

Early Years Foundation Stage

Pupils should be taught to:

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendship.
- Show sensitivity to their own and to others' needs.

The Department for Education statutory guidance for RSHE states that by the end of primary school pupils should know:

Relationships Education

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together/sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners. R22 R33 • the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Health Education

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

	Nursery Citizen	Reception Citizen
Progression and Assessment Criteria	<p><i>Personal, Social and Emotional Development</i> <i>Independent Learning</i> <i>*A: Adult Led Learning</i></p> <ol style="list-style-type: none"> 1. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. 2. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. <ul style="list-style-type: none"> Respond to children’s increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving. 3. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. *Healthy choices and oral hygiene (*A) <ul style="list-style-type: none"> Talk to children about the importance of eating healthily and brushing their teeth (*A). Consider how to support oral health. For example, some settings use a toothbrushing programme. Talk to children about why it’s important to wash their hands carefully and throughout the day, including before they eat and after they’ve used the toilet. 4. Become more outgoing with unfamiliar people, in the safe context of their setting. <ul style="list-style-type: none"> Invite trusted people into the setting to talk about and show the work they do. (*A) 5. Show more confidence in new social situations. <ul style="list-style-type: none"> Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship. (*A) 6. Play with one or more other children, extending and elaborating play ideas. <ul style="list-style-type: none"> Involve children in making decisions about room layout and resources. Support children to carry out decisions, respecting the wishes of the rest of the group. Further resource and enrich children’s play, based on their interests. 7. Understand gradually how others might be feeling. <ul style="list-style-type: none"> Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children’s pretend play: “I wonder how the chicken is feeling, now the fox is creeping up on her?” 8. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. <ul style="list-style-type: none"> Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation. Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise. 	<p><i>Personal, Social and Emotional Development</i> <i>Independent Learning</i> <i>*A: Adult Led Learning</i></p> <ol style="list-style-type: none"> 1. See themselves as a valuable individual. <ul style="list-style-type: none"> Make time to get to know the child and their family. Ask parents about the child’s history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child’s interests, showing you know them and about them. 2. Know and talk about the different factors that support their overall health and wellbeing; *regular physical activity *healthy eating *toothbrushing *sensible amounts of ‘screen time’ *having a good sleep routine *being a safe pedestrian. *Health and wellbeing, including oral hygiene (*A) <ul style="list-style-type: none"> Talk with children about exercise, healthy eating and the importance of sleep. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians. (*A) 3. Show resilience and perseverance in the face of challenge. <ul style="list-style-type: none"> Offer constructive support and recognition of child’s personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them. 4. Identify and moderate their own feelings socially and emotionally. <ul style="list-style-type: none"> Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. 5. Manage their own needs *personal hygiene <ul style="list-style-type: none"> Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day 6. Build constructive and respectful relationships. <ul style="list-style-type: none"> Make sure children are encouraged to listen to each other as well as the staff. Ensure children’s play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions, with high levels of support when necessary. 7. Express their feelings and consider the feelings of others. <ul style="list-style-type: none"> Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. Undertake specific activities that encourage talk about feelings and their opinions.

	Nursery Citizen	Reception Citizen
	<p>9. Develop their sense of responsibility and membership of a community.</p> <ul style="list-style-type: none"> ○ Give children appropriate tasks to carry out. <p>10. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <ul style="list-style-type: none"> ○ Explain why we have rules and display a small number of necessary rules visually as reminders. <p>11. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <ul style="list-style-type: none"> ○ Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them. Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. 	<p>8. Think about the perspectives of others.</p> <ul style="list-style-type: none"> ○ Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. <p>*ELGs: Personal, Social and Emotional Development</p> <p>9. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>10. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>11. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>12. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>13. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>14. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>15. Work and play cooperatively and take turns with others.</p> <p>16. Form positive attachments to adults and friendship.</p> <p>17. Show sensitivity to their own and to others' needs.</p>
Vocabulary	<p>Being healthy - washing, brushing teeth, get dressed, clean, hair, face, exercise.</p> <p>Drug Education – safe, unsafe, healthy, medicine.</p> <p>Difference and Diversity - boy, girl, same, different.</p> <p>Relationships – friend, family, friendship, listening.</p> <p>Bullying Matters – feelings, special, kindness, accident, on purpose, similar, different.</p> <p>Being Safe - safe, listening, rules, danger, help.</p> <p>Being Responsible – right, wrong, kind, unkind, manners.</p> <p>Being Me / Exploring Emotions – similarities, differences, feelings, sad, lonely, excited, afraid, happy.</p> <p>Changes / Growing up – behaviour, young, old, babies, adults, private.</p>	<p>Being healthy - washing, brushing teeth, get dressed, clean, hair, face, healthy, exercise, choices.</p> <p>Drug Education – safe, unsafe, healthy, medicine, harmful, illness.</p> <p>Difference and Diversity - boy, girl, same, different, include, gender, opinion, respect, equal.</p> <p>Relationships – relationship, friend, family, friendship, listening.</p> <p>Bullying Matters – feelings, special, kindness, respect, accident, on purpose, similar, different.</p> <p>Being Safe - safe, respect, listening, rules, danger, help.</p> <p>Money Matters – money, saving, spending.</p> <p>Being Responsible – responsible, right, wrong, kind, unkind, manners, opinion.</p> <p>Being Me / Exploring Emotions – similarities, differences, feelings, emotions, sad, lonely, excited, afraid, happy, dream, goal, encourage.</p> <p>Changes / Growing up – independence, behaviour, young, old, babies, adults, uncomfortable, appropriate, private.</p>

	Year 1 Citizen	Year 2 Citizen	Year 3 Citizen
Progression and Assessment Criteria	<p>Exploring Emotions</p> <ol style="list-style-type: none"> Can name, describe and recognise different feelings. Can recognise that feelings can affect the way we think, feel and behave. Can understand ways to recognise what others might be feeling and that not everyone feels the same about the same things. Can recognise things that help people's mental/physical health. Can identify ways to manage big feelings. Can recognise when they need help and understand how to ask for help. <p>Bullying Matters</p> <ol style="list-style-type: none"> Recognising simple strategies to resolve arguments between friends positively. Recognising how to ask for help if a friendship is making them feel unhappy. Recognising that bodies/feelings can be hurt by words and actions. Identifying how people may feel if they experience hurtful behaviour or bullying. Understanding that hurtful behaviour is not acceptable. Explaining how to report bullying and the importance of telling a trusted adult. Identifying what to do if they feel worried. Identifying what is kind and unkind behaviour. Recognising how to treat themselves and others with respect. Playing, listening and working cooperatively. <p>Being Healthy</p> <ol style="list-style-type: none"> Recognising foods that support good health; the risks of eating too much sugar. Exploring how physical activity helps us to stay healthy. Recognising why sleep is important and different ways to rest and relax. Demonstrating simple hygiene routines that can stop germs from spreading. Exploring what good dental care is; identifying food and drink that supports dental health. Describing different ways of keeping safe in the sun to reduce skin damage. Recognising the importance of knowing when to take a break online/offline. <p>Relationships</p> <ol style="list-style-type: none"> Recognising the roles different people play in their lives. Understanding that it is important to tell someone if something about their family makes them unhappy or worried. Understanding how people make friends and explain what makes a good friendship. Recognising when they or someone else feels lonely and what to do that may help. Explaining basic techniques for resisting pressure to do something they don't want to do. Explaining how the internet and devices can be used safely to communicate with others. Talking about how to recognise what others might be feeling. Recognising that not everyone feels the same about the same things. 	<p>Drug Education</p> <ol style="list-style-type: none"> Can demonstrate simple hygiene routines that can stop germs from spreading. Can understand how medicines can help people to stay healthy. Can understand that household products/medicines can be harmful if not used correctly. Can understand that rules and age restrictions keep us safe Can talk about the people whose job it is to keep us safe. Can understand that things that people put into their body or on their skin can affect how people feel. <p>Growing Up</p> <ol style="list-style-type: none"> Identifying feelings associated with change/loss. Can recognise what makes us special and the ways in which we are all unique. Can name the main parts of the body including external genitalia. Can explain how people's needs change as they grow from young to old. Can recognise and understand the importance of respecting privacy. Can identify how to respond if physical contact makes them feel uncomfortable/unsafe. Can understand that there are situations when they should ask for permission. Can recognise the importance of not keeping adults' secrets. Can identify what to do if they feel unsafe/worried for themselves or others. <p>Changes</p> <ol style="list-style-type: none"> Can recognise that feelings can affect the way we think, feel and behave. Can recognise ways of sharing feelings. Can identify ways to manage big feelings. Can recognise when we need help and understand how to ask for help. Can identify feelings associated with change/loss. Can explore how to manage when we find things difficult. Can explain how people's needs change as they grow from young to old. Can explain positive ways of preparing to move to a new class/year group. <p>Being Me</p> <ol style="list-style-type: none"> Recognising the different groups they belong to. Identifying that everyone has different strengths. Recognising the ways in which they are the same and different to others. Recognising what makes them special. Identifying the ways in which we are all unique. Identifying what they are good at, what they like and dislike. 	<p>Exploring Emotions</p> <ol style="list-style-type: none"> Recognising the importance of taking care of mental health. Identifying strategies and behaviours that support mental health. Recognising feelings can change over time and range in intensity. Identifying the everyday things that affect feelings and the importance of expressing how we feel. Identifying strategies that they could use to respond to feelings. Identifying how to seek support for themselves and others. <p>Bullying Matters</p> <ol style="list-style-type: none"> Recognising the importance of seeking support if feeling lonely or excluded. Identifying positive strategies that may help to resolve disputes in friendships. Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable. Recognising the impact of bullying and the consequences of hurtful behaviour. Suggesting strategies to respond to hurtful behaviour. Discussing what discrimination means and how to challenge it. Recognising that our own behaviour can affect other people. <p>Being Healthy</p> <ol style="list-style-type: none"> Identifying what affects their physical/ mental health. Understanding what a balanced, healthy lifestyle means. Understanding what might influence our choices. Recognising that habits can have both positive/negative effects on a healthy lifestyle. Explaining what constitutes a healthy diet. Recognising opportunities to be physically active. Understanding routines that support good quality sleep. Identifying hygiene routines that can limit the spread of infection. Talking about how to maintain good mouth hygiene. Understanding the benefits/risks of sun exposure. Identify strategies for managing/balancing time online/offline. Recognising behaviours that support good mental health. <p>Difference and Diversity</p> <ol style="list-style-type: none"> Recognising the importance of self-respect and how to respect others. Respecting and recognising the differences and similarities between people. Debating topical issues, respecting other people's points of view/constructively challenging those they disagree with. Understanding and challenging stereotypes. Recognising behaviours/actions which discriminate against others. Identifying what contributes to who we are. Recognising their individuality and personal qualities.

Year 1 Citizen	Year 2 Citizen	Year 3 Citizen
<p>Being Responsible</p> <p>32. Understanding what rules are and why different rules are needed for different situations.</p> <p>33. Recognising that people and other living things have different needs and understand the responsibilities of caring for them.</p> <p>34. Explaining things they can do to help look after their environment.</p> <p>35. Exploring the different roles/responsibilities people have.</p> <p>36. Sharing opinions on things that matter to them.</p> <p>Difference and Diversity</p> <p>37. Recognising ways, they are the same as, and different to, other people.</p> <p>38. Identifying that everyone has different strengths.</p> <p>39. Discussing the strengths/interests someone might need to do different jobs.</p> <p>40. Identifying the people who love and care for us.</p> <p>41. Recognising that there are different types of families.</p> <p>42. Identifying common features of family life.</p> <p>43. Recognising how to treat themselves and others with respect.</p> <p>44. Recognising the ways in which they are the same/different to others.</p> <p>45. Recognising what makes them special. Celebrating the ways in which we are all unique.</p>	<p>Being Safe</p> <p>30. Talking about rules and age restrictions that keep us safe.</p> <p>31. Recognising risk and what action to take to minimise harm.</p> <p>32. Describing how to keep safe at home.</p> <p>33. Describing ways to keep safe in familiar/ unfamiliar environments.</p> <p>34. Talking about the people whose job it is to help keep us safe</p> <p>35. Explaining basic rules to keep safe online.</p> <p>36. Understanding what to do if there is an accident and someone is hurt.</p> <p>37. Demonstrating how to get help in an emergency.</p> <p>38. Talking about the role of the internet in everyday life.</p> <p>39. Identifying that not all information online is true.</p> <p>40. Responding safely to people online/offline.</p> <p>Money Matters</p> <p>41. Understanding what money is.</p> <p>42. Recognising that people make different choices about how to save/spend money.</p> <p>43. Recognising the difference between needs and wants.</p> <p>44. Understanding how money can be looked after.</p> <p>45. Identifying that everyone has different strengths.</p> <p>46. Understanding that jobs help people to earn money to pay for things.</p> <p>47. Identifying different jobs that people do. Identifying the strengths/interests someone might need to do different jobs.</p>	<p>Being Responsible</p> <p>33. Recognising reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>34. Recognising there are human rights, that are there to protect everyone.</p> <p>35. Understanding the relationship between rights and responsibilities.</p> <p>36. Identifying the importance of having compassion towards others. Explaining how to show care/concern.</p> <p>37. Identifying ways of protecting the environment in school and at home. Understanding how everyday choices can affect the environment.</p> <p>Relationships</p> <p>38. Recognising that there are different types of relationships.</p> <p>39. Recognising the different ways people care for each other.</p> <p>40. Recognising and respecting that there are different family structures.</p> <p>41. Recognising the characteristics of healthy family life.</p> <p>42. Identifying the strategies to build positive friendships and how friendship can support wellbeing.</p> <p>43. Identifying what constitutes a positive healthy friendship.</p> <p>44. Comparing the difference between healthy/ unhealthy friendships.</p> <p>45. Understanding the benefits of having different types of friends. Recognising the risks associated with keeping a secret.</p>
<p>Exploring Emotions – feelings, behaviour, excited, scared, worried, frustrated, lonely, mental/physical health, support.</p> <p>Bullying Matters - hurtful, unkind, kind, caring, cooperation, friendship, trusted adult, teasing, unacceptable, included, excluded, accident, purpose.</p> <p>Being Healthy – risks, hygiene, dental health, sun safety, germs, disease, lifestyle, physical activity.</p> <p>Relationships – right, wrong, behaviour, consequence, cooperative, listening, belonging.</p> <p>Being Responsible – responsibilities, environment, rights, consequences, choices, democracy.</p> <p>Difference and Diversity – respect, culture, diversity, opinions, belonging, equal.</p>	<p>Drug Education – medicines, chemicals, emergency, harm, poisonous, rules, tablets, trusted adult, unsafe, illness, vaccination.</p> <p>Growing Up – young, old, bacteria, washing, gender, body, brain, consent, privacy, germs, secret, touch, genitals, penis, private parts, vagina.</p> <p>Changes – adulthood, carers, coping, develop, loss, divorce, separation, bereavement, resilience, perseverance, challenges.</p> <p>Being Me – calm, well-being, emotions, feelings, interests, mental health, opinions, qualities, stereotypes, uniqueness.</p> <p>Being Safe – danger, e-safety, protect, risk, sharp, stranger, traffic, emergency services.</p> <p>Money Matters – saving, spending, bank, choice, coins, community, contactless, credit card, goods, notes, possessions, price, receipt, salary, save, value, needing, wanting.</p>	<p>Exploring Emotions – behaviours, anxious, coping, communication, feelings, positive, negative, mindfulness, conflict, dispute.</p> <p>Bullying Matters – kindness, respectful, understanding, upsetting, valued, anonymous, dispute, victim, cyberbullying, prejudice.</p> <p>Being Healthy – choices, balanced, impact, vaccine, wellbeing, obesity, tooth decay, smoking, influence, informed, sun exposure, mental health.</p> <p>Relationships – behaviour, compromise, consideration, differences, loyal, respect, unhealthy, negotiation, resolution, forgiveness, encouragement, roles,</p> <p>Being Responsible – citizen, rights, debate, democracy, discrimination, tolerance, values, responsibilities.</p> <p>Difference and Diversity – commitment, civil partnership, lesbian, gay, married, same-sex, single-parent, foster, adoptive, racism, beliefs, equal, discrimination, stereotypes, challenging, preconceptions.</p>

	Year 4 Citizen	Year 5 Citizen	Year 6 Citizen
Progression and Assessment Criteria	<p>Drug Education</p> <ol style="list-style-type: none"> 1. Recognising that habits can have both positive/negative effects on a healthy lifestyle. 2. Understanding how medicines, when used responsibly, contribute to health. 3. Identifying how to predict, assess and manage risk. 4. Understanding what hazards may cause harm or risk and what they can do to reduce risks/keep safe. 5. Understanding the importance of taking medicines correctly and using household products safely. 6. Identifying strategies for keeping safe. 7. How to respond and react in an emergency situation. 8. Learning about the risks and effects of legal drugs common to everyday life. <p>Growing Up</p> <ol style="list-style-type: none"> 9. Understanding that everyday hygiene routines can limit the spread of infection. 10. Identifying what contributes to who we are. 11. Recognising their individuality and personal qualities. 12. Identifying personal strengths, skills, achievements and interests. 13. Identifying the physical and emotional changes that happen when approaching/during puberty. 14. Identifying the importance of keeping clean and how to maintain personal hygiene. 15. Understanding privacy and personal boundaries. 16. Recognising what seeking and giving permission (consent) means. 17. Explaining where to get advice or report concerns if worried. 18. Learning about stereotypes. <p>Changes</p> <ol style="list-style-type: none"> 19. Recognising that feelings can change over time, and range in intensity. 20. Identifying the everyday things that affect feelings, and the importance of expressing how we feel. 21. Using a varied vocabulary when talking about feelings. 22. Recognising the signs when someone may be struggling and understand how to seek support. 23. Discussing change and loss, and how these can affect feelings, thoughts and behaviours. 24. Identifying strategies for dealing with emotions, challenges and change. 25. Identifying strategies to manage transitions between classes and key stages. 	<p>Exploring Emotions</p> <ol style="list-style-type: none"> 1. Identifying the everyday things that affect feelings and the importance of expressing how we feel. 2. Using a varied vocabulary when talking about feelings and how we can express feelings in different ways. 3. Recognising when someone may be struggling with their mental health and understand how to seek support for themselves and others. 4. Recognising that anyone can experience mental ill health. 5. Identifying strategies for dealing with emotions, challenges and change. 6. Identifying how to reframe unhelpful thinking. <p>Being Healthy</p> <ol style="list-style-type: none"> 7. Identifying what affects their physical and mental health. 8. Understanding what a balanced, healthy lifestyle means. 9. Identifying what influences our choices to have a balanced lifestyle. 10. Recognising that habits can have both positive/negative effects on a healthy lifestyle. 11. Recognising early signs of physical illness. 12. Identifying routines that support good quality sleep; the effects of lack of sleep. 13. Understand the importance of personal hygiene and how to maintain it. 14. Identifying good oral hygiene; the impact of lifestyle choices on dental care. 15. Identifying how to keep safe from sun damage and reduce the risk of skin cancer. 16. Identifying strategies for managing/ balancing time online/offline. 17. Identifying how and when to seek support if they are worried about their health. 18. Identify strategies and behaviours that support mental health. <p>Bullying Matters</p> <ol style="list-style-type: none"> 19. Recognising the importance of seeking support if feeling lonely or excluded. 20. Identifying positive strategies that may help to resolve disputes in friendships. 21. Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable. 22. Recognising the impact of bullying and the consequences of hurtful behaviour. 23. Suggesting strategies to respond to hurtful behaviour. 24. Discussing what discrimination means and how to challenge it. 25. Identifying strategies to respond to unwanted touch. 26. Recognising that our own behaviour can affect other people. 	<p>Drug Education</p> <ol style="list-style-type: none"> 1. Recognising that habits can have both positive and negative effects on a healthy lifestyle. 2. How to respond in an emergency situation. 3. Exploring the risks/effects of legal drugs common to everyday life. 4. Recognising that there are laws surrounding the use of legal drugs. 5. Exploring why people choose to use or not use drugs. 6. Recognising the mixed messages in the media. 7. Identifying the people they can talk to if they have concerns. 8. Identifying strategies to manage peer influence and the desire for peer approval. <p>Growing Up</p> <ol style="list-style-type: none"> 9. Recognising their individuality and personal qualities. 10. Identifying personal strengths, skills, achievements and interests. 11. Identifying the physical and emotional changes that happen when approaching/ during puberty. 12. Identifying the importance of keeping clean and how to maintain personal hygiene. 13. Identifying where to get advice. 14. Recognising the responsibilities growing up brings. 15. Recognising what seeking and giving permission (consent) means. 16. Explaining where to get advice or report concerns if worried. 17. Recognising ways in which social media can be used positively and negatively. 18. Identifying how images on social media can be manipulated. <p>Changes</p> <ol style="list-style-type: none"> 19. Recognising that feelings can change over time, and range in intensity. 20. Identifying the everyday things that affect feelings, and the importance of expressing how we feel. 21. Using a varied vocabulary when talking about feelings. 22. Recognising the signs when someone may be struggling and how to seek support. 23. Discussing change and loss, and how these can affect feelings, thoughts and behaviours. 24. Identifying strategies for dealing with emotions, challenges and change. 25. Identifying strategies to manage transitions between classes and key stages.

Year 4 Citizen	Year 5 Citizen	Year 6 Citizen
<p>Being Me</p> <p>26. Identifying the different groups that make up their community.</p> <p>27. Identifying the different contributions that people/groups make to the community.</p> <p>28. Explore diversity: what it means; the benefits of living in a diverse community.</p> <p>29. Recognising behaviours/actions which discriminate against others.</p> <p>30. Recognising positive things about themselves/achievements.</p> <p>31. Identifying what contributes to who we are.</p> <p>32. Recognising that our own behaviour can affect other people.</p> <p>33. Recognising the differences and similarities between people.</p> <p>34. Listening to and responding respectfully to a wide range of people.</p> <p>Being safe</p> <p>35. Identifying strategies for balancing time online/offline.</p> <p>36. Identifying reasons for following age regulations and restrictions.</p> <p>37. Identifying how to predict, assess and manage risk in different situations.</p> <p>38. Understanding what they can do reduce risks and keep safe.</p> <p>39. Identifying strategies for keeping safe in the local environment.</p> <p>40. Identifying strategies for keeping safe online.</p> <p>41. Demonstrating basic techniques for dealing with common injuries.</p> <p>42. Understanding how to respond in an emergency situation.</p> <p>43. Understanding privacy and personal boundaries.</p> <p>44. Recognising on-line risks.</p> <p>45. Recognising acceptable/ unacceptable physical contact.</p> <p>46. Understanding about seeking and giving permission</p> <p>47. Recognising pressure from others.</p> <p>48. Recognising ways in which the internet and social media can be used both positively/negatively.</p> <p>Money Matters</p> <p>49. Understanding the different ways to pay for things.</p> <p>50. Identifying that people's attitudes towards saving/spending is different.</p> <p>51. Recognising that people's spending decisions can affect others and the environment.</p> <p>52. Recognising that people make spending decisions based on needs and wants.</p> <p>53. Recognising different ways of keeping track of money.</p> <p>54. Identifying the ways that money can impact on people's feelings.</p> <p>55. Identifying some of the skills that may help them in their future careers.</p>	<p>Difference and Diversity</p> <p>27. Identifying strategies to respond to hurtful behaviours.</p> <p>28. Describing what discrimination means and how to challenge it.</p> <p>29. Describing how to respect others and recognise that our own behaviour can affect other people.</p> <p>30. Respecting/recognising the differences/ similarities between people.</p> <p>31. Debating topical issues with respect.</p> <p>32. Identifying the importance of having compassion towards others.</p> <p>33. Discussing diversity: what it means; the benefits of living in a diverse community.</p> <p>34. Understanding prejudice.</p> <p>35. Exploring how to make safe, reliable choices from search results.</p> <p>36. Identifying what contributes to who we are.</p> <p>37. Understanding that for some people gender identity does not correspond with their biological sex.</p> <p>38. Recognising their individuality and personal qualities.</p> <p>39. Identifying personal strengths, skills, achievements and interests.</p> <p>Being Responsible</p> <p>40. Recognising reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>41. Recognising there are human rights, that are there to protect everyone.</p> <p>42. Understanding the relationship between rights and responsibilities.</p> <p>43. Identifying the importance of having compassion towards others. Explaining how to show care/concern.</p> <p>44. Identifying ways of protecting the environment in school and at home and understanding how everyday choices can affect the environment.</p> <p>Relationships</p> <p>45. Recognising that there are different types of relationships.</p> <p>46. Understanding what marriage and civil partnership means.</p> <p>47. Understanding that forced marriage is a crime.</p> <p>48. Recognising different types of loving, caring and committed relationships.</p> <p>49. Identifying the difference between healthy/ unhealthy relationships.</p> <p>50. Recognising and respecting that there are different family structures.</p> <p>51. Recognising the characteristics of healthy family life.</p> <p>52. Recognising how to seek advice if family relationships make them unhappy.</p> <p>53. Identifying the strategies to build positive friendships and how friendship can support wellbeing.</p> <p>54. Identifying what constitutes a positive healthy friendship.</p> <p>55. Comparing the difference between healthy/ unhealthy friendships.</p> <p>56. Exploring how friendships can change and the benefits of having different types of friends.</p>	<p>Being Me</p> <p>26. Identifying the different groups that make up their community.</p> <p>27. Describing the different contributions that people/groups make to the community.</p> <p>28. Discussing diversity: what it means; the benefits of living in a diverse community; and how we value diversity within our communities.</p> <p>29. Recognising behaviours/actions which discriminate against others and ways of responding to it if witnessed/experienced.</p> <p>30. Recognising positive things about themselves/achievements and can set goals.</p> <p>31. Identifying what contributes to who we are.</p> <p>32. Recognising that our own behaviour can affect other people.</p> <p>33. Respecting and recognising the differences and similarities between people.</p> <p>34. Listening to and responding respectfully to a wide range of people.</p> <p>Being safe</p> <p>35. Identifying how to predict, assess and manage risk in different situations.</p> <p>36. Understanding what hazards may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</p> <p>37. Identifying strategies for keeping safe in the local environment or unfamiliar places.</p> <p>38. Identifying strategies for keeping safe online.</p> <p>39. Demonstrating basic techniques for dealing with common injuries.</p> <p>40. Demonstrating how to respond/react in an emergency situation.</p> <p>41. Recognising on-line risks, harmful content/ behaviours and how to report concerns.</p> <p>42. Can recognise pressure from others.</p> <p>43. Recognising ways in which technology can be used positively and negativity and identifying ways to stay safe.</p> <p>Money Matters</p> <p>44. Understanding different ways to keep track of money.</p> <p>45. Understanding the risks associated with money and ways of keeping money safe.</p> <p>46. Identifying the risks involved in gambling activities.</p> <p>47. Identifying the ways that money can impact on people's emotions.</p> <p>48. Recognising positive things about themselves and can set goals.</p> <p>49. Identifying there is a broad range of different jobs/careers.</p> <p>50. Exploring what is meant by stereotypes.</p> <p>51. Recognising that there are many factors which may influence a person's job or career choice.</p> <p>52. Recognising some of the skills that will help them in their future careers.</p> <p>53. Identifying the kind of job that they might like to do when they are older.</p> <p>54. Recognising a variety of routes into careers.</p>

	<i>Year 4 Citizen</i>	<i>Year 5 Citizen</i>	<i>Year 6 Citizen</i>
Vocabulary	<p>Drug Education – alcohol, caffeine, nicotine, cigarettes, consequence, dangerous, drugs, e-cigarettes, vaping, first aid, paramedic, harmful.</p> <p>Growing Up – hormones, menstruation, puberty, body odour.</p> <p>Changes – experiences, comfort zone, resilience, perseverance, influence, pressure, resolve.</p> <p>Being Me – achievements, actions, advertisements, assertive, manipulated, resist, peer approval/influence.</p> <p>Being Safe – water safety, wellbeing, cyberbullying, harassment, harmful content, misinformation, targeted information, trolling, pressure, privacy, protecting, responsible, risk.</p> <p>Money Matters – balance, borrow, loan, budget, interest, consumer credit, debt, ethical, fair trade, financial gain, gambling, owe, profit, repayment, tax, unmanageable, charity.</p>	<p>Exploring Emotions - communicate, emotional, health, honesty, hurtful, sensitive, uncomfortable, embarrassment, anxiety, worries, consequence, disputes, resolve, strategies, unhelpful thinking.</p> <p>Bullying Matters – kindness, respectful, understanding, upsetting, valued, anonymous, dispute, victim, consequence, bystander, trolling, abuse, aggressive.</p> <p>Being Healthy – physical/mental health, habits, balanced, informed, diseases, well-being, unsafe, vaping, substances, body image, self-image, self-harm, denial.</p> <p>Relationships – marriage, civil partnership, patience, respectful, proud, forgiveness, resolution, self-esteem, influence.</p> <p>Being Responsible – democracy, law, community, contribute, decisions, disagree, citizenship, equal, ethnicity, members of parliament, national government, shared responsibility.</p> <p>Difference and Diversity – discrimination, excluding, harassment, sexual orientation, heterosexual, homosexual, homophobia, gay, lesbian, transgender, transitioning, gender dysphoria.</p>	<p>Drug Education – habit, advice, liquids, social media, medication, pills, vaping, addictive, chemicals, energy drinks.</p> <p>Growing Up – menstruation, periods, tampons, sanitary towels, mood swings, sweat, breasts, spots, pubic hair, facial hair, goals, strengths, skills, ambitions.</p> <p>Changes – transitions, loss, divorce, separation, bereavement, positive affirmations, cognitive, independence, emotional/physical changes.</p> <p>Being Me – talents, interests, mental health, stress, anxiety, coping strategies, acceptance, individuality, setbacks, unhelpful thoughts, personal responsibility, guilt.</p> <p>Being Safe – digital citizenship, false profiles, fakes, image distribution, impersonate, internet cookies, privacy settings, secure sites, live streaming, online gaming.</p> <p>Money Matters – bankrupt, inflation, minimum wage, consumer rights, investment, scam, interest, loan, debt, gambling, fraud, finance, tax, enterprise.</p>