body safe ● To explore protective behaviours ● To explore my safety network. ● To understand the concept of risk. ● To know who and how to tell. ● To begin to recognise how other factors can influence choice. ● To make safe choices ● To know how to keep themselves safe. | <ul style="list-style-type: none"> ● To make healthy choices. consistently. ● To consistently understand and recognise influences on health. ● To know how to maintain health. ● To begin to show understanding about drugs and medicines ● To know how to keep themselves safe. ● To begin to understand that some things that are unhealthy for our bodies and how they can effect us over time (e.g. cigarettes). | <ul style="list-style-type: none"> ● To be able to identify differences. ● To celebrate difference and how this makes ours society more diverse and interesting. ● To explore when things go wrong in a friendship. ● To explore friendship behaviours ● To explore what is teasing and aggression. ● To recognize bullying behaviours. ● To know who you can talk to about bullying. ● To demonstrate tolerance | <ul style="list-style-type: none"> ● To understand the difference between right and wrong. ● To explore how to make the right choices. ● To explore what we can buy. ● To know how to save money. ● To know that most people get paid for the work they do, some people don't , some people don't work. | <p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> ● To explore a new baby in the family. ● To know how to care for a baby. ● To know about different family situations and dynamics. ● To understand what makes a healthy family (e.g. love, security, stability, communication, sharing, commitment, time). <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> ● To understand how it feels to be lonely or excluded. ● To understand what to do if you see someone being bullied. ● To understand how to be a good friend. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> ● To have a clear understanding of what 'permission' means. ● To be able to give examples of times when they have and haven't given permission (e.g. not giving a friend permission to play with their toy etc.) <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> ● To have a clear understanding of how to be safe online. ● To begin to understand that making friends online can be dangerous. |
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| | | | | | | <p><u>Being safe:</u></p> <ul style="list-style-type: none">● To explore Me and my secrets – it's ok to tell.● To explore worries and who to tell.● To identify when things are not right.● To know who to tell if something doesn't feel right. |
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Year 5

| | CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING | KEEPING SAFE & BEING A RISK TAKER | BEING HEALTHY & DRUGS,ALCOHOL AND TOBACCO AWARENESS | BEING DIFFERENT & ANTI-BULLYING | TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY | SEX AND RELATIONSHIPS & IT'S OK TO TELL |
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| Exploratory | <ul style="list-style-type: none"> ● To respond to my name ● To begin to develop my understanding of familiar single words ● To gain attention from others ● To begin to initiate interaction with peers and adults ● To react to the feelings/behaviours of others e.g. turning around when they hear someone crying ● To respond to praise ● To respond to sensory stimuli related to personal celebrations –e.g. Christmas, Chinese NY, Fathers Day, New home, ● To observe and participate in birthday celebrations | <ul style="list-style-type: none"> ● To begin to be aware of the effects of the movements they make ● To begin to show an understanding of cause and effect ● To repeat an action to create a desired effect ● To repeat an action and modify an action to create a desire effect ● To begin to recognise dangers with support ● To be willing to try and explore new foods (e.g. tasting, touching, smelling) ● To seek help when needed. ● To have a growing sense of will and determination ● To begin to recognise dangers with support ● To seek help when needed. | <ul style="list-style-type: none"> ● To get my coat ● To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc). ● To actively co-operate with changing and personal care ● To actively co-operate with brushing teeth ● To attempt to feed myself ● To know the function of everyday items. ● To attempt to help with dressing and undressing | <ul style="list-style-type: none"> ● To begin to be aware of themselves and what they look like ● To engage in an activity of own choosing. ● To celebrate personal achievements ● To explore food from various cultures ● To smell foods/spices from various cultures ● To taste foods from various cultures ● To experience music from various cultures ● To wear clothes from various cultures ● To observe / participate in celebration assemblies ● To express my own feelings / likes and dislikes in relation to cultural experiences | <ul style="list-style-type: none"> ● To begin to understand that some things are theirs, some things are shared and some things belong to other people ● To begin to take turns ● To begin to engage in parallel play ● To begin to be interested in others' play. ● To be able to seek out others' to share experiences. ● To play alongside others ● To respond to a few appropriate boundaries with decreasing level of adult support ● To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough. ● To be able to find familiar objects in their correct place | <ul style="list-style-type: none"> ● To show an awareness of other people ● To recognise familiar adults ● To express a preference from a choice of 2 ● To be able to express own preferences and interests. |

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| <p>Functional</p> | <ul style="list-style-type: none"> ● To recognise feelings ● To sit with a partner ● To develop extended listening skills ● To negotiate with one another ● To demonstrate empathy ● To recognise and respond body language/ verbal communication ● To use the assertive 'I'. ● To use I like / I don't like ● To begin to know why they made a choice ● To be sensitive to the feelings of others ● To know the impact of our behaviour on others. ● To know about happy life events. ● To understand that sometimes people are sad. | <ul style="list-style-type: none"> ● To understand Personal safety – playing safe / rules/ places of danger and getting lost. ● To know to play safe / basic rules. ● To identify places of danger . ● To know what to do if you get lost. ● To know how to keep safe outside. ● To know how to keep safe from crime. ● To explore and understand the concept of risk. ● To know who and how to tell. ● To explore safety rules in relation to medicines. | <ul style="list-style-type: none"> ● To consistently make healthy choices. ● To understand and recognise influences on health. ● To know the importance of making the right choices. ● To be introduced to the differences between drugs and medicines. | <ul style="list-style-type: none"> ● To begin to explore different cultures / ethnicities. ● To celebrate differences. ● To know how to keep safe from bullying behaviour. ● To know who you can talk to about bullying. ● To know the importance of other people in my life. ● To experience co-operating and team building exercises. ● To show co-operation, sharing and respect. | <ul style="list-style-type: none"> ● To know the need for rules in different places. ● To explore the concept of right and wrong. Are there any 'grey' areas? ● To explore how to earn pocket money ● To consider can I always have whatever I want? ● To explore how we decide what to buy. | <p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> ● To explore different family dynamics. ● To understand that all families are different. <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> ● To understand what it means to be a good friend. ● To be able to resolve and manage simple conflicts with peers. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> ● To respect and appreciate differences between themselves and their peers. ● To know what 'bullying' is. <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> ● To begin to understand how to keep safe online. ● To begin to use the internet safely with adult support. <p><u>Being safe:</u></p> <ul style="list-style-type: none"> ● To begin to explore growing from young to old. ● To begin to use correct terminology for parts of the body. ● To identify when things are not right. ● To know who we tell when things are not right. |
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| <p>Core</p> | <ul style="list-style-type: none"> ● To recognise own likes/dislikes, traits and individual preferences. ● To work in a pair. ● To demonstrate active listening skills. ● To speak in front of others. ● To negotiate in small groups. ● To demonstrate compassion/empathy and tolerance. ● To recognise simple body language. ● To understand verbal and non-verbal communication ● To speak using the assertive 'I' and put it into practice. ● To know that they have choices. ● To recognise the influences over choice and decisions.. both internal and external. ● To understand compassion ● To understand the feelings of others ● To be confident. ● To know who to go to if I feel unhappy. ● To explore ambitions. ● To feel good / feel valued. ● To have self-belief—I know I can.. ● To have fun / to be valued. ● To have the language of feelings. ● To know how to deal with and manage anger. ● To know how to deal with | <ul style="list-style-type: none"> ● To explore personal safety in relation to hygiene / risky behaviour / self-respect. ● To feel comfortable / recognising uncomfortable situations and responding appropriately. ● To be safe on the roads. ● To know about safety in the environment – Health and Safety rules. ● To explore risky situations. ● To explore when can a risk become dangerous? | <ul style="list-style-type: none"> ● To make choices – immunisation / hand washing. ● To understand and recognise different aspects of health – how are infections spread? ● To understand drugs and medicines. ● To know how to keep themselves safe. | <ul style="list-style-type: none"> ● To explore being equal ● To celebrate ethnicity and culture. ● To show respect for others. ● To consider how others see me? ● To explore being a responsible citizen. ● To know how to be polite, respectful and considerate. ● To begin to explore Stereotyping and what it is. ● To explore what does bullying mean? ● To know the differences between bullying and teasing. ● To understand what it feels like to be bullied. ● To know who you can talk to about bullying. ● To know who are my friends /who are my acquaintances. | <ul style="list-style-type: none"> ● To explore issues around making and breaking rules. ● To know that there are consequences of breaking rules. ● To be part of a team. ● To play a part of the school community. ● To practice recycling. ● To know about the importance of conservation. ● To explore an environmental issue ● To take part in an active citizenship project. ● To understand that money is used in the exchange of goods and services. ● To understand how prices are determined. ● To understand that some jobs are paid more than others. ● To understand that some jobs are unpaid as they are 'voluntary' ● To know how to keep money safe | <ul style="list-style-type: none"> ● To know about good hygiene related to body changes—linking to changes that happen during puberty. ● To know its ok to express feelings and emotions. <p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> ● To recognise the importance of families. ● To begin to look at how a baby is conceived ● To understand belonging to a family. ● Marriage—legal commitment which is intended to last a lifetime. <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> ● To know who are my friends /who are my acquaintances. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> ● To understand what a stereotype is. ● To be able to give some examples of stereotypes. ● To work on self-respect ● To develop self – esteem ● To explore different types of relationships. ● To show respect for others. ● To consider how others see me? <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> ● To begin to understand that people online may now always be who they say they are—e.g. using false names. |
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| | <p>difficulties.</p> <ul style="list-style-type: none">● To show an awareness of my own needs.● To show an awareness of the needs of others. | | | | | <ul style="list-style-type: none">● To know the risks associated with meeting people online. <p><u>Being safe:</u></p> <ul style="list-style-type: none">● To explore touches – good and bad (safe and unsafe) and who to tell● To know how to keep my body safe● To explore risky behavior.● To know how to recognise the feeling that something is not right.● To feel comfortable / recognising uncomfortable situations and responding appropriately. |
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Year 6

| | CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING | KEEPING SAFE & BEING A RISK TAKER | BEING HEALTHY & DRUGS,ALCOHOL AND TOBACCO AWARENESS | BEING DIFFERENT & ANTI-BULLYING | TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY | SEX AND RELATIONSHIPS & IT'S OK TO TELL |
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| Exploratory | <ul style="list-style-type: none"> ● To respond to my name ● To begin to develop my understanding of familiar single words ● To gain attention from others ● To begin to initiate interaction with peers and adults ● To react to the feelings/behaviours of others e.g. turning around when they hear someone crying ● To respond to praise ● To respond to sensory stimuli related to personal celebrations –e.g. Christmas, Chinese NY, Fathers Day, New home, ● To observe and participate in birthday celebrations | <ul style="list-style-type: none"> ● To begin to be aware of the effects of the movements they make ● To begin to show an understanding of cause and effect ● To repeat an action to create a desired effect ● To repeat an action and modify an action to create a desire effect ● To begin to recognise dangers with support ● To be willing to try and explore new foods (e.g. tasting, touching, smelling) ● To seek help when needed. ● To have a growing sense of will and determination ● To begin to recognise dangers with support ● To seek help when needed. | <ul style="list-style-type: none"> ● To get my coat ● To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc). ● To actively co-operate with changing and personal care ● To actively co-operate with brushing teeth ● To attempt to feed myself ● To know the function of everyday items. ● To attempt to help with dressing and undressing | <ul style="list-style-type: none"> ● To begin to be aware of themselves and what they look like ● To engage in an activity of own choosing. ● To celebrate personal achievements ● To explore food from various cultures ● To smell foods/spices from various cultures ● To taste foods from various cultures ● To experience music from various cultures ● To wear clothes from various cultures ● To observe / participate in celebration assemblies ● To express my own feelings / likes and dislikes in relation to cultural experiences | <ul style="list-style-type: none"> ● To begin to understand that some things are theirs, some things are shared and some things belong to other people ● To begin to take turns ● To begin to engage in parallel play ● To begin to be interested in others' play. ● To be able to seek out others' to share experiences. ● To play alongside others ● To respond to a few appropriate boundaries with decreasing level of adult support ● To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough. ● To be able to find familiar objects in their correct place | <ul style="list-style-type: none"> ● To show an awareness of other people ● To recognise familiar adults ● To express a preference from a choice of 2 ● To be able to express own preferences and interests. |

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| <p>Functional</p> | <ul style="list-style-type: none"> ● To explain their ideas and responses ● To work with a partner ● To ask questions for clarification ● To speak in front of a group ● To demonstrate tolerance ● To understand verbal and non-verbal communication ● To know it is ok to make mistakes ● To begin to explain why they made a choice ● To be caring. ● To understand what it is like to 'be in someone else's shoes.' ● To know how to deal with anger. ● To recognise how being angry makes us feel inside ● To know how to respond appropriately. ● To set goals for myself. ● To develop self-affirmation. | <ul style="list-style-type: none"> ● To know about Personal safety – me and my secrets/ it's ok to tell. Worries / touches good and bad. ● To know some protective behaviours ● To know My safety network. ● To understand the concept of risk. ● To know who and how to tell. ● To begin to recognise how other facts can influence choice. ● To make safe choices | <ul style="list-style-type: none"> ● To make healthy choices. ● To understand and recognise influences on health. ● To maintain health. ● To know the differences between drugs and medicines. ● To know how to keep safe around medicines. | <ul style="list-style-type: none"> ● To begin to explore the concept of equality. ● To begin to think about differences in a positive manner. ● To know how to maintain a friendship—saying sorry. ● To demonstrate tolerance ● To begin to explore the rights of people. ● To explore friendship behaviours ● To explore what does bullying mean? ● To know the differences between bullying and teasing. ● To understand what it feels like to be bullied. ● To know who you can talk to about bullying. | <ul style="list-style-type: none"> ● To begin to make the right choices in relation to a range of simple dilemmas. ● To use correct terminology in relation to handling money. ● To know / make decisions about what to buy. ● To explore wants vs needs. ● To know that most people get paid for the work they do, some people don't , some people don't work. ● To play a part in a Class Mini Enterprise . | <p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> ● To explore a new baby in the family. ● To know how to care for a baby. ● To know about different family situations and dynamics. ● To understand what makes a healthy family (e.g. love, security, stability, communication, sharing, commitment, time). <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> ● To understand how it feels to be lonely or excluded. ● To understand what to do if you see someone being bullied. ● To understand how to be a good friend. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> ● To have a clear understanding of what 'permission' means. ● To be able to give examples of times when they have and haven't given permission (e.g. not giving a friend permission to play with their toy etc.) <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> ● To have a clear understanding of how to be safe online. ● To begin to understand that making friends online can be dangerous. |
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| | | | | | | <p><u>Being safe:</u></p> <ul style="list-style-type: none">● To explore Me and my secrets – it's ok to tell.● To explore worries and who to tell.● To identify when things are not right.● To know who to tell if something doesn't feel right. |
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| Core | <ul style="list-style-type: none"> ● To accept other people's likes/dislikes, traits and preferences. ● To work well in a small group. ● To demonstrate active listening skills. ● To confidently speak in front of others. ● To know how to come to a 'consensus'. ● To demonstrate compassion/empathy and tolerance. ● To demonstrate active speaking and listening skills. ● To know it is ok to make mistakes. ● To say no and mean it. ● To ask for time to think things over. ● To explore factors which influence choosing. ● To make more informed choices. ● To know where to get help if something feels uncomfortable or if someone is trying to influence them in a negative way. | <ul style="list-style-type: none"> ● To learn about personal safety in relation to good and bad secrets / touches / children's rights. ● To review my safety network. ● To know about protective behaviours – and how to keep safe from abuse. ● To understand that accidents happen and we don't always have to blame someone but we need to consider what the risks are before we do something. ● To know that risk taking can be good when it means trying something new that we might like . | <ul style="list-style-type: none"> ● To learn about positive influences – healthy lunchboxes / sports facilities. ● To know about some different medical conditions. ● To know the difference between drugs and medicines. ● To recognise a drug as a substance that might be harmful. ● To begin to explore the law and drugs, ● To know where to get help if something feels uncomfortable or if someone is trying to influence them in a negative way. | <ul style="list-style-type: none"> ● To consider the Equality of opportunities. ● To be positive about differences. ● To explore the concept of 'Best friends.' ● To explore rights. ● To know—What are values? ● To explore expectations. ● To understand human rights. ● To understand that with rights come responsibilities. ● To know what is meant by a moral code? | <ul style="list-style-type: none"> ● To play their part in class and/ or school council. ● To have a debate. ● To be able to communicate opinions. ● To understand that they can use different ways to express and communicate their views. ● To contribute to decision making. ● To begin to understand the democratic process. ● To learn about costs related to a new baby. ● To explore what does a child cost from birth to leaving home? ● To know what bills do you have to pay if you own or rent a house or flat? | <ul style="list-style-type: none"> ● To explore how feelings affect behaviour. ● To recognise changing emotions ● To be able to use the language of feelings. ● To learn about the growth of a baby to adolescence. ● To know what is puberty and explore bodily changes. ● To explore body image expectations. <p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> ● To know who to talk to if I feel unsafe at home. ● To know what to do if a friend discloses that they don't feel safe at home. <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> ● To understand that friendships have ups and downs. ● To be able to independently resolve conflicts with friends , in a range of contexts <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> ● To know how to challenge stereotypes ● To consider simple ethical dilemmas. <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> ● To have a basic understanding of how data is shared and used online. ● To be able to critically |
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consider people
that they meet
online and
understanding
basic reporting
procedure.

Being safe:

- To explore what is personal space/privacy and that they're body belongs to them.
- To know what are Good and bad secret / Good and bad touches
- To know who are my support networks.
- To know where to get help if something feels uncomfortable or if someone is trying to influence them in a negative way.

